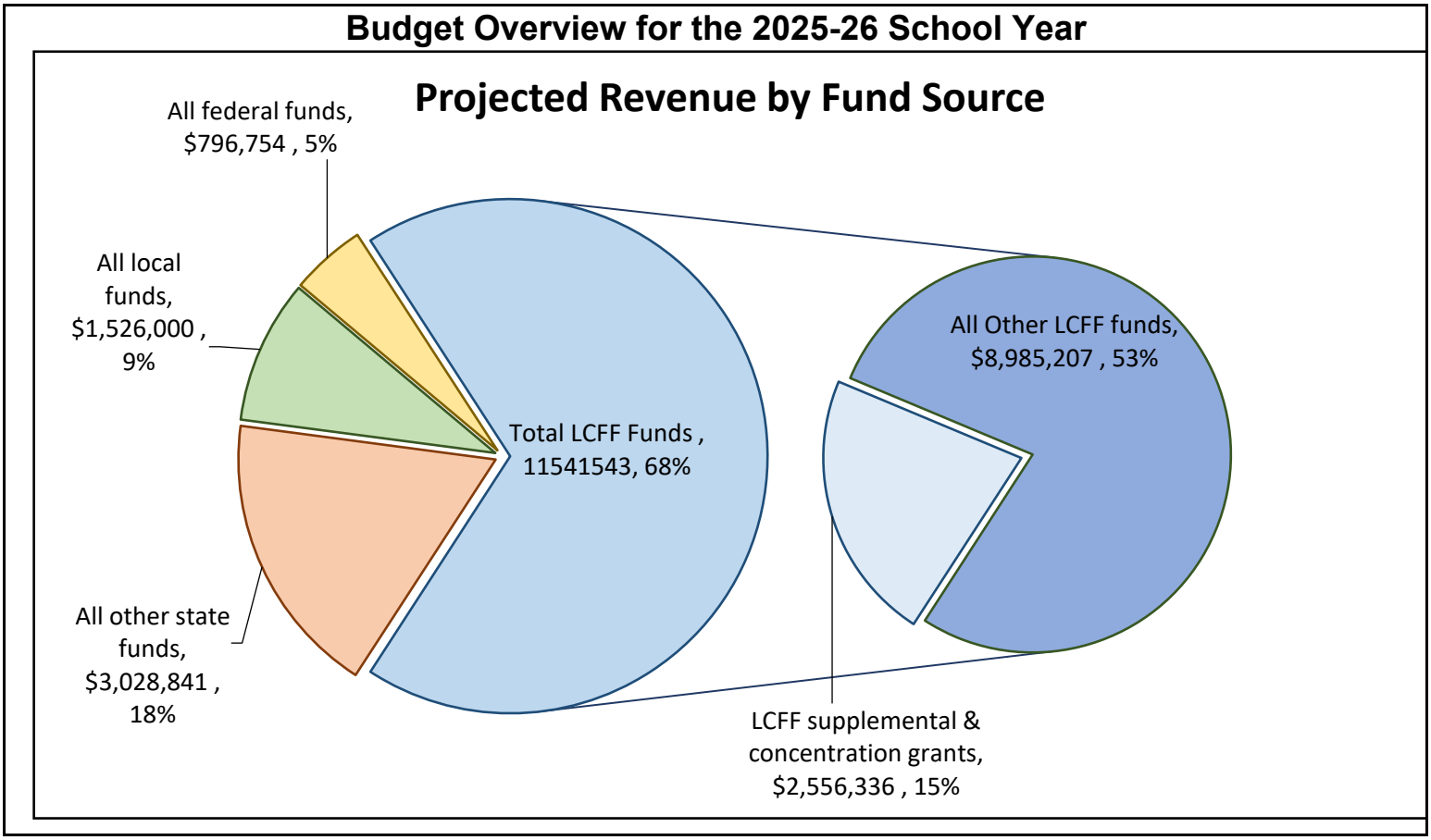
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Samueli Academy
CDS Code: 30 10306 0126037
School Year: 2025-26
LEA contact information: Anthony Saba, 714-619-0215, asaba@samueliacademy.org

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).

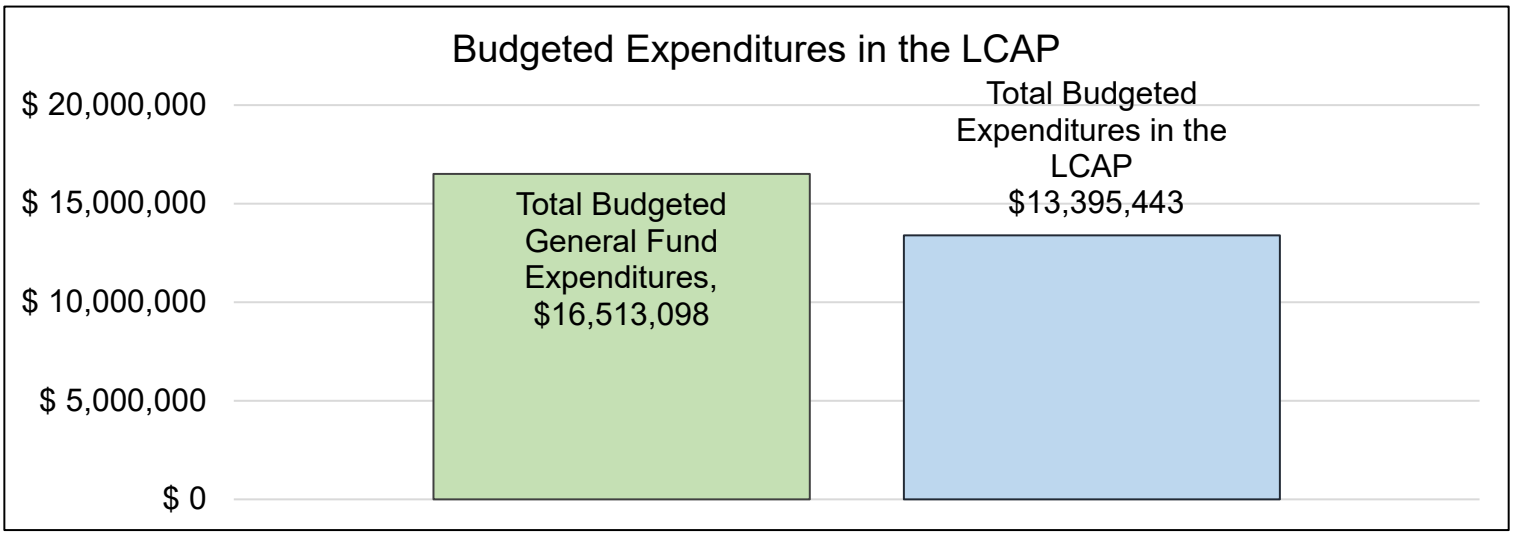


This chart shows the total general purpose revenue Samueli Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Samueli Academy is $16,893,138.00, of which $11,541,543.00 is Local Control Funding Formula (LCFF), $3,028,841.00 is other state funds, $1,526,000.00 is local funds, and $796,754.00 is federal funds. Of the $11,541,543.00 in LCFF Funds, $2,556,336.00 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 Samueli Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

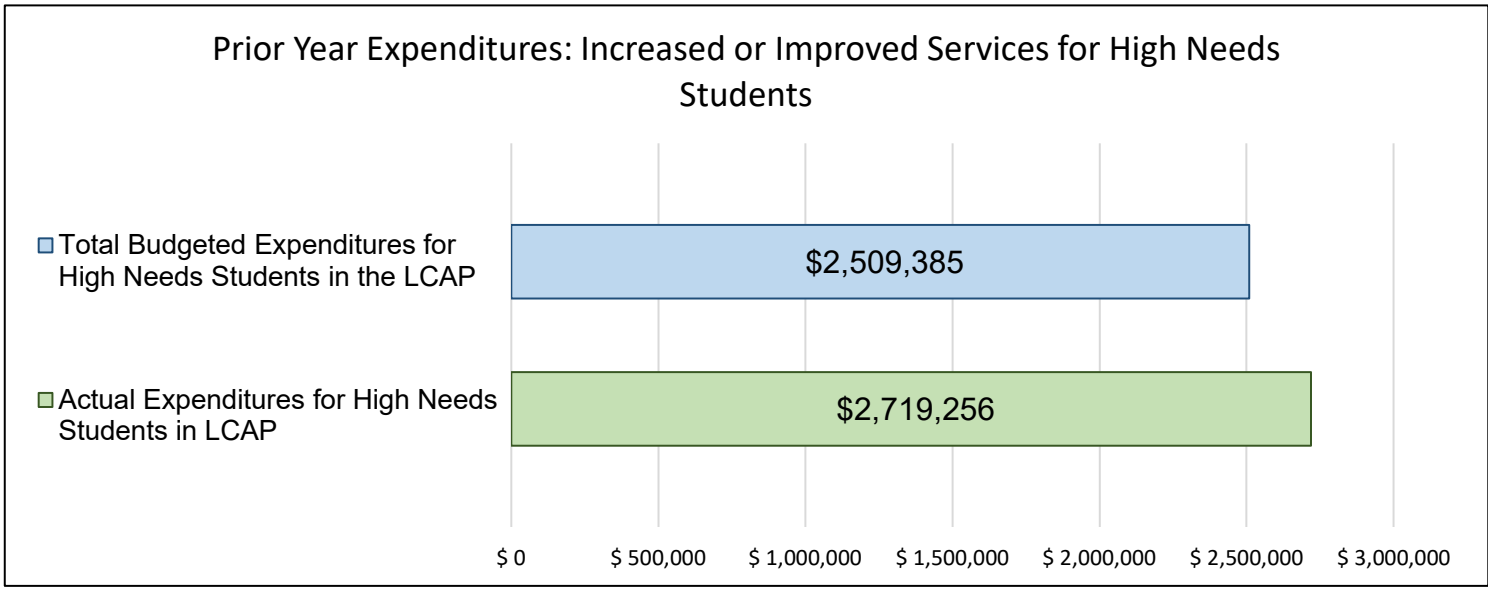
The text description of the above chart is as follows: Samueli Academy plans to spend $16,513,098.00 for the 2025-26 school year. Of that amount, $13,395,443.00 is tied to actions/services in the LCAP and $3,117,655.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Samueli Academy is projecting it will receive $2,556,336.00 based on the enrollment of foster youth, English learner, and low-income students. Samueli Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Samueli Academy plans to spend $2,559,608.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Samueli Academy's LCAP budgeted $2,509,385.42 for planned actions to increase or improve services for high needs students. Samueli Academy actually spent $2,719,256.00 for actions to increase or improve services for high needs students in 2024-25.

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
Samueli Academy	Lee Fleming, Head of School	lfleming@samueliacademy.org 714.619.0215

Plan Summary 2025-26

General Information

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

Samueli Academy, established as the model public school envisioned by the Orangewood Foundation, is dedicated to serving foster and underrepresented youth. The Academy offers a rigorous, standards-aligned, college-preparatory program with a strong STEAM (Science, Technology, Engineering, Arts, and Mathematics) focus. Central to the academic experience is project-based learning (PBL), which enables students to engage deeply with core concepts and standards through authentic, experiential projects. This approach not only enhances understanding but also develops essential 21st-century skills such as communication, collaboration, critical thinking, work ethic, and problem-solving. Students address real community issues, explore career pathways, interact with adult mentors, utilize technology, and present their work to audiences beyond the classroom, ensuring learning is both relevant and impactful.

Every Samueli Academy student is enrolled in UC A-G approved courses and has access to Advanced Placement (AP) offerings. Completion of a Career Technical Education (CTE) Pathway and an internship is a graduation requirement, providing practical preparation for both college and career. Students can select either the Engineering or Design CTE Pathway and are encouraged to participate in concurrent enrollment through a partnership with Santa Ana Community College, enabling them to earn college credit while still in high school.

The Academy fosters a well-rounded, 21st-century educational experience within a small school environment, housed in a state-of-the-art facility. Each student is provided with a laptop, and technology-based programs and digital curricular materials are fully integrated into the learning process. A culture of high expectations and a college-going mindset is cultivated through college-readiness standards, dedicated courses, and a robust calendar of college application and financial aid workshops. Students benefit from access to numerous scholarship opportunities, college and career field trips, and a comprehensive after-school program that includes academic tutoring, extracurricular clubs, organizations, and athletics.

Support for students is further strengthened through grade-specific Advisory courses and ongoing meetings with College Counselors. These counselors assist with course planning, academic review, the college application process, and financial aid planning, ensuring that each student receives individualized guidance throughout their academic journey.

Currently, Samueli Academy serves approximately 842 students in grades 7-12. The student body is 82% Hispanic, 6% Asian, 5% White, 5% identifying as Two or More Races, 1% African American, and 1% Filipino. Among these students, 14% are Students with Disabilities, 13% are

English Learners, 1.4% are Foster Youth, 3.4% are Homeless, and 75% are Socioeconomically Disadvantaged. While the Academy is not eligible for LCFF Equity Multiplier Funds, it does qualify for Differentiated Assistance for English Learner and Long-term English Learner groups.

For 2025-26, Samueli Academy has developed a one-year Local Control and Accountability Plan (LCAP) that addresses all eight State Priorities and also serves as the School Plan for Student Achievement (SPSA). The plan fulfills all stakeholder engagement requirements outlined in California Education Code, including consultation with the Special Education Local Plan Area (SELPA), engagement with the Parent Advisory Committee (PAC), Student Advisory Committee, and the English Learner Parent Advisory Committee (EL PAC), and providing written responses to committee feedback. Samueli Academy is not eligible for LCFF Equity Multiplier Funds, however is eligible for Differentiated Assistance for the English Learner and Long-term English Learner student groups.

Samueli Academy will expend Learning Recovery Emergency Block Grant Funds (LREBG) in the 2025-26 school year and has engaged its educational partners in a comprehensive needs assessment as outlined in the "Reflections: Annual Performance" section of this LCAP.

Reflections: Annual Performance

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

The following table reflects Samueli Academy's performance on the 2023 California School Dashboard, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career (Status Only)
All Students	N/A	Orange	Orange	Yellow	Green	Yellow	High
English Learners	Green	Yellow	Red	--	Yellow	Orange	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Orange	Orange	Yellow	Green	Yellow	Medium
Students with Disabilities	N/A	Red	Red	--	Orange	Yellow	--
African American	N/A	--	--	--	--	--	--
American Indian or Alaska Native	N/A	N/A	--	--	N/A	N/A	--
Asian	N/A	--	Orange	--	--	--	--
Filipino	N/A	--	--	N/A	--	--	N/A
Hispanic	N/A	Orange	Orange	Yellow	Green	Yellow	High
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	N/A	N/A	N/A
White	N/A	--	Orange	--	--	--	--
Two or More Races	N/A	--	--	--	--	--	--

Excerpt from the 2024-25 LCAP: 2023 CA School Dashboard Performance

The Students with Disabilities student group received a RED performance level for the ***Chronic absenteeism*** and a RED Performance level for the ***Suspension Rate Indicator*** for English Learners and Students with Disabilities (SWD) as evidenced on the 2023 CA School Dashboard. Based on our needs assessment we identified root causes as mental health challenges and medically fragile, in some cases resulting in hospitalizations.

The Leadership Team that included the Student Development Coordinator, Head of School, Assistant Head of Schools, Student Services Coordinator, SEL Counselor, Academic Counselors, Student Success Coordinator (Foster Youth/Homeless Youth Liaison), General Education teachers (2), Attendance Staff, and Community Schools Coordinator. Data was gathered from the Aeries analytics chronic absenteeism dashboard; student interviews, home visits, check-in meetings, Independent Study contracts, and a crosswalk of data (attendance, GPA, discipline records and counseling records). There is a need to implement Independent Study with specific cases to improve attendance and effectively communicate with families on the attendance policy but also options for Independent Study. There is a need to consistently communicate the attendance policy with students and families; and for at-risk students address those barriers to daily attendance including connecting students/families to services provided by community-based organizations and/or agencies to address those needs.

Ensuring that students feel safe and nurtured is our main priority at Samueli. Our staff takes pride in building solid relationships with students to support them best academically and emotionally. In the last two years, we hired a full-time school psychologist and a $7^{th}/8^{th}$ grade social-emotional counselor to meet the mental health needs of our students. Our professional development during the first year back from distance learning focused mainly on collaboration and building relationships.

Samueli Academy is committed to providing robust and high-quality education to our students with Individualized Education Plans (IEPs) and Section 504 Plan through our full inclusion model. Our special education teachers co-teach with general education teachers. In contrast, our special education instructional assistants implement the push-in model in general education classes to ensure students receive accommodations and modifications per their IEPs and meet students specialized academic service minutes. Our special education department contracts with outside providers to provide speech, occupational therapy, and educationally related mental health services through a pull-out and push-in model, depending on the services students indicate through their IEPs.

Samueli Academy has implemented PLCs using the Plan, Do, Study, Act (PDSA) cycle to track impact on student learning. Through our book study Zweir's Academic Conversation, this year's focus was on increasing the quantity and quality of student academic discourse in the classroom which will continue in the 2024-25 school year. Weekly, Samueli Academy's administrators conduct classroom walkthroughs to monitor use of evidence-based pedagogical strategies including academic discourse, implementing learning outcomes and differentiated instruction. Administrators then conduct feedback cycles and next steps with teachers.

Samueli Academy received a RED Performance level for the ***Suspension Rate Indicator*** for English Learners and Students with Disabilities (SWD) as evidenced on the 2023 CA School Dashboard. The Leadership Team made up of the Student Development Coordinator, Head of School, Assistant Head of Schools, Student Services Coordinator, SEL Counselor, Academic Counselors, Student Success Coordinator (FY/HL Liaison), General Education teachers engaged in MTSS meetings, gathered data using the Aeries analytic dashboard that includes discipline data. We conducted a deep dive to identify root causes and patterns. We reviewed the process map (student referrals and incidents that led to

suspensions. The root causes of suspensions include substance abuse, causing or attempting to cause physical injury to another person and with SWD escalating behavioral challenges.

This year the Student Development Coordinator conducted a re-entry meeting post-suspension of reach student and developed a behavior contract that was also shared with the MTSS/staff that support the student. We identified the need to further strengthen restorative practices/approaches and explore alternatives to suspension by providing staffwide training and coaching.

Student survey data identified the following:

- While most students (74%) feel they have a voice in the creation of school expectations (74% of students at Samueli moderately or strongly agree that the school/staff/teachers/students make the agreements or expectations together), approximately 50% feel there is not a process to change agreements and expectations.

- Most students (percent averages in the 80's) feel supported academically by school staff.

- 75% of students feel they have an adult they can go to with a personal problem; 80% of students feel they have one other student they can go to with a personal problem.

- 80% of parents/caregivers feel the culture at Samueli encourages their children to develop social and emotional skills such as confidence and collaboration skills.

The return to in-person learning presented Samuel Academy with many challenges, one being an increase in discipline related offenses. An increase in drug use and student altercations became an immediate priority for our school and led to a revamp in our school's discipline systems and structures. Focusing on restorative practices, we partnered with community organizations to better support our struggling students and improved our progress monitoring through consistent behavior plans. We are proud of our work in this area and acknowledge that the work is far from over. Our goal is to continue finding alternatives to suspensions and identifying more preventative strategies to ensure we decrease our suspension rates.

2024 CA SCHOOL DASHBOARD

The following table reflects Samueli Academy's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Red	Yellow	Blue	Orange	Orange	Blue
English Learners	Red	Red	Red	--	Red	Red	--
Long-Term English Learners	Red	Red	Red	--	Red	Red	--
Foster Youth	N/A	--	--	--	--	--	--
Homeless	N/A	--	--	--	--	--	--
Socioeconomically Disadvantaged	N/A	Red	Yellow	Blue	Orange	Orange	Green
Students with Disabilities	N/A	--	Green	--	Red	Red	--
African American	N/A	--	--	N/A	--	--	N/A
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A	--	--	--	--	--	--
Hispanic	N/A	Orange	Yellow	Blue	Orange	Orange	Green
Native Hawaiian or Pacific Islander	N/A	N/A	--	N/A	--	--	N/A
White	N/A	--	Yellow	--	--	--	--
Two or More Races	N/A	--	--	N/A	--	--	N/A

ELA Needs Assessment

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for multiple student groups in ELA, that includes English Learners (ELs), Long-Term English Learners (LTELs), and Students with Disabilities (SWD),) student groups; and Orange Performance level for All Students; Socioeconomically Disadvantaged and Hispanic student groups. This needs assessment identifies critical gaps in reading comprehension, writing proficiency, and academic language development that require immediate and sustained intervention.

Current Performance Data

2024 CA School Dashboard - ELA Performance Levels

All students performed at Orange level, scoring 13 points below standard. Hispanic students also achieved Orange performance with 26.3 points below standard. The most concerning results emerged among English Learners, who received RED performance levels at 84.5 points below standard. Long-Term English Learners similarly received RED performance level at 137 points below standard; Students with Disabilities received RED performance levels at 107.3 points below standard; and Socioeconomically Disadvantaged students performed at Orange level with 27.1 points below standard,

Supporting Assessment Data

ELA College Readiness assessments revealed that 35.07% of students achieved Level 3 and 22.39% reached Level 4 in the 2023-24 school year. ELPAC proficiency rates declined from 27.64% in 2022-23 to 24.19% in 2023-24, indicating regression in English language development. The reclassification rate showed slight improvement from 8% to 8.4% between these same years, though this remains well below optimal levels.

Identified Resource Inequities

- **Reading Intervention and Literacy Support Disparities:** The most significant resource inequity at Samueli Academy involves the absence of dedicated reading specialists and insufficient reading intervention programs during regular school hours. While some students receive informal literacy support through teacher office hours, many English Learners and Students with Disabilities lack access to systematic, evidence-based reading interventions that could accelerate their literacy development. This creates a two-tiered system where students with stronger foundational skills continue to advance while those with reading difficulties fall further behind without appropriate specialized support.
- **Professional Development and Teacher Capacity Gaps:** Unequal access to high-quality professional development in literacy instruction creates significant disparities in classroom teaching quality. While some teachers have received training in Academic Conversations and EL strategies, others lack adequate preparation for supporting diverse learners in literacy development. The insufficient teacher knowledge of literacy instruction particularly affects English Learners and Students with Disabilities, who require specialized pedagogical approaches that many general education teachers have not been trained to provide.
- **Instructional Materials and Technology Access Inequities:** Resource disparities exist in access to differentiated instructional materials, culturally relevant texts, and technology platforms that support literacy development. Students from low-income families may lack access to books, reading materials, and digital literacy resources at home, creating unequal opportunities for literacy practice outside of school. The digital divide affects students' ability to access online reading programs and complete technology-based literacy assignments, particularly impacting families without reliable internet access or appropriate devices.
- **Language and Cultural Resource Barriers:** English Learners face systemic barriers to accessing grade-level curriculum due to insufficient scaffolding and limited availability of translated materials or bilingual support. The lack of comprehensive home language literacy development opportunities prevents students from building on their linguistic assets while developing English proficiency. Cultural disconnects between school literacy practices and students' home experiences create additional barriers to engagement and academic success.
- **Student Support Services and Wraparound Resources:** Students experiencing trauma, housing instability, or other socioeconomic challenges face barriers to literacy learning that extend beyond academic instruction. Mental and physical health needs unmet for chronically absent

students create compounding effects on reading development and school engagement. The absence of comprehensive wraparound services means that some students cannot focus on literacy learning while struggling with basic needs that interfere with consistent school attendance and academic concentration.

Identified Performance Gaps

- **Reading Comprehension Deficits:** Students across EL and LTEL populations demonstrate consistently low Lexile levels, with reading tasks frequently falling outside their Zone of Proximal Development. Foundational literacy skills remain inconsistent, and students show limited progress on NWEA MAP reading assessments. These deficits create barriers to accessing grade-level content across all academic disciplines.
- **Academic Language Development:** The depth of academic vocabulary remains insufficient for grade-level expectations. Students receive limited opportunities for oral language practice in content areas, resulting in shallow discourse patterns during classroom discussions. Cultural and linguistic barriers further compound these challenges, affecting meaningful participation in academic conversations.
- **Writing Proficiency Gaps:** Writing samples across all student groups reveal significant weaknesses in academic writing conventions and content development. Samueli Academy currently lacks comprehensive writing intervention programs, and writing instruction varies inconsistently across disciplines. Students struggle particularly with argumentative and analytical writing tasks required for college and career readiness.
- **Engagement and Participation Issues:** Inconsistent engagement in ELA coursework stems from multiple factors including student confidence barriers, particularly among English Learners. Cultural norms may discourage active classroom participation, while limited sense of belonging affects students' willingness to take academic risks necessary for language development.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction prevents adequate scaffolding and accommodations for diverse learners. Tier 1 instruction lacks systematic, evidence-based literacy approaches, while teacher capacity gaps indicate insufficient professional development in literacy strategies specifically designed for ELs and SWD. The absence of targeted reading intervention programs further compounds these instructional challenges.
- **Systemic Factors:** Resource inequities create unequal access to instructional materials and supports across student populations. Assessment practices show limited alignment with formative assessment principles that should guide instruction. The lack of coherent 7-12 grade literacy progression creates gaps in student learning, while insufficient use of student data prevents informed instructional decision-making.
- **Student-Centered Factors:** Language barriers significantly affect student access to curriculum, while confidence issues stem from students feeling their ideas and contributions lack value in academic settings. Current grouping strategies fail to meet diverse learner needs effectively. The absence of strong individual connections between students and educators negatively impacts motivation and academic engagement.

Input from Educational Partners

- **Student Voice from Empathy Interviews:** Interviews with 8th, 11th, and 12th grade EL students revealed consistent challenges with academic vocabulary and complex texts. Students expressed preferences for visual and hands-on learning approaches while identifying needs for more individualized support and feedback. They requested culturally relevant learning materials and described ongoing challenges with speaking confidence in academic settings.
- **Educator Feedback:** Teachers consistently request additional professional development in EL strategies and more planning time for differentiated instruction. Educators desire better assessment tools and data analysis support while seeking coaching in implementing accommodations effectively. Staff members recognize the need for systematic approaches to supporting diverse learners but require additional resources and training.
- **Family Input:** Families request enhanced support in understanding academic expectations and need for comprehensive translated materials and interpreter services. Parents desire workshops focused on supporting literacy development at home and express interest in better understanding the grading system and academic progress monitoring. Many families seek deeper engagement in their children's educational journey.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- The hiring of a Reading Specialist represents the most critical immediate need. This position will collaborate directly with teachers on effective literacy strategies while providing targeted support for reading and writing skill development, with specific focus on EL student needs and evidence-based interventions.
- Expanding ELD programming through adding a designated ELD class for middle school students in grades 7-8 will create more opportunities for focused language development and academic support. Simultaneously, strengthening integrated ELD across all content areas and implementing systematic EL support during instructional time will provide comprehensive language development opportunities.
- Professional development enhancement must include intensive literacy development training for all instructional staff, coupled with EL-specific pedagogical strategies workshops. Training in culturally responsive teaching practices and data analysis for instructional planning will build teacher capacity to serve diverse learners effectively.

Medium-Term Strategies Over 1-2 Years

- Curriculum and instruction alignment requires developing a coherent 7-12 literacy scope and sequence while implementing evidence-based reading intervention programs. Establishing systematic formative assessment protocols and creating differentiated instructional materials and resources will support improved student outcomes across all grade levels.

- Enhancement of the Multi-Tiered System of Supports must strengthen Tier 1 instruction through universal design principles while implementing targeted Tier 2 interventions for at-risk students. Developing intensive Tier 3 supports for students with significant gaps, combined with regular progress monitoring and data review cycles, will ensure comprehensive support for all learners.
- Family and community engagement initiatives should include multilingual literacy workshops for families and improved home-school communication systems. Building community partnerships for authentic learning experiences and establishing student mentorship and peer support programs will create broader networks of support for student success.

Long-Term Goals Over 3-5 Years

Systemic transformation requires building a comprehensive literacy culture across all disciplines through sustained professional learning communities. Implementing data-driven decision making at all levels while ensuring equitable access to advanced literacy opportunities will create lasting change in student outcomes and educational equity.

Addressing the ELA performance gaps at Samueli Academy requires a comprehensive, multi-faceted approach that combines evidence-based interventions, professional development, family engagement, and systemic supports. The focus on English Learners and other historically underserved populations must be maintained through culturally responsive practices, differentiated instruction, and sustained commitment to equity.

Success will depend on collaborative implementation, regular monitoring of progress, and adaptive adjustments based on ongoing data analysis and stakeholder feedback. With dedicated resources and sustained effort, Samueli Academy can significantly improve ELA outcomes for all students while closing achievement gaps and promoting educational equity.

This needs assessment will be reviewed and updated annually based on new data, stakeholder feedback, and implementation progress to ensure continued relevance and effectiveness in addressing student needs.

Math Needs Assessment

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for multiple student groups in Mathematics, with significant concerns for English Learners (ELs), Long-Term English Learners (LTELs), Students with Disabilities (SWD). This comprehensive needs assessment identifies critical gaps in foundational mathematics skills, mathematical reasoning, and problem-solving abilities that require immediate and sustained intervention to ensure all students achieve college and career readiness in mathematics.

Current Performance Data

2024 CA School Dashboard - Mathematics Performance Levels

All students performed at Orange level, scoring 77.2 points below standard, representing a 10-point decline from previous year. Hispanic students achieved Orange performance with 91.8 points below standard. English Learners received RED performance levels at 126.3 points

below standard, while Long-Term English Learners similarly received RED performance levels at 164.5 points below standard; Students with Disabilities received RED performance levels at 135.1 points below standard; and Socioeconomically Disadvantaged students performed at Orange level with 89.8 points below standard.

Supporting Assessment Data

Mathematics College Readiness assessments revealed that only 9.7% of students achieved Level 3 and 7.46% reached Level 4 during the 2023-24 school year, representing concerning declines from the previous year's 13.39% Level 3 and 7.09% Level 4 performance. These results indicate that 7.46% of students demonstrate readiness for college-level mathematics coursework.

NWEA MAP Growth assessments provide additional insight into student mathematical development, with data showing varied performance across grade levels and student subgroups. Samueli Academy has implemented iXL Math supplemental programming for grades 8-12 and Delta Math for grade 7 to address foundational skill gaps.

Identified Resource Inequities

- **Mathematics Intervention and Support Services Disparities:** The most significant resource inequity at Samueli Academy involves unequal access to mathematics intervention services during the instructional day. While some students receive adequate tutoring and support through office hours, many English Learners and Students with Disabilities face barriers to accessing these services due to scheduling conflicts, transportation issues, or cultural factors that discourage help-seeking behavior. The limited availability of in-school mathematics intervention time creates a system where students with greater social capital and family resources are more likely to receive the additional support they need.
- **Instructional Resource and Material Gaps:** Classroom-level resource inequities manifest through insufficient mathematics manipulatives, visual aids, and hands-on learning materials that are particularly crucial for English Learners and students with diverse learning styles. The absence of adequate reading specialist support directly impacts mathematics achievement, as mathematical word problems and complex texts require strong literacy skills that many students lack. These gaps disproportionately affect students who have not had access to high-quality elementary mathematics education or those whose primary language is not English.
- **Technology Access and Digital Divide Issues:** Significant disparities exist in student access to technology platforms and digital mathematics resources both at school and at home. While Samueli Academy provides iXL Math and Delta Math programs, students from low-income families may lack reliable internet access or appropriate devices to fully utilize these resources outside of school hours. This digital divide prevents equitable implementation of technology-enhanced mathematics learning and creates additional barriers for students who need the most practice and support.
- **Professional Development and Teacher Capacity Inequities:** Unequal access to high-quality professional development in mathematics pedagogy creates inconsistent instructional quality across classrooms. Some teachers have benefited from UCI Math Program coaching and specialized training, while others have not received adequate preparation for supporting English Learners and Students with Disabilities in mathematics learning. This professional development gap results in some students receiving evidence-based, culturally responsive mathematics instruction while others experience less effective teaching practices.

- **Student Support Services Access Barriers:** Students experiencing housing instability, food insecurity, or other socioeconomic challenges face additional barriers to mathematics learning that extend beyond academic instruction. Mental and physical health needs remain unmet for chronically absent students, creating compounding effects on mathematics achievement. The lack of wraparound services and comprehensive student support systems creates unequal learning conditions where some students can focus entirely on academics while others struggle with basic needs that interfere with learning.

Identified Performance Gaps

- **Foundational Mathematics Skills Deficits:** Students across all grade levels demonstrate significant gaps in fundamental mathematical concepts and computational fluency. These foundational deficits create barriers to accessing grade-level content and understanding more complex mathematical concepts. The gaps are particularly pronounced among English Learners and Students with Disabilities, who require specialized instructional approaches to develop both mathematical understanding and academic language simultaneously.
- **Mathematical Reasoning and Problem-Solving Challenges:** Students struggle with multi-step problem-solving processes and mathematical reasoning tasks that require critical thinking and application of mathematical concepts. The ability to analyze, synthesize, and evaluate mathematical information remains underdeveloped across student populations. These challenges are compounded by limited exposure to authentic problem-solving experiences and insufficient scaffolding for complex mathematical thinking.
- **Academic Language and Communication Barriers:** Mathematical discourse and communication represent significant challenges, particularly for English Learners who must navigate both mathematical concepts and academic language simultaneously. Students demonstrate limited ability to explain mathematical reasoning, justify solutions, or engage in mathematical argumentation. The intersection of language development and mathematical understanding requires specialized instructional strategies.
- **Engagement and Confidence Issues:** Mathematics anxiety affects student engagement and willingness to persevere through challenging mathematical tasks. Many students, particularly English Learners and Long-Term English Learners, demonstrate low confidence in their mathematical abilities, leading to reduced participation and academic risk-taking. Cultural factors may also influence student engagement with mathematics learning.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction prevents adequate scaffolding for diverse mathematical learners. Teachers require enhanced professional development in mathematics pedagogy, particularly for supporting English Learners and Students with Disabilities in mathematics learning. The current instructional approach may not adequately address the intersection of language development and mathematical understanding.
- Insufficient integration of the UCI Math Program partnership indicates underutilization of available expertise and resources. While coaching and curriculum support exist through this partnership, implementation may lack consistency across classrooms and grade levels. The potential for expanding this collaboration remains unrealized.

- **Systemic Factors:** Resource allocation for mathematics intervention during the school day remains limited, creating barriers for students who require additional support beyond regular classroom instruction. The underutilization of tutoring services suggests that current support structures may not align with student needs or accessibility preferences.
- Significant resource inequities compound mathematical learning challenges across student populations. Limited targeted mathematics intervention programs during school hours create unequal access to support services, with some students receiving adequate assistance while others struggle without appropriate interventions. The absence of sufficient reading specialists directly impacts mathematics achievement, as many mathematical tasks require strong literacy skills that English Learners and struggling readers lack.
- Instructional resource disparities affect classroom learning environments, with insufficient mathematics manipulatives, visual aids, and technology access limiting hands-on learning opportunities. The lack of comprehensive teacher knowledge in literacy instruction creates additional barriers for students who struggle with mathematical word problems and complex mathematical texts, particularly affecting English Learners and Students with Disabilities who require both mathematical and linguistic support.
- Teacher capacity in implementing differentiated strategies specifically for mathematics instruction requires enhancement. Professional development opportunities focused on mathematics pedagogy, particularly for diverse learners, need expansion and systematic implementation across all mathematics teaching staff. Unequal access to professional development opportunities and coaching support creates inconsistent instructional quality across mathematics classrooms.

Student-Centered Factors

- Mathematics foundational gaps create significant barriers to grade-level success, while insufficient scaffolding for English Learners and Students with Disabilities compounds learning challenges. Peer support systems remain underutilized, limiting opportunities for collaborative learning and peer tutoring that could enhance mathematical understanding and confidence.
- Resource inequities at the student level manifest through unequal access to mathematics support tools and interventions. Students identified as needing additional support may not receive consistent access to mathematics intervention specialists, tutoring services, or appropriate accommodations. The underuse of tutoring programs particularly affects English Learners and Students with Disabilities, who may face cultural, linguistic, or logistical barriers to accessing available support services.
- Mental and physical health needs remain unmet for chronically absent students, creating additional barriers to consistent mathematics learning. Students experiencing housing instability, food insecurity, or other socioeconomic challenges may lack adequate home support for mathematics learning, including access to technology, quiet study spaces, or family members who can provide academic assistance.
- Student access to and utilization of support services varies significantly, with some students not engaging with available tutoring and office hours. Cultural and linguistic factors may influence student willingness to seek help or participate in mathematical discourse. The digital divide affects students' ability to access online mathematics resources and complete technology-based assignments, particularly impacting students from low-income families who may lack reliable internet access or appropriate devices at home.

Educational Partner Input Summary

- **Student Feedback and Observations:** Students demonstrate appreciation for hands-on mathematical activities and real-world applications that connect mathematics to their interests and experiences. However, many express frustration with abstract mathematical concepts and traditional instructional approaches that emphasize procedural over conceptual understanding.
- English Learner students particularly benefit from visual representations, manipulatives, and collaborative learning opportunities that allow for mathematical communication in multiple modalities. Students consistently request more individualized support and additional time to process mathematical concepts.

- **Educator Perspectives:** Mathematics teachers recognize the need for enhanced professional development in supporting diverse learners, particularly in addressing the intersection of language development and mathematical understanding. Teachers express interest in expanding the UCI Math Program collaboration and implementing more systematic approaches to differentiated instruction.
- Staff members identify the need for additional planning time to develop appropriate scaffolding and accommodations for English Learners and Students with Disabilities. Teachers desire better assessment tools for diagnosing mathematical understanding and monitoring student progress effectively.

- **Family Engagement Insights:** Families express concern about their ability to support mathematics learning at home, particularly when instructional approaches differ from their own educational experiences. Parents of English Learner students request additional resources for understanding mathematical expectations and supporting homework completion.
- Many families demonstrate interest in workshops focused on mathematics support strategies and understanding the connection between mathematical skills and college/career readiness. Parents seek better communication about student progress and specific areas where additional support is needed.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- Expanding in-school mathematics support time represents the most critical immediate intervention. This includes creating dedicated periods for mathematics intervention, increasing access to tutoring during school hours, and implementing systematic progress monitoring for students receiving additional support. Addressing resource inequities requires prioritizing access for English Learners, Students with Disabilities, and socioeconomically disadvantaged students who may face additional barriers to learning.
- Hiring a reading specialist to collaborate with mathematics teachers addresses the critical intersection of literacy and mathematical learning. This position will support students who struggle with mathematical word problems, complex mathematical texts, and academic language required for mathematical communication. The reading specialist will provide evidence-based reading strategies specifically applied to mathematical contexts, supporting both English Learners and struggling readers in accessing grade-level mathematical content.
- Strengthening the UCI Math Program integration through enhanced teacher coaching, expanded curriculum support, and systematic implementation across all mathematics classrooms will leverage existing expertise while building internal capacity. This partnership should

focus specifically on supporting English Learners and Students with Disabilities in mathematics learning while ensuring equitable access to high-quality mathematical instruction.

- Promoting mathematics tutoring utilization requires addressing barriers to access and engagement, including transportation, scheduling conflicts, and cultural factors that may discourage help-seeking behavior. This includes scheduling tutoring at optimal times, providing transportation or virtual options, and creating culturally responsive tutoring environments that encourage participation from all student populations.

Medium-Term Strategies Over 1-2 Years

- Comprehensive professional development in mathematics pedagogy must focus specifically on supporting diverse learners and addressing resource inequities in classroom instruction. This includes training in mathematical discourse strategies, differentiated instruction techniques, and assessment practices that support rather than penalize English Learners and Students with Disabilities. Professional development must also address how to maximize limited resources and create equitable learning opportunities for all students regardless of their background or previous educational experiences.
- Implementing systematic mathematics intervention programming during regular school hours will ensure all students receive appropriate support based on identified needs rather than their ability to access after-school services. This requires developing screening and diagnostic procedures, creating targeted intervention curricula, and training staff in evidence-based intervention strategies that address both mathematical understanding and literacy development.
- Addressing resource inequities through strategic resource allocation and grant funding will ensure that mathematics intervention programs, manipulative materials, technology access, and specialist support reach students who need them most. This includes establishing criteria for resource distribution that prioritizes historically underserved populations while maintaining high expectations for all students.
- Expanding the use of technology platforms like Delta Math and iXL while integrating them systematically into classroom instruction will provide individualized practice opportunities and immediate feedback for students. However, implementation must address the digital divide by ensuring all students have reliable access to technology and internet connectivity both at school and at home.

Long-Term Goals Over 3-5 Years

- Developing a comprehensive K-12 mathematics pathway that ensures vertical alignment and addresses foundational skill development at appropriate developmental levels will create coherent learning progressions. This requires collaboration with feeder elementary schools and receiving high schools or colleges.
- Establishing a school-wide mathematical discourse and problem-solving culture will support student engagement and mathematical thinking development. This includes implementing consistent mathematical practices across all content areas and creating authentic problem-solving experiences connected to student interests and career pathways.
- Building family engagement in mathematics learning through comprehensive parent education programs, home-school collaboration strategies, and culturally responsive communication will create broader support networks for student success.

Addressing the mathematics performance gaps at Samueli Academy requires comprehensive, sustained effort focused on evidence-based interventions, professional development, and systematic support for diverse learners. The challenges faced by English Learners, Students with Disabilities, and other historically underserved populations demand specialized approaches that address both mathematical understanding and cultural responsiveness.

Success will depend on collaborative implementation across all educational partners, regular monitoring of progress through multiple measures, and adaptive adjustments based on ongoing data analysis and feedback. The existing partnership with UCI Math Program provides a strong foundation for improvement, while additional interventions and supports will ensure comprehensive service delivery for all students.

With dedicated resources, sustained professional development, and commitment to equity, Samueli Academy can significantly improve mathematics outcomes for all students while closing achievement gaps and ensuring college and career readiness in mathematics for every graduate.

This needs assessment will be reviewed and updated annually based on new performance data, educational partner feedback, and implementation progress to ensure continued relevance and effectiveness in addressing student mathematical learning needs.

ENGLISH LEARNER PROGRESS INDICATOR (ELPI) – Needs Assessment

Samueli Academy received RED performance levels on the 2024 CA School Dashboard for the English Learner Progress Indicator (ELPI) for both English Learners (ELs) and Long-Term English Learners (LTELs). With 41.8% of EL students and 42% of LTEL students making progress toward English language proficiency, Samueli Academy falls significantly below state expectations. This comprehensive needs assessment identifies critical barriers to language acquisition, instructional gaps, and systemic inequities that require immediate and sustained intervention to ensure all multilingual learners achieve English proficiency while maintaining their linguistic assets.

Current Performance Data

2024 CA School Dashboard - ELPI Performance Levels

English Learners received RED performance levels with 41.8% making progress toward English language proficiency, representing a significant decline from the 54.3% baseline established in 2022-23. Long-Term English Learners similarly received RED performance levels with 42% demonstrating progress, indicating persistent challenges in supporting students who have been learning English for six or more years without achieving proficiency.

Supporting Assessment Data

ELPAC proficiency rates declined from 27.64% in 2022-23 to 24.19% in 2023-24, demonstrating regression in overall English language development across the student population. The reclassification rate showed minimal improvement from 8% to 8.4% between these same years,

indicating that very few English Learners are achieving the academic English proficiency necessary for full participation in mainstream curriculum.

Current data reveals that 17 students were reclassified during the 2024-25 school year, representing progress but still falling short of the ambitious goals needed to address the substantial population of Long-Term English Learners who have not achieved proficiency despite years of instruction.

Identified Resource Inequities

- **English Language Development Program Disparities:** The most significant resource inequity involves insufficient designated English Language Development (ELD) programming, particularly at the middle school level where foundational language skills are critical for future academic success. While high school English Learners receive some designated ELD support through instructional aides, middle school students lack systematic, daily ELD instruction that could accelerate language acquisition during these crucial developmental years.
- **Specialized Staffing and Expertise Gaps:** Limited access to specialized English Language Development teachers and reading specialists creates unequal opportunities for language acquisition support. The absence of dedicated ELD credentialed teachers means that English Learners often receive language instruction from general education teachers who may lack specialized training in second language acquisition principles and evidence-based ELD pedagogies.
- **Instructional Materials and Curriculum Resource Barriers:** Insufficient access to specialized ELD curriculum, culturally relevant materials, and language development resources creates barriers to effective instruction. English Learners, particularly Long-Term English Learners, require specialized instructional materials that address both academic content and language development simultaneously, but current resources may not adequately support this dual focus.
- **Professional Development and Teacher Capacity Inequities:** Uneven access to high-quality professional development in English Language Development creates inconsistent instructional quality across classrooms. While some teachers have received training through the Ellevation platform and Academic Conversations strategies, others lack adequate preparation for supporting English Learners' unique linguistic and academic needs, resulting in variable instructional quality.
- **Family Engagement and Communication Resource Disparities:** Language barriers prevent equitable family engagement, with limited translation services and cultural responsiveness creating additional obstacles to home-school collaboration. Families of English Learners may lack access to information about language development expectations, progress monitoring, and home support strategies that could accelerate their children's English proficiency development.

Identified Performance Gaps

- **Language Acquisition Progression Challenges:** English Learners demonstrate insufficient progress through ELPAC proficiency levels, with many students remaining at intermediate levels for extended periods without advancing to proficient status. The progression from Emerging to Expanding to Bridging levels occurs too slowly, indicating that current instructional approaches may not provide adequate intensity or focus for language development.

- **Academic Language Development Deficits:** Students struggle with academic language development across content areas, limiting their ability to access grade-level curriculum and demonstrate knowledge through academic discourse. The gap between conversational English proficiency and academic language proficiency remains substantial, preventing students from fully participating in rigorous academic tasks and assessments.
- **Long-Term English Learner Stagnation:** Long-Term English Learners represent a particularly concerning population, having received English instruction for six or more years without achieving proficiency. These students often develop conversational fluency but struggle with academic language demands, creating persistent barriers to reclassification and academic success.
- **Cross-Curricular Language Integration Gaps:** Limited integration of language development objectives across content areas prevents students from receiving consistent language support throughout their academic day. English Learners need systematic language development embedded in mathematics, science, social studies, and other subjects, but current practices may not provide this comprehensive approach.

Root Cause Analysis

- **Instructional Factors:** Limited differentiated instruction for English Learners at various proficiency levels prevents individualized language development support. Teachers require enhanced preparation in second language acquisition principles, academic language development strategies, and culturally responsive pedagogies specifically designed for multilingual learners.
- The underutilization of the Ellevation platform suggests insufficient systematic implementation of evidence-based ELD strategies. While the platform provides comprehensive resources for language development, inconsistent use across classrooms limits its potential impact on student progress.
- **Systemic Factors:** Insufficient designated ELD time, particularly at the middle school level, creates gaps in systematic language instruction that could accelerate proficiency development. The absence of a comprehensive K-12 English Language Development scope and sequence prevents coherent progression planning and creates instructional gaps between grade levels.
- Resource allocation for English Language Development programming remains inadequate, with limited funding for specialized materials, professional development, and staffing that could significantly improve language acquisition outcomes. Assessment practices may not adequately capture language development progress or inform instructional planning for diverse proficiency levels.
- **Student-Centered Factors:** Cultural and linguistic backgrounds are underutilized as assets in language development, with insufficient connection between students' home languages and English acquisition. Students may experience cultural disconnect from school practices, affecting engagement and motivation for language learning.
- Confidence barriers affect student willingness to take risks with language use, participate in academic discourse, and engage in oral language practice necessary for proficiency development. Some students may feel their linguistic identities are not valued, creating psychological barriers to English acquisition.
- **Family and Community Factors:** Limited family understanding of English Language Development expectations and reclassification criteria prevents effective home support for language acquisition. Communication barriers between school and families reduce collaborative efforts to support student progress toward proficiency.

- Cultural factors may influence family perceptions of bilingualism and English acquisition, requiring culturally responsive approaches to family engagement that honor multilingual identities while supporting English proficiency goals.

Educational Partner Input Summary

- **Student Voice and Experiences:** English Learner students consistently express appreciation for visual supports, collaborative learning opportunities, and culturally relevant instruction that connects to their lived experiences. Students indicate preference for learning environments where their home languages are valued and where they can take academic risks without fear of judgment.
- Many students report feeling more confident in small group settings and appreciate peer support from other multilingual learners who share similar language learning experiences. Students desire more opportunities to use academic language in authentic contexts and to see connections between their cultural backgrounds and academic content.
- **Educator Perspectives:** Teachers recognize the need for enhanced professional development in English Language Development pedagogies and assessment strategies. Educators express interest in expanding systematic use of the Ellevation platform and implementing more consistent language development strategies across content areas.
- Staff members identify the need for additional planning time to develop appropriate language objectives and scaffolding for diverse proficiency levels. Teachers desire better progress monitoring tools and more frequent opportunities to collaborate on language development strategies.
- **Family Engagement Insights:** Families express strong interest in understanding English Language Development expectations and supporting their children's progress toward proficiency. Parents appreciate translation services and culturally responsive communication but request more comprehensive information about language development timelines and home support strategies.
- Many families demonstrate pride in their multilingual identities and seek assurance that English acquisition will not diminish their children's connection to home languages and cultures. Parents request workshops focused on bilingual development and understanding the reclassification process.

Strategic Interventions and Recommendations

Immediate Actions for 2025-26 School Year

- Adding a designated ELD class for middle school students in grades 7-8 represents the most critical immediate intervention to address resource inequities in language instruction. This systematic daily language development opportunity will provide focused instruction in academic language, oral language development, and English proficiency skills necessary for academic success.
- Expanding the EL instructional aide support to provide systematic push-in assistance during content area instruction will ensure that English Learners receive language scaffolding throughout their academic day. This support must be coordinated with classroom teachers to integrate language development objectives with content area learning goals.

- Implementing systematic professional development focused on English Language Development pedagogies will build teacher capacity to support multilingual learners effectively. This training should emphasize second language acquisition principles, academic language development strategies, and culturally responsive teaching practices that honor students' linguistic assets.

Medium-Term Strategies Over 1-2 Years

- Comprehensive implementation of the Ellevation platform across all classrooms will provide systematic language development support and progress monitoring for English Learners. This includes training all teachers in platform utilization, establishing consistent data review protocols, and integrating Ellevation resources into daily instructional planning.
- Developing a coherent K-12 English Language Development scope and sequence will ensure systematic language progression and eliminate instructional gaps between grade levels. This framework should align with state ELD standards while incorporating culturally responsive pedagogies and asset-based approaches to multilingual education.
- Establishing comprehensive family engagement programming specifically designed for English Learner families will support home-school collaboration in language development. This includes multilingual workshops, cultural responsiveness training for staff, and systematic communication about language development progress and expectations.

Long-Term Goals Over 3-5 Years

- Creating a comprehensive multilingual education program that values and develops students' home languages while supporting English acquisition will establish sustainable language development practices. This includes exploring dual language pathways, heritage language development opportunities, and biliteracy certification programs.
- Building systematic partnerships with community organizations and cultural institutions will provide authentic language practice opportunities and cultural connections that support both English development and multilingual identity affirmation. These partnerships should create real-world contexts for academic language use and cultural pride.
- Developing teacher leadership capacity in English Language Development will ensure sustainable improvement and institutional knowledge retention. This includes supporting teachers in pursuing ELD authorization credentials and creating teacher leader positions focused on multilingual learner success.

Chronic Absenteeism Needs Assessment

Samueli Academy faces a critical chronic absenteeism challenge that demands immediate and comprehensive intervention. The school's chronic absenteeism rate of 20% (170 students) across grades 7-12 reflects systemic issues requiring schoolwide reform, while the specific RED performance level designation for grades 7-8 at 18.7% (49 students) highlights the particular vulnerability of middle school students during this crucial transition period. This dual challenge necessitates both targeted middle school interventions and comprehensive systemic changes to address the underlying factors contributing to chronic absenteeism across all grade levels.

Current Data Analysis

Quantitative Overview

The chronic absenteeism data reveals alarming patterns that extend beyond typical attendance challenges. Schoolwide, 170 students across grades 7-12 were identified as chronically absent in 2023-24, representing a 20% rate that significantly exceeds state and national benchmarks. Within this broader pattern, the middle school population shows particular concern with grades 7-8 experiencing an 18.7% chronic absenteeism rate affecting 49 students. This middle school rate, while marginally better than the overall schoolwide percentage, earned the RED performance level designation from the California School Dashboard, indicating insufficient progress and the need for intensive intervention.

The scope of the challenge becomes clearer when examining the distribution across grade levels. With approximately 262 students in grades 7-8 based on the chronic absenteeism calculations, nearly one in five middle school students misses sufficient instructional time to be classified as chronically absent. The remaining 121 chronically absent students span grades 9-12, suggesting that attendance challenges either persist from middle school or develop during the high school transition period.

Subgroup Performance Analysis

- Dashboard trend data reveals particularly concerning patterns among specific student populations that compound the overall attendance crisis. English Learners experienced the most dramatic deterioration with a 27.2% increase in chronic absenteeism from baseline measurements, indicating that language barriers and cultural factors may create additional attendance obstacles. This trend is especially problematic given that Samueli Academy serves 107 English Learner students who require consistent instructional time to develop academic language proficiency.
- Socioeconomically Disadvantaged students showed a substantial 5.4% increase in chronic absenteeism, reflecting how economic pressures, family responsibilities, and resource limitations impact school attendance. Students with Disabilities demonstrate particular vulnerability with a current 19.2% chronic absenteeism rate specifically within grades 7-8, suggesting that special education students face unique barriers that current support systems inadequately address. Hispanic students, representing a significant portion of the school population, experienced a 1.2% increase that, while smaller in percentage terms, affects a large number of students given the demographic composition.
- These subgroup trends indicate that chronic absenteeism disproportionately affects the most vulnerable student populations, creating compound disadvantages where students who most need consistent instructional time are least likely to receive it. The intersection of multiple risk factors suggests that students who are English Learners and Students with Disabilities, or who experience both socioeconomic disadvantage and language barriers, face particularly complex challenges to maintaining regular attendance.

Comprehensive Root Cause Analysis

Systemic Factors Affecting All Students

- **Organizational and Structural Challenges** emerge as fundamental contributors to the widespread nature of chronic absenteeism at Samueli Academy. The school's current attendance policies and procedures may lack the systematic approach necessary to identify and intervene with at-risk students before absence patterns become chronic. Inconsistent implementation of attendance monitoring across grade levels creates gaps where students slip through support systems. The absence of clear, progressive intervention protocols means that early warning signs often go unaddressed until absenteeism reaches crisis levels.

- **School Climate and Culture Issues** manifest differently across grade levels but contribute to overall disengagement. While Samueli Academy has implemented various support programs, the high rates across all grades suggest that students do not feel sufficiently connected to the school community to prioritize daily attendance. The transition from middle school to high school appears particularly vulnerable, as attendance challenges that begin in grades 7-8 often persist or worsen in subsequent years. Limited opportunities for meaningful student voice and leadership may contribute to feelings of disconnection, particularly as students progress through adolescence and seek greater autonomy and purpose.
- **Academic Program Effectiveness** requires examination when chronic absenteeism affects one in five students. While Samueli Academy offers project-based learning and career pathway programs designed to increase engagement, the high absence rates suggest these approaches may not be reaching all students effectively. The academic support systems, including tutoring and office hours, may be insufficient in scope or accessibility to address the learning gaps that contribute to academic frustration and school avoidance behaviors.

Grade-Level Specific Factors

- **Middle School Transition Challenges (Grades 7-8)** represent critical intervention points where attendance patterns often become established. The transition from elementary to middle school structure involves increased academic independence, more complex social dynamics, and greater expectations for self-management. Students who struggle with these transitions may begin avoiding school as a coping mechanism, establishing patterns that persist throughout their academic careers. The adolescent developmental stage brings increased peer influence, identity formation challenges, and emerging independence needs that can conflict with traditional school structures.
- **High School Persistence Factors (Grades 9-12)** demonstrate how chronic absenteeism becomes entrenched and more difficult to address. Students who developed poor attendance patterns in middle school often continue these behaviors in high school, where increased academic demands and graduation pressure can exacerbate existing challenges. The high school environment, while offering greater course choices and career pathway options, may not provide sufficient individualized support for students with established attendance problems.

Family and Community Influences

- **Socioeconomic Pressures** affect families across all grade levels but manifest differently as students age. Younger students may miss school due to family responsibilities, lack of transportation, or unstable housing situations. Older students may face pressure to work part-time jobs to support family income, creating direct conflicts between attendance and economic survival. The high percentage of socioeconomically disadvantaged students experiencing chronic absenteeism suggests that current support systems inadequately address the complex intersection of poverty and educational access.
- **Cultural and Language Barriers** create ongoing challenges for the significant English Learner population and their families. Parents who are not fluent in English may struggle to navigate school systems, understand attendance requirements, or communicate effectively with school staff about attendance challenges. Cultural differences regarding education, authority, and family responsibilities may create misalignment between school expectations and family priorities. The dramatic increase in chronic absenteeism among English Learners suggests that current multilingual communication and cultural responsiveness efforts require significant enhancement.
- **Health and Wellness System Gaps** affect students across all ages but require different approaches for various developmental stages. Mental health challenges that contribute to school avoidance may manifest differently in middle school versus high school students but require

consistent, age-appropriate intervention. Chronic health conditions, vision and dental problems, and lack of access to healthcare create persistent barriers to attendance that current on-campus health services only partially address.

Academic and Instructional Factors

- **Learning Gap Accumulation** creates a cascade effect where students who fall behind academically increasingly avoid school to escape frustration and failure. This pattern often begins in elementary years but becomes more pronounced during middle school when academic content becomes more complex and abstract. Students who lack foundational literacy skills struggle across all subject areas, leading to generalized academic frustration that manifests as attendance avoidance.
- **Insufficient Differentiation and Support** means that diverse learning needs go unmet in many classrooms, contributing to disengagement and eventual chronic absenteeism. Students with disabilities, English Learners, and those experiencing learning difficulties require specialized approaches that current instructional practices may not consistently provide. The gap between available support services and actual student needs creates an environment where struggling learners feel unsuccessful and gradually disengage from school.

Comprehensive Asset Inventory

Existing Schoolwide Strengths

- Samueli Academy possesses significant assets that provide a foundation for addressing chronic absenteeism across all grade levels. The academic support infrastructure demonstrates the school's commitment to student success with nine special education instructional aides providing in-class support and two education specialists serving students with IEPs. The availability of teacher office hours twice weekly, combined with tutoring programs through Cali Coast Educational Services, creates multiple opportunities for academic intervention and support.
- Samueli Academy's approach to social-emotional learning shows promise with partnerships including Neutral Ground for restorative practices, Phoenix House for mental health programming, and Care Solace for external mental health connections. The advisory system ensures that every student has a designated adult advocate, while the Zen Den provides a dedicated space for emotional regulation and mindfulness practice. The full-time SEL counselor specifically serving middle school students recognizes the unique developmental needs of younger adolescents.
- Technology and communication systems support family engagement through the ParentSquare platform with multilingual capabilities, ensuring information reaches families in their preferred languages. The availability of translation services for meetings and documents, combined with home visit capabilities, demonstrates the school's commitment to removing communication barriers. Monthly caregiver meetings and flexible family engagement opportunities show recognition of the importance of home-school partnerships.
- Health and wellness services address basic needs that can impact attendance across all grade levels. The vision clinic providing free eye exams and glasses, on-campus dental services, sports physicals, and comprehensive free lunch program remove common barriers to school attendance. These services recognize that health and nutrition needs must be met for students to consistently attend and engage in learning.

Grade-Level Specific Assets

- **Middle School Focused Resources** include the dedicated SEL counselor, after-school programming through Cali Coast Educational Services serving 50-60 students daily, and station learning approaches that support differentiated instruction. The advisory system provides particular benefit to middle school students who need strong adult connections during this transitional period.
- **High School Career Preparation** assets include the work-based learning program with internship opportunities, CTE pathway offerings in Design and Engineering, dual enrollment partnerships with Santa Ana College, and comprehensive college counseling services. These programs provide relevance and future focus that can motivate attendance among older students who see clear connections between school attendance and their post-secondary goals.

Community Partnership Strengths

The extensive network of community partnerships provides wraparound support that extends beyond traditional school services. Partnerships with Girls Inc., Orangewood Foundation's Youth Connected Program, Tilly's Life Center, and various other organizations create multiple touchpoints for student and family support. The UCI partnerships in both education and mathematics provide professional development and instructional coaching that strengthens the academic program.

Critical Gaps and Service Needs

Systemic Infrastructure Gaps

- **Comprehensive Attendance Management Systems** represent the most fundamental need for addressing schoolwide chronic absenteeism. Current monitoring and intervention protocols lack the systematic approach necessary to identify at-risk students early and provide graduated interventions based on absence patterns. The absence of clear, consistent procedures across all grade levels creates opportunities for students to develop chronic absence patterns without appropriate intervention.
- **Data Integration and Analysis Capabilities** require enhancement to effectively track attendance patterns, identify trends, and evaluate intervention effectiveness. Current systems may not provide the real-time data analysis necessary to implement prompt interventions or the longitudinal tracking needed to understand how attendance patterns develop and change over time. The ability to disaggregate data by multiple variables simultaneously could reveal important patterns about which students are most at risk and when intervention is most needed.
- **Professional Development and Capacity Building** needs focus on equipping all staff with the knowledge and skills necessary to support student attendance. Teachers, counselors, and support staff require training on recognizing early warning signs, implementing effective interventions, and understanding the complex factors that contribute to chronic absenteeism. The current professional development offerings, while substantial, may not adequately address attendance-specific challenges or provide practical strategies for classroom-level intervention.

Academic Program Enhancement Needs

- **Intensive Reading Intervention Capacity** emerges as critical given the correlation between literacy skills and student engagement across all grade levels. The absence of a dedicated reading specialist creates a significant gap in addressing the foundational skill deficits that

contribute to academic frustration and school avoidance. Students who struggle with reading comprehension face challenges in all subject areas, leading to generalized academic difficulty that often manifests as attendance problems.

- **Expanded Academic Support Programming** requires development to serve the large number of students experiencing academic difficulties that contribute to chronic absenteeism. Current tutoring and office hours, while valuable, may be insufficient in scope and intensity to address the needs of 170 chronically absent students. Consideration of in-school intervention periods, expanded tutoring capacity, and alternative instructional approaches could provide the academic support necessary to re-engage struggling students.
- **Differentiated Instruction and Universal Design** implementation needs enhancement to ensure that diverse learning needs are met within general education classrooms. The significant representation of English Learners and Students with Disabilities among chronically absent students suggests that current instructional approaches may not adequately serve these populations. Enhanced training and support for teachers in differentiation strategies, culturally responsive teaching, and universal design for learning could improve classroom engagement and reduce academic frustration.

Family and Community Engagement Gaps

- **Culturally Responsive Family Outreach** requires significant expansion to effectively engage families whose children experience chronic absenteeism. Current communication systems, while multilingual, may not adequately address cultural differences in educational expectations, family priorities, or communication preferences. The dramatic increase in chronic absenteeism among English Learners suggests that current family engagement strategies are insufficient for this population.
- **Flexible and Accessible Support Services** need development to accommodate the diverse schedules, transportation limitations, and family responsibilities that affect caregiver participation in attendance support efforts. Traditional meeting schedules and locations may not serve families who work multiple jobs, lack reliable transportation, or have significant caregiving responsibilities. Creative approaches to family engagement, including technology-enhanced communication, flexible scheduling, and community-based meetings, could improve participation and effectiveness.
- **Community Resource Coordination** requires enhancement to address the systemic factors that contribute to chronic absenteeism. While individual partnerships exist, a coordinated approach to connecting families with transportation, housing, healthcare, and other essential services could address root causes more effectively. The development of a comprehensive resource coordination system could help families address the multiple barriers that contribute to attendance challenges.

Mental Health and Wellness Service Gaps

- **Expanded Mental Health Support Capacity** is essential given the correlation between social-emotional challenges and chronic absenteeism across all age groups. While current mental health services provide important support, the scope may be insufficient to serve 170 chronically absent students and their families. Enhanced on-campus counseling capacity, expanded partnerships with community mental health providers, and preventive mental health programming could address both immediate needs and long-term prevention.
- **Trauma-Informed Practice Implementation** requires systematic development to address the adverse childhood experiences that often contribute to chronic absenteeism. Many students who avoid school have experienced trauma that affects their ability to feel safe and engaged in educational environments. Comprehensive trauma-informed training for all staff, trauma-sensitive instructional practices, and specialized support for traumatized students could significantly improve attendance outcomes.

- **Health Care Access and Coordination** needs enhancement to address the medical factors that contribute to chronic absenteeism. While on-campus health services provide important support, the coordination with external healthcare providers, management of chronic health conditions, and preventive health education require expansion. Development of health care navigation services and stronger partnerships with community health providers could address medical barriers more comprehensively.

Comprehensive Intervention Framework

Universal Interventions (Tier 1): Schoolwide Systems Change

- **Systematic Attendance Culture Development** must permeate all aspects of school operations to address the widespread nature of chronic absenteeism. This involves implementing a comprehensive attendance awareness campaign that highlights the connection between daily attendance and academic success, career preparation, and life outcomes. The campaign should include visual displays, regular announcements, data sharing with students and families, and integration of attendance messaging into academic and social programming.
- Creating a positive attendance culture requires recognition and celebration systems that acknowledge both perfect attendance and improvement in attendance patterns. These systems should be age-appropriate, culturally responsive, and meaningful to students across all grade levels. Monthly recognition assemblies, individual acknowledgments, family notifications of attendance achievements, and peer recognition programs can create social pressure and motivation for consistent attendance.

- **Enhanced Academic Engagement Strategies** must make learning more relevant, accessible, and engaging for all students to reduce academically motivated absence. This includes hiring a reading specialist to provide schoolwide literacy support and intervention coordination, ensuring that foundational skills are addressed across all grade levels. The reading specialist would work with teachers to implement evidence-based literacy instruction, coordinate intervention services, and provide professional development on reading strategies across content areas.
- Implementing comprehensive culturally sustaining pedagogy training for all teachers ensures that instruction reflects and honors the diverse backgrounds of students, increasing engagement and connection to learning. This training should address the specific cultural assets and challenges represented in the student body, provide strategies for incorporating cultural knowledge into academic content, and develop teachers' abilities to create inclusive classroom environments where all students feel valued and successful.
- Expanding project-based learning opportunities specifically designed to engage students across all grade levels makes academic content more relevant and motivating. These projects should connect to real-world issues, incorporate student interests and cultural backgrounds, and provide opportunities for students to see the practical applications of their learning. The integration of community partnerships, career exploration, and authentic assessment can increase student investment in daily attendance and academic engagement.

- **Comprehensive Student Support Systems** must address the diverse needs that contribute to chronic absenteeism across all student populations. This involves implementing early warning systems that identify students at risk of developing chronic absence patterns before they become entrenched. These systems should track multiple indicators including academic performance, disciplinary referrals, social-emotional concerns, and family factors to provide a comprehensive picture of student risk.

- Developing comprehensive case management approaches ensures that students with complex needs receive coordinated support across all school services. This requires designating staff members to serve as primary liaisons for high-risk students, coordinating services across departments, maintaining regular family contact, and monitoring progress on attendance and related goals. The case management approach should include regular team meetings, shared documentation systems, and clear protocols for escalating support when needed.

Targeted Interventions (Tier 2): Early Intervention for At-Risk Students

- **Prompt Response Protocols** must quickly address emerging attendance concerns before they develop into chronic patterns. Implementing weekly attendance monitoring with automatic triggers at 5% absence rate ensures that intervention begins promptly when students show early warning signs. These protocols should include immediate family contact, assessment of potential barriers, development of attendance agreements, and provision of targeted support services.
- Creating graduated intervention sequences provides increasingly intensive support as absence rates increase. At 5% absences, interventions might include family contact and attendance counseling. At 8% absences, more intensive interventions such as attendance contracts, academic support, and barrier assessment should be implemented. At 10% absences, comprehensive case management, home visits, and wraparound services become necessary to prevent progression to chronic absenteeism.

- **Intensive Academic Support Programming** addresses the learning gaps and academic frustration that contribute to school avoidance behaviors. Expanding tutoring services to accommodate the significant number of students requiring academic intervention ensures that struggling learners receive the support necessary to experience success in school. This may require additional tutoring staff, expanded hours, transportation support, and incentives to encourage participation.
- Implementing in-school academic intervention periods provides support during the regular school day when students are already on campus. These periods should focus on foundational skills, homework completion, project support, and individualized instruction based on student needs. The intervention periods should be staffed by qualified teachers or instructional aides and include clear goals, progress monitoring, and coordination with general education instruction.

- **Enhanced Family Engagement and Support** recognizes that family partnership is essential for attendance improvement, particularly when addressing emerging attendance concerns. Conducting home visits for all students with 8% or higher absence rates demonstrates the school's commitment to student success while addressing barriers in the family's environment. Home visits should be conducted by trained staff, include assessment of family needs and resources, provide education about attendance requirements and consequences, and connect families with appropriate support services.
- Implementing flexible family conference and communication options accommodates the diverse schedules and communication preferences of families. This includes evening and weekend meeting options, phone and video conferencing capabilities, text messaging systems for daily communication, and community-based meeting locations when appropriate. The enhanced communication should be provided in families' preferred languages and include both attendance-specific information and broader educational support.

Intensive Interventions (Tier 3): Comprehensive Support for Chronically Absent Students

- **Individualized Attendance Planning** addresses the complex, multifaceted factors that contribute to established chronic absenteeism patterns. Developing comprehensive attendance plans for each chronically absent student requires thorough assessment of academic, social-emotional, health, family, and community factors that contribute to absence patterns. These plans should include specific, measurable goals, targeted interventions addressing identified barriers, assigned staff responsibilities, family engagement strategies, and regular monitoring and adjustment protocols.
- Creating alternative educational arrangements for students with significant barriers ensures continued educational access while addressing complex life circumstances. This might include flexible scheduling for students with chronic health conditions, hybrid learning options for students with transportation or family responsibility challenges, and modified attendance requirements for students receiving intensive mental health or social services. These arrangements should maintain academic rigor while accommodating individual needs and circumstances.

- **Wraparound Service Coordination** connects chronically absent students and their families with comprehensive community resources that address root causes of absenteeism. This requires developing partnerships with healthcare providers, mental health agencies, transportation services, housing assistance programs, and other community resources. Samueli Academy should designate staff to serve as resource coordinators, helping families navigate complex service systems and ensuring that services are coordinated rather than duplicative.
- Implementing comprehensive case management ensures that chronically absent students receive coordinated, intensive support across all areas of need. Case management should include regular team meetings involving school staff, community partners, and family members, shared documentation and communication systems, clear protocols for crisis intervention, and regular evaluation of progress and service effectiveness.

- **Specialized Programming and Alternative Approaches** provide intensive intervention for students whose needs cannot be met through traditional school programming. Creating small group intervention programs for students with similar attendance barriers allows for targeted strategies while building peer support networks. These programs might focus on specific populations such as students with mental health challenges, those experiencing family instability, or those with chronic health conditions.
- Developing transition support programs for students returning after extended absences helps reintegrate students into the school community and academic routine. These programs should include academic assessment and catch-up support, social reintegration activities, modified expectations during the transition period, and ongoing monitoring to prevent re-emergence of chronic absence patterns.

Implementation Strategy and Timeline

Phase 1: Foundation Building (Months 1-3)

Infrastructure Development focuses on establishing the systems and protocols necessary for comprehensive attendance intervention. This includes implementing weekly attendance monitoring protocols with automated alerts for emerging absence patterns, establishing clear intervention procedures for different absence thresholds, training staff on new protocols and procedures, and developing documentation and communication systems to track intervention efforts and outcomes.

Immediate Response to Current Crisis addresses the 170 students currently experiencing chronic absenteeism through emergency intervention protocols. This involves conducting comprehensive assessments of all chronically absent students to identify immediate barriers and needs, implementing intensive case management for the highest-risk students, beginning home visits for families of chronically absent students, and connecting families with emergency resources for transportation, health care, and other immediate needs.

Staff Development and Training ensures that all personnel have the knowledge and skills necessary to implement comprehensive attendance interventions. This includes training on recognizing early warning signs of attendance problems, implementing graduated intervention strategies, conducting effective family communication and engagement, understanding the complex factors that contribute to chronic absenteeism, and using trauma-informed approaches with students and families.

Phase 2: Program Implementation (Months 4-9)

Enhanced Academic Programming addresses the academic factors that contribute to chronic absenteeism through comprehensive instructional improvements. This involves hiring and deploying a reading specialist to coordinate literacy intervention across all grade levels, expanding tutoring and academic support programming to serve increased numbers of students, implementing in-school intervention periods for struggling learners, and providing professional development on differentiated instruction and culturally responsive teaching.

Expanded Support Services builds the capacity to serve students with complex needs that contribute to chronic absenteeism. This includes expanding mental health counseling capacity through additional staff or enhanced community partnerships, developing health care coordination services to address medical barriers to attendance, creating specialized programming for students with trauma histories or significant mental health needs, and enhancing family engagement services to reach diverse populations more effectively.

Community Partnership Development strengthens the school's ability to address root causes of chronic absenteeism through enhanced collaboration with external organizations. This involves developing formal partnerships with healthcare providers, mental health agencies, and social service organizations, creating resource coordination protocols to help families access needed services, establishing transportation assistance programs for students with mobility barriers, and developing emergency assistance funds for families experiencing crisis situations.

Phase 3: Refinement and Sustainability (Months 10-12)

Program Evaluation and Adjustment ensures that interventions are effective, and resources are used efficiently. This includes conducting comprehensive analysis of attendance data to identify successful strategies and ongoing challenges, surveying students, families, and staff about intervention effectiveness and needed improvements, adjusting programming based on data and feedback, and developing sustainability plans for ongoing funding and staffing of successful interventions.

Systemic Integration ensures that attendance support becomes a permanent part of school operations rather than a temporary initiative. This involves integrating attendance monitoring and intervention into regular school procedures, training new staff on attendance protocols and interventions, developing policies and procedures that support sustained attention to attendance, and creating accountability systems that maintain focus on attendance improvement over time.

Prevention Focus Development shifts emphasis from crisis intervention to prevention of chronic absenteeism before it develops. This includes implementing comprehensive orientation and transition support for new students, developing early warning systems that identify risk factors

before absence patterns emerge, creating prevention programming that addresses common contributors to attendance problems, and building school culture that prioritizes and supports consistent attendance for all students.

This comprehensive needs assessment provides the foundation for transforming chronic absenteeism from a crisis affecting one in five students to a manageable challenge through systematic, evidence-based interventions that address root causes while building upon existing school strengths and community partnerships. The dual focus on both schoolwide improvement and targeted middle school intervention recognizes that sustainable change requires comprehensive approaches that address immediate needs while building long-term prevention capacity.

USE OF LREBG GRANT FUNDS: 2025-26

Based on our comprehensive needs assessment conducted pursuant to EC Section 32526(d), analysis of the 2024 CA School Dashboard data, and extensive feedback from educational partners, Samueli Academy has identified critical areas of need that will be addressed through evidence-based interventions using LREBG funds for the 2025-26 LCAP.

Our needs assessment revealed significant learning gaps in literacy and language acquisition, particularly among English Learner populations and students requiring intensive academic intervention. These findings align with the purposes identified in EC Section 32526(c)(2), specifically addressing learning loss and accelerating progress toward grade-level standards.

Planned LREBG Expenditures and Evidence-Based Actions

Action 1: Academic Tutors During Instructional Day (LCAP Goal 1, Action 2)

- **LREBG Funds:** $61,603.78
- **Implementation Period:** 2025-26
- **Evidence Base:** Strong Evidence (Tier 1) - High-dosage tutoring interventions are supported by multiple well-designed randomized controlled studies demonstrating significant academic gains when implemented during the instructional day
- **Rationale:** Our needs assessment identified that students require intensive, personalized academic support to address learning recovery needs. High-dosage tutoring provides the individualized instruction necessary to accelerate learning and close achievement gaps identified through our data analysis.
- **Monitoring Metric:** Metrics #1-2: ELA & Math CAASPP; Metrics 3-4: EAP (College-ready)

Action 2: English Learner Instructional Aide (LCAP Goal 1, Action 4)

- **LREBG Funds:** $19,688.14
- **Implementation Period:** 2025-26
- **Evidence Base:** Moderate Evidence (Tier 2) - Quasi-experimental studies demonstrate the effectiveness of targeted instructional support for English Learners during designated ELD time

- **Rationale:** The needs assessment revealed that English Learners require additional targeted academic support during designated English Language Development time and throughout the instructional day. Research supports the use of trained instructional aides to provide differentiated instruction that addresses the unique language acquisition needs of this population
- **Monitoring Metric:** Metric #9: English Learner Progress Indicator (ELPI); Metric #10: ELPAC Summative Assessment

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Action 3: Reading Specialist (LCAP Goal 1, Action 4)

- **LREBG Funds:** $116,890
- **Implementation Period:** 2025-26
- **Evidence Base:** Strong Evidence (Tier 1) - Multiple randomized controlled studies support the effectiveness of reading specialists in improving literacy outcomes, particularly for English Learners
- **Rationale:** Our comprehensive needs assessment identified significant literacy gaps among English Learner students. Research demonstrates that reading specialists who collaborate directly with teachers and provide targeted literacy interventions significantly improve reading and writing outcomes for multilingual learners
- **Monitoring Metric:** Metric #9: English Learner Progress Indicator (ELPI); Metric #10: ELPAC Summative Assessment

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Action 4: Ellevation Program Implementation (LCAP Goal 1, Action 5)

- **LREBG Funds:** $37,392
- **Implementation Period:** 2025-26
- **Evidence Base:** Promising Evidence (Tier 3) - Correlational studies demonstrate positive outcomes for Long-Term English Learners when comprehensive EL program management solutions are implemented with fidelity
- **Rationale:** The needs assessment specifically identified Long-Term English Learners as requiring intensive, comprehensive support. Ellevation provides an evidence-based, systematic approach to English Learner instruction and progress monitoring that addresses the complex academic language needs identified in our assessment
- **Monitoring Metric:** Metric #9: English Learner Progress Indicator (ELPI); Metric #10: ELPAC Summative Assessment; Metric #11: Reclassification Rate;

Total Planned Expenditure: $235,573.92

Alignment with LREBG Purposes

All selected actions directly implement the purposes identified in EC Section 32526(c)(2) by:

- Addressing learning loss through evidence-based academic interventions
- Supporting students disproportionately impacted by the pandemic, particularly English Learners
- Providing targeted support to accelerate progress toward grade-level academic standards
- Implementing systematic approaches to monitor student progress and adjust instruction accordingly

Reflections: Technical Assistance

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

Eligibility for Differentiated Assistance

Samueli Academy has been identified as eligible for Technical Assistance (Differentiated Assistance) in accordance with Education Code Section 52071 based on the performance of the English Learner and Long-Term English Learner student groups on the 2024 California School Dashboard. Our English Learners and Long-Term English Learners received RED Performance levels (the lowest performance category) on all of the following state indicators: English Learner Progress Indicator, Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics.

This identification builds upon Samueli Academy's previous experience with Differentiated Assistance during the 2024-25 school year, when the school was eligible based on Students with Disabilities performance on the 2023 California School Dashboard. The continuation of DA eligibility, now encompassing English Learners and Long-Term English Learners, demonstrates the persistent challenges facing our most vulnerable student populations and the need for sustained, intensive technical assistance to address systemic barriers to student success.

Comprehensive Technical Assistance Framework

Root Cause Analysis

The technical assistance partnership focuses on conducting deep analysis of the interconnected factors contributing to the consistent RED performance levels across multiple indicators for English Learners and Long-Term English Learners. As detailed in Samueli's 2025-26 LCAP needs assessments, the root cause analysis examines instructional practices that may inadequately serve students developing English proficiency, including insufficient designated and integrated English Language Development instruction, limited use of primary language support, and classroom environments that do not leverage students' cultural and linguistic assets.

The analysis extends beyond academic factors to investigate how chronic absenteeism (affecting 39% of EL students and 37.5% of LTEL students according to the 2023-24 Dashboard), suspension rates, and social-emotional challenges create compound barriers for English Learners. The technical assistance team examines whether current disciplinary practices disproportionately impact English Learners due to cultural misunderstandings, language barriers in communication with families, or insufficient trauma-informed approaches for students who may have experienced disrupted schooling or migration-related stress.

Family engagement patterns receive particular attention in the root cause analysis, as the LCAP identifies language barriers, cultural differences in educational expectations, and limited understanding of the U.S. school system that prevent families from effectively supporting their students' academic progress and school attendance. The analysis investigates how these family engagement gaps contribute to chronic absenteeism and academic underperformance among English Learners.

System Analysis

The technical assistance partnership conducts comprehensive examination of Samueli Academy's systems for serving English Learners, including identification and assessment procedures, placement and program design, instructional delivery models, and progress monitoring protocols. The

system analysis evaluates whether current structures adequately differentiate between the needs of newcomer English Learners, students with interrupted formal education, and Long-Term English Learners who require different instructional approaches and support services.

As identified in LCAP Goal 1, Action 4 and Action 5, the current ELD programming shows significant gaps, particularly at the middle school level where systematic daily language development opportunities are insufficient. The system analysis examines whether current scheduling allows for both designated ELD instruction and meaningful integration of language development across all academic subjects, while investigating data collection and analysis procedures to ensure that English Learner progress is monitored frequently and comprehensively.

Professional learning community structures receive scrutiny to determine whether teachers have sufficient collaborative time to analyze English Learner data, share effective instructional strategies, and coordinate support across content areas. The analysis evaluates assessment practices, data disaggregation protocols, and intervention response systems that should trigger additional support when English Learners show signs of academic or attendance struggles.

Professional Development

The technical assistance partnership provides intensive, ongoing professional development that builds teacher and administrator capacity to effectively serve English Learners across all academic areas, directly supporting LCAP Goal 2, Actions 1 and 2. Professional development focuses on evidence-based instructional strategies for English Language Development, including both designated ELD instruction and integrated ELD across content areas. Teachers receive training on using students' primary languages as resources for learning, implementing culturally sustaining pedagogical practices, and creating classroom environments where English Learners feel valued and successful.

As outlined in LCAP Goal 1, Action 5, professional development addresses the specific needs of Long-Term English Learners who require specialized approaches different from those used with recent arrivals. Teachers learn to identify and address the unique academic language needs of students who may have conversational English proficiency but struggle with academic literacy and content-specific language demands through the Ellevation platform implementation and academic conversation strategies.

The professional development program includes extensive focus on culturally responsive classroom management and positive behavioral support strategies that recognize and honor the cultural backgrounds of English Learners, supporting LCAP Goal 1, Action 3. This training aims to reduce suspensions among English Learners by helping staff understand cultural differences in communication styles, family expectations, and student behaviors while implementing equitable disciplinary practices through partnerships with Neutral Ground and CharterSafe training.

Family engagement professional development, as described in LCAP Goal 3, Actions 2 and 3, equips staff with skills to communicate effectively across language and cultural barriers, understand diverse family structures and expectations, and implement home-school collaboration strategies that honor families' cultural assets while supporting student academic success and attendance.

Coaching Support

Intensive coaching support provides ongoing, job-embedded assistance to teachers and administrators as they implement new practices for serving English Learners, directly aligning with LCAP Goal 2, Action 2. Instructional coaches work directly in classrooms to model effective ELD instruction, provide feedback on lesson design and delivery, and support teachers in analyzing student work and assessment data to inform instruction.

As specified in LCAP Goal 1, Action 5, coaching support includes specialized assistance for teachers serving Long-Term English Learners through the UC Irvine partnership with Professor Young-Suk Grace Kim. This collaboration provides evidence-based pedagogical recommendations

specifically tailored to enhance multilingual student learning, helping teachers differentiate instruction based on individual student language profiles, academic histories, and specific areas of need.

Administrative coaching focuses on developing leadership capacity to create and sustain systems that effectively serve English Learners, supporting the implementation of LCAP Goal 1, Action 4 initiatives. This includes coaching on data analysis and interpretation, resource allocation decisions, professional development planning, and family engagement strategies that address the specific needs and assets of the English Learner community.

Peer coaching models are developed to create sustainable support systems where teachers can continue to collaborate and improve their practice beyond the formal technical assistance period, focusing on English Learner instructional strategies, data analysis, and collaborative problem-solving around student attendance and engagement challenges.

Progress Monitoring

Comprehensive progress monitoring systems track both student outcomes and implementation of new practices to ensure that technical assistance efforts result in meaningful improvement for English Learners and Long-Term English Learners, directly supporting LCAP Goal 1 metrics and targets. Student-level monitoring includes frequent assessment of English language development progress, academic achievement in all content areas, attendance patterns, and behavioral outcomes.

As outlined in LCAP Goal 1, Action 1, progress monitoring utilizes NWEA MAP assessments, ELPAC data, and Challenge Success survey data disaggregated by student subgroups to track literacy and mathematics growth, English proficiency development, and social-emotional well-being. Implementation monitoring evaluates the fidelity and effectiveness of new instructional practices, professional development participation and application, family engagement initiatives, and system-level changes designed to better serve English Learners.

The progress monitoring system includes regular stakeholder feedback collection from teachers, students, families, and community partners to assess satisfaction with changes and identify emerging needs or challenges. This feedback informs continuous improvement of technical assistance strategies and ensures that interventions remain responsive to stakeholder needs and concerns, supporting the comprehensive family engagement outlined in LCAP Goal 3.

Alignment with 2025-26 LCAP Goals and Actions

Goal 1: Multi-Tiered System of Supports (MTSS) for Academic Achievement: The technical assistance work directly supports LCAP Goal 1 by focusing intensively on improving academic outcomes for English Learners and Long-Term English Learners in both English Language Arts and Mathematics, where these student groups currently perform at RED levels with ELs at 84.5 points below standard in ELA and 126.3 points below standard in Mathematics, and LTELs at 137 points below standard in ELA and 164.5 points below standard in Mathematics.

- **Action 1.4 - Equitable Services for EL** aligns directly with technical assistance efforts to provide comprehensive professional development for teachers focused on delivering Tier I academic and behavioral interventions specifically designed for English Learners. The addition of a Reading Specialist and expanded ELD programming through designated middle school classes creates the infrastructure necessary to address the significant literacy gaps identified in the needs assessment, where reading comprehension deficits create barriers to accessing grade-level content across all academic disciplines.

- **Action 1.5 - Supporting LTEL: Language Acquisition** connects with technical assistance work to implement Ellevation, the comprehensive English Learner program management solution that provides high-quality supplemental ELD programming, ELPAC score analysis, and reclassification workflows specifically targeting Long-Term English Learner needs. The UC Irvine research partnership enhances this work by providing evidence-based strategies tailored to the unique challenges faced by students who have been learning English for six or more years without achieving proficiency.
- **Action 1.3 - Addressing Social-Emotional & Behavioral Student Needs** aligns with technical assistance focus on reducing suspension rates and chronic absenteeism among English Learners through comprehensive social-emotional and behavioral support systems, restorative practices implementation, and culturally responsive approaches to student discipline and engagement.

Goal 2: Professional Development and Instructional Excellence

Technical assistance efforts directly support LCAP Goal 2's focus on strengthening evidence-based pedagogical strategies and differentiated instruction to address the diverse learning needs of all students, with particular emphasis on English Learners and Long-Term English Learners.

- **Action 2.1 - Admin & Educators That Support the Ed Program** aligns with technical assistance work to ensure that all teachers receive comprehensive professional development in English Language Development strategies, culturally responsive teaching practices, and differentiated instruction techniques through the five days of intensive summer professional development and ongoing coaching support throughout the academic year.
- **Action 2.2 - Professional Development** connects directly with technical assistance professional development priorities, including training on Restorative Practices through Neutral Ground, Ellevation strategies for English Learners and Long-Term English Learners, Multi-Tiered System of Supports implementation, and differentiated instruction specifically designed to serve diverse learners. The literacy development professional development implemented school-wide addresses reading comprehension needs that are particularly acute among English Learners and Long-Term English Learners.
- The UC Irvine Link program partnership enhances professional development by deepening staff understanding of students' cultural backgrounds and experiences, supporting the development of culturally responsive teaching practices that honor students' linguistic and cultural assets while accelerating English proficiency development.

Goal 3: Family and Community Engagement: Technical assistance work supports LCAP Goal 3 by addressing the family engagement gaps that contribute to chronic absenteeism and limited academic progress among English Learners, recognizing that meaningful family partnerships are essential for student success.

- **Action 3.2 - Parent Input in Decision-Making** aligns with technical assistance efforts to strengthen the English Language Advisory Committee and ensure that translation of materials and interpreter services support equitable participation in school governance. The Community School Steering Committee provides additional opportunities for English Learner families to contribute to school decision-making processes and program development.
- **Action 3.3 - Opportunities Provided to Support Parent Engagement & Participation** connects with technical assistance work to provide comprehensive parent workshop series designed to empower families in supporting their children's academic success. The focus on families of unduplicated pupils, including English Learners, ensures that language barriers are addressed through translated materials and interpreter services, while workshop topics include navigating the learning management system, understanding college application processes, and supporting student academic achievement at home.

The technical assistance partnership with UC Irvine provides additional family engagement opportunities through the Link for Equity program workshops, offering culturally responsive approaches to family education and engagement that honor the linguistic and cultural assets of English Learner families.

Partnership Structure and Implementation

The technical assistance partnership leverages the expertise of both Riverside County Office of Education and UC Irvine to provide comprehensive support that addresses the complex needs of English Learners and Long-Term English Learners identified in Samueli's comprehensive needs assessments. Riverside County Office of Education brings deep knowledge of California accountability systems, evidence-based practices for English Learner instruction, and experience supporting schools in similar improvement efforts.

UC Irvine contributes research-based expertise in multilingual education, culturally sustaining pedagogy, and family engagement strategies that honor the linguistic and cultural assets of diverse student populations. The university partnership provides access to current research on effective practices for Long-Term English Learners and innovative approaches to accelerating academic progress for students with interrupted or inadequate formal schooling, directly supporting the implementation of LCAP Actions 1.4 and 1.5.

The collaborative structure ensures that technical assistance is grounded in both practical implementation knowledge and cutting-edge research, creating a comprehensive support system that addresses immediate needs while building long-term capacity for sustained improvement in serving English Learners and Long-Term English Learners.

Through this intensive technical assistance partnership, Samueli Academy aims to transform the educational experience and outcomes for English Learners and Long-Term English Learners, moving from RED performance levels to meaningful academic progress, improved attendance, and positive school engagement that prepares these students for college and career success as outlined in LCAP Goal 1, Action 7's comprehensive college-going culture initiatives.

The technical assistance work is essential for achieving the ambitious targets established in the 2025-26 LCAP, including increasing English Learner progress toward proficiency from the current 41.8% to 42%, improving ELPAC proficiency rates from 24.19% to 22.3%, and reducing chronic absenteeism among English Learners from the current RED performance level to more manageable rates that support consistent instructional engagement and academic achievement.

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.

Samueli Academy is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Administrators/Principal	**Timeline:** The Head of School and Assistant Heads of School facilitate ongoing quarterly conversations throughout the academic year related to school improvement initiatives. These leaders coordinate monthly staff input sessions and lead semester-based engagement processes directly tied to LCAP development and implementation. Their sustained leadership ensures continuous alignment between site-based priorities and district-wide strategic objectives. **Topics Discussed:** School administrators actively engage in comprehensive discussions encompassing all LCAP priority areas, including: • Student academic achievement and progress monitoring • Instructional equity and access across all student populations • School climate and culture initiatives • Chronic absenteeism trends and intervention strategies • Social-emotional learning program implementation • Strategic resource allocation and budget planning • Staff professional development and support systems **Feedback Provided:** • **Equitable Practices:** Emphasized the critical need for sustained investment in systems supporting equitable grading practices and Project-Based Learning (PBL) implementation to ensure all students have access to rigorous, meaningful learning experiences.

Educational Partner(s)	Process for Engagement
	• **Attendance & Intervention:** Highlighted chronic absenteeism as a persistent challenge requiring expanded tiered intervention supports, with particular focus on serving high-needs student subgroups through targeted, culturally responsive approaches. • **Data Systems & Accountability:** Called for enhanced documentation and accountability measures within platforms like Aeries to systematically track student interventions, support services, and academic progress with greater fidelity and transparency. • **Professional Development:** Identified an urgent need for increased ongoing professional development opportunities focused on culturally responsive teaching practices and trauma-informed instructional strategies to better serve our diverse student population. • **Student Engagement:** Recommended continued investment in student leadership structures and engagement opportunities that foster authentic belonging, voice, and postsecondary readiness across all grade levels. • **Staffing & Resources:** Advocated for strategic increases in staffing levels and operational resources to address educator burnout, maintain program quality, and ensure sustainable implementation of initiatives across all grade levels.
Teachers	**Professional Learning Community Facilitators** participate in monthly meetings from September through June (9/3/24, 10/1/24, 11/5/24, 12/3/24, 1/7/25, 2/4/25, 3/4/25, 4/8/25, 5/6/25, 6/3/25) to lead school-wide professional learning initiatives and provide input on educational program development. - **All Teachers** engage in comprehensive professional development and feedback opportunities including Back to School Professional Development (August 7-9, 2024), monthly Professional Learning Community meetings focused on Plan-Do-Study-Act cycles to improve literacy through academic conversations, and pupil-free days for planning and collaboration (November 1, 2024, and March 10, 2025). Teachers participate in End of Year Professional Development (June 9-11, 2025) and five annual calibration sessions on equitable grading practices from August through June. - **All Staff** provide input through first Monday monthly meetings addressing behavioral tiers of support, discipline interventions, equitable grading practices, senior capstone calibration, LCAP feedback, English Language Proficiency Assessment for California data and strategies, and California Assessment of Student Performance and Progress, California Science Test, and NWEA MAP Growth data analysis and planning. - **Engineering Staff** participate in specialized sessions (August 5-6) focusing on Career Technical Education standards alignment, project redesign, and new staff onboarding to ensure program quality and compliance.

Educational Partner(s)	Process for Engagement
	- **Mathematics Department** engages in extensive curriculum development and coaching through UC Irvine Math Project collaboration with sessions scheduled for August 12, February 18-19, March 13-14, April 17-18, April 29-30, and May 12-13. - **Teacher Grade Level Student Study Teams** meet twice annually (September 30 and March 3) to review student progress and coordinate support strategies, providing valuable feedback on student needs and program effectiveness for LCAP planning purposes.
Other School Personnel	**All Classified Staff** participate in monthly meetings on the first Monday of each month to provide feedback on school programs and contribute to LCAP development through their direct experience supporting students and school operations. **Instructional Aides** receive specialized coaching and provide feedback in key areas including strategies for supporting English Learners, culturally responsive teaching practices, trauma-informed approaches, de-escalation techniques, and attendance improvement strategies. This ongoing professional development and feedback collection ensures that classified staff perspectives on student needs and effective support strategies inform LCAP planning and program improvements. Through these regular engagement opportunities, classified staff contribute valuable insights about student support needs, program effectiveness, and operational considerations that enhance the comprehensiveness and responsiveness of the LCAP development process.
Students	**Timeline:** February - May 2025 Students provided comprehensive feedback across all LCAP goals through surveys, focus groups, and structured input sessions, offering valuable perspectives on school programs and improvement priorities. **Goal 1: Use of Data to Improve Learning** Students expressed appreciation for survey transparency and access to NWEA assessment results while requesting clearer explanations of survey purposes and outcomes. They identified the need for more time and structured opportunities to complete surveys meaningfully. Students also requested additional reflection opportunities at the conclusion of Project-Based Learning units to reinforce and consolidate their learning. Access to enrichment and college opportunities requires improvement, with students seeking clearer, centralized information about dual enrollment timelines and enhanced functionality of the Samueli Source platform. **Goal 2: Curricular Improvements in Project-Based Learning and Equitable Grading** Students value Project-Based Learning but identified inconsistent implementation and alignment to learning goals as areas for improvement. Grading policy inconsistencies across teachers emerged as a significant concern, with

Educational Partner(s)	Process for Engagement
	students requesting greater fairness and standardization. The current Learning Outcome weighting system can unfairly impact grades when single assignments are missed, requiring policy review. Students expressed strong interest in expanded elective choices and additional career pathways beyond the current two options to explore diverse personal interests and career goals. **Goal 3: Community Engagement** Students advocated for more inclusive access to field trips and community experiences while requesting expanded career pathway options including music, business, law, and medical fields. They desire increased opportunities for student-led events, fundraisers, and community-building activities such as field days and booster clubs. Students praised successful programs including Firewolf Fest, internship opportunities, engineering field trips, and advisory reward systems. Campus environment improvements were identified as priorities, with students seeking a cleaner, more welcoming campus that visibly affirms safety and belonging for all community members.
Student Advisory Committee	**Meeting Dates:** • November 8, 2024 • March 7, 2025 • May 20, 2025 **Discussion Topics:** The committee reviewed the 2024-25 LCAP Midyear Update, 2024 California School Dashboard results, and various funding sources including Title funds, Learning Recovery Emergency Block Grant (LREBG) Funds, and Local Control Funding Formula (LCFF) Base/Supplemental and Concentration funds. **Student Feedback and Recommendations:** **Attendance Improvement Strategies:** Students recommend implementing comprehensive attendance strategies that focus on: • Developing initiatives that promote positive school culture and increase overall school spirit • Establishing a student-led peer review board to address attendance concerns through peer support and accountability • Creating engaging programs that motivate students to attend school regularly while fostering a sense of community and belonging
Parent Advisory Committee (PAC)	- **Caregiver Advisory Committee** serves as the formal Parent Advisory Committee per California Education Code 52062(a)(1), providing structured governance and oversight through monthly meetings that directly support LCAP development and implementation. The committee's comprehensive

Educational Partner(s)	Process for Engagement
	engagement includes both English and Spanish-language agendas to ensure inclusive participation from all families. - **Key LCAP-Related Activities:** The committee conducted focused review of the comprehensive LCAP during their June 13 meeting, establishing the foundation for ongoing monitoring throughout the academic year. Specific LCAP-focused sessions included Parent-Caregiver Engagement Policy Feedback (November 14) and a Mid-Year LCAP Update (March 13), ensuring continuous oversight of plan implementation and progress toward established goals. Regular monthly meetings (August 8, September 12, October 10, December 12, January 9, and February 13) provide ongoing opportunities for committee members to review data, assess program effectiveness, and provide recommendations for LCAP refinement. - **Committee Feedback and Contributions:** The committee actively addresses school improvement opportunities through their primary goals of providing input on school enhancement initiatives, celebrating successes, cultivating community connections, and supporting volunteer coordination for major events. Meeting agendas demonstrate sustained focus on parent engagement strategies, committee leadership development including Chair/Co-Chair recruitment for the 2025-26 academic year, and coordination of family support initiatives. The committee maintains standing agenda items for Parent/Caregiver Monthly Meetings and contributes to the Samueli Source communication platform, ensuring continuous feedback loops between formal governance and broader family engagement. - **Advisory Role and Impact:** As the formal parent advisory body required by state law, this committee ensures that parent and caregiver voices are systematically integrated into LCAP development, implementation monitoring, and annual updates. The committee's bilingual approach, regular meeting schedule, and focused agendas demonstrate the school's commitment to meaningful stakeholder engagement in the strategic planning process, providing accountability and transparency in achieving LCAP goals while supporting comprehensive student success initiatives.
English Learner Parent Advisory Committee (EL-PAC)	**Meeting Dates:** • September 19, 2024 • November 14, 2024 • February 20, 2025 • May 15, 2025 – Approval of the 2025-26 LCAP, LREBG and Title funding **Discussion Topics:** The committee reviewed the 2024-25 LCAP Midyear Update, 2024 California School Dashboard results, and various funding sources including Title funds, Learning Recovery Emergency Block

Educational Partner(s)	Process for Engagement
	Grant (LREBG) Funds, and Local Control Funding Formula (LCFF) Base/Supplemental and Concentration funds. **Feedback Provided:** • **Academic Support & Tutoring:** Families requested increased flexibility in tutoring schedules beyond traditional after-school hours to accommodate diverse family work schedules. Parents recommended implementing incentive programs to encourage and motivate students to consistently attend office hours and tutoring sessions, particularly for students experiencing academic difficulties. • **Student Accountability:** Committee members emphasized the importance of establishing clear accountability systems for students participating in office hours and academic support programs, ensuring consistent attendance and measurable progress tracking. • **Meeting Accessibility & Engagement:** A parent proposed distributing surveys to families to determine preferred meeting formats and times that would maximize participation. The committee suggested offering recorded meeting access for families unable to attend live sessions, ensuring all parents can stay informed and engaged. • **Community Outreach:** Parents recommended hosting a brief 15-minute EL-PAC introduction session during the school's first community night event to introduce the committee's purpose and encourage broader family participation from the English Learner community. • **Participation Challenges:** Committee members acknowledged that conflicting work schedules create significant barriers for parent attendance at meetings, often resulting in lower participation rates that can feel discouraging. Despite these challenges, parents reaffirmed their commitment to supporting the school and emphasized the critical importance of maintaining active participation in these meetings for the educational benefit of all English Learner students.
Parents including those representing Unduplicated Pupils & Students with Disabilities	**Structured Engagement Opportunities:** Parents and caregivers participated in monthly Zoom meetings addressing key educational topics including Grading Policy (8/29), Restorative Practices and School Discipline Approaches (9/26), A-G Eligibility and Transcripts (1/30), and Counselor-led Scheduling sessions (2/27), with additional sessions scheduled for March 27, April 24, and May 29. Coffee With Counselors sessions provided informal opportunities for dialogue, including a December 9 overview of scheduling, grading, and academics. **Parent/Caregiver Feedback Priorities:** Families emphasized the need for enhanced communication and connection with teachers, requesting more structured opportunities for teacher-parent interaction. Parents advocated for implementing two conference weeks annually to provide dedicated time for comprehensive

Educational Partner(s)	Process for Engagement
	academic discussions. They identified the importance of accountability systems for students attending office hours, particularly for those experiencing academic challenges. Parents expressed strong support for continuing work-based learning programs while requesting improved overall communication from the school. They emphasized the value of project-based learning and its connections to real-world applications, viewing these as essential components of their children's educational experience. These engagement opportunities and feedback collection methods ensure that parent and caregiver perspectives directly inform LCAP development, reflecting family priorities and concerns in the school's strategic planning process.
SELPA Administrator	**Timeline:** SELPA conducted their review of the LCAP during the annual compliance review process, providing formal feedback on the plan's alignment with special education requirements and services for students with disabilities. **Topics Discussed:** SELPA's review focused on service delivery models for students with disabilities (SWD), student achievement measurement and progress monitoring for SWD, student engagement strategies inclusive of special education populations, school climate considerations for students with disabilities, and LCAP compliance with special education mandates and best practices. **Feedback Provided:** SELPA expressed agreement with Samueli Academy's strategic direction as outlined in the LCAP, acknowledging the plan's comprehensive approach to serving all student populations. The organization recognized that the LCAP includes essential components such as detailed descriptions of how services are provided for students with disabilities, appropriate student achievement measurement protocols, and comprehensive approaches to student engagement and positive school climate development. SELPA noted significant improvement from earlier versions where considerations for students with disabilities were limited. The updated LCAP now includes clear measures that demonstrate how Samueli Academy supports students with disabilities across multiple plan sections. This inclusion helps ensure that students with disabilities are meaningfully considered throughout all phases of LCAP development, implementation, and ongoing evaluation processes, supporting compliance with special education requirements and promoting equitable outcomes.

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

The adopted 2025-26 LCAP was significantly influenced by feedback from our educational partners. Here's how their input shaped the final plan:

Professional Development and Instructional Quality

Administrator and teacher feedback had a profound impact on the LCAP's professional development priorities. Administrators emphasized the urgent need for increased ongoing professional development focused on culturally responsive teaching practices and trauma-informed instructional strategies. This input directly led to enhancements in Goal 2, Action 2, which now includes comprehensive literacy development training school-wide and expanded collaboration with UC Irvine's Link program to deepen staff understanding of students' cultural backgrounds.

Teachers consistently requested additional professional development in English Learner strategies and differentiated instruction. Their feedback resulted in expanded professional development programming that includes systematic English Language Development training, Multi-Tiered System of Supports implementation, and enhanced coaching through Assistant Heads of School.

Attendance and Student Engagement

The Student Advisory Committee provided particularly valuable input regarding attendance improvement strategies. Students recommended implementing comprehensive attendance strategies that promote positive school culture and establishing student-led peer review boards. This feedback directly influenced the development of Goal 3, Action 1, which includes attendance celebrations, recognition events, and systematic approaches to building positive school climate through student leadership opportunities.

Student voice also shaped data collection approaches. Students requested more reflection opportunities at the conclusion of Project-Based Learning units and clearer communication about survey purposes. This input enhanced Goal 1, Action 1 to include systematic data collection with student goal-setting using NWEA scores and expanded Challenge Success survey integration.

English Learner Support

The EL-PAC Committee had direct impact on English Learner programming. Families requested increased flexibility in tutoring schedules and implementing incentive programs for academic support participation. This feedback led to the development of Goal 1, Actions 4 and 5, which include dedicated EL instructional aide support, Reading Specialist position, and Ellevation program implementation specifically targeting Long-Term English Learners.

Language access improvements emerged from EL-PAC recommendations for offering recorded meeting access and improved community outreach. These suggestions enhanced Goal 3, Actions 2 and 3 to include comprehensive translation services, multilingual communication through ParentSquare, and flexible family engagement options.

Academic Support and Accountability

Parent feedback significantly influenced academic support structures. Parents emphasized the need for enhanced communication with teachers and accountability systems for students attending office hours. This input expanded Goal 1, Action 2 to include systematic tracking tools including Office Hours Tracker and Check-in/Check-out plans for students requiring additional structure.

Family engagement was enhanced based on parent advocacy for implementing two conference weeks annually and improved overall school communication. This feedback shaped Goal 3, Action 3 to include monthly Parent/Caregiver Meetings addressing diverse topics and comprehensive parent workshop series.

Special Education Services

SELPA Administrator feedback proved crucial for special education programming. SELPA noted that significant improvement was needed in considerations for students with disabilities and requested clear measures demonstrating support. This input significantly enhanced Goal 1, Action 6 to include comprehensive behavioral support systems, systematic attendance monitoring for students with disabilities, and expanded professional development for special education staff.

Technology and Environmental Improvements

Student feedback regarding technology needs, including requests for enhanced platform functionality and clearer centralized information systems, expanded Goal 2, Action 4 to include Artificial Intelligence policy development and enhanced technology infrastructure support. Additionally, student concerns about campus environment, specifically seeking a cleaner, more welcoming campus that visibly affirms safety and belonging, reinforced Goal 3, Action 4's commitment to exemplary facility standards with dedicated facilities team and systematic FIT reporting.

Systemic Changes Based on Stakeholder Input

The stakeholder feedback resulted in several overarching changes to the LCAP approach that demonstrate the profound influence of educational partner input. Rather than developing isolated programs, feedback led to more integrated approaches connecting academic support, behavioral interventions, and family engagement. Multiple stakeholder groups requested better tracking and accountability systems, resulting in enhanced data collection and monitoring across all goals.

Consistent feedback about the need for culturally responsive practices led to systematic integration of these approaches across professional development and instructional practices. Stakeholder concerns about communication barriers resulted in enhanced multilingual services, flexible meeting options, and systematic family engagement strategies that accommodate diverse family needs and schedules.

The adopted LCAP demonstrates how genuine stakeholder engagement can fundamentally shape educational planning. Specific feedback from each partner group directly influenced corresponding actions and resource allocation in the final plan, creating a document that truly reflects the collective wisdom and priorities of the entire school community rather than top-down administrative decisions.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using the CA Community Schools Framework, continue to strengthen the Multi-tiered System of Supports (MTSS) utilizing multiple types of assessments (local, and state) and data to inform instructional decisions, identify and address the academic, social-emotional, behavioral, and/or mental health needs of our students to improve student mastery of ELA, and Mathematics, measure program effectiveness, and to ensure all students are College and Career Ready.	Broad

State Priorities addressed by this goal.

Priority 4: Student Achievement

Priority 5: Student Engagement

Priority 6: School Climate

Priority 7: Course Access

Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

This goal was developed to address critical performance gaps identified through the 2024 California School Dashboard and comprehensive needs assessments revealing urgent intervention needs for our most vulnerable student populations. The school's eligibility for Differentiated Assistance based on English Learner and Long-Term English Learner RED performance levels across multiple indicators demonstrates the necessity for systematic improvements to our Multi-Tiered System of Supports.

- **Dashboard Data Analysis:** The 2024 Dashboard shows alarming performance disparities requiring immediate action. English Learners scored 84.5 points below standard in ELA and 126.3 points below standard in Mathematics, while Long-Term English Learners performed at 137 points below standard in ELA and 164.5 points below standard in Mathematics. Students with Disabilities also received RED performance levels at 107.3 points below standard in ELA and 135.1 points below standard in Mathematics.
- **Chronic Absenteeism Crisis:** Schoolwide chronic absenteeism affects 20% of students (170 students), with particularly concerning rates among English Learners (39% increase from baseline), Socioeconomically Disadvantaged students (5.4% increase), and Students with Disabilities (19.2% rate in grades 7-8). The middle school RED performance level at 18.7% indicates attendance challenges begin early and persist, creating compound learning deficits.
- **English Learner Progress Stagnation:** Only 41.8% of EL students and 42% of LTEL students are making progress toward English proficiency, declining from the 54.3% baseline. ELPAC proficiency rates decreased from 27.64% to 24.19%, while reclassification rates remain insufficient at 8.4%, indicating current language development programming inadequately serves our 13% English Learner population.

- **Educational Partner Input:** Stakeholder engagement revealed consistent themes requiring systematic attention. Students expressed needs for individualized support and culturally relevant materials. Teachers requested additional professional development in EL strategies and differentiated instruction. Families emphasized needs for enhanced communication and comprehensive translated materials.
- **Equity Imperatives:** Serving 82% Hispanic students, 75% Socioeconomically Disadvantaged students, 14% Students with Disabilities, and 13% English Learners, Samueli Academy has a moral and legal obligation to ensure equitable access to high-quality education. The convergence of multiple risk factors demands comprehensive, coordinated intervention strategies addressing academic, social-emotional, behavioral, and mental health needs simultaneously.
- **College and Career Readiness Gaps:** Current data shows insufficient post-secondary preparation, with only 9.7% of students achieving Level 3 and 7.46% reaching Level 4 in Mathematics college readiness assessments. Our mission to serve foster and underrepresented youth requires systematic improvements ensuring all students achieve college and career readiness standards.

Goal 1 utilizes the California Community Schools Framework to create integrated supports addressing complex, interconnected challenges facing our student community, recognizing that academic achievement requires addressing social-emotional well-being, family engagement, and wraparound services that remove systemic barriers to learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students +16.8 Hispanic 9.8 EL -37 SED +13.3 SWD -48.6	2023-24 ELA CAASPP DFS All Students -13 Hispanic -26.3 EL -84.5 LTEL -137 SED -27.1 SWD -107.3		2024-25 ELA CAASPP DFS All Students -13 Hispanic -26.3 EL -84.5 LTEL -137 SED -27.1 SWD -107.3	All Students: -29.8 Hispanic: -36.4 EL: -47.5 LTEL: NA SED: -40.1 SWD: -58.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -67.1 Hispanic -79.6 EL -116.6 SED -73.2 SWD -111.8	2023-24 Math CAASPP DFS All Students -77.2 Hispanic -91.8 EL -126.3 LTEL -164.5 SED -89.8 SWD -135.1		2024-25 Math CAASPP DFS All Students -75 Hispanic -89.8 EL -124.3 LTEL -162.5 SED -87.8 SWD -133.1	All Students: -10.1 Hispanic: -12.2 EL: -9.7 LTEL: NA SED: -16.6 SWD: -23.3
3	% students' college ready measured by	2022-23:	2023-24:		2024-25	-3.69%: Level 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Math EAP. Source: CAASPP website	13.39% Level 3 7.09% Level 4	9.7% Level 3 7.46% Level 4		19% Level 3 6.6% Level 4	+0.37%: Level 4
4	% students' college ready as measured by ELA EAP. Source: CAASPP website	2022-23: 32.8% Level 3 26.4% Level 4	2023-24: 35.07% Level 3 22.39% Level 4		2024-25 33% Level 3 24% Level 4	+2.27%: Level 3 -4.01%: Level 4
5	% Proficient CAST Source: Source: CA School Dashboard	2022-23 CAST % All Students 30.0% Hispanic 25.0% EL 6.0% SED 22.0% SWD 18.0% Source: CAASPP Website	2023-24 CAST PFS All Students -13.3 Hispanic -16.6 EL -24.4 SED -32.3 SED -16.0 SWD -23.5		2024-25 CAST PFS All Students -13.3 Hispanic -16.6 EL -24.4 SED -32.3 SED -16.0 SWD -23.5	All Students: +1% Hispanic: -1.9% EL: -6% LTEL: NA SED: +5.3% SWD: -4.1%
6	% students: A-G completion rate Source: Dataquest	2022-23: 49.6%	2023-24: 46.7%		2024-25: 48%	-2.9%
7	% students: CTE Pathway completion rate Source: CA School Dashboard	2022-23: 79.4%	2023-24: 85.5%		2024-25: 89%	+6.1%
8	% students with combined CTE Pathway & A-G completion rate. Source: CA School Dashboard	2022-23: 42%	2023-24: 54.8%		2024-25: 60%	+12.8%
9	% EL who made progress towards	2022-23: 54.3%	2023-24: EL: 41.8%		2024-25: EL: 42%	-12.5: EL N/A: LTEL

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	English Language Proficiency Source: ELPI – CA School Dashboard	Source: 2023 Dashboard	LTEL: 42% Source: 2024 Dashboard		LTEL: 40%	
10	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 27.64% Proficient	2023-24: 24.19% Proficient		2024-25: 22.3%	-3.45%
11	Reclassification Rate Source: Dataquest	2022-23: 8%	2023-24: 8.4%		2024-25: 9%	+0.4%
12	AP Passage rate (score 3+) Source: CALPADS	2022-23: 67%	2023-24: 69%		2024-25: 65%	
13	Attendance Rate Source: CALPADS	2022-23: 93.22%	2023-24: 93.6%		2024-25: 93.8%	+0.38%
14	Chronic Absenteeism Rates (Gr 7-8) Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 15.5% Hispanic 16.4% EL 11.8% SED 15.5% SWD 23.3%	2023-24: Chronic Absenteeism Rate All Students 18.7% Hispanic 17.6% EL 39.0% LTEL 37.5% SED 20.9%		2024-25 Chronic Absenteeism Rate All Students 15.4% Hispanic 16.1% EL 21.4% LTEL 22.6% SED 17.1%	All Students: +3.2% Hispanic: +1.2% EL: +27.2% LTEL: NA SED: +5.4%
15	Chronic Absenteeism Rates (Gr 7-12) Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 18.0% Asian 4.3% Hispanic 18.6% White 20.9% EL 21.9% SED 19.0% SWD 24.8%	2023-24: Chronic Absenteeism Rate All Students 20.0% Asian 16.7% Hispanic 20.8% White 15.9% EL 27.4% SED 22.5% SWD 19.4%		2024-25: Chronic Absenteeism Rate All Students 20.1% Asian 13.1% Hispanic 21.3% White 14.5% EL 28.5% SED 22.5% SWD 30.0%	All Students: +2% Asian: +12.4% Hispanic: +2.2% White: -5% EL: +5.5% SED: +3.5% SWD: -5.4

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Middle School Dropout Rates Source: CALPADS	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
17	High School Dropout Rates Source: Dataquest	2022-23 HS Dropouts Rate All Students 2.1% Hispanic 2.4% EL 5.6% SWD 9.1% SED 2.7%	2023-24 HS Dropouts Rate All Students 3.8% Hispanic 4.6% EL 19.0% SWD 0.0% SED 4.8%		2024-25: 0%	All: +2% Hispanic: +3% EL: +13% SWD: -9% SED: +2%
18	High School Grad. Rate Source: Dataquest	2022-23 Graduation Rate Rate All Students 93.0% Hispanic 92.6% SED 91.4%	2023-24 Graduation Rate Rate All Students 98.5% Hispanic 98.0% EL 95.0% SWD 100% SED 98.0%		2024-25 Graduation Rate Rate All Students >96% Hispanic >96% EL >96% SWD >96% SED >96%	All: +5.5% Hispanic: +5.4% EL:NA SWD: NA SED: +6.6%
19	Suspension Rate Source: Dataquest	2022-23: Suspension Rate All Students 6.7% Asian 4.3% Hispanic 6.8% White 9.1% EL 10.4% SED 7.5% SWD 11.1%	2023-24: Suspension Rate All Students 6.1% Asian 0.0% Hispanic 6.3% White 8.7% EL 12.4% LTEL 12.7% SED 6.9% SWD 5.4%		2024-25 Suspension Rate All Students 3.0% Asian 4.0% Hispanic 3.0% White 4.5% EL 10.6% LTEL 12.0% SED 2.9% SWD 5.0%	All Students: -0.6% Asian: -4.3% Hispanic: -0.5% White: -0.4% EL: +2% LTEL: NA SED: -0.6% SWD: -5.7%
20	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
21	% students participating in an elective course. Source: Master Schedule - CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
22	% students participating in work-based learning Course: CALPADS	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Samueli Academy administers academic universal screeners to establish baseline performance, identify gaps in learning, monitor student progress, and develop annual growth targets.

Students take NWEA MAP assessments for ELA, Math, and Science. Students in grades 7, 9, and 11 are assessed with MAP twice per year (Fall, Winter) with CAASPP in Spring; grade 12 completes two assessments.

Samueli Academy is partnering with Challenge Success Schools to develop a comprehensive data dashboard this academic year. This dashboard will integrate two key data sources: performance metrics from the California School Dashboard and student feedback collected through a specialized survey launching in Spring 2025. The resulting dashboard will feature disaggregated data analysis with interactive visualizations, enabling the leadership team to identify trends and make data-driven decisions. This initiative aims to provide deeper insights into student outcomes and experiences across different demographic groups and program areas.

Action 2: This action was fully implemented. Samueli Academy has implemented several strategic initiatives to address student learning and achievement gaps while improving academic performance that impacts graduation and A-G completion rates. The school's tutoring program currently operates with three experienced tutors who have continued from the previous year, with three additional tutors completing their onboarding process to begin in February.

For students needing additional support based on attendance metrics, the school operates a Saturday School program. This initiative is staffed through a partnership with Calicoast and receives additional support from student volunteer tutors who are members of the school's California Scholarship Federation chapter.

To strengthen mathematics instruction, the school has invested in two specialized programs. Teachers across most grade levels utilize the iXL Math program, while seventh-grade mathematics instruction is enhanced through the Delta Math platform. Both programs provide targeted support for students' mathematical development.

Supporting these initiatives, teachers maintain consistent availability through scheduled office hours twice per week. To ensure easy access to these resources, office hour schedules are communicated through multiple channels, including class syllabi, the learner management system, and the front office directory.

Action 3: This action was fully implemented. Samueli Academy has implemented a comprehensive student support system focused on strengthening school culture and promoting positive behavior interventions. The Administrative team, alongside the Student Development Coordinator (SDC), Student Services Coordinator (SSC), and Student Success Coordinator, collaboratively oversees this initiative. The ***Igniters team*** actively manages various campus spaces during non-instructional time to provide structured environments for students.

Our ***behavioral support framework*** includes responsive meetings between students and coordinators, individualized case reviews for Students with Disabilities (SWD), and weekly discipline reporting to staff. The Student Success Coordinator evaluates how disabilities may influence student behavior and develops tailored intervention plans. The Student Development Coordinator facilitates regular progress meetings with students on behavior plans, incorporating teacher feedback and caregiver involvement for a holistic approach.

For ***social-emotional learning***, Samueli Academy has partnered with Neutral Ground to provide curriculum modules focusing on self-regulation skills, substance use prevention, peer conflict resolution, and self-confidence building. Care Solace Counseling services complement these efforts by supporting students and families dealing with anxiety, depression, substance abuse, and behavioral challenges.

The ***Student Success Coordinator*** provides specialized support for homeless and foster youth, ensuring they remain connected to academic resources, social-emotional support, and essential services. This year, Samueli Academy has expanded its community partnerships to enhance student support services. Phoenix House offers mental health workshops for students and caregivers, while Serve the People provide free medical services to families. The school has organized vision clinics, dental services, and sports physicals to address student health needs comprehensively.

Parent and Caregiver engagement has strengthened through collaborations with Phoenix House and Padres Unidos, offering both in-person and online workshops. The Flora May Foundation partnership provides additional family support resources. Foster youth receive targeted assistance through Yasara Beauty Salon's free haircut program and the Project Youth OC (ICAN) program, which helps students aged 16 and older explore vocational interests and complete career training.

Educational enrichment opportunities have expanded through partnerships with Senator Umberg, local artists, engineers, and author Jason Reynolds, providing unique learning experiences for both middle and high school students. These initiatives demonstrate Samueli Academy's commitment to supporting students' academic success, personal growth, and overall well-being through comprehensive, community-based partnerships.

Action 4: This action was fully implemented. Samueli Academy has implemented a comprehensive support system for English Learners (EL) through strategic professional development and instructional support. In August, staff received training on the ELLevation Platform, which included exploration of specialized modules such as Academic Conversations designed specifically for EL students. Building on this foundation, October's training session focused on analyzing EL student data and implementing targeted strategies to address identified student needs.

Professional development continued during October's pupil-free day, where teachers led workshops focusing on Tier 1 Academic Interventions, fostering peer-to-peer learning and collaboration among staff.

This school year, the EL Instructional Aide has provided targeted academic support for students in grades 9-12 during designated English Language Development (ELD) periods, while also offering flexible support throughout the instructional day for all students in grades 7-12.

Looking ahead to the 2025-26 school year, we plan to enhance EL support by introducing a designated ELD class specifically for students in grades 7-8, creating a more comprehensive support structure across all grade levels.

As part of our commitment to supporting multilingual learners, Samueli Academy has partnered with Professor Young-Suk Grace Kim from the University of California, Irvine. Professor Kim, a distinguished researcher in language and literacy development, specializes in understanding effective instruction for students from diverse linguistic backgrounds. Her expertise spans reading comprehension, fluency, listening comprehension, oral language, dyslexia, cognitive skills, written composition, and reading-writing relationships across multiple languages including English, Korean, Chinese, Spanish, and Kiswahili.

At Samueli Academy, Professor Kim and her research team will conduct a comprehensive evaluation that includes classroom observations of English Learner instruction, curriculum analysis, and student fluency assessments. Based on their findings, they will provide evidence-based pedagogical recommendations specifically tailored to enhance multilingual student learning. The partnership includes ongoing teacher coaching to ensure successful implementation of these instructional strategies.

Action 5: This action was fully implemented. To address the specific language acquisition needs of Long-Term English Learners (LTEL), Samueli Academy has implemented targeted professional development and data-driven instructional strategies. In August, staff received comprehensive training on the ELLevation Platform, with particular emphasis on modules designed to support LTEL students through academic conversations. This specialized training focuses on developing students' academic language proficiency and supporting their transition to fluent English proficient status.

Building on this foundation, October's professional development session deepened teachers' understanding of LTEL student data and specific intervention strategies. During this session, staff analyzed individual LTEL student performance data and collaboratively developed targeted support strategies to address persistent language acquisition barriers. Teachers learned to identify patterns in LTEL academic performance and implement research-based interventions to accelerate English language development while maintaining grade-level content accessibility.

These ***professional development*** initiatives ensure that staff across all content areas are equipped with the necessary tools and strategies to support LTEL students' linguistic and academic growth, with the goal of increasing reclassification rates and academic achievement among this student population.

Action 6: This action was fully implemented. Samueli Academy has implemented a comprehensive support system for Students with Disabilities (SWD) through targeted monitoring, intervention, and professional development initiatives. The Student Services team employs a multi-faceted approach to address attendance, behavior, and academic needs while ensuring compliance with IEP requirements and service delivery.

Attendance and Behavioral Support

The Student Services team conducts regular attendance monitoring, initiating parent/caregiver meetings when at-risk patterns emerge. For students whose absences are linked to mental health needs or disabilities, the team evaluates IEP adequacy and considers adjustments to services or additional Educationally Related Mental Health Services assessments. Individualized attendance improvement plans incorporate positive reinforcement strategies, including point systems, trackers, and rewards.

Following any disciplinary incidents involving SWD, the Student Services Coordinator and Student Development Coordinator meet to review and adjust behavior plans as needed. This process includes gathering teacher input, conducting observations, and maintaining regular student check-ins. Weekly discipline updates and behavior plan reminders ensure consistent implementation across all staff.

Service Delivery and Monitoring

To strengthen service delivery, the team has implemented several systematic tracking tools:

- An IEP date tracker ensures timely scheduling of meetings, with monthly reminders to Education Specialists.
- A collaborative service tracker developed with the IT team monitors weekly service minutes.
- Biweekly reviews identify and address any gaps or overlaps in service provision.
- Monthly evaluations of external provider services ensure quality and consistency

Professional Development

The SPED team engages in extensive professional development to enhance student support, including:

- Training in verbal de-escalation techniques.

- Paraeducator skill development

- Transition 101 programming

- Crisis Prevention Intervention (CPI)

- Psychoeducational evaluation interpretation

- NWEA MAP assessment data analysis for targeted instruction

Collaborative Support Structure

The program emphasizes collaboration between special and general education teachers through:

- Detailed student snapshots provided at the beginning of the year
- Continuous access to accommodation and support information via shared Google documents
- Integration of Student Services instructional aides in general education classrooms
- MTSS process participation for early intervention and special education referrals

Leadership Development

The Student Services Coordinator participates in El Dorado SELPA's Leadership Academy, bringing advanced strategies and best practices to strengthen the overall program and improve outcomes for Students with Disabilities (SWD).

Action 7: This action was fully implemented. Samueli Academy fosters a college-going culture through its comprehensive educational program, integrating academic preparation with career readiness initiatives. The school's counseling team leads strategic efforts to ensure students meet UC A-G eligibility requirements while completing Career Technical Education (CTE) pathways and participating in work-based learning experiences.

The school offers two distinct ***CTE pathways***: Design and Engineering. To support student success in these programs, particularly in engineering courses, a dedicated lab assistant provides targeted support for students who need additional help with mathematical concepts.

Career preparation is enhanced through the school's robust internship program, led by the Work-based Learning Coordinator who cultivates community partnerships to create meaningful internship opportunities. This fall, the coordinator organized the Career Ignition Conference, bringing together over 150 professionals to share their experiences with students in grades 7-12. During this event, junior students gained practical experience through mock interviews and received valuable feedback on their resumes.

To ensure academic success and post-secondary readiness, students in grades 9-12 review their transcripts each semester, tracking their progress toward both graduation requirements and A-G completion. The counseling team further supports this effort by hosting monthly Parent and Caregiver Zoom meetings, addressing topics such as social-emotional wellness, academic success, and post-secondary planning.

Ninth-grade students have already completed two of their four scheduled career ignition tours of partner businesses, providing early exposure to professional environments. The school ensures all students are enrolled in their chosen CTE pathway and supports their completion by senior year, including opportunities to retake courses if necessary.

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.

Material differences were identified between budgeted and estimated actual expenditures for the following Goal 1 actions:

- **Action 2:** Estimated actual expenditures exceeded planned expenditures due to additional expenses incurred for the summer program to support the academic learning needs of students. The increased investment reflects enhanced programming to address identified student academic support requirements.
- **Action 5:** Planned expenditures exceeded actual expenditures as a result of the resignation of two instructional aides during the implementation period. The personnel departures resulted in lower than anticipated staffing costs for this action.
- **Action 6:** Material differences occurred due to two factors: instructional aide resignations necessitated the use of contracted services, and an increase in the number of students with disabilities during the 2024-25 school year generated additional unplanned costs. These circumstances required adaptive resource allocation to maintain appropriate service levels and compliance with student support requirements.

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

Action 1: This action has been highly effective in establishing data-driven practices that support the MTSS framework and goal achievement:

Strong Implementation: 95% of students in grades 7-12 completed fall NWEA MAP Growth tests, providing reliable baseline data for instructional planning and progress monitoring across all subject areas.

Student Ownership: Students actively engaged in goal setting by using their NWEA Fall scores to create learning targets for winter testing, with 7th and 8th graders developing SMART Goals. This promotes student engagement and accountability for their own learning progress.

Targeted Instruction: Teachers effectively used assessment data to establish instructional goals with specific attention to English Learners, Special Education students, and Foster Youth groups, directly supporting the goal's emphasis on addressing diverse learning needs and ensuring equitable services.

Enhanced Analysis: Data disaggregation and visualization capabilities have strengthened the leadership team's ability to make informed decisions about interventions and supports.

Action 2: This action demonstrates solid implementation with promising outcomes but faces some execution challenges:

Successful Implementation: Multiple academic supports are fully operational including tutoring with caseloads, Saturday school, supplemental math programs (iXL and Delta Math), and twice-weekly teacher office hours.

Innovative Integration: Tutors provide both ongoing academic support and intervention within the Alternative to Suspension program, creating effective continuity between behavioral and academic supports under the MTSS framework.

Effective Peer Model: CSF student volunteers successfully support struggling peers in Saturday school, leveraging their familiarity with coursework for more relatable assistance.

Student Engagement: Students actively utilize office hours after receiving feedback to improve work and resubmit assignments, demonstrating increased academic ownership.

Key Challenges: Tutor turnover requires ongoing recruitment and training. Students assigned to Saturday school due to attendance issues often fail to attend, limiting intervention effectiveness for highest-need students.

Data Need: Additional narrative and outcome data are needed to fully assess impact on learning acceleration and achievement gap reduction.

Action 3: This action has demonstrated significant effectiveness in reducing suspensions and strengthening behavioral supports:

Major Behavioral Improvements: The school successfully reduced students on Activity Restrictions due to behavioral challenges and substance abuse by approximately 50%, directly addressing the RED performance levels for suspension rates among English Learners and Students with Disabilities.

Structured Alternative Interventions: Implementation of a comprehensive alternative to suspension program includes responsive meetings, individualized behavior plans, and structured use of the "Zen Den" with guided meditation and mindfulness activities, creating effective alternatives to exclusionary discipline.

Strong Partnership Model: Neutral Ground's mentorship program currently supports 30 students with weekly circles and restorative practices, showing measurable impact on student behavior and engagement.

Comprehensive Support Systems: The expanded team including SEL Counselor, Psychologist, and Community Schools Coordinator has successfully established multiple community partnerships (Phoenix House, Serve the People, Flora May Foundation) providing medical, dental, mental health, and resource services to students and families.

Proactive Family Engagement: Parents are increasingly seeking support proactively, and the team maintains open communication with families and staff while encouraging students to identify trusted adults on campus.

Ongoing Challenges: Long-term progress monitoring remains difficult due to high referral volume and limited observation resources. Parent follow-through with external mental health referrals through CareSolace is inconsistent, and participation in community workshops could be improved.

Action 4: This action has shown strong effectiveness in supporting English Learner achievement and progress:

Systematic Professional Development: Staff received comprehensive training on the ELLevation platform in August and October, exploring academic conversation modules and EL-specific strategies. This targeted professional development has enhanced teachers' capacity to support multilingual learners effectively.

Improved Progress Monitoring: The ELLevation platform provides systematic tracking of EL progress with ELPAC/NWEA score analysis, reclassification workflows, and instructional planning tools, enabling more data-driven support for language acquisition.

Significant Reclassification Success: The school achieved a notable 5% increase in reclassification rates from 2022-23 to 2023-24, demonstrating tangible progress in supporting students' English language proficiency development.

Enhanced Parent Engagement: ELAC now has dedicated leadership with a president and secretary, and there has been increased parent participation and feedback from EL families, strengthening the home-school partnership.

Dedicated Support Services: The EL Instructional Aide provides targeted academic support for grades 9-12 during designated ELD and throughout the instructional day for grades 7-12, ensuring consistent language development support.

Implementation Challenge: Providing in-class support for all EL students across grades 7-12 remains challenging due to resource constraints.

Future Enhancement: Plans to add a designated ELD class for grades 7-8 in 2025-26 will further strengthen services for younger EL students.

This action effectively supports Goal 1 by systematically building teacher capacity, improving reclassification outcomes, and enhancing family engagement while providing comprehensive EL support services.

Action 5: This action has demonstrated strong effectiveness in supporting Long-Term English Learners through systematic interventions and recognition:

Platform Implementation Success: Staff training on the ELLevation platform in August and October equipped teachers with academic conversation strategies and data analysis tools specifically designed to support LTEL language acquisition needs.

Significant Reclassification Achievement: The school successfully reclassified 17 students this year with expectations to reclassify additional students next year, demonstrating measurable progress in moving LTELs toward English proficiency.

Comprehensive Support System: The ELLevation platform provides targeted ELD support, tracks ELPAC/NWEA scores, monitors progress for both ELs and RFEP students and offers planning tools specifically designed to support LTEL language development.

Inclusive Classroom Model: Teachers are effectively using EL strategies within heterogeneous classrooms rather than segregating students, creating an inclusive environment that supports language acquisition alongside academic content.

Tiered Support Services: Instructional aides provide push-in support for LTELs during the instructional day, ensuring targeted assistance for language acquisition within the regular classroom setting.

This action effectively supports Goal 1 by providing systematic, data-driven support for LTELs while celebrating multilingual assets and achieving concrete reclassification outcomes that demonstrate language acquisition progress.

Action 6: This action has demonstrated strong systematic improvements in supporting Students with Disabilities, with measurable progress in key areas:

Significant Attendance Improvements: Currently, 24.3% of SWD in grades 7-12 are chronically absent, with even better results for middle school (19.2% for grades 7-8). Approximately half of these students maintain above 85% attendance and are actively monitored, showing the effectiveness of individualized attendance plans and positive reinforcement systems.

Substantial Suspension Reduction: The suspension rate for SWD has decreased to 1.9%, representing significant progress from the previous RED performance level. This improvement results from comprehensive behavior support plans, staff de-escalation training, and proactive support systems using the Titan platform.

Enhanced Service Delivery Systems: Implementation of IEP date trackers, monthly timeline reviews, and biweekly service minute monitoring ensures compliance and appropriate service provision. The service tracker developed with the IT team enables real-time adjustments to meet or correct service delivery.

Strengthened Collaboration: General education teachers receive detailed student snapshots and continuous access to accommodation information through shared Google documents, improving implementation of supports in inclusive settings.

Comprehensive Professional Development: The SPED team participated in targeted trainings including verbal de-escalation, CPI, and NWEA MAP data analysis, while the Student Services Coordinator completed the El Dorado SELPA Leadership Academy.

Ongoing Challenges: Students with mental health challenges or chronic health needs continue to show limited attendance improvement despite multiple intervention options (independent study, hybrid learning, increased counseling services).

This action effectively supports Goal 1 by creating systematic monitoring, reducing suspensions, and improving service delivery while addressing the complex needs of SWD through comprehensive, data-driven approaches.

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.

Changes Made to Planned Goal 1, Metrics, Target Outcomes, or Actions

- **Goal Structure:** No changes will be made to Goal 1 for the coming year, as it continues to align with the school's commitment to implementing the CA Community Schools Framework and strengthening the Multi-tiered System of Supports (MTSS).
- **Metric Modification:** The CA Science Test (CAST) metric will be updated to report results using "points from standard" as displayed on the 2024 CA School Dashboard, rather than the current percentage of students who met or exceeded standards. This change reflects educational partner feedback and ensures consistency with CA School Dashboard reporting methodology.
- **Target Outcome Adjustments:** Based on midyear implementation analysis, target outcomes will be refined to reflect realistic growth expectations while maintaining high standards for student achievement, English Learner progress, attendance rates, and behavioral outcomes.
- **Annual Reflection Approach:** As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing for responsive adjustments that improve the effectiveness of MTSS implementation and student barrier identification while maintaining the school's educational model focus.

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	Samueli Academy will administer NWEA MAP assessments in English Language Arts, Mathematics, and Science for students in grades 7-12. These assessments will track literacy and mathematics growth across all grade levels, providing comprehensive data to monitor student academic progress. Assessment data will be disaggregated by student subgroups, including English Learners (EL), Long-Term English Learners (LTEL), Students with Disabilities (SWD), Socioeconomically Disadvantaged students (SED), and	$16,278	N

Action #	Title	Description	Total Funds	Contributing
		Hispanic students. This disaggregation enables targeted monitoring of progress and identification of academic and engagement gaps requiring intervention. The leadership team will review assessment results with support from data interns who will create data visualizations to facilitate analysis. These results will inform multiple school initiatives: schoolwide academic planning, targeted reading and mathematics support programs, Multi-Tiered System of Supports (MTSS) implementation, and integration with restorative practices. Additionally, Challenge Success survey data will be cross-referenced with academic dashboard data to identify trending patterns that align with student survey responses, enabling comprehensive recommendations that address both academic and social-emotional learning needs.		
2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	To close learning and achievement gaps, enhance academic performance, and improve graduation and A-G completion rates, Samueli Academy will strengthen the frequency and quality of academic support and interventions through a comprehensive Multi-Tiered System of Supports (MTSS). Samueli Academy will implement multiple academic interventions including push-in tutoring during (LREBG Funded: $61,603.78) instructional time, after-school tutoring programs, and Saturday School sessions for additional support. All grade levels will utilize iXL Math or Delta Supplemental Program to reinforce core learning concepts. Students requiring credit recovery will access in-year programs and Summer School opportunities, while Teacher Office Hours will provide individualized tutoring and academic support for all students. Student monitoring and engagement will be strengthened through systematic tracking tools. The Office Hours Tracker will monitor student participation in support services, while the Attendance Tracker will identify patterns and enable early intervention. Students requiring	$120,904	N

Action #	Title	Description	Total Funds	Contributing
		additional structure will participate in Check-in/Check-out (CICO) plans that provide consistent support and accountability. Social-emotional learning will be integrated throughout these academic supports. Classroom Circles and Restorative Circles will build community connections and address behavioral concerns that impact learning. Small group Social-Emotional Learning sessions will support student wellness and engagement, addressing barriers that prevent academic success. These tiered interventions work together to provide comprehensive support that addresses both academic deficiencies and social-emotional barriers to learning, ultimately accelerating student progress toward graduation and college readiness.		
3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	On the 2023 California School Dashboard, Samueli Academy received RED performance levels for the Suspension Rate Indicator affecting English Learners and Students with Disabilities, as well as a RED performance level for Students with Disabilities on the Chronic Absenteeism Rate Indicator. The 2024 Dashboard results showed mixed outcomes. Samueli Academy received RED performance levels for chronic absenteeism affecting all students and specific subgroups including English Learners, Long-term English Learners, and Socioeconomically Disadvantaged students. However, Samueli Academy has demonstrated significant improvement in suspension rates for Students with Disabilities, achieving a Green performance level on the 2024 Dashboard. Root causes identified include substance use, physical altercations, and escalating behavioral challenges among students with disabilities. To address these concerns and improve outcomes for the 2025-26 school year, the academy will implement comprehensive social-emotional and behavioral support systems. Samueli Academy will strengthen its restorative practices implementation and expand alternatives to suspension through comprehensive staff training and coaching. This includes ongoing professional development	$712,542	Y

Action #	Title	Description	Total Funds	Contributing
		with Neutral Ground and CharterSafe training for students focused on conflict resolution, coping skills, and relationship-building. The Student Services Coordinator and education specialists will conduct biweekly meetings with the Student Development Coordinator to review behavioral referrals for students with disabilities. Behavior Plans will be developed, monitored, and adjusted regularly in collaboration with teachers and students, with progress check-ins scheduled weekly to quarterly based on individual needs. Samueli Academy has expanded social-emotional and behavioral support services to include a full-time Social-Emotional Learning Counselor (Title I Funded: $118,272.51) for middle school students, a school psychologist (Title I Funded: $139,670.63) providing comprehensive mental health services, and continued utilization of Care Solace (Funded with Title I: 2,02.86; LCFF S&C $5,479.14) for external referrals. The Titan HST app enables students to report incidents directly to administrators, ensuring timely intervention. The Student Development Coordinator facilitates Student Study Teams, provides mental health service referrals, and coordinates wraparound behavioral support. The full-time school psychologist delivers Tier 3 interventions within the Multi-Tiered System of Supports framework for at-promise students facing significant social, emotional, or behavioral challenges. Services include individual counseling, suicide risk assessments, safety plan development, social-emotional learning instruction, and executive functioning skill support. Using a trauma-informed approach, the psychologist helps students develop healthy coping strategies and resilience while collaborating with families and community partners to coordinate external services including therapy and Applied Behavior Analysis when needed. The Student Success Coordinator serves as the school's Homeless and Foster Youth liaison, coordinating services and identifying partnerships with outside agencies to develop comprehensive outreach for students and families. This includes collaboration with The Youth Connected Program and the Resource Family Recruiter to expand outreach for Collaborative Foster Parents, ensuring foster youth receive equitable support. The coordinator maintains regular communication with social workers, probation officers, Court Appointed Special Advocates, and other youth		

Action #	Title	Description	Total Funds	Contributing
		support systems to bridge school and community programs. For McKinney-Vento students and families, the coordinator ensures needs are met while providing additional services and supports, helping families identify and remove barriers that prevent school attendance. Additional targeted support includes the ICAN program, which provides behavioral interventions, social-emotional skill building, and mentorship for students with repeated behavioral incidents, creating a comprehensive safety net for students requiring intensive support.		
4	EQUITABLE SERVICES FOR EL	The English Learner student group received a RED performance level for the Suspension Rate Indicator on the 2023 California School Dashboard. Performance declined further in 2024, with English Learners receiving RED performance levels across multiple indicators including English Language Arts and Mathematics Academic Indicators, English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate Indicator. These comprehensive RED performance levels resulted in Samueli Academy's eligibility for Differentiated Assistance, with the Riverside County Office of Education assigned to provide targeted support. To address the language acquisition needs of English Learners, the academy will provide comprehensive professional development for teachers focused on delivering Tier I academic and behavioral interventions specifically designed for this student population. An English Learner instructional aide (LREBG Funded: $19,688.14) will provide targeted academic support during designated English Language Development time and throughout the instructional day as needed. Samueli Academy will expand language development opportunities by offering home language literacy development programs and establishing a clear pathway for students to earn the State Seal of Biliteracy. Samueli Academy will implement recognition programs to celebrate English Learners who successfully reclassify, acknowledging their academic progress and language acquisition achievements. A Reading Specialist (LREBG Funded $116,890) will be added to the instructional team to collaborate directly with teachers, providing effective	$182,081	Y

Action #	Title	Description	Total Funds	Contributing
		tools and strategies that support reading and writing skill development for English Learner students. This specialist will focus instruction specifically on reading and writing acquisition, ensuring English Learners receive targeted literacy support aligned with their language development needs. Samueli Academy will also add an additional English Language Development class at the middle school level, creating expanded opportunities for focused language development and academic support. This increase in dedicated ELD instruction will allow for smaller class sizes and more individualized attention to accelerate language acquisition and academic achievement for English Learner students.		
5	SUPPORTING LTEL: Language Acquisition	The Long-Term English Learner (LTEL) Student group received RED performance levels across multiple indicators on the 2024 California School Dashboard, including English Language Arts and Mathematics Academic Indicators, English Learner Progress Indicator, Chronic Absenteeism, and Suspension Rate Indicator. These results led to Samueli Academy's eligibility for Differentiated Assistance, with the Riverside County Office of Education assigned to provide support. To address the complex needs of Long-Term English Learners, Samueli Academy will implement Ellevation (LREBG Funded: $37,392), a comprehensive English Learner program management solution designed to build teacher capacity for serving multilingual learners and empowering students with academic language skills. Ellevation provides a high-quality supplemental English Language Development program, ELPAC and English Learner Progress Indicator score analysis, English Learner and Reclassified Fluent English Proficient student progress monitoring, reclassification workflows, and instructional planning initiatives specifically targeting Long-Term English Learner language acquisition needs. Instructional aides will provide tiered push-in support for Long-Term English Learners throughout the instructional day to accelerate language acquisition. The academy will offer home language literacy development opportunities and establish clear pathways for students to earn the State	$400,368	Y

Action #	Title	Description	Total Funds	Contributing
		Seal of Biliteracy. Student recognition programs will celebrate English Learners who successfully reclassify, acknowledging their academic progress. Professional development for teachers will focus on addressing the specific language acquisition needs of Long-Term English Learners through academic conversations via Socratic Seminars and other structured opportunities. Training will emphasize creating inclusive environments for language acquisition within heterogeneous classrooms, providing teachers with English Learner strategies for use within regular instruction rather than segregating students into separate courses. Samueli Academy is collaborating with the University of California, Irvine to conduct research on the English Learner and Long-Term English Learner population, studying their unique needs and challenges to academic success. Through this ongoing partnership, the High School Assistant Head of School and Literacy Specialist will design targeted professional development to support staff in developing literacy skills for English Learner and Long-Term English Learner students within the mainstream instructional program.		
6	SERVICES SUPPORTING SWD	Students with Disabilities received RED performance levels for Chronic Absenteeism and Suspension Rate Indicators on the 2023 California School Dashboard. The 2024 Dashboard results showed mixed outcomes, with Students with Disabilities receiving RED performance levels for English Language Arts and Mathematics Academic Indicators, while achieving a Green performance level for the Suspension Rate Indicator, demonstrating significant improvement in behavioral outcomes. Samueli Academy operates a full-inclusion Special Education Program through El Dorado Charter SELPA and is implementing comprehensive, data-driven strategies to address identified performance gaps. Root cause analysis revealed that chronic absenteeism stems primarily from mental health challenges and medical fragility, including hospitalizations. The Leadership Team has prioritized consistent communication of attendance policies with students and families, while addressing barriers to daily	$988,337	N

Action #	Title	Description	Total Funds	Contributing
		attendance through referrals to community-based organizations and agencies when needed. The Student Services Team conducts biweekly reviews of Students with Disabilities attendance data to track at-risk students, communicate with families, and develop individualized attendance plans that are monitored and adjusted biweekly. The Student Services Coordinator ensures IEP timelines and related services are addressed and communicated effectively with caregivers. To support behavioral needs, Samueli Academy has implemented the Zen Den, a designated wellness space where students learn emotional regulation and de-escalation techniques. Individualized safety plans are developed for students requiring additional support, providing clear strategies for positive behavior and well-being. The Student Development Coordinator conducts re-entry meetings following any suspension and develops behavior contracts shared with the Multi-Tiered System of Supports team. Instructional aides have received specialized training in verbal de-escalation and supporting challenging student behaviors. The Student Services Coordinator and education specialists meet biweekly with the Student Development Coordinator to review behavioral referrals from the special education caseload. Behavior Plans are developed, monitored, and adjusted regularly, with progress reviews occurring weekly, biweekly, or monthly depending on individual needs. The Student Services Team communicates behavior expectations and accommodations to teachers each semester, with quarterly progress meetings and regular reminders about plan adjustments. Academic support is driven by NWEA assessment data to establish personalized learning goals collaboratively with Students with Disabilities. The Special Education team has received professional development on analyzing NWEA MAP assessment reports to identify specific needs in mathematics, English Language Arts, reading, and science. For mathematics intervention, Delta Math provides individualized skill-building practice complementing classroom instruction. English Language Arts support utilizes literacy data from NWEA and classroom measures to		

Action #	Title	Description	Total Funds	Contributing
		inform accommodations and specialized skill development plans tailored to each student's unique needs. The Special Education team collaborates closely with general education teachers to modify lessons, implement accommodations, and provide appropriate support within inclusive classroom settings. They participate in the Multi-Tiered System of Supports process to monitor and support academic progress, behavior, and attendance. Ongoing professional development from the school, SELPA, and other resources ensures continuous improvement in supporting student outcomes and accelerating learning for Students with Disabilities.		
7	PROMOTING A "COLLEGE-GOING" CULTURE	Samueli Academy cultivates a comprehensive college-going culture through its educational, curricular, and instructional programs designed to prepare all students for post-secondary success. School counselors lead multiple initiatives to ensure students meet UC A-G eligibility requirements, complete Career Technical Education pathways, and participate in work-based learning experiences through internships. The academy offers two Career Technical Education pathways in Design and Engineering, with an Engineering lab assistant providing targeted academic support for students requiring additional assistance with mathematics components. The Work-based Learning Coordinator manages the internship program and conducts community outreach to secure meaningful internship opportunities that connect classroom learning to real-world application. College preparation activities include annual Career Exploration Tours and college visits each October, culminating in Application Fest, an intensive all-day college application event featuring workshops on the application process and essay development for seniors. Samueli Academy provides PSAT and SAT preparation workshops along with fee waivers to ensure equitable access to college entrance assessments. Samueli Academy partners with Girls Inc. of Orange County's College Bound program, which provides Strong, Smart, and Bold mentors who assist female students with college eligibility, application processes,	$1,226,396	Y

Action #	Title	Description	Total Funds	Contributing
		financial aid navigation, and scholarship applications. This program develops essential college readiness traits including strong writing skills, organizational strategies, and interpersonal communication abilities. Samueli Academy hosts annual Decision Day assemblies where seniors announce their college acceptances and final decisions, celebrating the culmination of their college preparation journey. Career Ignition Conferences held each fall and spring provide ongoing exposure to career pathways and post-secondary opportunities. Students can access dual enrollment opportunities at Santa Ana College for technical courses aligned with the Engineering pathway, earning college credit while completing high school requirements. Samueli Academy's Scholarship Program and Ambassador Program support both current students and graduates. Upon graduation, students serve as ambassadors and mentors to current students while receiving scholarships for their service. This program promotes student retention and ensures continued engagement through alumni events, creating a sustained network of support and connection to the Samueli community.		

Goal

Goal #	Description	Type of Goal
2	Continue to strengthen and provide comprehensive professional learning opportunities and coaching on the implementation of MTSS in alignment with the CA Community Schools Framework, including evidence based pedagogical strategies (differentiation, UDL), to address the diverse learning needs of all students. Provide professional learning to ensure PBL strategies and projects align with the academic content standards that support 21st Century Skills Frameworks, equitable grading policy, and utilize assessments to inform instruction and monitor student progress.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

This goal was developed to address critical professional development and instructional capacity gaps identified through needs assessments and stakeholder feedback that directly impact our ability to serve diverse learners effectively. The goal responds to disparities in teacher preparation and instructional quality that contribute to achievement gaps among English Learners, Long-Term English Learners, Students with Disabilities, and other historically underserved populations.

Professional Development Inequities: Analysis reveals unequal access to high-quality professional development in literacy instruction, English Language Development strategies, and differentiated instruction practices. While some teachers received training in Academic Conversations and EL strategies, others lack adequate preparation for supporting diverse learners, creating inconsistent instructional quality across classrooms and contributing to achievement gaps evident in Dashboard data.

Instructional Capacity Needs: The significant achievement gaps—English Learners 84.5 points below standard in ELA and Long-Term English Learners 137 points below standard—indicate current instructional approaches inadequately serve multilingual learners. Teachers require enhanced capacity in differentiated strategies, Universal Design for Learning principles, and culturally sustaining pedagogical practices that leverage students' assets while accelerating academic achievement.

MTSS Implementation Requirements: As a school eligible for Differentiated Assistance with RED performance levels across multiple indicators, Samueli Academy must strengthen Multi-Tiered System of Supports through comprehensive professional learning. Current intervention systems require enhanced teacher knowledge of evidence-based practices, data analysis for instructional decision-making, and systematic tiered support implementation.

Stakeholder Feedback: Educational partner engagement consistently identified professional development as critical. Teachers requested training in EL strategies, differentiated instruction, assessment practices, and accommodations for Students with Disabilities. Staff desire better planning time, coaching support, and systematic approaches but require additional resources and training for effective implementation.

Standards Implementation Gaps: Priority 2 self-reflection data shows improvement areas, particularly in English Language Development (rated 4) and content areas needing full implementation. Ensuring all students, especially English Learners, access standards-aligned instruction requires comprehensive professional development in content standards, ELD integration, and culturally responsive teaching practices.

Behavioral Support and Climate: Reducing suspension rates and improving school climate, particularly for English Learners and Students with Disabilities, demands comprehensive professional development in restorative practices, alternatives to suspension, trauma-informed approaches, and culturally responsive behavioral interventions addressing chronic absenteeism and behavioral challenges.

Project-Based Learning Excellence: As a school utilizing PBL as core instruction, ongoing professional development ensures PBL strategies align with academic standards, support 21st Century Skills development, and implement equitable grading practices. Teacher capacity in designing authentic, standards-aligned projects engaging diverse learners while maintaining rigor requires continuous refinement.

Teacher Retention and Support: Supporting teacher effectiveness and credential clearance through induction coaching demonstrates commitment to high-quality instructional staff. Seven teachers currently completing induction programs require mentorship while developing expertise in Samueli Academy's educational model and equity-focused practices.

Goal 2 recognizes that sustainable student outcome improvement requires comprehensive investment in educator capacity, ensuring all staff have knowledge, skills, and support necessary to implement evidence-based practices that accelerate learning for every student while closing achievement gaps through high-quality, culturally responsive instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
23	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 89.5%	2022-23: 67.7%		2023-24: 90%	-21.8%
24	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
25	Implementation of the State Academic content & performance standards for all students & enable ELs access. Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool - Local Indicator CA School Dashboard)	2023-24 ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 5 World Language: 4	2024-25 ELA: 5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 4 World Language: 4		2025-26: ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: 5 Health: 4 PE: 4 VAPA: 4 World Language: 4	ELA: 0 ELD: 0 Math: 0 Social Science: 0 Science: 0 CTE: 0 Health: 0 PE: 0 VAPA: -1 World Language: 0

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Samueli Academy maintains high standards for teacher credentialing and staffing across its educational program. Samueli Academy has successfully staffed all teaching positions with fully credentialed educators, with only two exceptions: one music position and one English teacher who holds a multiple subject credential and is completing the final requirements for a single subject credential. To ensure continuous instructional support, Samueli Academy has built a reliable pool of substitute teachers for both certificated and classified positions, maintaining consistent coverage for staff absences across all departments.

Professional development has been strategically implemented throughout the academic year, beginning with an intensive five-day training session before school commenced. These pre-year sessions focused on three key areas:

- Academic Conversations implementation
- English Learner support strategies
- Adoption of a rubric-based, four-point grading scale

Building on this foundation, the October non-instructional professional development day provided opportunities for staff to deepen their understanding and refine their implementation of these initiatives, ensuring consistent application across all grade levels and subject areas.

Action 2: This action was fully implemented. Samueli Academy implements a comprehensive professional development and support system for all staff members. Each teacher receives individualized support through monthly or semi-monthly meetings and classroom observations from one of three administrators. Additionally, teachers participate in Professional Learning Communities (PLCs) led by teacher facilitators to enhance collaborative growth and development.

New teachers undergo specific Project-Based Learning (PBL) training and onboarding. This summer, approximately ten staff members attended the New Tech Network's annual conference to strengthen their expertise in PBL, Social-Emotional Learning (SEL), and equitable grading practices.

The Student Services Team maintains a structured support system through:

- Biweekly meetings between the Student Services Coordinator, Education Specialists, and Instructional Aides to review student progress
- Twice-monthly meetings to monitor the implementation of differentiated instruction and accommodations
- Extensive professional development through SELPA's learning catalog, including training in verbal de-escalation strategies, paraeducator skills, Transition 101, and CPI training
- Leadership development through the Student Services Coordinator's participation in El Dorado SELPA's four-day Leadership Academy

The Student Success Coordinator plays a vital role in supporting foster youth and McKinney-Vento (homeless) students by:

- Facilitating communication between students, teachers, and support services
- Managing enrollment and documentation processes
- Coordinating with Social Services, Probation officers, CASA advocates, and caregivers
- Ensuring academic alignment and credit tracking for student success

School leadership continues professional growth through participation in the NASSP conference and upcoming New Tech Network's Leadership Summit, focusing on strategic planning and staff development. Professional credential advancement remains a priority, with seven teachers currently completing induction programs to clear their single subject teaching credentials under school mentorship, while three teachers work toward clearing their CTE credentials through the Orange County Department of Education program.

Action 3: This action was fully implemented. Samueli Academy ensures all students have access to standards-aligned curriculum and instructional materials that support their academic success. We maintain current licenses for essential standards-based digital curriculum platforms to enhance student learning.

These digital platforms complement our core instructional materials, ensuring every student has the resources they need to master grade-level standards. Through consistent access to high-quality, standards-aligned curriculum and materials, we support equitable learning opportunities for all students

Action 4: This action was fully implemented. Samueli Academy maintains a robust technology infrastructure that ensures digital access and support for all students and staff across its educational programs. Each student receives a personal Chromebook to support their learning, with the school recently completing a device renewal initiative for tenth-grade students to ensure continued access to up-to-date technology.

To support its specialized Career Technical Education pathways, Samueli Academy has established dedicated computer laboratories tailored to specific program needs. Engineering students utilize a PC laboratory equipped with Solidworks software, while Design pathway students access industry-standard Adobe Suite applications in a dedicated Mac laboratory. These specialized facilities ensure students gain hands-on experience with professional software tools used in their respective fields.

Samueli Academy's IT Team plays a crucial role in maintaining this technological ecosystem, providing comprehensive support across all aspects of digital learning. They ensure reliable schoolwide internet connectivity, manage device functionality, and provide technical assistance to both staff and students. The team also oversees mobile labs for the Design and Engineering pathways, administers essential software programs, and maintains Zoom platform access for virtual learning opportunities. Through this integrated approach to technology support, Samueli Academy ensures that all members of its educational community have the digital tools and resources necessary for effective teaching and learning.

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 material differences were identified between budgeted and estimated actual expenditures or between planned and estimated actual percentages of improved services for Goal 2. All variances fell within acceptable operational parameters, indicating effective fiscal management and successful program implementation that aligned with original projections and established expectations.

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

Action 1: This action has demonstrated strong effectiveness in maintaining educational quality and supporting professional growth:

Strong Staffing: Samueli Academy employs fully credentialed teachers in nearly all core areas, with only minor gaps in music and one English teacher completing final credential requirements.

Comprehensive Professional Development: All staff completed five intensive summer days focusing on Academic Conversations, EL support, and four-point grading implementation, with reinforcement during the October professional development day.

Exceptional Retention: Very little teacher turnover demonstrates strong job satisfaction and effective support systems that ensure instructional continuity.

Successful Mentoring: Seven teachers are successfully completing induction with school-based mentors familiar with PBL methodology and school systems, creating effective on-site professional development.

Observable Impact: Classroom walkthroughs show high student engagement in academic conversations and frequent presentations to external professionals, demonstrating effective implementation of training.

Adequate Coverage: Sufficient substitute staffing for both certificated and classified positions maintain instructional continuity.

Challenge: Difficulty recruiting a qualified single-subject credentialed music teacher despite ongoing efforts.

Action 2: This action has demonstrated strong effectiveness in building teacher capacity and implementing evidence-based practices:

Comprehensive Support Systems: All teachers receive individualized support through monthly or semi-monthly administrator meetings, classroom observations, and participation in teacher-facilitated PLCs, creating multiple layers of professional growth opportunities.

Successful Program Implementation: New teachers receive targeted PBL training and onboarding, with approximately 10 staff attending New Tech Network's annual conference to advance PBL, SEL, and equitable grading practices.

Strong Induction Outcomes: All seven teachers in the induction program are meeting goals on time with school-based mentors familiar with PBL methodology and school systems, demonstrating effective credential support.

Enhanced Student Services: The Student Services Coordinator conducts biweekly meetings with Education Specialists and Instructional Aides, plus monthly meetings to review differentiated instruction implementation, ensuring consistent support for diverse learners.

Comprehensive SPED Training: The team completed multiple targeted trainings including verbal de-escalation, CPI, Transition 101, and psychoeducational evaluation understanding, with the coordinator completing a 4-day Leadership Academy.

Effective Conflict Resolution: Students demonstrate improved ability to resolve conflicts independently through restorative practices training, particularly benefiting Foster Youth, SWD, and students with behavioral challenges.

Leadership Development: Administrative team attended NASSP and plans New Tech Network Leadership Summit attendance for ongoing professional growth and strategic planning.

Ongoing Challenge: Restorative circles require significant preparation time but prove highly effective in implementation.

This action effectively supports Goal 2 by providing systematic, multi-tiered professional development that enhances teacher effectiveness, improves student outcomes, and strengthens school-wide implementation of evidence-based practices.

Action 3: This action demonstrates basic implementation effectiveness.

Full Implementation Status: The action has been fully implemented, ensuring all students have access to standards-aligned curriculum and instructional materials across all disciplines. Annual purchases of consumables and materials are being made as needed to support the comprehensive educational program.

Action 4: This action has been highly effective in supporting Goal 2's objectives of implementing evidence-based pedagogical strategies and ensuring equitable access to learning:

Universal Device Access: All students have their own Chromebook, with devices renewed for 10th grade students, ensuring consistent access to technology that supports implementation of state standards and modern pedagogical approaches. This universal access eliminates digital equity barriers that could impede learning.

Specialized Program Support: Samueli Academy maintains dedicated technology labs that directly support the educational program - a PC lab with Solidworks for the Engineering Program and a Mac lab with Adobe Suite for the Design program. These specialized resources enable hands-on, project-based learning that aligns with Goal 2's emphasis on evidence-based pedagogical strategies and 21st Century Skills Frameworks.

Infrastructure and Support: The IT team provides comprehensive technical support, ensures device functionality, maintains schoolwide internet connectivity, and provides access to Zoom for virtual meetings. This robust infrastructure supports teachers in implementing differentiated instruction and utilizing technology for diverse learning needs.

This action effectively supports Goal 2 by providing the technological foundation necessary for implementing modern, evidence-based pedagogical strategies while ensuring all students have equitable access to digital learning tools that support state standards implementation and differentiated instruction.

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 the 2024-25 implementation analysis, several refinements have been made to strengthen Goal #2's effectiveness through expanded professional development offerings and enhanced partnership collaborations.

Action 2 Professional Development Enhancements:

The most significant addition to Action 2 involves implementing comprehensive literacy development training school-wide for all instructional staff. Following successful implementation of Academic Conversations and EL strategies during 2024-25, this expansion directly responds to identified needs for enhanced reading comprehension support, particularly for English Learners, Long-Term English Learners, and Students with Disabilities who demonstrated significant achievement gaps on state assessments.

The professional development program will deepen collaboration with UC Irvine's Link program to enhance staff understanding of students' cultural backgrounds and experiences. This expansion builds on initial success and addresses the continuing need for more culturally responsive teaching practices that honor student assets while accelerating academic achievement.

Additionally, Action 2 will include specific training for general education staff on IEP meeting protocols and requirements, emphasizing disability awareness and access equity. This addition responds to the identified need for better integration between special education and general education services, building on the successful collaboration models already established.

Action 4 Technology Integration Enhancement:

A new component has been added to establish appropriate Artificial Intelligence use guidelines while supporting students in developing essential AI literacy skills. This addition reflects the evolving educational technology landscape and recognizes the need to prepare students for an increasingly digital world while maintaining academic integrity.

Metric and Target Refinements: While maintaining the Priority 2 Self-Reflection Tool metrics, Samueli Academy will implement more detailed tracking of professional development implementation fidelity, particularly focusing on differentiated instruction strategies and English Learner support practices. The English Language Development implementation target has been raised from 4 to 5 (Full Implementation & Sustainability) for 2025-26, reflecting the expanded focus on supporting multilingual learners through enhanced professional development.

Staffing and Support Structure Improvements: Building on the success of the current induction program where all seven teachers are meeting goals on time, the mentorship model will be formalized and expanded to ensure new teachers receive comprehensive support in project-based learning methodology and equity-focused practices. This enhancement maintains the strong foundation while addressing identified gaps in serving diverse learners more effectively.

These changes reflect lessons learned from the 2024-25 implementation, particularly the success of targeted professional development in Academic Conversations and the demonstrated need for more comprehensive literacy support across all student populations.

Annual Reflection Approach: As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing responsive adjustments that improve professional learning effectiveness while maintaining focus on building educator capacity to support all students' academic achievement.

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Samueli Academy employs a Head of School and appropriately credentialed teachers to serve students in grades 7-12, providing comprehensive instruction in core subject areas including English Language Arts, Mathematics, Science, Social Studies and History, Visual and Performing Arts, and Physical Education as components of the school's foundational academic program. To ensure instructional continuity and minimize learning disruptions, the academy maintains qualified substitute teachers who can seamlessly support classroom instruction when needed. Samueli Academy provides students with 185 instructional days, exceeding the California state	$3,725,375	Y

Action #	Title	Description	Total Funds	Contributing
		requirement of 175 instructional days for charter schools, demonstrating Samueli Academy's commitment to maximizing learning time. Professional development is prioritized to support high-quality instruction and continuous improvement. All teachers participate in five days of intensive summer professional development to prepare for the upcoming school year, followed by two additional non-instructional days focused specifically on data analysis and instructional planning. Weekly professional development sessions throughout the school year ensure ongoing support for teachers in implementing effective instructional practices and addressing student needs. This comprehensive staffing and professional development structure ensures that Samueli Academy maintains qualified educators who are well-prepared to deliver rigorous, standards-aligned instruction while continuously improving their practice to better serve all students.		
2	PROFESSIONAL DEVELOPMENT	Samueli Academy provides comprehensive, evidence-based professional development designed to enhance instructional effectiveness and support diverse student populations. All teachers participate in training focused on Restorative Practices and Restorative Circles through Neutral Ground, Ellevation strategies for English Learners and Long-Term English Learners, and tiered behavioral and academic interventions. Multi-Tiered System of Supports and differentiated instruction serve as primary focus areas to support students across all disciplines, with particular emphasis on English Learners and Students with Disabilities. The Assistant Head of Schools delivers ongoing instructional coaching for middle and high school teachers through classroom observations and structured feedback cycles. Teachers receive extensive Project-Based Learning coaching that integrates practices and equity principles. Professional learning encompasses Social-Emotional Learning, equity initiatives, equitable grading practices, strategies for supporting foster youth, English Learner instructional methods, and accommodations and modifications for Students with Disabilities.	$484,483	Y

Action #	Title	Description	Total Funds	Contributing
		Literacy development professional development will be implemented school-wide to improve reading comprehension, specifically addressing the needs of English Learners, Long-Term English Learners, and Students with Disabilities. Professional Learning Communities within departments will focus on literacy integration across disciplines and vertical alignment of skills development. The academy is partnering with UC Irvine's Link program to deepen staff understanding of students' cultural backgrounds and experiences. Support staff participate in professional development during summer sessions, end-of-year training, and non-instructional days, receiving ongoing coaching from the Student Services Coordinator. Instructional aides new to Samueli receive additional onboarding training from the SELPA Administrator. The Student Services Team will train general education staff on IEP meeting protocols and requirements, emphasizing disability awareness and access equity. Staff members working toward credential clearance receive induction coaching from experienced teachers familiar with the school's project-based learning model, Student Whole Learning Outcomes, and four-point grading for equity. To support teacher effectiveness, retention, and credential clearance, the school reimburses teacher induction expenses (Title II Funded: $23,345.55). Administrators engage in leadership coaching and development opportunities, including conference participation. All educators have access to the Echo Learning Management System (Title II Funded: $17,957.33) to support instructional delivery and student engagement. This comprehensive professional development structure ensures continuous growth and alignment with Samueli Academy's mission of serving diverse learners effectively.		
3	CORE CURRICULAR PROGRAM NEEDS	Samueli Academy ensures all students have access to standards-aligned curriculum and instructional materials across all academic disciplines. Samueli Academy maintains current, high-quality educational resources by making annual purchases as needed, including consumable materials	$203,266	N

Action #	Title	Description	Total Funds	Contributing
		that support ongoing instruction and student learning. This commitment to providing comprehensive curricular resources ensures equitable access to rigorous, standards-based education for all students in grades 7-12.		
4	CLOSING THE DIGITAL DIVIDE	Samueli Academy ensures equitable access to technology by providing devices for all students, including specialized mobile laboratories for the Design and Engineering pathways with access to essential software programs. The Information Technology team delivers comprehensive technical support to maintain device functionality, ensure reliable school-wide internet connectivity, and guarantee accessibility and availability of technology resources for both staff and students. Technology infrastructure includes access to Zoom for virtual meetings and collaborative learning opportunities. The academy will implement an Artificial Intelligence policy that establishes appropriate guidelines for AI use while supporting students in developing essential AI literacy skills necessary for success in an increasingly digital world. This comprehensive technology program ensures that all students have the tools and support needed to engage effectively in digital learning environments and develop 21st-century skills essential for academic and career success.	$534,688	N

Goal

Goal #	Description	Type of Goal
3	Continue to engage parents, families, and members of the community as partners through education, communication, and shared decision-making, that supports student academic achievement, the school's mission/vision, and provide a safe, supportive, inclusive, and positive learning environment for all.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

This goal was developed to address critical family engagement gaps and community partnership needs identified through stakeholder feedback and performance data analysis that directly impact student academic achievement, attendance, and overall school climate. The goal responds to the recognition that meaningful family and community partnerships are essential for addressing the complex challenges facing our diverse student population.

- **Family Engagement Barriers:** Comprehensive analysis reveals significant barriers preventing effective family participation in their children's education. With 82% Hispanic students and 13% English Learners, language barriers, cultural differences in educational expectations, and limited understanding of U.S. school systems prevent families from effectively supporting student academic progress and attendance. The dramatic increase in chronic absenteeism among English Learners (39% increase from baseline) indicates current family engagement strategies are insufficient for this population.
- **Communication and Access Needs:** Stakeholder feedback consistently identifies enhanced communication as a priority. Families emphasized needs for better understanding of academic expectations, grading systems, college application processes, and A-G eligibility requirements. Parents requested more structured teacher-parent interaction opportunities, accountability systems for student support, and improved overall school communication, indicating current systems inadequately serve diverse family needs.
- **School Climate and Safety:** Student, parent, and staff survey data demonstrates the importance of maintaining positive school climate and safety. While recent improvements show 92% of students feeling safe and 95% reporting school connectedness, and 96% of parents feeling safety, sustaining these gains requires ongoing attention to community building, inclusive programming, and comprehensive safety protocols supporting all stakeholders.
- **Facility and Environment Standards:** Maintaining exemplary facility conditions supports positive learning environments essential for student success. The commitment to safe, clean facilities through comprehensive maintenance and transparent reporting ensures optimal physical learning conditions while demonstrating stewardship of community resources.

- **Unduplicated Student Population Needs:** Serving 75% Socioeconomically Disadvantaged students, 14% Students with Disabilities, 1.4% Foster Youth, and 3.4% Homeless students requires specialized family engagement approaches addressing unique challenges these populations face. Traditional engagement methods may not effectively reach families experiencing housing instability, economic stress, or complex service system navigation needs.
- **Community Partnership Enhancement:** Expanding community partnerships creates authentic learning experiences, internship opportunities, and wraparound services addressing root causes of chronic absenteeism and academic challenges. Partnerships with organizations like Girls Inc., Orangewood Foundation, and UCI provide resources extending beyond traditional school services while building broader networks supporting student and family success.
- **Decision-Making Participation:** Ensuring meaningful family participation in school governance through advisory committees, including English Language Advisory Committee and Parent Advisory Committee, creates accountability and transparency while incorporating diverse perspectives in strategic planning processes that directly impact student outcomes.

Goal 3 recognizes that sustainable academic achievement and positive school climate require comprehensive family and community engagement strategies that honor cultural assets, remove participation barriers, and create collaborative partnerships supporting every student's success while building strong connections between school, home, and community resources.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
26	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Exemplary		2025-26: Good	Exemplary
27	Parent input in decision-making for UP & SWD. (Questions 9-12) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	2023-24: 9. 5 10.4 11.4 12.5	2024-25: 9. 4 10. 4 11. 4 12.5		2025-26: 9. 10. 11. 12.	9. -1 10.0 11.0 12.0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool.					
28	Parent participation in programs for UP & SWD. (Questions 1-4) Rating Scale: 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool	2023-24: 1. 4 2. 5 3. 5 4. 5	2024-25: 1. 4 2. 5 3. 4 4. 5		2025-26: 1. 2. 3. 4.	1. 0 2. 0 3. -1 4. 0
29	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Challenge Success Survey	2023-24: 75% Sense of Safety 76% School connectedness	2024-25: 92% Sense of Safety 95% School Connectedness		2025-26: % Sense of Safety % School Connectedness	+17% Sense of Safety +19% School Connectedness
30	Other Local Measure - Parent Survey: Sense of safety & school connectedness.	2023-24: 73% Sense of Safety 77% School connectedness	2024-25: 96% Sense of Safety 85% School Connectedness		2025-26: % Sense of Safety % School Connectedness	+23% Sense of Safety +8% School Connectedness

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: UCI Parent Survey					
31	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local Survey	2023-24: 88% Sense of Safety 88% School connectedness	2024-25: % Sense of Safety % School Connectedness		2025-26: % Sense of Safety % School Connectedness	% Sense of Safety % School Connectedness

Goal Analysis for 2024-25

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

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

Action 1: This action was fully implemented. Samueli Academy has implemented multiple strategic initiatives this year to foster a positive school climate, enhance student engagement, and ensure a safe learning environment for all.

Samueli Academy's athletic program serves as a cornerstone of these efforts, emphasizing equitable access to team sports for students of all backgrounds. This inclusive approach to athletics not only builds school spirit through games, pep rallies, and team competitions but also develops essential leadership skills among student-athletes, including teamwork, resilience, and accountability.

The school year began with two key orientation programs. Firewolf Foundations, designed for incoming 7th and 9th graders, achieved high attendance rates and benefited from the collaborative efforts of both middle and high school teachers, along with student volunteers from the California Junior Scholarship Federation (CJSF) and California Scholarship Federation (CSF) honor societies. This was followed by Culture Camp, a three-day re-orientation program where teachers facilitated student-centered experiences to deepen understanding of the school's mission.

To maintain campus safety and respond effectively to student needs, Campus Monitors hold daily meetings to assess and address school community concerns. These staff members receive comprehensive professional development, including Crisis Prevention and Intervention Training and School Threat Assessment Training, ensuring they are well-equipped to support a secure learning environment.

Action 2: This action was fully implemented. As a Title I Charter School, Samueli Academy, integrates its School Plan for Student Achievement (SPSA) into its Local Control Accountability Plan (LCAP) to ensure transparency, accountability, and eliminate duplication of efforts.

In compliance with California Education Code 52062(a)(1), school administrators regularly engage with both the Parent Advisory Committee and the Student Advisory Committee (new requirement this year) to review, monitor and discuss updates of the school's 2024-25 LCAP including the Midyear Update.

Samueli Academy has established several key initiatives to strengthen family and community engagement. The English Learner Advisory Committee (ELAC) has secured parent leadership, to support English Learner programs. The school's commitment to inclusive communication is evident through its comprehensive translation services, providing Spanish interpretation for both in-person and virtual meetings, while utilizing ParentSquare to deliver school communications in families' preferred languages.

The Community School Steering Committee, launched last year, has expanded to include diverse stakeholders such as college-bound community partners, students, parents/caregivers, teachers, and administrators. The committee maintains an open-door policy to encourage broad participation. Additionally, we're exploring a potential partnership with Padres Unidos through the Community Schools Grant to further enhance parent engagement programs.

Action 3: This action was fully implemented. Samueli Academy has implemented a multi-faceted approach to strengthen parent and caregiver engagement in the school community. Central to this effort is the Caregiver Advisory Committee, which convenes monthly meetings where the Head of School provides comprehensive updates and solicits valuable feedback on upcoming initiatives and school plans. To ensure equitable access for all families, interpreter services are provided at all meetings, and all materials are translated into Spanish.

To enhance accessibility and meet diverse family schedules, Samueli Academy hosts monthly Parent/Caregiver Meetings virtually via Zoom. These sessions address a wide range of timely topics designed to empower parents with knowledge and tools to support their students' success. Topics include practical technology guidance, such as navigating the Echo learner management system, and understanding the school's four-point grading scale. Parents also receive crucial information about post-secondary planning and college readiness, ensuring they can effectively support their students' academic and career aspirations.

The virtual meetings also focus on the school's innovative Work-Based Learning program and the course selection process for upcoming academic years. Recognizing the importance of student well-being, sessions address social-emotional learning strategies specifically tailored for parents of teenagers and provide information about available mental health support services. This comprehensive approach ensures parents are equipped with the knowledge and resources needed to actively participate in their students' educational journey and support their overall development.

These strategic engagement initiatives demonstrate Samueli Academy's commitment to fostering strong partnerships between the school and families, creating an inclusive community that supports student success through active parent participation and informed involvement.

Action 4: This action was fully implemented. Samueli Academy maintains high standards for campus safety and cleanliness through a comprehensive facilities management program. A dedicated four-person facilities team works throughout the day to ensure the campus remains clean and well-maintained for all students and staff.

The Facilities Director oversees campus maintenance and coordinates with vendors to address emerging needs promptly. Samueli Academy conducts annual evaluations using the Facility Inspection Tool (FIT), with results documented in the School Accountability Report Card (SARC),

Local Control Accountability Plan (LCAP), and Local Indicators Report. Any findings from these inspections are promptly addressed to maintain the school's commitment to providing a safe and well-maintained learning environment.

Through this systematic approach to facilities management, Samueli Academy ensures that its physical environment supports effective teaching and learning while meeting all safety and cleanliness standards.

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.

Material differences were identified between budgeted and estimated actual expenditures for Goal 3, Action 1. The estimated actual expenditures exceeded the original budget due to the addition of personnel not included in the initial planning phase. Specifically, additional coaches, lab assistants, campus supervision staff, and trainers were hired beyond what was originally budgeted.

These additional staffing positions represent increased investment in program implementation to enhance service delivery and support student outcomes. The variance reflects responsive adjustments to identified needs during the implementation period, resulting in expanded human resources to better achieve the action's objectives.

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

Action 1: This action has been highly effective in creating a positive school environment and boosting student engagement:

Strong Orientation Success: Firewolf Foundations achieved high attendance for new 7th and 9th graders, with comprehensive workshops led by teachers and honor society volunteers. The three-day Culture Camp provided all teachers opportunities to implement student-centered experiences focused on the school's mission.

Athletic Program Excellence: All athletic teams are fielded with qualified coaches, and MTSS data shows improved attendance and academics for athletes during their seasons, demonstrating the connection between extracurricular engagement and academic success.

Enhanced Safety Systems: Daily Campus Monitor meetings address student needs, with staff completing Crisis Prevention and Intervention Training plus Comprehensive School Threat Assessment Training.

Measurable Positive Impact: Following orientation programs, Samueli Academy experienced exceptionally high student engagement, positive social interactions, and significantly low incidents of cell phone confiscations, student altercations, property destruction, and substance abuse - trends sustained throughout the year.

Data-Driven Approach: Athletics data dashboards now analyze the relationship between sports participation and academic success, supporting equitable engagement decisions.

This action effectively supports Goal 3 by establishing structured, positive experiences that foster school connectedness and safety while creating sustainable systems for maintaining positive school climate year-round.

Action 2: This action shows strong structural implementation with emerging success in parent engagement:

Committee Structure Established: All required committees are operational including ELAC (with elected president and secretary), Community School Steering Committee, and plans for Padres Unidos program coordination. Translation services are consistently provided for meetings and communications through Parent Square.

Improved ELAC Participation: English Learner parents show increased involvement and participation compared to previous years, with more feedback being provided to better support EL student needs. The dedicated leadership structure strengthens the committee's effectiveness.

Expanded Community Participation: The Community School Steering Committee has grown to include community partners (College Bound), students, parents/caregivers, teachers, and administration, creating a more inclusive decision-making environment where members feel comfortable sharing perspectives.

Ongoing Challenges: Maintaining consistent attendance across all committees remains difficult. ELAC meetings held via Zoom face participation challenges, and the Padres Unidos program depends on grant funding which creates planning difficulties.

Administrative Engagement: School administrators regularly meet with the Caregiver Advisory Committee to present updates including the LCAP Midyear Update, ensuring transparency and meaningful input opportunities.

This action effectively supports Goal 3 by establishing multiple pathways for parent input while building inclusive structures that accommodate diverse family needs and language preferences, though consistency in participation remains an area for continued focus.

Action 3: This action shows strong effectiveness in building meaningful parent engagement:

Strong Growth: The Caregiver Advisory Committee has doubled in size over two years with consistent membership representing all unduplicated pupil groups. Members actively participate, ask questions, and provide feedback openly.

Comprehensive Programming: Monthly Parent/Caregiver Zoom meetings address diverse topics including learning management systems, grading scales, post-secondary planning, and mental health supports. Counselor workshops received strong positive feedback based on exit tickets.

Accessibility: Virtual format removes transportation barriers and allows convenient participation, while translation services in English and Spanish ensure equitable access based on language surveys.

Communication Success: Parent Square enables quick multilingual communication between classrooms and homes, improving school-family connections.

Challenge: Lower active engagement in monthly Zoom meetings and difficulty finding optimal scheduling that works for all families across the 7-12 grade span.

This action effectively supports Goal 3 by creating accessible, responsive engagement opportunities that have resulted in measurable growth in parent participation and meaningful input in school decision-making.

Action 4: This action demonstrates effective implementation with strong operational foundations:

Comprehensive Staffing: The school employs a four-person facilities team during daily operations to ensure the campus is consistently maintained in clean working order.

Proactive Management: The Facilities Director works directly with vendors to address maintenance needs as they arise, ensuring prompt resolution of facility issues.

Compliance Achievement: The school improved from "Good" to "Exemplary" on the Facility Inspection Tool (FIT) Report, exceeding the target of maintaining "Good" status and demonstrating exceptional facility management.

Operational Success: The school continues to maintain safe and clean facilities that support the learning environment without reported challenges or implementation issues.

This action effectively supports Goal 3 by providing the fundamental infrastructure necessary for a positive learning environment. The improvement to "Exemplary" FIT status demonstrates that facility management exceeds basic safety and cleanliness requirements, contributing to the overall school climate and supporting student engagement through well-maintained learning spaces.

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

No Changes Made to Planned Goal 3, Metrics, Target Outcomes, or Actions

Annual Reflection Approach: As a one-year LCAP, these modifications result from continuous reflection with educational partners throughout the implementation year, allowing responsive adjustments that improve family engagement effectiveness while maintaining focus on building collaborative partnerships that support all students' academic achievement and positive school climate.

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	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Samueli Academy fosters a college-going culture that promotes student engagement, positive school climate, and safe learning environments while implementing comprehensive strategies to reduce chronic absenteeism rates. Samueli Academy hosts regular Town Halls, assemblies, student competitions, and Presentations of Learning to build community and celebrate student achievement. Incoming seventh and ninth-grade students participate in the Summer Fire Wolf Campus orientation and summer bridge program to ensure smooth transitions and early connection to the school community.	$1,861,296	N

Action #	Title	Description	Total Funds	Contributing
		The academy has expanded its data collection systems to include athletics dashboards that strengthen the relationship between student participation in sports and academic success, accompanied by regular analysis of equitable engagement in team sports. Data collection will expand to include participation in clubs and extracurricular activities to identify correlations with student well-being and engagement. Students can participate in Link Crew, Associated Student Body, and various student clubs and organizations. To support student attendance, Samueli Academy implements attendance celebrations and promotions, including monthly attendance shout-outs and recognition events. Quarterly Town Halls address critical student safety topics including bullying, cyberbullying, and substance abuse prevention. Partnerships with Neutral Ground, Purpose of Recovery, and Phoenix House Character Connections provide specialized support for student wellness and character development. The School Safety Plan undergoes annual review and revision with staff-wide presentation to ensure all personnel understand safety protocols. Campus supervisors participate in professional development focused on restorative practices as part of comprehensive staff training, playing an integral role in maintaining safe, orderly, and supportive learning environments for all students. For students requiring intensive support, daily trackers and enhanced parent communication provide Tier III interventions to address attendance and engagement challenges. The Executive Director coordinates student internships with community-based organizations and conducts outreach within the professional community to secure external evaluators who provide authentic audience experiences for student Presentations of Learning, connecting classroom learning to real-world applications and career exploration.		
2	PARENT INPUT IN DECISION-MAKING	Samueli Academy provides families and caregivers with meaningful opportunities to participate in school decision-making through membership in several advisory committees. These include the English	$177,336	N

Action #	Title	Description	Total Funds	Contributing
		Language Advisory Committee, District English Language Advisory Committee, and English Learner Parent Advisory Committee as required by California Education Code 52062(a)(2), as well as the Parent Advisory Committee per California Education Code 52062(a)(1). The Community School Steering Committee serves as an additional Caregiver Advisory Committee to ensure broad family representation in school governance. To ensure equitable participation, translation of materials and interpreter services are available upon request to support families whose primary language is not English. The academy also partners with UC Irvine to provide workshops for families through the Link for Equity program, offering additional opportunities for parent education and engagement in their children's academic success. These multiple avenues for family involvement ensure that diverse voices contribute to school decision-making processes and that all caregivers have accessible pathways to participate in shaping their children's educational experience.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	The Leadership Team prioritizes communication with families through targeted workshops and outreach, with particular emphasis on engaging families of unduplicated pupils and Students with Disabilities to increase overall parent participation. Families are regularly surveyed to solicit input and feedback on the educational program, ensuring their voices inform school improvement efforts. As a school eligible for Differentiated Assistance, Samueli Academy continues to survey families specifically about the Special Education program to identify both gaps and strengths in service delivery. Samueli Academy hosts comprehensive parent workshop series designed to empower families in supporting their children's academic success. Workshop topics include navigating the learning management system, understanding the college application and admission process, completing the Free Application for Federal Student Aid and financial planning strategies, as well as guidance on the school's cell phone policy and effective home support strategies.	$29,880	N

Action #	Title	Description	Total Funds	Contributing
		To ensure equitable access and participation, all correspondence sent to families and guardians is provided in English and translated to Spanish, as determined by the primary language survey and the requirement to translate materials when fifteen percent or more of the student population speaks the same non-English language. Interpreter services are available upon request to support families during meetings, workshops, and other school events. This comprehensive approach to family engagement ensures that all parents and caregivers have multiple opportunities to participate meaningfully in their children's education while receiving the linguistic and cultural support necessary for effective involvement in the school community.		
4	MAINTAINTING SAFE & CLEAN SCHOOL FACILITIES	Samueli Academy is committed to providing all students and staff with safe and clean school facilities through comprehensive maintenance and janitorial services. Samueli Academy conducts annual Facility Inspection Tool assessments to evaluate facility conditions and safety standards. Any findings identified through the FIT process are promptly addressed to ensure compliance with health and safety requirements. FIT report results are transparently communicated to the school community through publication in the School Accountability Report Card, Local Control and Accountability Plan, and Local Indicators Report. This systematic approach to facility maintenance and reporting ensures that Samueli Academy maintains high standards for the physical learning environment while keeping families and stakeholders informed about facility conditions and improvements.	$2,472,249	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2,556,336	$276,699

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
28.45%	0%	$0	28.45%

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 #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 3	Samueli Academy received RED performance levels on the California School Dashboard for suspension rates affecting English Learners and Students with Disabilities, as well as chronic absenteeism issues. Specifically: 1. **2023 Dashboard Results:** RED performance levels for: o Suspension Rate Indicator affecting English Learners and Students with Disabilities o Chronic Absenteeism Rate Indicator for Students with Disabilities	**1. Care Solace (External Mental Health Referral System)** • **Addresses Need:** Provides external mental health connections for students and families dealing with anxiety, depression, substance abuse, and behavioral challenges • **Why Schoolwide:** Mental health challenges affect students across all demographic groups, not just unduplicated pupils. The 20% schoolwide chronic absenteeism rate and behavioral incidents	The metric that will be used to monitor effectiveness: - #14: Chronic Absenteeism Rate: Gr 7-8 - #15: Chronic Absenteeism (Gr 7-12) - #19: Suspension Rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2. **2024 Dashboard Results:** Mixed outcomes showing: o RED performance levels for chronic absenteeism affecting all students and specific subgroups including English Learners, Long-term English Learners, and Socioeconomically Disadvantaged students o However, significant improvement in suspension rates for Students with Disabilities (achieving Green performance level) 3. **Chronic Absenteeism Crisis:** o Schoolwide chronic absenteeism affects 20% of students (170 students) o Particularly concerning rates among English Learners (39% increase from baseline) o Students with Disabilities showing 19.2% chronic absenteeism rate in grades 7-8 The action is designed to address these comprehensive social-emotional and behavioral challenges through restorative practices, mental health support services, trauma-informed approaches, and systematic behavioral intervention strategies to reduce suspension rates and improve attendance while supporting the most vulnerable student populations.	span multiple student populations, requiring universal access to mental health resources. **2. Student Development Coordinator** • **Addresses Need:** Facilitates Student Study Teams, provides mental health service referrals, coordinates wraparound behavioral support, and conducts re-entry meetings post-suspension with behavior contract development • **Why Schoolwide:** Behavioral challenges and the need for restorative practices exist across all student groups. The coordinator's role in implementing alternatives to suspension and systematic behavioral interventions benefits the entire school climate and safety. **3. Student Success Coordinator (Homeless/Foster Youth Liaison)** • **Addresses Need:** Serves students experiencing housing instability, coordinates with social workers, probation officers, and other support systems to remove attendance barriers • **Why Schoolwide:** While primarily serving specific populations (1.4% Foster Youth, 3.4% Homeless), this coordinator's work on attendance improvement and family engagement strategies benefits the entire school's attendance culture and connects all families to community resources. **4. Neutral Ground Partnership**	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		• **Addresses Need:** Provides restorative practices curriculum, mentorship for 30 students, conflict resolution training, and alternatives to suspension • **Why Schoolwide:** The RED suspension rates for multiple subgroups and need for improved school climate requires systematic implementation of restorative practices across all classrooms and student interactions, not just for specific groups. **5. Social-Emotional Learning Counselor** • **Addresses Need:** Provides comprehensive mental health services, particularly for middle school students during critical transition periods • **Why Schoolwide:** Social-emotional challenges affect all students during adolescent development. The counselor's Tier 3 interventions and trauma-informed approaches support school-wide climate improvement and early intervention **6. Attendance Monitoring System** • **Addresses Need:** Systematic tracking and intervention for the 20% schoolwide chronic absenteeism crisis • **Why Schoolwide:** Chronic absenteeism affects 170 students across all demographic groups. While unduplicated pupils show higher rates, the systematic approach to attendance monitoring, family engagement, and barrier removal benefits all students and creates a culture of attendance accountability	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Rationale for Schoolwide Implementation: The action is provided schoolwide because: 1. **Interconnected School Climate:** Behavioral and attendance issues affect the entire learning environment, requiring universal systems and supports 2. **Prevention Model:** Implementing MTSS (Multi-Tiered System of Supports) requires Tier 1 universal supports for all students, with targeted interventions building on this foundation 3. **Stigma Reduction:** Providing services to all students reduces stigmatization of those receiving intensive supports 4. **Early Identification:** Universal screening and support systems help identify students needing additional intervention before problems escalate 5. **Systemic Change:** Creating positive school climate and reducing suspension rates requires changing systems and practices that affect all students, not just targeted populations 6. **Resource Efficiency:** Training all staff in restorative practices and trauma-informed approaches creates consistent, school-wide implementation rather than fragmented services While unduplicated pupils may receive more intensive services within this framework, the foundational systems benefit all students and create the supportive environment necessary for the most vulnerable students to succeed.	

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
Goal 1, Action 7	Samueli Academy faces significant college and career readiness gaps that require systematic intervention. Only 9.7% of students achieved Level 3 and 7.46% reached Level 4 in Mathematics college readiness assessments, representing concerning declines from the previous year and indicating that less than 8% of students demonstrate readiness for college-level mathematics coursework. The A-G completion rate dropped to 46.7% in 2023-24 from 49.6% in 2022-23, showing insufficient post-secondary preparation across the student body. Samueli Academy's mission to serve foster and underrepresented youth creates a moral imperative for intensive college-going culture development. With 82% Hispanic students, 75% Socioeconomically Disadvantaged students, 1.4% Foster Youth, 3.4% Homeless students, and 13% English Learners, the student population faces historical barriers to college access and success that require comprehensive, systematic support to overcome. Dashboard data revealing significant achievement gaps, particularly for English Learners and Students with Disabilities, combined with the requirement that all students complete UC A-G courses, CTE pathways, and internships, demonstrates the need for enhanced academic preparation and wraparound support systems. Many families are first-generation collegegoers requiring education about college processes, financial aid navigation, and post-secondary options, while students need both academic preparation and cultural capital development to successfully transition to higher education.	**Academic Counselors** address college readiness gaps by ensuring all students meet UC A-G requirements through systematic transcript monitoring, college application support, and financial aid guidance. This is schoolwide because college preparation requires multi-year planning that benefits all students and creates unified college-going expectations regardless of demographic classification. **Work-based Learning Coordinator** addresses career readiness by managing the required internship program and organizing Career Ignition Conferences that connect learning to real-world applications. Implementation is schoolwide because all students must complete internships as a graduation requirement, and career exposure benefits every student's post-secondary planning. **CTE Program (Teachers, Materials, Lab Assistants)** provides rigorous Design and Engineering pathways that prepare students for both college and careers, with lab assistants offering targeted mathematics support. This is schoolwide because every student must complete a CTE pathway, and the technical skills and project-based learning experiences benefit all learners while meeting diverse post-secondary goals. **College Tours and Application Support** through annual tours, college visits, and Application Fest address the need for college exposure, particularly for first-generation collegegoers. These are provided universally because authentic college-going culture requires all students to receive	The metric that will be used to monitor effectiveness: - #7: % students: CTE Pathway completion rate

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The convergence of low college readiness indicators, demographic factors, and the school's equity-focused mission necessitates comprehensive programming that removes systemic barriers while building the academic, social-emotional, and cultural assets necessary for post-secondary success among historically underserved populations.	consistent messaging and experiences that demystify higher education. **Rationale for Schoolwide Implementation:** The action is schoolwide because creating genuine college-going culture requires universal implementation where every student receives consistent expectations and support. Selective programming would undermine the cultural shift necessary to overcome historical barriers and could reinforce achievement gaps by creating different expectations for different groups. Additionally, many students not classified as unduplicated pupils still face significant college access barriers, and the universal approach ensures comprehensive support while building peer networks where college-going becomes the norm.	
Goal 2, Action 1	Samueli Academy requires qualified substitute teachers to ensure instructional continuity for students who are most vulnerable to academic setbacks from learning disruptions. Samueli Academy serves 75% Socioeconomically Disadvantaged students, 13% English Learners, 14% Students with Disabilities, 1.4% Foster Youth, and 3.4% Homeless students—populations that cannot afford gaps in learning during teacher absences. English Learners require consistent language development support and familiar instructional routines, while Students with Disabilities need continuity in implementing accommodations and modifications. Foster and homeless youth often experience instability in other areas of their lives,	**Qualified Substitute Teachers** address the need for instructional continuity by providing seamless classroom support that maintains learning momentum during teacher absences. The substitutes are trained in the school's project-based learning model, differentiated instruction, and specialized programming to ensure vulnerable student populations continue receiving appropriate support. **Why Schoolwide Implementation:** This action is schoolwide because teacher absences occur unpredictably across all classrooms, requiring universal coverage capacity. Samueli Academy's	The metric that will be used to monitor effectiveness: - #23: % teachers – fully credentialed & appropriately assigned.

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	making consistent school experiences critical for academic progress. Samueli Academy's project-based learning model and specialized programming, including designated ELD classes and differentiated instruction, require substitutes who can maintain instructional quality rather than provide basic supervision. Without qualified coverage familiar with the educational approach, learning momentum is disrupted, particularly impacting students who need consistent, high-quality instruction to close achievement gaps and meet rigorous academic standards. Additionally, teacher absences without qualified coverage can undermine positive school climate and behavioral supports essential for students experiencing chronic absenteeism or requiring consistent behavioral interventions.	inclusive model integrates English Learners, Students with Disabilities, and other vulnerable students throughout all classes rather than in separate programs, making targeted substitute coverage impractical. Additionally, the project-based learning environment and emphasis on consistent behavioral supports require all staff, including substitutes, to understand and implement schoolwide approaches uniformly. Schoolwide implementation ensures efficiency in recruitment and training while preventing gaps in service delivery that could disproportionately impact unduplicated pupils who need consistent, high-quality educational experiences to overcome systemic barriers and achieve academic success.	
Goal 2, Action 2	Samueli Academy faces significant instructional capacity gaps contributing to achievement disparities among diverse learners. Analysis reveals unequal access to high-quality professional development in literacy instruction, English Language Development strategies, and differentiated instruction practices, creating inconsistent instructional quality across classrooms. The significant achievement gaps—English Learners 84.5 points below standard in ELA and Long-Term English Learners 137 points below standard—indicate current instructional approaches inadequately serve multilingual learners. Teachers require enhanced capacity in differentiated strategies, Universal Design for	**Assistant Heads of School (Instructional Coaches)** address the instructional capacity gaps by delivering ongoing coaching through classroom observations and structured feedback cycles for middle and high school teachers. They provide job-embedded professional learning in Project-Based Learning, differentiated instruction, English Learner strategies, and evidence-based practices, ensuring consistent implementation of research-based approaches across all classrooms. **Why Schoolwide Implementation:** This action is provided schoolwide because instructional quality inconsistencies affect all students while disproportionately impacting unduplicated pupils who require the highest quality teaching to	The metric that will be used to monitor effectiveness: - #25: Implementation of the State Academic content & performance standards for all students & enable ELs access

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learning principles, and culturally sustaining pedagogical practices to accelerate academic achievement. As a school eligible for Differentiated Assistance with RED performance levels across multiple indicators, systematic instructional coaching is essential to strengthen Multi-Tiered System of Supports implementation. Teachers need ongoing support in evidence-based practices, data analysis for instructional decision-making, and systematic intervention implementation to address chronic absenteeism, behavioral challenges, and academic gaps. Assistant Heads of School serving as instructional coaches are critical for building teacher capacity through classroom observations, structured feedback cycles, and job-embedded professional learning that ensures consistent implementation of research-based practices across all classrooms serving the diverse student population.	overcome achievement gaps. The coaching addresses systemic issues where some teachers have received training in Academic Conversations and EL strategies while others lack adequate preparation, creating uneven educational experiences throughout the school. In an inclusive educational model where English Learners, Students with Disabilities, and other vulnerable populations are integrated across all classrooms rather than isolated in separate programs, every teacher must be equipped with differentiated instruction skills and culturally sustaining practices. The Achievement gaps—with English Learners 84.5 points below standard and Long-Term English Learners 137 points below standard—require systematic capacity building across all instructional staff. Additionally, Samueli Academy's project-based learning model and Multi-Tiered System of Supports framework demand consistent implementation school-wide to be effective. Targeted coaching would create fragmented approaches that undermine the coherent instructional vision necessary for closing achievement gaps and ensuring all students receive high-quality, culturally responsive instruction that accelerates learning.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
Goal 1, Action 4	English Learner students received RED performance levels across multiple indicators on the 2024 California School Dashboard, including English Language Arts (84.5 points below standard), Mathematics (126.3 points below standard), English Learner Progress Indicator (41.8% making progress toward proficiency), Chronic Absenteeism, and Suspension Rate Indicator. These comprehensive RED performance levels resulted in Samueli Academy's eligibility for Differentiated Assistance. ELPAC proficiency rates declined from 27.64% in 2022-23 to 24.19% in 2023-24, while reclassification rates remain insufficient at 8.4%, indicating that very few English Learners are achieving the academic English proficiency necessary for full participation in mainstream curriculum. The 13% English Learner population requires targeted support during designated English Language Development time and integrated support throughout content area instruction to develop both conversational and academic language proficiency.	English Learners require specialized academic language development support throughout the instructional day to accelerate language acquisition while accessing grade-level content. The significant achievement gaps demonstrate that current instructional approaches inadequately address the complex intersection of language development and academic learning that English Learners must navigate simultaneously. Without dedicated instructional aide support specifically trained in English Language Development strategies, English Learners continue to struggle with accessing grade-level curriculum, participating in academic discourse, and developing the specialized academic language skills required for reclassification and long-term academic success.	The metric that will be used to monitor effectiveness: - #9: % EL who made progress towards English Language Proficiency - #10: % students English Language Proficiency for Summative ELPAC
Goal 1, Action 5	Long-Term English Learner (LTEL) students received RED performance levels across multiple indicators on the 2024 California School Dashboard, including English Language Arts (137 points below standard), Mathematics (164.5 points below standard), English Learner Progress Indicator	Long-Term English Learners represent a particularly concerning population, having received English instruction for six or more years without achieving proficiency. These students often develop conversational fluency but struggle with academic language demands, creating persistent barriers to	The metric that will be used to monitor effectiveness: - #9: % LTEL who made progress towards English Language Proficiency

	(42% making progress), Chronic Absenteeism, and Suspension Rate Indicator. These results led to Samueli Academy's eligibility for Differentiated Assistance. Current data shows insufficient reclassification rates and declining ELPAC performance, indicating that LTEL students need intensive, individualized support that addresses both their linguistic assets and the specific academic language barriers that have prevented previous reclassification attempts from succeeding.	reclassification and academic success. LTELs require specialized instructional approaches different from those used with recent arrivals, as they need intensive support in academic language development while maintaining access to rigorous grade-level content. The complex needs of LTEL students demand targeted push-in support throughout the instructional day to accelerate language acquisition within authentic academic contexts. Without specialized instructional aide support trained in LTEL-specific strategies, these students continue to experience academic frustration across all subject areas, limiting their ability to demonstrate knowledge and progress toward English proficiency.	- #10: % students English Language Proficiency for Summative ELPAC

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.

Samueli Academy will use additional concentration grant add-on funds to fund substitute teachers (Goal 2, Action 1) and CTE Design Instructor (Goal 1, Action 7).

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	Not applicable to charter schools	Not applicable to charter schools
Staff-to-student ratio of certificated staff providing direct services to students	Not applicable to charter schools	Not applicable to charter schools

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 12,139,654.77	$ 12,484,586.00

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	No	$ 18,779	$ 19,998
1	2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	No	$ 104,948	$ 197,863
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	$ 393,197	$ 375,259
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 295,755	$ 296,693
1	4	EQUITABLE SERVICES FOR EL	Yes	$ 73,826	$ 73,826
1	5	SUPPORTING LtEL: Language Acquisition	No	$ 316,149	$ 134,122
1	5	SUPPORTING LtEL: Language Acquisition	Yes	$ 80,073	$ 163,031
1	6	SERVICES SUPPORTING SWD	No	$ 614,337	$ 878,278
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	No	$ 195,809	$ 188,913
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	Yes	$ 1,078,006	$ 1,007,420
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	$ 3,517,681	$ 3,351,930
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 189,574	$ 192,378
2	2	PROFESSIONAL DEVELOPMENT	No	$ 116,878	$ 116,878
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 383,686	$ 383,686
2	3	CORE CURRICULAR PROGRAM NEEDS	No	$ 179,465	$ 223,215
2	4	CLOSING THE DIGITAL DIVIDE	No	$ 402,724	$ 489,972
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 185,659	$ 104,500
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	$ 1,463,197	$ 1,451,829
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	Yes	$ 222,806	$ 497,722
3	2	PARENT INPUT IN DECISION-MAKING	No	$ -	$-
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	$ 107,048	$ 107,048
3	4	MAINTAINTING SAFE & CLEAN SCHOOL FACILITIES	No	$ 2,200,057	$ 2,230,025

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$2,694,193	$ 2,509,385	$ 2,719,256	$ (209,871)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	Yes	$ 295,755	$296,693	0.000%	0.000%
1	4	EQUITABLE SERVICES FOR EL	Yes	$ 73,826	$73,826	0.000%	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	Yes	$ 80,073	$163,031	0.000%	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	Yes	$ 1,078,006	$1,007,420	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	$ 189,574	$192,378	0.000%	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	$ 383,686	$383,686	0.000%	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	Yes	$ 185,659	$104,500	0.000%	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING	Yes	$ 222,806	$497,722	0.000%	0.000%

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,302,991	$ 2,694,193	0.000%	28.961%	$ 2,719,256	0.000%	29.230%	$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	$8,985,206	$2,556,336	28.450%	0.000%	28.450%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 9,393,485	$ 2,743,905	$ -	$ 998,089	$ 13,135,479.00	$ 8,168,978	$ 4,966,501

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	MEASURING STUDENT PROGRESS - ASSESSMENTS	All	No	Schoolwide		Samueli Academy	Ongoing	$ 2,165	$ 14,113	$ 16,278				$ 16,278	0.000%
1	2	ADDRESSING ACADEMIC NEEDS & SUPPORTS TO ACCELERATE LEARNING	All	No	Schoolwide		Samueli Academy	Ongoing	$ 114,304	$ 6,600	$ 10,840	$ 110,064			$ 120,904	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		Samueli Academy	Ongoing	$ 257,943	$ 11,521	$ 9,500			$ 259,964	$ 269,464	0.000%
1	3	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	Ongoing	$ 340,098	$ 102,980	$ 443,078				$ 443,078	0.000%
1	4	EQUITABLE SERVICES FOR EL	EL	No	Schoolwide		Samueli Academy	Ongoing	$ 136,578	$ -		$ 136,578			$ 136,578	0.000%
1	4	EQUITABLE SERVICES FOR EL	EL	Yes	Limited	English Learners	Samueli Academy	Ongoing	$ 45,503	$ -	$ 45,503				$ 45,503	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	All	No	Schoolwide		Samueli Academy	Ongoing		$ 37,392		$ 37,392			$ 37,392	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	EL	Yes	Limited	English Learners	Samueli Academy	Ongoing	$ 362,976	$ -	$ 362,976				$ 362,976	0.000%
1	6	SERVICES SUPPORTING SWD	SPED	No	Schoolwide		Samueli Academy	Ongoing	$ 432,220	$ 556,117		$ 829,046		$ 159,291	$ 988,337	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	All	No	Schoolwide		Samueli Academy	Ongoing	$ 88,146	$ -		$ 88,146			$ 88,146	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULTURE	All	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	Ongoing	$ 1,002,550	$ 135,700	$ 1,138,250				$ 1,138,250	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		Samueli Academy	Ongoing	$ 3,551,439	$ -	$ 3,066,409	$ 485,030			$ 3,551,439	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	Ongoing	$ 173,936	$ -	$ 173,936				$ 173,936	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		Samueli Academy	Ongoing	$ 7,269	$ 81,349	$ 31,238	$ 16,077		$ 41,303	$ 88,618	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	Ongoing	$ 395,865	$ -	$ 395,865				$ 395,865	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		Samueli Academy	Ongoing		$ 203,266	$ 105,055	$ 98,211			$ 203,266	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		Samueli Academy	Ongoing		$ 534,688	$ 527,301			$ 7,387	$ 534,688	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		Samueli Academy	Ongoing	$ 1,022,296	$ 839,000	$ 1,292,051	$ 39,101		$ 530,144	$ 1,861,296	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No	Schoolwide		Samueli Academy	Ongoing	$ 177,336	$ -	$ 177,336				$ 177,336	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		Samueli Academy	Ongoing		$ 29,880	$ 29,880				$ 29,880	0.000%
3	4	MAINTAINTING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		Samueli Academy	Ongoing	$ 58,354	$ 2,413,895	$ 1,567,989	$ 904,260			$ 2,472,249	0.000%
										$ -		$ -	$ -		$ -	0.000%

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 8,985,206	$ 2,556,336	28.450%	0.000%	28.450%	$ 2,559,608	0.000%	28.487%	**Total:**	$ 2,559,608
								LEA-wide Total:	$ -
								Limited Total:	$ 408,479
								Schoolwide Total:	$ 2,151,129

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	3	ADDRESSING SOCIAL-EMOTIONAL & BE	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	$ 443,078	0.000%
1	4	EQUITABLE SERVICES FOR EL	Yes	Limited	English Learners	Samueli Academy	$ 45,503	0.000%
1	5	SUPPORTING LtEL: Language Acquisition	Yes	Limited	English Learners	Samueli Academy	$ 362,976	0.000%
1	7	PROMOTING A “COLLEGE-GOING” CULT	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	$ 1,138,250	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT T	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	$ 173,936	0.000%
2	2	PROFESSIONAL DEVELOPMENT	Yes	Schoolwide	English Learners and Low-Income	Samueli Academy	$ 395,865	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included

in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

- As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
    - The reasons for the ineffectiveness, and
    - How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on

an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section

15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

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

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to

students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**

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

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

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

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

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

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

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