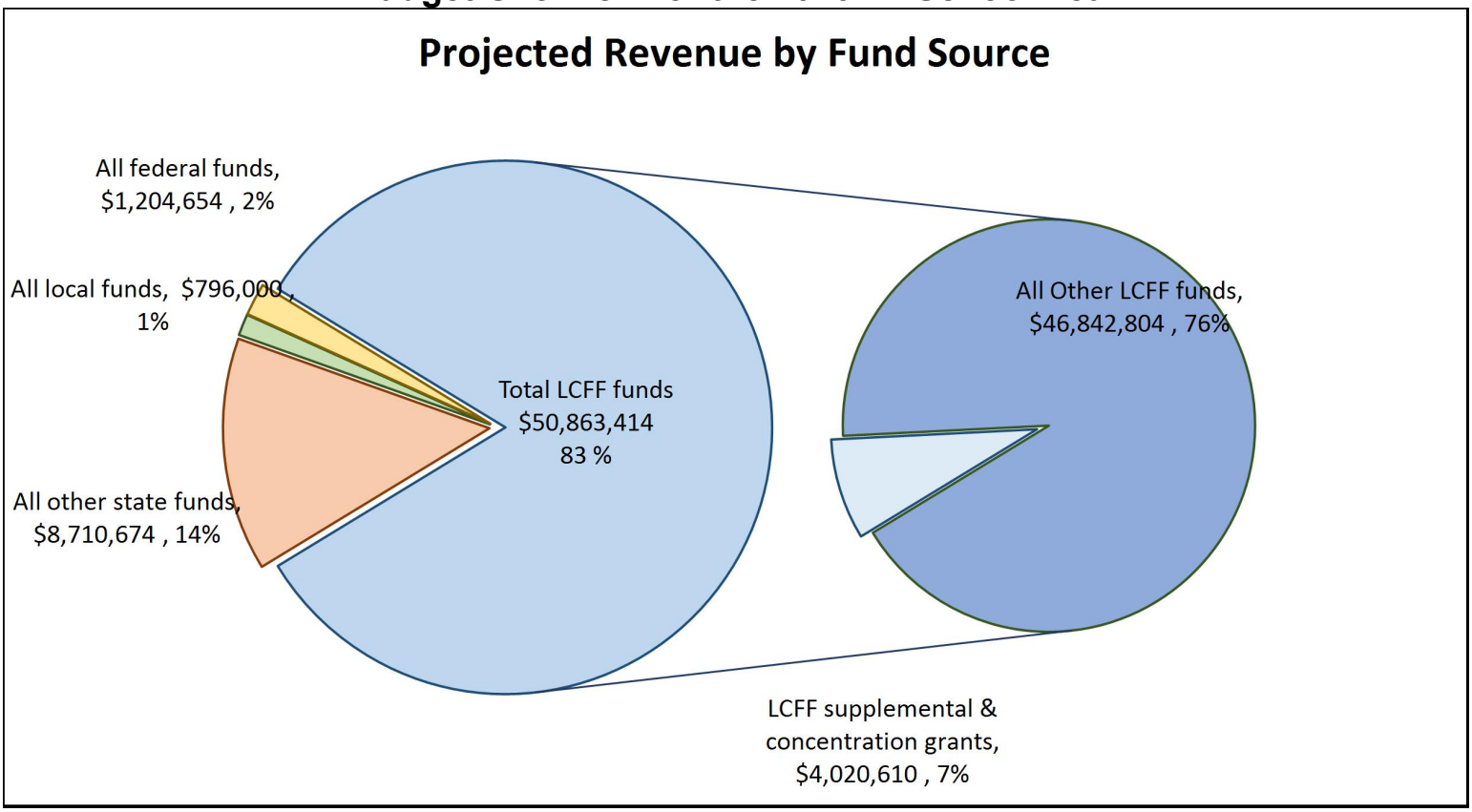
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: The Cottonwood School
CDS Code: 09618380139006
School Year: 2026-27
LEA contact information:
Cindy Garcia
Superintendent
cindy.garcia@cottonwoodk12.org
(916) 936-6519

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

Budget Overview for the 2026-27 School Year

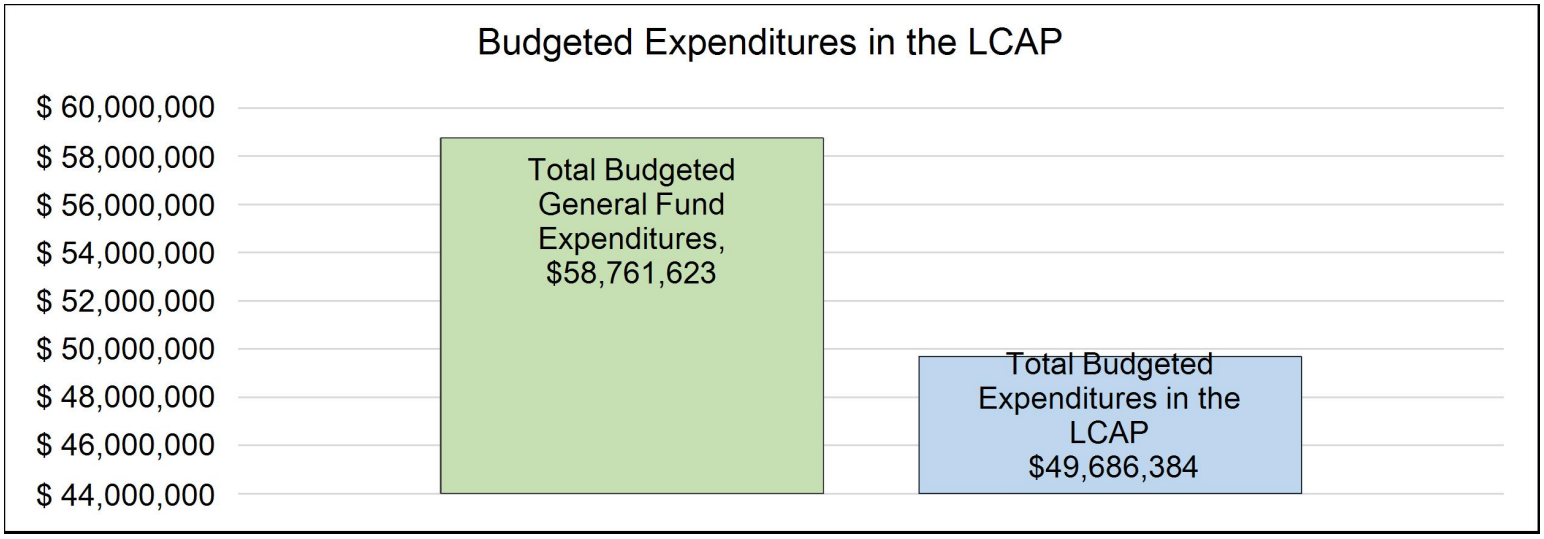


This chart shows the total general purpose revenue The Cottonwood School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for The Cottonwood School is $61,574,742, of which $50,863,414 is Local Control Funding Formula (LCFF), $8,710,674 is other state funds, $796,000 is local funds, and $1,204,654 is federal funds. Of the $50,863,414 in LCFF Funds, $4,020,610 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 The Cottonwood School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: The Cottonwood School plans to spend $58,761,623 for the 2026-27 school year. Of that amount, $49,686,384 is tied to actions/services in the LCAP and $9,075,239 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

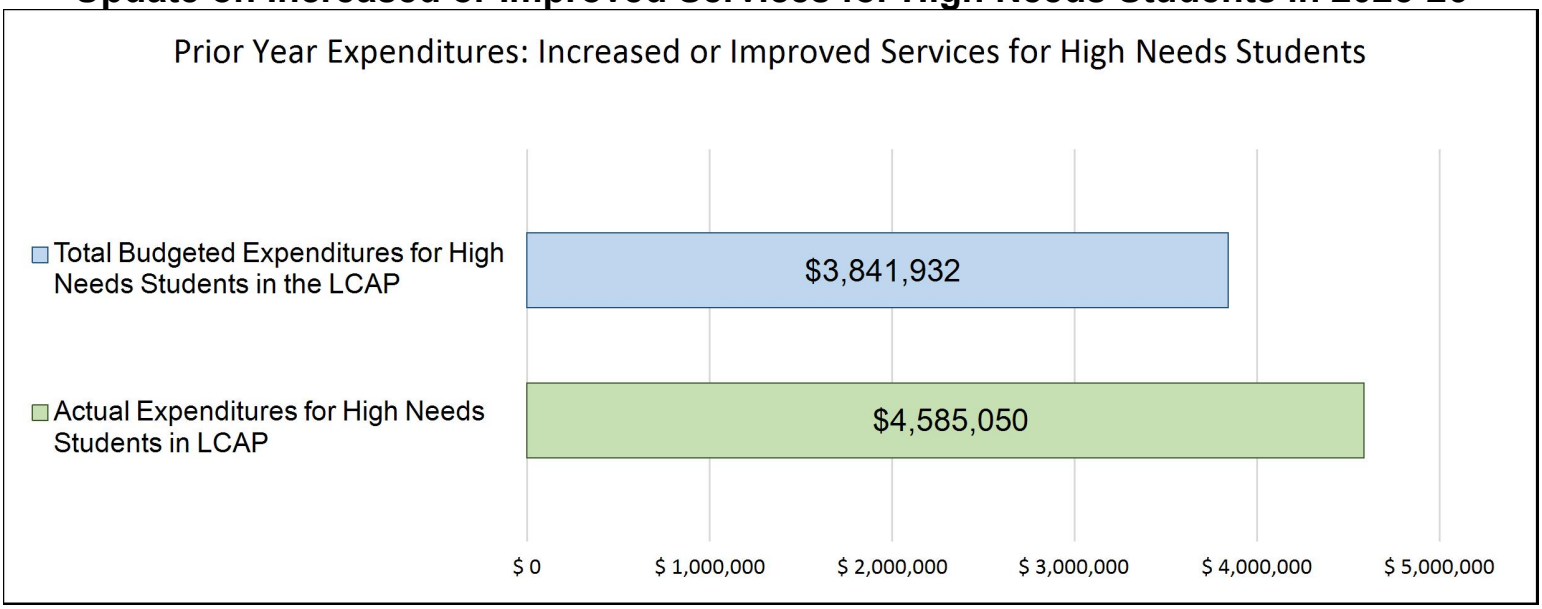
Several General Fund Budget expenditures are not included in the LCAP because they do not directly support the specific goals and actions outlined in the plan. These include general operational costs such as utilities, custodial services, facilities maintenance, and school-wide administrative services. While essential for school functioning, these expenditures do not represent targeted actions intended to improve student outcomes under the LCAP.

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

In 2026-27, The Cottonwood School is projecting it will receive $4,020,610 based on the enrollment of Foster Youth, English learner, and low-income students. The Cottonwood School must describe how it intends to increase or improve services for high needs students in the LCAP. The Cottonwood School plans to spend $5,089,840 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, The Cottonwood School's LCAP budgeted $3,841,932 for planned actions to increase or improve services for high needs students. The Cottonwood School actually spent $4,585,050 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
The Cottonwood School	Cindy Garcia Superintendent	cindy.garcia@cottonwoodk12.org (916) 936-6519

Plan Summary [2026-27]

General Information

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

The Cottonwood School, located in El Dorado Hills, is a tuition-free public charter school serving students from transitional kindergarten through 12th grade. We serve a diverse population of approximately 3,500 students, including:

43% socioeconomically disadvantaged
7% English Learners
1% experiencing homelessness
9% with exceptional learning needs

Our student population is 69.7% White, 15.6% Hispanic or Latino, 5.8% identifying as two or more races, 2.8% Asian, and 1.7% Black or African American.

As a flex-based program, The Cottonwood School offers a hybrid model that blends in-person learning with online options, giving students flexibility in how, when, and where they learn. This approach is designed to meet the unique needs of our diverse learners. Each family partners with a credentialed Homeschool Teacher (HST) to develop a personalized learning plan that includes both virtual and in-person coursework. HSTs also provide ongoing academic and social-emotional support, similar to a case manager model in special education.

Research consistently shows that strong relationships between students and staff are essential for building a sense of belonging and reducing risk factors.

In response to the challenges facing students today, we remain committed to supporting their physical, social, emotional, and academic well-being. We prioritize equitable access for all learners, including students with disabilities, English Learners, foster youth, and those experiencing homelessness. Our ongoing professional development focuses on strengthening support for English Learners, implementing Multi-Tiered Systems of Support, and emphasizing priority content standards.

Reflections: Annual Performance

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

The analysis of local and state data for the 2024 to 2025 school year demonstrates a continued commitment to student achievement, equity, and school improvement. Overall, the school maintains strong outcomes in graduation, attendance, and school climate, while academic performance, especially among English Learners and students with disabilities, remains an important area for growth.

Graduation continues to be a strength, with a rate of 96%, reflecting an increase of 1.7 percentage points. College and career readiness also showed significant growth, increasing to 60%, up 17.4 percentage points. These gains indicate continued success in preparing students for postsecondary opportunities.

Attendance remains strong, with a schoolwide rate of 98%, and chronic absenteeism staying below 2% across student groups. These indicators reflect a positive school climate and strong student engagement. Discipline data further supports this, with a 0% suspension rate.

In academic performance, English Language Arts results remained at 49.55%, while mathematics improved to 36.29%, a gain of 10.4 percentage points. All student subgroups demonstrated growth in mathematics, with increases ranging from 9.3 to 51.9 points, indicating broad-based improvement across the school.

English Learner progress declined to 48.6%, an 8-percentage-point decrease. Long-term English Learners declined by 7.9 points and are currently in the red performance level. While English Learners overall maintained performance in mathematics, these trends highlight the need for strengthened English Language Development supports and more targeted intervention.

College and career pathway participation continues to expand, contributing to improved readiness outcomes. Ongoing integration of academic and career pathways will remain essential in preparing students for future success.

Professional development and family engagement have also strengthened. Professional learning opportunities for staff increased significantly, supporting improved instructional practices. Parent engagement opportunities expanded as well, reflecting continued efforts to build strong partnerships with families. According to the Local Indicator Report, the school has sustained implementation of practices that promote meaningful family input and participation, particularly among unduplicated students and those with exceptional needs.

In summary, the school demonstrates strong performance in graduation, attendance, and overall student engagement, supported by a safe and positive school environment. At the same time, targeted focus is needed to improve outcomes for English Learners and students with disabilities, particularly in core academic areas. Continued emphasis on data-driven instruction, expanded support systems, and equitable access to college and career opportunities will be critical for ongoing growth.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

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
Students	The Cottonwood School recognizes the importance of student voice in shaping educational programs, school culture, and overall student success. The LEA is committed to actively involving students in the development of the LCAP and school programs. Student input was gathered through multiple methods, including a schoolwide survey administered between January and February, student interviews, and in-person engagement opportunities. Surveys were made available during in-person events and Parent Faculty Team (PFT) meetings. Teen Leadership students participated in both survey completion and in-person discussions. Staff also encouraged all students in grades 4 through 12 to participate in the survey process to ensure broad representation. Student feedback indicates that students feel safe and have access to necessary resources, including technology and instructional materials. Most students reported that the school provides a good education and supports preparation for future college and career pathways. At the same time, student responses reflect varying levels of engagement, particularly regarding whether students look forward to school each day. This suggests that while foundational systems and supports are in place, there is an opportunity to strengthen student motivation, engagement, and overall connection to the school experience.

Educational Partner(s)	Process for Engagement
Parents, Families, and PSAC	Cottonwood engaged parents and students through regularly scheduled Parent Student Advisory Committee (PSAC) meetings. These meetings served as structured opportunities to gather input on key areas, including family engagement, school climate, and student support services. The PSAC served as a forum for discussion, listening sessions, and prioritizing needs, where participants shared concerns, offered recommendations, and identified areas for improvement. Throughout the academic year, the LEA maintained ongoing communication with parents and families, actively seeking input to inform decision-making related to student learning and community involvement. PSAC members were given access to survey data and contributed additional context and insight, which helped deepen understanding of stakeholder perspectives. Parent survey results indicate high satisfaction with the academic program, with nearly all respondents agreeing that their children are receiving a high-quality education. School communication is generally viewed as informative and helpful. At the same time, parent feedback identified areas for growth. A portion of parents expressed uncertainty regarding their child's sense of connection and belonging, indicating a need to strengthen student engagement and increase visibility of available supports. Additionally, some parents expressed a desire for more consistent and clear communication across programs.
Staff	The Cottonwood staff reported strong agreement that the school has effective systems in place, including a clear and coherent vision, the use of assessment data to inform instruction, and access to student support services. Staff also indicated that structures are in place to support parent involvement and student success. While overall responses were positive, staff feedback reflected some variability in perceptions of collaboration, communication, and sense of belonging. These responses indicate an opportunity to strengthen

Educational Partner(s)	Process for Engagement
	internal collaboration and improve consistency in communication practices, thereby further supporting both staff effectiveness and student outcomes. The LEA engaged staff through multiple avenues. Teacher meetings were used to gather input on instructional practices, professional growth needs, and classroom-related priorities. In addition, a staff feedback form was implemented to increase opportunities for dialogue and transparency. All staff participated in the LCAP staff survey. Staff were also invited to participate in Parent Student Advisory Committee meetings, providing additional opportunities to share input and engage in discussions that inform LCAP development.

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

Stakeholder input from parents, students, and staff directly informed the development of the 2026-27 LCAP goals, actions, and services. The LEA analyzed survey data, committee discussions, in-person interviews, and staff feedback to identify common themes, strengths, and areas of need.

Across all stakeholder groups, feedback consistently indicated strong satisfaction with academic programming and instructional quality. As a result, the LEA will continue to maintain and support existing academic programs and instructional practices.

At the same time, stakeholder input identified key areas for growth that directly influenced the development of LCAP actions. Feedback gathered through surveys, in-person engagement opportunities, and discussions at school-sponsored events guided the development of goals and strategies focused on strengthening student engagement, improving communication, enhancing school climate, and ensuring effective allocation of resources to support student success.

The Parent Student Advisory Committee (PSAC) played a significant role in this process. Members reviewed survey results, participated in discussions, and provided additional input that helped refine priorities related to family engagement, school climate, and student support services. Their contributions ensured that the LCAP reflects the needs and perspectives of the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	TCS will provide a high-quality educational program fostering the academic success of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, stakeholder consultation, and other collected data, TCS identifies this Goal and subsequent Actions as priorities for Cottonwood. Goal 1 is a broad goal focused on improving performance across the wide range of metrics listed below. Sufficient access to standards-aligned instructional materials and interventions maximizes student learning.
Based on our 2023 CAASPP data, our SWD was 113.2 points below standard in the area of mathematics. This goal was developed to ensure the students' SWDs at TCS are provided with high-quality instruction and the needed supports and services to access the educational program in order to increase academic achievement.

Math CAASPP 2023 assessment results –
Schoolwide: 47.1 points below standard
Socioeconomically Disadvantaged: 59.4 points below standard
Students with Disabilities: 113.2 points below standard
English Learners: 82.1 points below standard
Hispanic and/or Latino: 49.5 points below standard
White: 49.5 points below standard
Two or more races: 57.1 points below standard

ELA CAASPP 2023 assessment results –
Schoolwide: 11.8 points below standard
Socioeconomically Disadvantaged: 23.8 points below standard
Students with Disabilities: 72.6 points below standard
English Learners: 80.0 points below standard
Hispanic and/or Latino: 6.5 points below standard
White: 15.3 points below standard
Two or more races: 3.2 points below standard

Based on assessment results and perception data, TCS will implement the actions described in the 2024-2025 LCAP to increase ELA and math proficiency.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Appropriately assigned and fully credentialed teachers	100 % Clear Data Year: 2023-2024 Data Source: Fall 2023 Dashboard	100%Clear Data Source: Fall 2024 Dashboard	100% Clear Data Source: Fall 2025 Dashboard	100% of teachers are appropriately credentialed for the courses they teach	We maintained 100% appropriately assigned and fully credentialed teachers from the baseline through the current year and remain on track to meet the 2027 target of 100%.
1.2	Access to standards-aligned instructional materials	100% Data Year: 2023-24 Data Source: Local Indicator Report	100% Data Year: 2024-25 Data Source: Local Indicator Report	100% Data Year: 2025-26 Data Source: Local Indicator Report	100% Data Year: 2026-27 Data Source: Local Indicator Report	We maintained 100% access to standards aligned instructional materials from the baseline through the current year and remain on track to meet the 2027 target.
1.3	Facilities maintained in good repair	All facilities met good repair Data Year: 2023-24 Data Source: Local Indicator Report	All facilities met good repair Data Year: 2023-24 Data Source: Local Indicator Report	All facilities met good repair Data Year: 2024-25 Data Source: Local Indicator Report	All facilities met good repair Data Year; 2025-26 Data Source: Local Indicator Report	We maintained all facilities in good repair from the baseline through the current year and remain on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						track to meet the 2027 target.
1.4	Implementation of Standards for all Students and Enable ELs access to CCSS and ELD standards	Partial Implementation Data Year: 2023-24 Data Source: Local Indicator Report	Implementation is ongoing.	Implementation is ongoing.	Full Implementation Data Source: 2025-26 Local Indicator Report	The baseline reflected partial implementation. We have continued implementation efforts and are making progress toward full implementation by 2027.
1.5	Smarter Balanced/CAASPP Mathematics Met or Exceeded Standard	Baseline Mathematics Schoolwide 34.62% Standard Met or Exceeded Socioeconomically Disadvantaged : 28% Standard Met or Exceeded Students with Disabilities: 15% Standard Met or Exceeded English Learners: 28% Standard Met or Exceeded Hispanic and/or Latino: 30% Standard Met or Exceeded White: 34% Standard Met or Exceeded	Mathematics Performance (2023–24 School Year) Schoolwide: 34.62% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 29% – Standard Met or Exceeded Students with Disabilities: 14% – Standard Met or Exceeded English Learners: 17% – Standard Met or Exceeded	Mathematics Performance (2024–25 School Year) Schoolwide: 36% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 31% – Standard Met or Exceeded Students with Disabilities: 16% – Standard Met or Exceeded English Learners: 22% – Standard Met or Exceeded By Ethnicity:	Mathematics Performance (2025–26 School Year) Schoolwide: 39% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 34% – Standard Met or Exceeded Students with Disabilities: 17% – Standard Met or Exceeded English Learners: 31% – Standard Met or Exceeded By Ethnicity:	The baseline schoolwide proficiency rate was 34.62%. Current performance is 36%, representing an increase of 1.38 percentage points from the baseline. We are making progress toward the 2027 target of 39%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more races: 25% Standard Met or Exceeded Data Year: 2022-23	By Ethnicity: Hispanic and/or Latino: 26% – Standard Met or Exceeded White: 34% – Standard Met or Exceeded Two or More Races: 41% – Standard Met or Exceeded	Hispanic and/or Latino: 31% – Standard Met or Exceeded White: 38% – Standard Met or Exceeded Two or More Races: 32% – Standard Met or Exceeded	Hispanic and/or Latino: 30% – Standard Met or Exceeded White: 41% – Standard Met or Exceeded Two or More Races: 36% – Standard Met or Exceeded	
1.6	Smarter Balanced/CAASPP ELA Met or Exceeded Standard	Baseline ELA Schoolwide 46.66% Standard Met or Exceeded Socioeconomically Disadvantaged : 42% Standard Met or Exceeded Students with Disabilities: 26% Standard Met or Exceeded English Learners: 16% Standard Met or Exceeded Hispanic and/or Latino: 50% Standard Met or Exceeded White: 46% Standard Met or Exceeded	ELA Performance (2023–24 School Year) Schoolwide: 49% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 44% – Standard Met or Exceeded Students with Disabilities: 28% – Standard Met or Exceeded English Learners: 14% – Standard Met or Exceeded By Ethnicity:	ELA Performance (2024–25 School Year) Schoolwide: 50% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 43% – Standard Met or Exceeded Students with Disabilities: 25.71% – Standard Met or Exceeded English Learners: 9% – Standard Met or Exceeded	ELA Performance (2025–26 School Year) Schoolwide: 52% – Standard Met or Exceeded By Student Group: Socioeconomically Disadvantaged: 42% – Standard Met or Exceeded Students with Disabilities: 25% – Standard Met or Exceeded English Learners: 16% – Standard Met or Exceeded By Ethnicity:	The baseline schoolwide proficiency rate was 46.66%. Current performance is 50%, representing an increase of 3.34 percentage points from the baseline. We are making progress toward the 2027 target of 52%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or more races: 51% Standard Met or Exceeded Data Year: 2022-23	Hispanic and/or Latino: 47% – Standard Met or Exceeded White: 46% – Standard Met or Exceeded Two or More Races: 57% – Standard Met or Exceeded	By Ethnicity: Hispanic and/or Latino: 44% – Standard Met or Exceeded White: 50% – Standard Met or Exceeded Two or More Races: 48% – Standard Met or Exceeded	Hispanic and/or Latino: 47% – Standard Met or Exceeded White: 51% – Standard Met or Exceeded Two or More Races: 59% – Standard Met or Exceeded	
1.7	High School Graduation Rate	90.1% SWD 79% Data Year: 2022-23 Data Source: Dataquest	94% SWD 70.59% Data Year: 2023-24 Data Source: Dataquest	95.35% SWD 88.89%	98.86% SWD 87.50%	The baseline graduation rate was 90.1%. Current performance is 98.86%, representing an increase of 8.76 percentage points from the baseline. We have exceeded the 2027 target of 93.1% by 5.76 percentage points and will continue efforts to sustain and build upon this success.
1.8	High School Dropout Rate	3.57% from CALPADS	1.26% from CALPADS	.58% from CALPADS	0% from CALPADS	The baseline dropout rate was 3.57%. Current performance is

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						0%, representing a decrease of 3.57 percentage points from the baseline. We have met the 2027 target and will continue to sustain this success.
1.9	EL Reclassification Rate	26.4% students met the ELPAC criteria for reclassification	27.1% students met the ELPAC criteria for reclassification	27% students met the ELPAC criteria for reclassification	19.38% students met the ELPAC criteria for reclassification	The baseline English Learner reclassification rate was 26.4%. Current performance is 19.38%, representing a decrease of 7.02 percentage points from the baseline. The 2027 goal is to increase the reclassification rate to 29%. While we have not yet met the goal, our reclassification rate remains above the state average, and we will continue implementing targeted supports and monitoring progress to improve

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						reclassification outcomes.
1.10	EL Students Making Progress Toward English Proficiency	EL Students Making Progress Toward English Proficiency 29.8% LTELS scored a 4 on the ELPAC 70% 3 and below on the ELPAC	EL Students Making Progress Toward English Proficiency 33.3% LTELS scored a 4 on the ELPAC 66.7% 3 and below on the ELPAC	EL Students Making Progress Toward English Proficiency 20% LTELS scored a 4 on the ELPAC 78% 3 and below on the ELPAC	EL Students Making Progress Toward English Proficiency 26.5% LTELS scored a 4 on the ELPAC 38.8% 3 and below on the ELPAC	The baseline percentage of English Learners making progress toward English proficiency was 29.8%, as measured by students scoring a Level 4 on the ELPAC. Current performance is 26.5%, down 3.3 percentage points from the baseline. The 2027 goal is to increase the percentage of students scoring a Level 4 on the ELPAC by 5 percentage points, from 29.8% to 34.8%. While the current outcome remains below both the baseline and the target, we will continue to implement targeted supports for English Learners, monitor progress, and strengthen

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						instructional practices to accelerate English language development and improve proficiency outcomes.
1.11	Parent involvement in decision-making through ELAC (ELAC Agendas)	ELAC meetings held: 4	ELAC meetings held: 4	ELAC meetings held: 4	ELAC meetings held: 4	We maintained four ELAC meetings annually from the baseline through the current year and remain on track to meet the 2027 target.
1.12	Increase the percentage of SWD who graduate from high school within the standard four-year cohort.	73.9% Graduation Rate Data Year: 2022-23 Data Source: Dataquest	70.59% Graduation Rate Data Year: 2023-24 Data Source: Dataquest	88.89% Graduation Rate Data Year: 2024-25 Data Source: Dataquest	87.5% Graduation Rate Data Year: 2025-26	Current performance is 87.5%, representing an increase of 13.6 percentage points from the baseline. The goal is to increase the graduation rate by 5 percentage points from the baseline by 2027. We have exceeded this goal by 8.6 percentage points and will continue to support positive outcomes for Students with Disabilities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	Increase the percentage of SWD to Standard Met or Exceeded in ELA	26% Standard Met or Exceeded Data Year: 2022-23	28.1 Standard Met or Exceeded Data Year: 2023-24	30% Standard Met or Exceeded Data Year: 2024-25	25% Standard Met or Exceeded Data Year: 2025-26	The baseline proficiency rate for Students with Disabilities meeting or exceeding standards in ELA was 26%. Current performance is 30%, representing an increase of 4 percentage points from the baseline. The goal is to increase proficiency by 5 percentage points from the baseline by 2027. We are making progress toward this goal and are currently 1 percentage point away from meeting the target.
1.14	Increase the percentage of SWD to Standard Met or Exceeded in Mathematics	15% Standard Met or Exceeded Data Year: 2022-23	14.2% Standard Met or Exceeded Data Year: 2023-24	18% Standard Met or Exceeded Data Year: 2024-25	17% Standard Met or Exceeded Data Year: 2025-26	The baseline proficiency rate for Students with Disabilities meeting or exceeding standards in Mathematics was 15%. Current performance is 18%, representing an increase of 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points from the baseline. The goal is to increase proficiency by 5 percentage points from the baseline by 2027. We are making progress toward this goal and are currently 2 percentage points away from meeting the target.

Goal Analysis [2025-26]

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

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

During the 2024 to 2025 school year, The Cottonwood School successfully implemented the majority of planned actions aligned to Goal 1, ensuring strong foundational conditions for student learning. All students were served by fully credentialed and appropriately assigned teachers, and access to standards-aligned instructional materials remained consistent across programs. Facilities remained in good repair, supporting a safe and effective learning environment. These core actions were implemented as intended and contributed to overall program stability and student success.

Implementation of instructional programs and supports resulted in several key successes. The school's graduation rate increased to 96%, reflecting a 1.7 percentage point gain, and college and career readiness rose significantly to 60%, an increase of 17.4 percentage points. Attendance remained strong at 98%, with chronic absenteeism below 2% and a 0% suspension rate, indicating a positive school climate and high levels of student engagement.

Academic outcomes showed mixed results. English Language Arts performance remained at 49.55%, while mathematics demonstrated notable improvement, rising to 36.29%, a gain of 10.4 percentage points. All student subgroups showed growth in mathematics, with increases ranging from 9.3 to 51.9 points, indicating that implemented supports and interventions contributed to improved outcomes in this area.

Despite these successes, challenges remain in supporting English Learners and Students with Disabilities. English Learner progress declined to 48.6%, an 8-percentage-point decrease. Long-term English Learners declined by 7.9 points and are currently in the red performance level. While English Learners as a group maintained performance in mathematics, the decline in language acquisition outcomes highlights the need for stronger implementation of English Language Development standards and more consistent progress monitoring.

Several planned actions were implemented with fidelity, including expanded access to instructional materials, increased professional development opportunities, enhanced assessment systems, and targeted student support services through Multi-Tiered Systems of Support. While the planned actions were implemented substantially as described in the LCAP, differences emerged in the depth and consistency of implementation across programs, particularly in English Language Development. As a result, outcomes were not equally strong across all student groups, indicating a need for greater coherence, monitoring, and alignment of instructional practices.

Overall, the school experienced success in maintaining strong systems and improving outcomes in graduation and mathematics achievement. At the same time, the data indicate a need to strengthen instructional strategies and targeted interventions for English Learners and Students with Disabilities, particularly in language development and literacy. Continued refinement of supports, increased alignment of English Language Development instruction, and intentional use of data will be critical to achieving more equitable outcomes for all students.

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

There were no material differences between the budgeted and actual expenditures for Goal 1 actions.

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

Several key actions implemented during the 2024 to 2025 school year were effective in advancing progress toward Goal 1. Maintaining fully credentialed teachers, ensuring access to standards-aligned instructional materials, and providing consistent academic and social-emotional supports contributed to a stable and supportive learning environment. These foundational actions supported measurable gains in student outcomes, including a 96% graduation rate and a significant increase in college and career readiness to 60%.

Targeted investments in instructional supports, assessment systems, and intervention programs also contributed to improved academic outcomes in mathematics. Schoolwide performance increased to 36.29%, with all student subgroups demonstrating growth ranging from 9.3 to 51.9 points. This indicates that expanded access to curriculum resources, intervention programs, and data monitoring systems had a positive impact on student learning in mathematics.

However, the effectiveness of actions related to English Learners and Students with Disabilities was more limited. English Learner progress declined to 48.6%, and Long Term English Learners declined by 7.9 points, remaining in the red performance level. While English Learners maintained performance in mathematics, these outcomes indicate that current strategies for English Language Development and targeted intervention are not yet producing the desired level of impact.

Additionally, while systems such as Multi-Tiered Systems of Support, professional development, and expanded instructional resources were implemented across programs, data indicate that the consistency and intensity of implementation varied. As a result, outcomes were stronger

in some areas, such as mathematics achievement, than in others, particularly English Learner progress and literacy development. These findings highlight the need to strengthen alignment between instructional practices, data use, and targeted supports for unduplicated student groups.

Based on these outcomes, the effectiveness of current actions will directly inform the school's Literacy and Reading Enrichment Block Grant needs assessment. Identified areas of need, particularly in literacy development for English Learners, Long Term English Learners, and Students with Disabilities, will guide the refinement of goals, metrics, and actions. Future efforts will prioritize evidence-based literacy instruction, targeted interventions, and structured progress-monitoring systems to improve reading proficiency and close achievement gaps.

Overall, the actions implemented under Goal 1 were effective in establishing strong instructional systems, improving mathematics achievement, maintaining high graduation rates, and increasing college and career readiness. However, the results indicate that current strategies have been less effective in accelerating literacy development and English Learner progress. Continued refinement will be necessary to ensure all student groups experience equitable academic success.

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 analysis of the 2024 to 2025 outcomes, The Cottonwood School will maintain Goal 1 as currently written, as it continues to align with identified needs related to academic achievement, equity, and student success. However, several actions, metrics, and target outcomes will be refined to better address areas of need, particularly for English Learners, Long Term English Learners, and Students with Disabilities.

While foundational systems such as credentialed staffing, access to instructional materials, and strong attendance and climate outcomes will be maintained, adjustments will focus on improving academic achievement and closing persistent equity gaps. Given the decline in English Learner progress and Long-Term English Learner performance, the school will prioritize a deeper, more consistent implementation of English Language Development standards across all programs. This includes strengthening designated and integrated English Language Development instruction, increasing targeted professional development, and improving progress monitoring practices using ELPAC and local assessment data.

In response to identified literacy needs, actions and metrics will be refined to align with the Literacy and Reading Enrichment Block Grant needs assessment. The school will expand evidence-based literacy instruction, increase targeted intervention supports, and implement structured progress-monitoring systems to ensure measurable growth in reading proficiency, particularly for English Learners, Long-Term English Learners, and Students with Disabilities.

Although mathematics outcomes improved across all student groups, the school will continue to refine instructional practices and intervention supports to sustain and accelerate this growth. Greater emphasis will be placed on data-driven instruction, consistent use of assessment platforms, and alignment of curriculum to student needs.

To address implementation inconsistencies, the school will strengthen systems of coherence and accountability across programs. This includes enhancing instructional leadership, expanding professional development focused on effective instructional strategies, and ensuring consistent implementation of Multi-Tiered Systems of Support.

Metrics and target outcomes will be reviewed and updated as needed to reflect current performance levels and maintain ambitious yet attainable growth targets."

Through these refinements, The Cottonwood School aims to build on its successes in graduation, engagement, and mathematics achievement while making stronger progress in literacy and equitable outcomes for all student groups.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Qualified Staff: Appropriately Credentialed Teachers	State and local assessment data, educational partner feedback, and other collected data indicate a need for appropriately credentialed and qualified staff to ensure the academic success of all students. The charter will use recruitment websites and fairs to recruit highly qualified teachers with expertise in single-subject areas, special education, and multiple subjects. A fully credentialed staff increases success, particularly for low-income, Foster Youth, English Learners, and students experiencing homelessness. This action will provide sufficient staff to support and enhance achievement in our virtual academies, as well as provide support for students, staff, and families. We anticipate that this action will continue to narrow the achievement gap by providing enrichment and addressing attendance, suspension, and behavioral factors affecting low-income, Foster Youth, English Learners, and students experiencing homelessness. The school ensures that English Learner students receive the direct instructional support they need, including targeted support in literacy instruction and English Language Development to address identified needs.	$15,954,054.00	No
1.2	Instructional Leadership and Support	State and local assessment data, educational partner feedback, and other collected data indicate a need to strengthen instructional leadership and support systems to ensure the academic success of all students. This action will provide Instructional Leadership and Support with the tools and resources necessary to facilitate Professional Learning Communities	$1,289,445.00	No

Action #	Title	Description	Total Funds	Contributing
		(PLCs), including data disaggregation, progress monitoring of state standards implementation, and student progress tracking. Through ongoing collaboration and regular check-ins, Instructional Leadership and Support will work alongside school site staff to strengthen student, staff, and family success while supporting improvements in attendance, behavior, and other factors that influence academic achievement. The goal is to narrow achievement gaps, provide leadership in academic enrichment, and address the unique needs of unduplicated student groups.		
1.3	Community Opportunities and Electives	The need for enrichment and elective opportunities to ensure the academic success of all students is supported by state and local assessment data, educational partner feedback, and other collected information. Through various events, direct instruction learning experiences, and expanded opportunities for engagement, students can deepen their understanding of key concepts, develop essential skills, and achieve academic success. Special attention will be given to ensuring equitable access to these resources and courses for all students, particularly those from Low Income (LI), Foster Youth (FY), English Learners (EL), and Homeless Youth (HY) backgrounds. It is crucial to prioritize unrestricted access for all unduplicated students to these enrichment opportunities. By ensuring comprehensive access, unduplicated students can fully engage in their educational journey, exploring a range of elective courses and enrichment opportunities. This inclusivity creates an environment where every student has the opportunity to thrive and succeed, regardless of their background or circumstances, including literacy enrichment opportunities designed to strengthen reading, writing, and language development.	$754,332.00	Yes
1.4	Instructional Materials: Software, Texts, Virtual	State and local assessment data, coupled with feedback from educational partners and other collected information, highlight the critical need for instructional materials, software, textbooks, virtual academy courses, and	$9,202,044.00	No

Action #	Title	Description	Total Funds	Contributing
	Academy Courses, and Supplies	supplies to ensure the academic success of all students. This comprehensive plan will involve curriculum and instruction experts in ELA and mathematics to empower teachers and learning coaches with the knowledge to effectively support students and families in selecting appropriate grade-level curricula and using data for progress monitoring on state standard implementation and student progress. TCS plans to utilize a wide range of vendors and resources to offer a diverse selection of enrichment classes, including drama, dance, theater, coding workshops, culinary arts, robotics, music lessons, creative writing, gardening, and more. These classes will support students both within and beyond their core programs. Access to and assistance with these resources will support student success, staff capacity, and family engagement while promoting growth in attendance, behavior, and academic achievement. These supports will also help address gaps in student learning and improve outcomes on local and state assessments.		
1.5	Curriculum Department	The utilization of the pacing and planning guides for our School Selected curricula, crafted by The Cottonwood School, is crucial for maintaining instructional consistency and ensuring alignment with curriculum objectives. These guides serve as navigational tools for teachers and parents, helping with effective lesson planning and delivery across various subject areas. They encompass incorporating ELD standards and implementing UDL strategies, further enhancing teaching methodologies and student learning experiences, including alignment with evidence-based literacy practices and English Language Development standards to support improved reading outcomes.	$644,975.00	Yes
1.6	Universal Curriculum	All Cottonwood students have universal access to the digital curriculum through their Clever platform upon enrollment in the school. This includes academic areas such as reading, math, science, social studies, social emotional learning, and electives, including access to literacy focused	$962,500.00	No

Action #	Title	Description	Total Funds	Contributing
		curriculum and supports designed to improve reading proficiency for all students. .		
1.7	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	This strategy will utilize key personnel, including our Testing Coordinator, to streamline system and data management, enabling the identification and implementation of tailored intervention or enrichment strategies. Beginning in 2023, the adoption of a new data platform enhanced the efficiency and effectiveness of the school's assessment processes and facilitated easier access to comparative data spanning multiple years for comprehensive evaluation. Our internal assessment system and data platforms comprehensively address diverse student needs. Our local assessment program serves as a benchmark platform, assessing students three times annually to monitor academic progress and identify the need for tiered intervention support. The initial assessment window allows ample time for teacher planning, with a focus on monitoring reading proficiency, literacy growth, and English Learner progress.	$183,568.00	Yes
1.8	Technology Support	This action equips teachers with the knowledge to support students and families in selecting suitable technology and applications, while also using data for progress monitoring of state standards implementation and student advancement. By providing access to and support for this technology, we anticipate a positive impact on student, staff, and family success, contributing to improvements in attendance, suspension rates, and behaviors that affect learning and academic achievement. Recognizing technology access as a crucial 21st-century skill, we expect this effort to further narrow the achievement gap by providing technical support alongside academic advancement. Applications such as Clever and Canvas will be used, among others, though this is not an exhaustive list.	$3,960,785.00	No

Action #	Title	Description	Total Funds	Contributing
		To ensure equitable access to appropriate technology and enhance academic success, we will invest in essential infrastructure, including servers, student laptops, modems and routers, and cybersecurity software to support access to digital learning tools, reading intervention platforms, and language development resources.		
1.9	English Learner Staffing	TCS English Learner staff will be used to strengthen English Language Development and instructional practices, thereby increasing overall student achievement. Staff will assess, provide targeted interventions, monitor RFEP and Long-Term English Learners, and engage families through community events.	$262,548.00	Yes
1.10	ELD Curriculum	The ELD curriculum supports comprehensive academic development and instruction, both synchronously and asynchronously. This action focuses on providing support specific to the needs of English Learners. Anticipated expenditures include instructional materials focused on strengthening reading comprehension, academic language, and literacy development.		Yes
1.11	Non-English Speaking Parent Support	Approximately 80% of our English Learners use a Slavic language at home. To better support and engage Slavic-speaking families, the school will use bilingual Slavic-speaking family liaisons to improve communication and increase family engagement in literacy development and at-home reading support.	$86,170.00	Yes
1.12	MTSS	This strategy will involve collaboration with Student Support and 504 Coordinators to develop a comprehensive support system that addresses both academic and social-emotional needs. The program will provide	$953,280.00	Yes

Action #	Title	Description	Total Funds	Contributing
		personalized, tiered interventions through schoolwide and individualized supports, including direct instruction in reading, writing, and mathematics.		
1.13	Family Academic Success: Lending Library Support and Activities	This action will leverage available resources to provide targeted support to enhance literacy, math, and arts skills. Our Library Coordinator supports students and families by coordinating and implementing specialized programs across all grade levels, meeting families where they are in the teaching and learning process, assisting our second language learning community, and implementing Universal Design for Learning strategies to ensure success. These resources provide families with greater access to materials aimed at addressing skill gaps and promoting standards attainment. TCS aims to narrow the achievement gap and foster increased support and engagement. This proactive approach is expected to yield positive outcomes in attendance and overall behavior, particularly among vulnerable student groups such as Foster Youth and students experiencing homelessness, with a focus on increasing access to literacy resources, reading materials, and family support for reading development.	$378,442.00	Yes
1.14	Special Education: Services and Supplies	This action will provide specialized and targeted support to students through individualized and small-group instruction. This team includes specialized staff and leadership to support the delivery of IEP services. All students with an IEP will have access to specialized academic instruction and related services as outlined in their IEP, ensuring equity and promoting success, especially for low-income students, Foster Youth, English Learners, and students experiencing homelessness. TCS will provide a rigorous special education program for students with an IEP, resulting in increased participation and achievement on state and local assessments. The impact of Special Education services will be measured using current state and local assessment data, feedback from educational partners, and other collected data. Instruction will include	$8,998,839.00	No

Action #	Title	Description	Total Funds	Contributing
		targeted literacy support and reading intervention to improve access and achievement for students with disabilities.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Outcomes: The Cottonwood School will provide students equitable access to a high-quality, well-rounded, and standards-aligned education assuring college and/or career readiness.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The Cottonwood School developed this goal to ensure all students are prepared for college and or career upon graduation. Analysis of state and local data indicates a need to improve outcomes related to college and career readiness.

The College and Career Indicator (CCI) shows that 38.6 percent of students in the Class of 2023 were considered “Prepared,” indicating that a significant portion of students are not yet meeting readiness benchmarks. Additionally, only 17 percent of students met the A–G requirements at graduation, limiting access to four-year college opportunities.

While progress has been made in increasing a–g completion and CCI performance, overall outcomes remain below desired levels. Data also show that student groups, including socioeconomically disadvantaged students, English learners, and students with disabilities, are performing further below standard, indicating a need for targeted support.

These data points demonstrate a need to expand access to rigorous coursework, improve completion of the a–g requirements, and increase participation in college- and career-pathway programs, such as CTE. This goal was developed to address these needs by strengthening systems of support, increasing access to aligned coursework, and improving overall student readiness for postsecondary success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	College and Career Indicator (CCI) Dashboard	College and Career Indicator Class of 2023 - 38.6% - Students are considered "Prepared" according to the 2023 CCI	College and Career Indicator Class of 2024 - 42% - Students are considered "Prepared" according to the 2024 CCI Dashboard	College and Career Indicator Class of 2025 - 59.5% - Students are considered "Prepared" according to the 2025 CCI Dashboard	Increase by 7% - Students are considered "Prepared" according to the 2026 CCI	The baseline College and Career Indicator (CCI) rate was 38.6%. Current performance is 59.5%, representing an increase of 20.9 percentage points from the baseline. The goal is to increase the percentage of students considered "Prepared" by 7 percentage points by 2027. We have exceeded the goal by 13.9 percentage points and will continue to build upon this success.
2.2	a -g Requirements: Percentage of students that graduate meeting a -g requirements (Dataquest)	Graduate Meeting a -g Requirements 17% of students graduated meeting a-g requirements in the 2022 -2023 school year	Graduate Meeting a -g Requirements 23.8% of students graduated meeting a-g requirements in the 2023 -2024 school year	Graduate Meeting a -g Requirements 31.8% of students graduated meeting a-g requirements in the 2024 -2025 school year	Graduate Meeting a -g Requirements 31.8% of students graduated meeting a-g requirements in the 2025-2026 school year	The baseline A-G completion rate was 17%. Current performance is 31.8%, representing an increase of 14.8 percentage points from the baseline. The goal is to increase the percentage of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students completing A-G requirements by 7 percentage points by 2027. We have exceeded the goal by 7.8 percentage points and will continue expanding access to rigorous coursework and postsecondary opportunities.
2.3	CTE Pathway Completion Rate CTE Pathway Completion Rate and UC/CSU Requirements	CTE Pathway Completion Rate Schoolwide 2.8% CTE Pathway Completion Rate and UC/CSU Requirements Schoolwide .7%	CTE Pathway Completion Rate Schoolwide 3.1% CTE Pathway Completion Rate and UC/CSU Requirements Schoolwide. 2.7%	CTE Pathway Completion Rate Schoolwide 12.5% CTE Pathway Completion Rate and UC/CSU Requirements Schoolwide. 2.8%	CTE Pathway Completion Rate Schoolwide 7.7% CTE Pathway Completion Rate and UC/CSU Requirements Schoolwide. 2.9%	The baseline CTE Pathway Completion Rate was 2.8%. Current performance is 12.5%, representing an increase of 9.7 percentage points from the baseline. The goal is to increase the CTE Pathway Completion Rate by 5 percentage points by 2027. We have exceeded the goal by 4.7 percentage points and will continue expanding career pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						opportunities for students.
2.4	Golden State Seal Merit Recipients	40% of graduates received in 2023	38.26% of graduates received in 2024	44.83% of graduates received in 2025	53.22% of graduates received in 2026	The baseline percentage of graduates receiving the Golden State Seal Merit Diploma was 40%. Current performance is 44.83%, representing an increase of 4.83 percentage points from the baseline. The goal is to increase the percentage of recipients by 5 percentage points by 2027. We are making progress toward this goal and are currently 0.17 percentage points away from meeting the target.
2.5	Virtual Flex Direct Instruction Programs	1445 students participating in Virtual Flex Direct Instruction Programs (2023)	1285 students participating in Virtual Flex Direct Instruction Programs (2024)	1563 students participating in Virtual Flex Direct Instruction Programs (2025)	1635 students participating in Virtual Flex Direct Instruction Programs (2025)	The baseline participation was 1,445 students. Current participation is 1,563 students, representing an increase of 118 students from the baseline. The goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						is to increase participation by 5% by 2027. We have exceeded the goal and will continue to expand access to Virtual Flex Direct Instruction opportunities.

Goal Analysis [2025-26]

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

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

In Year 1, TCS made notable progress in implementing actions designed to enhance students' college and career readiness. The primary focus remained on expanding access to a–g aligned coursework, Career Technical Education pathways, and flexible learning opportunities. Implementation followed the original plan, with no significant deviations from the intended actions.

A key success was the substantial increase in the percentage of students graduating with a–g requirements completed, rising from 17% in the 2022 to 2023 school year to 31.8% in the 2024 to 2025 school year. This achievement reflects targeted efforts to support students through counseling, course planning, and access to necessary coursework for postsecondary success. Additionally, the percentage of students deemed "Prepared" on the College and Career Indicator increased from 38.6% to 59.5%, demonstrating strong progress toward the overall goal.

While gains were made in CTE pathway completion and in the combination of CTE and UC CSU readiness, these areas continue to offer growth opportunities, as completion rates remain relatively low. There was also a slight increase in the percentage of Golden State Seal Merit Diploma recipients, rising from 40% to 44.83%. Lastly, participation in Virtual Flex Direct Instruction Programs increased from 1,445 students at baseline to 1,635 students in 2025 to 2026, exceeding the goal to increase participation by 5%.

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

There were no material differences between the budgeted and actual expenditures for Goal 2 actions.

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

The actions implemented during Year 1 have been effective in advancing students' preparedness for college and career pathways. The significant increase in A-G completion rates demonstrates that efforts related to academic advising, course planning, and expanding access to rigorous coursework are positively impacting student outcomes. This progress has increased students' access to four-year colleges and universities and contributed to improved college and career readiness.

The College and Career Indicator increased from 38.6% to 59.5%, reflecting the effectiveness of actions designed to expand access to academic and career readiness opportunities. This substantial increase indicates that more students are meeting measures associated with postsecondary success.

Additionally, CTE pathway completion increased from the baseline, and participation in pathways that combine CTE coursework with UC/CSU eligibility requirements continued to grow. These outcomes demonstrate that more students are engaging in programs that prepare them for both college and career opportunities. While progress has been made, continued expansion of career pathway opportunities will be necessary to further increase participation and completion rates.

The percentage of students earning the Golden State Seal Merit Diploma also increased from 40% to 44.83%, indicating continued growth in student achievement and academic excellence.

Overall, the actions implemented under this goal have been effective in improving college and career readiness outcomes. Multiple indicators demonstrated positive growth, suggesting that the strategies in place are contributing to increased student preparedness for postsecondary education and career success. Continued refinement and expansion of these efforts will help sustain progress and support future growth.

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.

Reflecting on Year 1 outcomes, TCS will maintain the current goal, metrics, and target outcomes, as they continue to align with the identified need to increase college and career readiness for all students. However, several actions will be refined to strengthen implementation and improve student outcomes.

One key area of focus will be expanding participation and success in CTE pathways. Although growth was observed in CTE completion rates, overall participation remains relatively low. To address this need, TCS will refine implementation by exploring expanded course offerings, improving pathway alignment, increasing student awareness of available opportunities, and providing earlier exposure to CTE pathways.

TCS will also continue to strengthen supports for A-G completion by refining course scheduling practices, increasing academic advising, and ensuring students are placed on appropriate college preparatory pathways early in their high school experience. These refinements are intended to sustain growth in A-G completion rates and improve college readiness outcomes.

Additionally, TCS will review supports and guidance related to the Golden State Seal Merit Diploma to increase student awareness of eligibility requirements and encourage greater participation among qualifying students.

Finally, TCS will continue to evaluate participation in the Virtual Flex Direct Instruction Program and use participation and outcome data to identify opportunities to strengthen program effectiveness, expand access, and support student success.

These refinements reflect lessons learned through implementation and outcome data analysis while maintaining the overall structure of the goal, metrics, and target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Career Technical Education (CTE) Staffing	The College Career Readiness Indicator (CCRI) and related metrics demonstrate a need to improve our score. We will increase the number of CTE Pathways and related immersive experiences. Expenditures for this action include the costs of maintaining the additional CTE credentialed teachers, associated training, creation of internships, curriculum development, and instructional materials.	$158,805.00	Yes
2.2	A-G Readiness	The College and Career Readiness Indicator (CCRI) and related metrics demonstrate a need to increase the number of students who successfully complete A-G coursework. To improve A-G completion and pass rates, we will provide targeted support by meeting with every eighth-grade student and their family to develop an individualized A-G completion plan that promotes college and career readiness. In addition, we have developed a comprehensive support system for teaching staff that focuses on increasing student engagement through high-quality instructional practices, including project-based learning and the implementation of evidence-based curricula. We will expand offerings within our direct instruction A-G courses at the high school level and increase middle school direct instruction opportunities to better prepare students for the rigor of A-G coursework. By aligning instructional programs, project-based learning experiences, and evidence-based teaching practices, we will enhance student learning outcomes, strengthen student engagement, improve progress monitoring,	$743,353.00	No

Action #	Title	Description	Total Funds	Contributing
		refine instructional methodologies, and increase graduation rates while ensuring students are prepared for postsecondary success.		
2.3	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	This action aims to ensure that every student, without duplication, has the chance to meet College and Career Indicator (CCI) and A-G college requirements. We provide academic support to boost college and career readiness, enhancing attendance and academic performance. TCS is dedicated to broadening CTE and A-G course offerings to develop leadership and collaboration skills, improving student engagement and academic outcomes while preparing them for college and careers. Our team of expert high school support professionals and counselors, under the supervision of our on-site pathway principal, assists students in participating in CCI, CTE, and A-G programs. This comprehensive approach is anticipated to increase enrollment and achievement in CCI readiness, CTE, and A-G courses, fostering stronger school engagement and college and career readiness. By coordinating various support systems within CCI, CTE, and A-G programs, we aim to strengthen connections and readiness for college and career pathways. The impact of college and career readiness indicators will continue to narrow the achievement gap by providing increased support and engagement for students, including foster youth and those experiencing homelessness, as evidenced by state and local assessment data, educational partner feedback, and other collected data on attendance rates and behavior.	$389,858.00	No
2.4	High School Counseling Support	Analysis of state and local assessment data, feedback from educational partners, and other gathered information reveals a pressing need for expanded high school counseling support. This is essential to offer academic guidance and assistance in meeting A-G requirements, thus ensuring college and career readiness. It's imperative to provide support and closely monitor the academic progress of our unique students. Our middle and high school students from Low-Income backgrounds, those in Foster Care, and English Learners have significant potential for growth across various areas, such as dropout rates, graduation rates, CCI indicators, concurrent enrollment, AP pass rates, and meeting or surpassing standards outlined in the CAASPP, as indicated by the latest state and local data. To address these needs, the counseling team will	$578,736.00	No

Action #	Title	Description	Total Funds	Contributing
		continue assisting all students in assisting all students in achieving their academic objectives, including regular meetings with students and their families. Through the provision of enhanced counseling services, TCS anticipates notable improvements in student outcomes, including course completion rates, graduation rates, and performance on state and local assessments for both middle and high school students. Expenditures include funding for an additional counselor brought on in 2024.		
2.5	This has been incorporated into metric 2.2	This has been incorporated into metric 2.2		
2.6	Virtual Flex Direct Instruction Programs	Our continued investment in virtual and flexible direct instructional programs, along with targeted intervention and enrichment opportunities such as SuperStar Readers, BOOST, and CVA Middle & High School, supports academic acceleration and student success. Through the strategic use of Learning Recovery Emergency Block Grant (LREBG) funds, these programs strengthen instructional quality, enhance progress monitoring, and provide evidence-based supports designed to address learning recovery and accelerate achievement. This action reaffirms our commitment to ensuring all students have equitable access to a high-quality, comprehensive, and standards-aligned educational experience that meets their diverse academic needs and promotes positive outcomes.	$2,447,299.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	At TCS, our commitment is to cultivate a secure and enriching school environment while ensuring every student is actively immersed in their educational journey. We pride ourselves on delivering exceptional education through an independent study/online curriculum, emphasizing practical knowledge application. Our approach integrates diverse teaching methods and curriculum development, leveraging modern technology to surmount academic challenges while guiding students toward college and career readiness. Our dedication extends to providing professional learning opportunities aimed at enhancing our educators' skills. Central to our mission is the provision of personalized support tailored to each student's academic and socio-emotional needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our implementation efforts aligned well with the original plan, and actions were carried out as intended, with no significant deviations. Key strategies included expanding professional learning opportunities, increasing family engagement, and strengthening academic and social-emotional supports for students.

Several areas demonstrated strong progress. TCS maintained a high attendance rate of 98 percent, meeting its target. Professional learning opportunities increased significantly from 7 to 27 sessions, and parent education events increased from 3 to 6, reflecting a strong commitment to staff development and family engagement. In addition, TCS achieved full implementation and sustainability in promoting parent participation, as indicated by the Local Indicator Report.

Academic outcomes showed mixed results. ELA performance demonstrated improvement, while mathematics performance declined slightly on the CAASPP. These results indicate that while systems and supports have been strengthened, the impact of these actions on student academic achievement has not yet been fully realized.

The increase in professional learning and expanded supports has established a strong foundation; however, the data suggests a need for more targeted and focused instructional strategies, particularly in mathematics. This indicates that while the actions were implemented effectively, additional refinement is needed to ensure they translate into measurable academic gains.

Overall, the actions were effective in strengthening school culture, engagement, and support systems, but less effective to date in producing immediate improvements in academic performance. This analysis highlights the need to more closely align professional learning, interventions, and instructional practices with student achievement outcomes moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance Rate	98% attendance rate	98% attendance rate	98% attendance rate	Maintain 98%	The baseline attendance rate was 98%. Current performance remains at 98%, maintaining the baseline attendance rate. We continue to meet the 2027 goal of maintaining a 98% attendance rate.
3.2	Academic Achievement	ELA 24.89% Nearly Met Math 30.77% Nearly Met on 2023 CAASPP	ELA 24.8% Nearly Met Math 29.1% Nearly Met on 2024 CAASPP	ELA 27.7% Nearly Met Math 26.8% Nearly Met on 2025 CAASPP	ELA 23.9% Nearly Met Math 27.1% Nearly Met on 2026 CAASPP	The baseline CAASPP performance was 24.89% Nearly Met in ELA and 30.77% Nearly Met in Mathematics. Current performance is 27.7% Nearly Met in ELA and 26.8% Nearly Met in Mathematics. ELA performance increased by 2.81 percentage points from the baseline,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						while Mathematics performance decreased by 3.97 percentage points. The goal is to increase CAASPP performance by 5 percentage points in both ELA and Mathematics by 2027. We are making progress in ELA and will continue to refine instructional strategies and interventions to improve student achievement in both content areas.
3.3	Professional Learning Opportunities	7 Professional Learning Opportunities	27 Professional Learning Opportunities	27 Professional Learning Opportunities	27 Professional Learning Opportunities	The baseline number of professional learning opportunities was 7. Current performance is 27 professional learning opportunities, representing an increase of 20 opportunities from the baseline. The goal is to increase professional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						learning opportunities by 7. We have exceeded the goal and will continue to provide high quality professional learning to support staff growth and student achievement.
3.4	Parental Education Opportunities	3 Opportunities annually	6 Opportunities annually	15 Opportunities annually	15 Opportunities annually	The baseline number of parent education opportunities was 3 annually. Current performance is 15 opportunities annually, representing an increase of 12 opportunities from the baseline. The goal is to increase parent education opportunities to 10 annually. We have exceeded the goal and will continue to expand opportunities for meaningful family engagement.
3.5	Seek Parent Input and Promote Parental	Full Implementation AND Sustainability Data Source:	Full Implementation AND Sustainability	Full Implementation AND Sustainability	Full Implementation AND Sustainability	The baseline was Full Implementation

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Participation in Programs for Unduplicated Students and Students with Exceptional Needs	Local Indicator Report	Data Source: Local Indicator Report	Data Source: Local Indicator Report	Data Source: Local Indicator Report	and Sustainability as measured by the Local Indicator Report. Current performance remains at Full Implementation and Sustainability. We have maintained our baseline performance and continue to meet the 2027 goal of maintaining Full Implementation and Sustainability.

Goal Analysis [2025-26]

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

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

Overall, the implementation of Goal 3 actions closely aligned with the original plan, and there were no substantive differences between the actions described in the LCAP and those ultimately implemented. We successfully expanded professional learning opportunities, increased family engagement activities, and strengthened academic and social-emotional supports as intended. While no significant implementation challenges affected the delivery of services, we continue to refine instructional practices to maximize the impact of these actions on student achievement.

Several areas demonstrated strong progress. We maintained a 98 percent attendance rate, meeting our target. Professional learning opportunities increased significantly from 7 to 27 sessions, and parent education events increased from 3 to 6, reflecting a strong commitment to staff development and family engagement. In addition, we achieved Full Implementation and Sustainability in promoting parent participation, as indicated by the Local Indicator Report.

Academic outcomes showed mixed results. ELA performance improved, reflecting the continued implementation of structured literacy practices, targeted intervention supports, and increased collaboration among instructional staff. Mathematics performance declined during

the reporting period, indicating that while systems and supports have been strengthened, the impact of these actions on student academic achievement has not yet been fully realized.

Analysis of local assessment data suggests that persistent learning gaps and the need for greater consistency in Tier 1 mathematics instruction continue to affect student outcomes. The increase in professional learning and expanded supports has established a strong foundation; however, the data indicate a need for more targeted and focused instructional strategies in mathematics to ensure that implementation efforts translate into measurable academic gains.

Overall, the actions were effective in strengthening school culture, engagement, family participation, and support systems. Moving forward, we will prioritize mathematics-focused professional learning, increase intervention opportunities for students performing below grade level, and use ongoing assessment data to guide instructional adjustments and improve student achievement.

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

There were no material differences between the budgeted and actual expenditures for Goal 3 actions.

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

The actions implemented under this goal have been effective in strengthening student engagement, school culture, and systems of support, while showing more limited impact to date on academic achievement outcomes.

Actions focused on family engagement (Action 3.1) were effective, as demonstrated by the increase in parent education opportunities and sustained implementation of parent participation strategies, as reflected in the Local Indicator Report.

Actions related to academic and social-emotional supports (Action 3.2) helped maintain a 98 percent attendance rate and supported student engagement. These supports helped establish a stable learning environment, particularly for students requiring additional intervention.

The implementation of interim assessments (Action 3.3) improved the school's ability to monitor student progress, identify areas of need, and inform instructional decision-making. These systems contributed to improvements in ELA performance and strengthened data-driven practices across the school. However, results indicate that additional refinement is needed to translate assessment data into consistent gains across all academic content areas, particularly mathematics.

Professional learning efforts (Action 3.4) were effective in increasing staff participation and building instructional capacity, as evidenced by the increase in professional learning opportunities. However, the impact of these efforts on student academic outcomes has not yet been fully realized, indicating a need for more targeted alignment between professional development and instructional practices, particularly in mathematics.

Overall, the actions were effective in building foundational systems and increasing engagement, but less effective at this stage in producing significant improvements in student achievement. This indicates a need to refine and target current strategies to ensure stronger alignment between supports, instruction, and academic outcomes.

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 analysis of Year 1 implementation and outcomes, TCS will maintain the current goal, metrics, and target outcomes, as they continue to align with identified areas of need related to student engagement, school climate, and academic achievement.

However, refinements will be made to several actions to improve effectiveness and better support student achievement outcomes.

In response to mixed academic results, including improvement in ELA and a decline in mathematics performance, TCS will refine Action 3.4 by more intentionally focusing professional learning on instructional strategies that directly impact student achievement, with an increased emphasis on mathematics instruction.

TCS will strengthen Action 3.3 by expanding the use of interim assessment data to support more consistent progress monitoring, instructional planning, and data-driven decision making.

Action 3.2 will be refined to ensure academic and social-emotional intervention supports are more directly aligned with measurable academic outcomes and student learning needs.

While parent engagement and professional learning opportunities will continue, implementation will place greater emphasis on evaluating the effectiveness of these actions and their impact on student performance.

These refinements reflect lessons learned through Year 1 implementation and demonstrate a commitment to strengthening the connection between actions, instructional practices, and student outcomes while maintaining the overall structure of the goal.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parental Involvement	To increase family awareness of available academic and social-emotional supports, TCS will provide a series of targeted family workshops each semester that explain tiered support systems (Tier 1, 2, and 3). Effectiveness will be measured through increased positive responses on the school experience survey regarding awareness of available supports.	$221,482.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Academic and Social-Emotional Supports	To strengthen Tier 2 academic and social-emotional interventions, TCS will maintain and deploy specialized support staff (e.g., SELF Coordinator, Intervention Coordinators, Student Support Staff) to provide targeted small-group and individualized interventions. Effectiveness will be measured by improved student progress monitoring data and increased student access to Tier 2 supports.	$937,795.00	Yes
3.3	Interim Assessments	To monitor and respond to student academic progress, TCS will administer the i-Ready diagnostic assessments in ELA and mathematics at regular intervals. Beginning in the 2025–26 school year, TCS implemented i-Ready as an additional diagnostic tool and will fully transition to i-Ready as the primary assessment system in 2026–27. Assessment data will be analyzed by staff to identify learning gaps, inform instruction, and guide targeted interventions. Effectiveness will be measured through student growth on i-Ready diagnostics and progress toward grade-level proficiency.	$57,750.00	No
3.4	Professional Learning	To improve instructional effectiveness and student outcomes, TCS will provide ongoing, targeted professional learning for certificated and classified staff. Professional learning will include, but is not limited to, curriculum implementation, instructional strategies across content areas, use of online platforms, assessment practices, student engagement, and support for diverse learners. Staff will participate in collaborative planning, induction programs, leadership development opportunities, and professional learning networks. Funding supports staff time, partnerships, memberships, and resources necessary to implement high-quality professional learning. Effectiveness will be measured through increased implementation of instructional strategies and improved student outcomes.	$520,325.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$4,020,610	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.583%	0.000%	$0.00	8.583%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Community Opportunities and Electives **Need:** Unduplicated students, including low-income students, English Learners, foster youth, and students experiencing homelessness, demonstrate a need for increased access to enrichment and elective opportunities to support engagement and academic achievement. State and local data indicate that	TCS plans to utilize a wide range of vendors and resources to offer a diverse selection of enrichment classes, including drama, dance, theater, coding workshops, culinary arts, robotics, music lessons, creative writing, gardening, and more. These classes will support students both within and beyond their core programs. Through various events, direct instruction learning experiences, and expanded opportunities for engagement, students can deepen their	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	these student groups often experience lower levels of engagement and fewer opportunities to participate in enrichment activities that support skill development and connection to school. **Scope:** Schoolwide	understanding of key concepts, develop essential skills, and achieve academic success. Special attention will be given to ensuring equitable access to these resources and courses for all students, particularly those from Low-Income (LI), Foster Youth (FY), English Learners (EL), and Homeless Youth (HY) backgrounds. It is crucial to prioritize unrestricted access for all unduplicated students to these enrichment opportunities. By ensuring comprehensive access, unduplicated students can fully engage in their educational journey, exploring various elective courses and enrichment avenues. This inclusivity creates an environment where every student has the opportunity to thrive and succeed, regardless of their background or circumstances. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels. A schoolwide approach ensures equitable access and avoids isolating services, allowing these students to benefit from inclusive and integrated learning opportunities.	
1.5	**Action:** Curriculum Department **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and Homeless Youth (HY), demonstrate a need for consistent, standards-aligned instruction and access to high-quality curriculum across all programs. State and local data indicate that gaps in instructional	The utilization of pacing and planning guides for School Selected curriculum is essential for maintaining instructional consistency and ensuring alignment with curriculum objectives. These guides serve as navigational tools for teachers and parents, supporting effective lesson planning and delivery across subject areas. They include the integration of English Language Development (ELD) standards and Universal Design for Learning (UDL) strategies, which	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	consistency and access to aligned curriculum can negatively impact academic achievement, particularly for English Learners and students requiring additional academic support. **Scope:** Schoolwide	enhance instructional practices and improve access to learning for diverse student populations, including unduplicated students. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels. A schoolwide approach ensures that all students, particularly those with the greatest needs, benefit from consistent, high-quality instruction and aligned curriculum, rather than experiencing variability in instructional delivery.	
1.7	**Action:** Assessment Support: Academic Achievement Assessments, Management Platform, and Support **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and Homeless Youth (HY), demonstrate a need for timely identification of academic needs and consistent progress monitoring. State and local assessment data indicate that these student groups benefit from more frequent and targeted use of assessment data to identify learning gaps and provide appropriate interventions, particularly in literacy and mathematics. **Scope:** Schoolwide	This action utilizes assessment systems, data platforms, and key personnel to streamline data collection, analysis, and progress monitoring. These systems allow staff to identify student learning gaps, monitor academic progress, and implement targeted intervention or enrichment strategies. The internal assessment program serves as a benchmark system, assessing students at regular intervals to monitor progress and determine the need for tiered supports. These data systems support instructional planning, improve responsiveness to student needs, and strengthen the implementation of data-driven instruction. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels. A schoolwide approach ensures that all students, particularly those with the greatest needs, benefit from consistent progress monitoring, timely identification of learning gaps, and access to targeted interventions.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.11	**Action:** Non-English Speaking Parent Support **Need:** Unduplicated students, particularly English Learners (EL), demonstrate a need for increased family engagement and access to school communication due to language barriers. A significant portion of TCS English Learner families speak a primary language other than English, which can limit their ability to fully engage in their child's education and access available academic supports. **Scope:** Schoolwide	To address this need, TCS will provide bilingual support through Slavic-speaking family liaisons to improve communication and strengthen engagement with English Learner families. These staff members will assist with translation, facilitate communication between home and school, and support families in accessing academic resources and participating in school programs. By improving communication and engagement, families are better equipped to support student learning, particularly in areas such as literacy development and academic progress. This action is provided on a schoolwide basis because English Learners and their families are enrolled across all programs and grade levels. A schoolwide approach ensures consistent and equitable access to communication supports and engagement opportunities, allowing families of unduplicated students to fully participate in their child's education.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,
1.12	**Action:** MTSS **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and students experiencing homelessness (HY), demonstrate a need for targeted academic and social-emotional supports to address identified learning gaps and barriers to achievement. State and local data indicate that these student groups are more likely to require additional intervention, progress	Through the implementation of a Multi-Tiered System of Supports (MTSS), TCS will provide a structured framework for delivering academic and social-emotional interventions based on individual student needs. This includes tiered supports such as targeted small-group instruction, individualized interventions, and coordinated services aligned to student data. MTSS integrates collaboration among Student Support staff, 504 Coordinators, and instructional teams to ensure that interventions are timely, data-driven, and aligned to both academic and behavioral needs. These supports include direct	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	monitoring, and differentiated support to meet grade-level standards. **Scope:** Schoolwide	instruction in reading, writing, and mathematics, as well as social-emotional interventions designed to improve student engagement and success. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels and require access to a consistent, integrated system of support. A schoolwide MTSS framework ensures that all students, particularly those with the greatest needs, receive equitable access to interventions and support services.	
1.13	**Action:** Family Academic Success: Lending Library Support and Activities **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and students experiencing homelessness (HY), demonstrate a need for increased access to instructional materials and resources that support learning at home. Educational partner feedback and local data indicate that these students may have limited access to academic materials, particularly in literacy and mathematics, which can impact their ability to reinforce learning outside of school. **Scope:** Schoolwide	This action provides families with access to instructional resources, including books, materials, and learning supports, through the school's lending library and coordinated family support programs. The Library Coordinator facilitates access to these resources and implements programs across grade levels to support literacy, mathematics, and overall academic development. These supports are designed to meet families where they are in the teaching and learning process, providing guidance and access to materials that help reinforce academic skills at home. The use of Universal Design for Learning (UDL) strategies ensures that resources are accessible and effective for diverse learners, including English Learners and other unduplicated student groups. This action is provided on a schoolwide basis because unduplicated students and their families are enrolled across all programs and grade levels. A schoolwide approach ensures equitable access to materials and support, allowing all families,	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 1.10, 1.11, 1.12, 1.13, 1.14,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		particularly those with the greatest needs, to engage in their child's learning and support academic success.	
2.1	**Action:** Career Technical Education (CTE) Staffing **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and students experiencing homelessness (HY), demonstrate a need for increased access to college and career pathways, including Career Technical Education (CTE) programs. State and local data indicate that these student groups have lower participation and completion rates in CTE pathways and are less likely to meet College and Career Indicator (CCI) benchmarks, limiting their readiness for postsecondary opportunities. **Scope:** Schoolwide	To address this need, TCS will maintain and expand CTE staffing to increase the availability of CTE pathways, coursework, and work-based learning opportunities such as internships. CTE teachers and staff will provide direct instruction, support pathway development, and facilitate student participation in career-focused programs aligned with industry standards. These efforts increase access to rigorous, relevant coursework and provide students with opportunities to develop career skills, explore career pathways, and meet CCI indicators. Expanded staffing ensures that students receive the necessary guidance, instruction, and support to successfully complete CTE pathways. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels and benefit from access to expanded college and career opportunities. A schoolwide approach ensures equitable access to CTE programs and prevents barriers to participation for students who may otherwise have limited access to these opportunities.	2.1, 2.2, 2.3, 2.4, 2.5, 2.6
2.6	**Action:** Virtual Flex Direct Instruction Programs **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and students experiencing homelessness	TCS will continue to implement and expand Virtual Flex Direct Instruction programs, including SuperStar Readers, BOOST, and CVA Middle & High School. These programs provide structured, standards-aligned instruction through flexible delivery models that support diverse learning	2.1, 2.2, 2.3, 2.4, 2.5, 2.6

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	(HY), demonstrate a need for flexible instructional models that provide increased access to rigorous, standards-aligned coursework and personalized learning opportunities. State and local data, along with educational partner feedback, indicate that these student groups benefit from flexible learning environments that support engagement, consistent participation, and access to academic programs aligned to college and career readiness. **Scope:** Schoolwide	needs and increase access to coursework aligned with college and career pathways. These programs enhance student engagement, support differentiated instruction, and improve progress monitoring through direct interaction with instructional staff. By offering flexible scheduling and instructional formats, students are better able to access and engage in rigorous academic content, supporting improved outcomes in both academic achievement and college and career readiness. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels and benefit from access to flexible instructional options. A schoolwide approach ensures equitable access to high-quality, standards-aligned instruction and supports consistent participation and engagement for students with diverse needs.	
3.2	**Action:** Academic and Social-Emotional Supports **Need:** Unduplicated students, including Low-Income (LI), Foster Youth (FY), English Learners (EL), and students experiencing homelessness (HY), demonstrate a need for targeted academic and social-emotional supports beyond Tier 1 instruction. State and local data indicate that these student groups are more likely to require additional intervention, progress monitoring, and coordinated support services to address academic gaps and social-	To address this need, TCS will maintain and deploy specialized staff, including Intervention Coordinators, Student Support Staff, Community Coordinators, and other support personnel, to provide targeted Tier 2 academic and social-emotional interventions. These supports include small-group instruction, individualized interventions, progress monitoring, and coordination of services to address both academic and behavioral needs. These staff members work collaboratively to identify student needs, implement targeted interventions, and monitor progress to ensure students receive timely and effective support. This	3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	emotional needs that impact engagement and achievement. **Scope:** Schoolwide	coordinated approach strengthens student engagement, improves access to academic supports, and promotes overall student success. This action is provided on a schoolwide basis because unduplicated students are enrolled across all programs and grade levels and require access to consistent, integrated support systems. A schoolwide approach ensures equitable access to Tier 2 interventions and avoids fragmentation of services, allowing students with the greatest needs to receive coordinated and effective support.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.9	**Action:** English Learner Staffing **Need:** English Learners (EL), including Long-Term English Learners (LTELs), demonstrate a need for targeted language development and academic support to improve English proficiency and access grade-level content. State and local data indicate that EL students are not meeting expected progress on ELPAC and require additional instructional support and monitoring.	TCS will provide dedicated English Learner staff to deliver targeted English Language Development (ELD) instruction, monitor student progress, and implement interventions aligned to student needs. Staff will support designated and integrated ELD, track RFEP and LTEL progress, and provide targeted academic support in literacy and language development. These staff members will also engage families and coordinate supports to ensure students receive consistent, focused instruction that accelerates language acquisition and improves academic outcomes.	1.4,1.9,1.10, 1.11

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		
1.10	**Action:** ELD Curriculum **Need:** English Learners (EL) demonstrate a need for a structured and consistent English Language Development (ELD) program that supports language acquisition and access to academic content. Data indicates that EL students require targeted instruction in reading, writing, and academic language to improve proficiency and close achievement gaps. **Scope:** Limited to Unduplicated Student Group(s)	TCS will implement a comprehensive ELD curriculum designed to provide both designated and integrated English Language Development instruction. This curriculum supports synchronous and asynchronous learning and focuses on developing reading comprehension, writing skills, and academic language. The curriculum is aligned to student proficiency levels and provides targeted instruction to accelerate language development and improve access to grade-level standards.	1.4,1.9,1.10, 1.11

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.

We are a single-school charter school we will provide the following Actions on a Limited basis (not school-wide) to improve or increase services for priority groups.

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.

N/A. We do not qualify for concentration funds (our unduplicated percentage is less than 55%).

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	46,842,804	4,020,610	8.583%	0.000%	8.583%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,924,091.00	$16,049,133.00	$0.00	$713,161.00	$49,686,385.00	$33,009,867.00	$16,676,518.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Qualified Staff: Appropriately Credentialed Teachers	All	No					$15,954,054.00	$0.00	$15,502,007.00	$452,047.00			$15,954,054.00	
1	1.2	Instructional Leadership and Support	All	No			All Schools		$1,289,445.00	$0.00	$1,289,445.00				$1,289,445.00	
1	1.3	Community Opportunities and Electives	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$199,158.00	$555,174.00	$754,332.00				$754,332.00	
1	1.4	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	All	No					$0.00	$9,202,044.00	$3,539,260.00	$5,662,784.00			$9,202,044.00	
1	1.5	Curriculum Department	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$644,975.00	$0.00	$634,933.00			$10,042.00	$644,975.00	
1	1.6	Universal Curriculum	All	No					$0.00	$962,500.00	$962,500.00				$962,500.00	
1	1.7	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth	All Schools		$183,568.00	$0.00	$183,568.00				$183,568.00	
1	1.8	Technology Support	All	No					$591,335.00	$3,369,450.00	$3,960,785.00				$3,960,785.00	
1	1.9	English Learner Staffing	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$262,548.00	$0.00	$92,574.00			$169,974.00	$262,548.00	
1	1.10	ELD Curriculum	English Learners	Yes	Limited to Unduplicated Student Group(s	English Learners	All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					)											
1	1.11	Non-English Speaking Parent Support	English Learners	Yes	Schoolwide	English Learners	All Schools		$86,170.00	$0.00	$86,170.00				$86,170.00	
1	1.12	MTSS	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$953,280.00	$0.00	$624,310.00			$328,970.00	$953,280.00	
1	1.13	Family Academic Success: Lending Library Support and Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$378,442.00	$0.00	$378,442.00				$378,442.00	
1	1.14	Special Education: Services and Supplies	Students with Disabilities	No			All Schools		$6,812,589.00	$2,186,250.00	$68,750.00	$8,930,089.00			$8,998,839.00	
2	2.1	Career Technical Education (CTE) Staffing	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$158,805.00	$0.00	$158,805.00				$158,805.00	
2	2.2	A-G Readiness	All	No			All Schools Grades 9-12		$743,353.00	$0.00	$743,353.00				$743,353.00	
2	2.3	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	All	No					$389,858.00	$0.00	$389,858.00				$389,858.00	
2	2.4	High School Counseling Support	All	No			All Schools		$578,736.00	$0.00	$578,736.00				$578,736.00	
2	2.5	This has been incorporated into metric 2.2														
2	2.6	Virtual Flex Direct Instruction Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$2,447,299.00	$0.00	$1,731,293.00	$716,006.00			$2,447,299.00	
3	3.1	Parental Involvement	All	No			All Schools		$221,482.00	$0.00	$221,482.00				$221,482.00	
3	3.2	Academic and Social-Emotional Supports	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$907,795.00	$30,000.00	$445,413.00	$288,207.00		$204,175.00	$937,795.00	
3	3.3	Interim Assessments	All	No			All Schools		$0.00	$57,750.00	$57,750.00				$57,750.00	
3	3.4	Professional Learning	All	No			All Schools		$206,975.00	$313,350.00	$520,325.00				$520,325.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
46,842,804	4,020,610	8.583%	0.000%	8.583%	$5,089,840.00	0.000%	10.866 %	**Total:**	$5,089,840.00
								LEA-wide Total:	$0.00
								Limited Total:	$92,574.00
								Schoolwide Total:	$4,997,266.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Community Opportunities and Electives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$754,332.00	
1	**1.5**	Curriculum Department	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$634,933.00	
1	**1.7**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	Schoolwide	English Learners Foster Youth	All Schools	$183,568.00	
1	**1.9**	English Learner Staffing	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$92,574.00	
1	**1.10**	ELD Curriculum	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		
1	**1.11**	Non-English Speaking Parent Support	Yes	Schoolwide	English Learners	All Schools	$86,170.00	
1	**1.12**	MTSS	Yes	Schoolwide	English Learners Foster Youth	All Schools	$624,310.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.13	Family Academic Success: Lending Library Support and Activities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$378,442.00	
2	2.1	Career Technical Education (CTE) Staffing	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$158,805.00	
2	2.6	Virtual Flex Direct Instruction Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,731,293.00	
3	3.2	Academic and Social-Emotional Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$445,413.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$38,893,548.00	$39,767,050.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Qualified Staff: Appropriately Credentialed Teachers	No	$11,988,175.00	12,689,000
1	**1.2**	Instructional Leadership and Support	No	$1,024,211.00	1,000,000
1	**1.3**	Community Opportunities and Electives	Yes	$1,076,318.00	2,553,000
1	**1.4**	Instructional Materials: Software, Texts, Virtual Academy Courses, and Supplies	No	$8,515,604.00	8,340,000
1	**1.5**	Curriculum Department	Yes	$328,244.00	350,000
1	**1.6**	Universal Curriculum	No	$460,041.00	736,000
1	**1.7**	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	$151,561.00	150,000
1	**1.8**	Technology Support	No	$2,931,154.00	3,000,000
1	**1.9**	English Learner Staffing	Yes	$145,347.00	150,000
1	**1.10**	ELD Curriculum	Yes	$38,000.00	38,000
1	**1.11**	Non-English Speaking Parent Support	Yes	$461,263.00	447,050

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	1.12	MTSS	Yes	$459,199.00	475,000
1	1.13	Family Academic Success: Lending Library Support and Activities	Yes	$337,737.00	335,000
1	1.14	Special Education: Services and Supplies	No	$7,532,683.00	6,600,000
2	2.1	Career Technical Education (CTE) Staffing	Yes	$357,886.00	175,000
2	2.2	A-G Readiness	No	$24,622.00	76,000
2	2.3	College and Career Indicators (CCI): Navigating Readiness and Success Pathways	No	$189,974.00	190,000
2	2.4	High School Counseling Support	No	$635,269.00	328,000
2	2.5	CCPA	Yes	$706,507.00	600,000
2	2.6	Virtual Flex Direct Instruction Programs	No	$674,570.00	650,000
3	3.1	Parental Involvement	No	$179,820.00	125,000
3	3.2	Academic and Social-Emotional Supports	Yes	$119,363.00	350,000
3	3.3	Interim Assessments	No	$213,000.00	200,000
3	3.4	Professional Learning	No	$343,000.00	210,000

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
3,757,541	$3,841,932.00	$4,585,050.00	($743,118.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Community Opportunities and Electives	Yes	$1,076,318.00	1,553,000		
1	1.5	Curriculum Department	Yes	$328,244.00	350,000		
1	1.7	Assessment Support: Academic Achievement Assessments, Management Platform, and Support	Yes	$151,561.00	150,000		
1	1.9	English Learner Staffing	Yes	$145,347.00	150,000		
1	1.10	ELD Curriculum	Yes		0		
1	1.11	Non-English Speaking Parent Support	Yes	$443,256.00	447,050		
1	1.12	MTSS	Yes	$301,227.00	475,000		
1	1.13	Family Academic Success: Lending Library Support and Activities	Yes	$337,737.00	335,000		
2	2.1	Career Technical Education (CTE) Staffing	Yes	$357,886.00	175,000		
2	2.5	CCPA	Yes	$580,993.00	600,000		
3	3.2	Academic and Social-Emotional Supports	Yes	$119,363.00	350,000		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$39,565,827	3,757,541	0	9.497%	$4,585,050.00	0.000%	11.588%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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