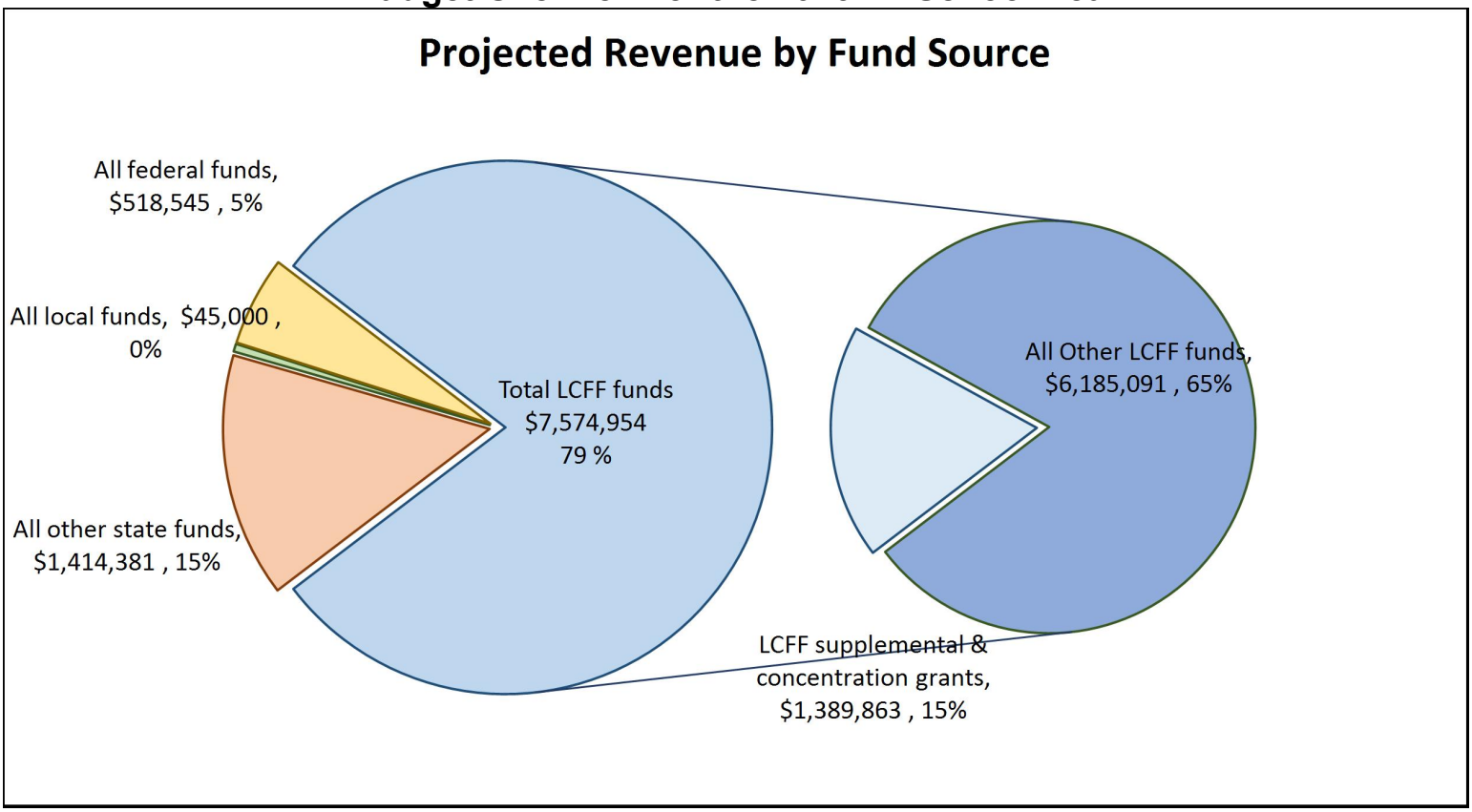
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Golden Eagle Charter School
CDS Code: 47104700117168
School Year: 2026-27
LEA contact information:
Shelly Blakely
Executive Director
admin@gecs.org
(530) 926-5800

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

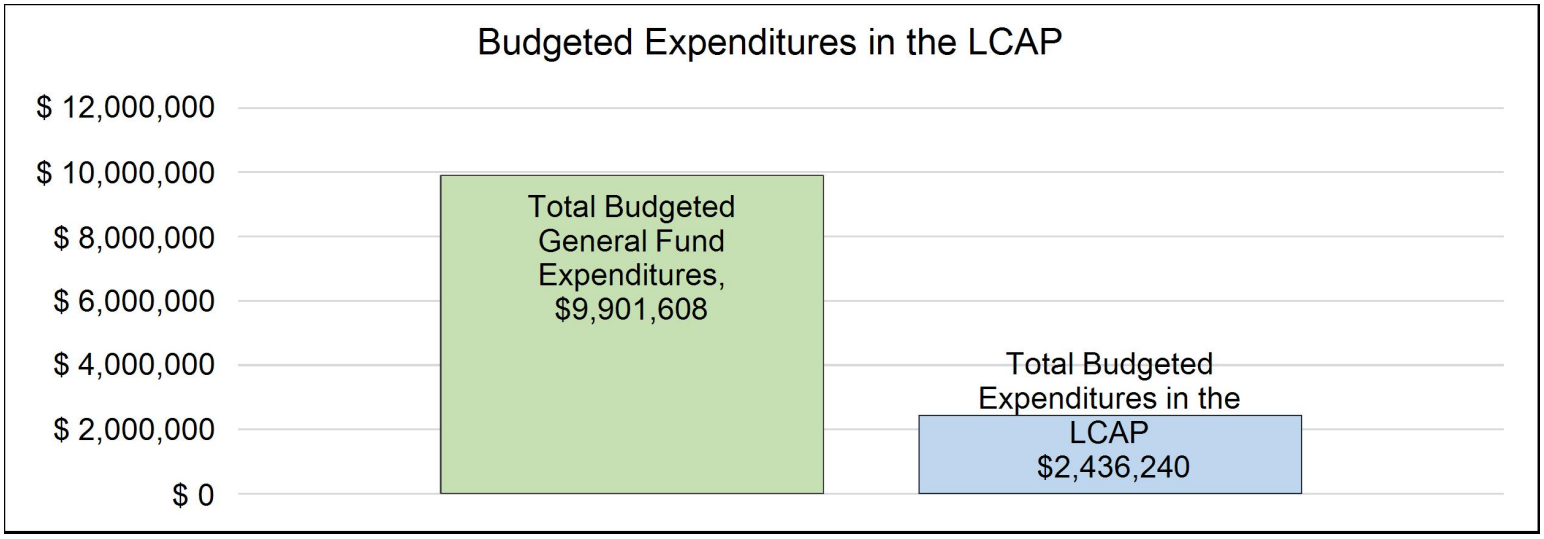


This chart shows the total general purpose revenue Golden Eagle Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Golden Eagle Charter School is $9,552,880, of which $7,574,954 is Local Control Funding Formula (LCFF), $1,414,381 is other state funds, $45,000 is local funds, and $518,545 is federal funds. Of the $7,574,954 in LCFF Funds, $1,389,863 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 Golden Eagle Charter 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: Golden Eagle Charter School plans to spend $9,901,608 for the 2026-27 school year. Of that amount, $$2,436,240.00 is tied to actions/services in the LCAP and $7,465,368 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

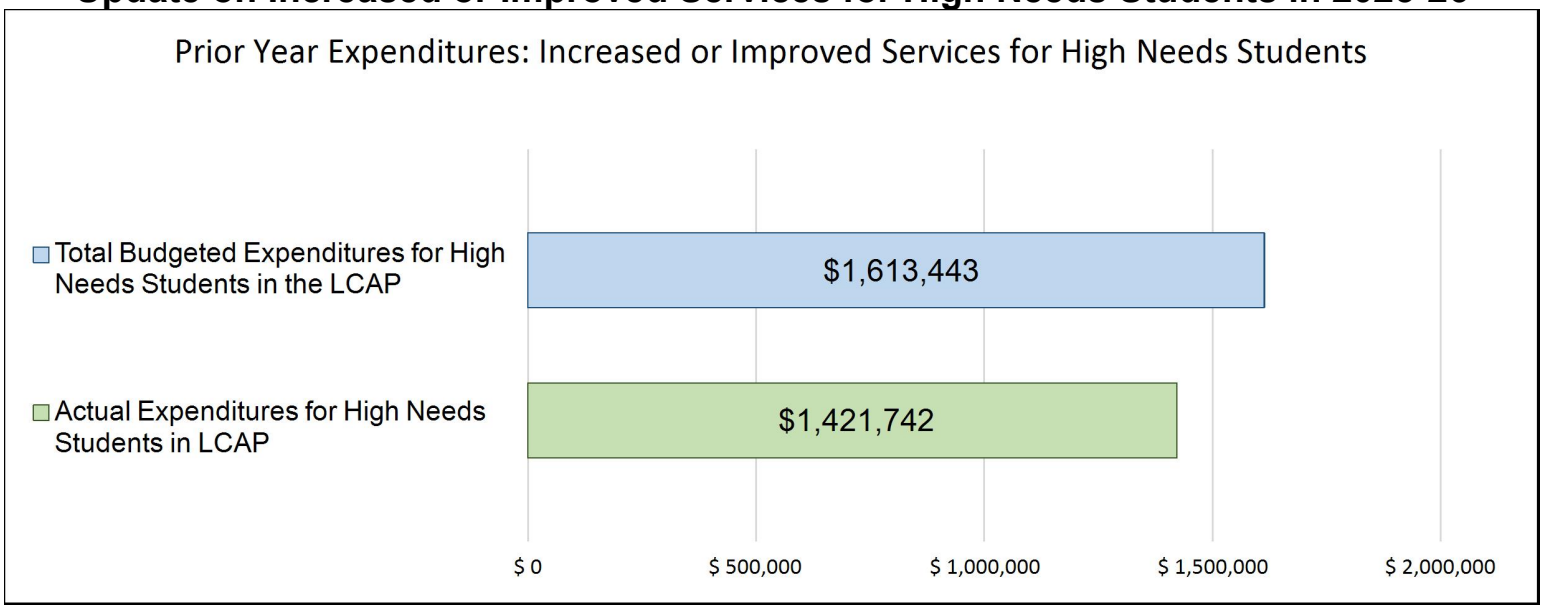
General fund expenditures not included in the LCAP are used for general operating costs including salaries and benefits, supplies, building leases, utilities and maintenance.

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

In 2026-27, Golden Eagle Charter School is projecting it will receive $1,389,863 based on the enrollment of Foster Youth, English learner, and low-income students. Golden Eagle Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Golden Eagle Charter School plans to spend $1,389,863 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 Golden Eagle Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Golden Eagle Charter 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, Golden Eagle Charter School's LCAP budgeted $$1,613,443 for planned actions to increase or improve services for high needs students. Golden Eagle Charter School actually spent $1,421,742 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $191,701 had the following impact on Golden Eagle Charter School’s ability to increase or improve services for high needs students:

We received less supp/con funds than originally budgeted. We spent all the funds received.

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
Golden Eagle Charter School	Shelly Blakely Executive Director	admin@gecs.org (530) 926-5800

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.

GECS fosters an inclusive community where relationships and belonging are at the heart of inspired learning. By focusing on academic excellence and personal growth, students are empowered to discover their purpose and persevere in reaching their full potential.

GECS is a flex-based learning public charter school that provides a voluntary educational choice for families. We believe individual differences and the uniqueness of each child are to be supported and celebrated.

Golden Eagle Charter School's mission is to educate students through flex-based learning that addresses their unique and individual learning needs while maintaining high expectations aligned with California State Content Standards.

The three tenets of Golden Eagle Charter School are:

Relationships - Positive relationships between all stakeholders are at the heart of our school. We foster belonging and connection between students, teachers, parents/guardians, staff, administration, and community to serve the learning needs of our students.

Rigor - Our flex-based model allows us to design learning experiences to meet the needs of the student by considering their interests, talents, and abilities, while supporting their needs in areas for growth and promoting academic rigor.

Relevance - Learning happens best when content is relevant, engaging, and focused on the skills and knowledge students need to thrive.

GECS is a school of choice that serves students in grades Transitional Kindergarten through Twelfth, who reside in Siskiyou County and Castella, CA. Flex-based learning is offered to meet the unique educational needs of families who seek an established alternative instructional strategy. The student, parent, and a supervising credentialed teacher contract as a team to facilitate the student's educational pathway.

GECS serves students through independent study, online learning, flex-based programs, and site-based instruction at its Mt. Shasta and Yreka locations.

Golden Eagle Charter School does not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

The 2025–2026 enrollment data for GECS on Census Day was as follows:

Total Enrollment: 521 students

Student Subgroups: 67.4% Socioeconomically Disadvantaged (SED), 12.9% Hispanic, and 13.8% Students with Disabilities (SWD).

GECS continues to serve a student population with a high percentage of socioeconomically disadvantaged students (67.4%), significantly higher than the state average.

GECS continues to serve a high percentage of students with unique educational needs, including students from socioeconomically disadvantaged backgrounds, students with disabilities, and students enrolled in independent study programs. The school remains committed to providing personalized educational opportunities while monitoring student performance through both state and local measures.

Review of state and local academic data indicates mixed results during 2025–2026. In English Language Arts (ELA), STAR Reading results, with 68% of students demonstrating at least one year's growth and an overall Student Growth Percentile (SGP) of 57, suggest that students continue to make academic growth; however, CAASPP ELA results indicate that many students remain below grade-level proficiency, particularly Socioeconomically Disadvantaged students. White students demonstrated the strongest growth at 58 SGP, while Hispanic students achieved 57 SGP and Socioeconomically Disadvantaged (SED) students achieved 53 SGP. These results indicate that most students continued to make expected academic growth despite ongoing challenges. However, CAASPP ELA results showed continued performance challenges, particularly for SED students, whose Distance from Standard (DFS) declined from -30.5 in 2023–2024 to -37.3 in 2024–2025. While local assessment data suggests students are making growth, state assessment results indicate that additional work is needed to improve overall proficiency levels and close achievement gaps. At the same time, Students with Disabilities demonstrated improvement on the ELA CAASPP assessment, suggesting that targeted intervention and support services are having a positive impact for this student group.

Mathematics remains GECS's greatest academic challenge. While students demonstrated moderate growth on STAR Math, CAASPP results indicate that overall proficiency remains low, particularly among Socioeconomically Disadvantaged (SED) students whose Distance from Standard remained significantly below standard. STAR Math results remained within the expected growth range, with students achieving an overall Student Growth Percentile (SGP) of 51 and 63% of students demonstrating at least one year's growth. However, subgroup performance was lower for Hispanic students (43 SGP) and SED students (49 SGP).

Students with Disabilities demonstrated improvement in mathematics performance, suggesting that targeted interventions are helping address learning gaps for this subgroup. In response to these trends, GECS expanded math instruction and intervention services during the year, including the addition of an online math teacher and two independent study paraeducators focused on providing targeted academic support in Mathematics and English Language Arts. Improving mathematics achievement, particularly for Socioeconomically Disadvantaged students, will remain a primary focus during 2026–2027.

While academic achievement data reflects ongoing challenges, several college and career readiness indicators demonstrated positive outcomes. The percentage of graduating seniors completing A-G requirements remained substantially higher than historical levels at 31%, compared to 9.76% in 2023. Career Technical Education (CTE) pathway completion increased significantly from 7% in 2024 to 27% in 2025. Additionally, the percentage of graduates completing both A-G requirements and a CTE pathway increased from 2% to 18.8%. These gains reflect continued investments in Career Technical Education, Early College High School opportunities, academic counseling, dual enrollment, and expanded college and career pathways. Although the College and Career Indicator declined from 32.7% to 27.5%, GECS identified potential data reporting and tracking issues and is implementing improved monitoring systems. The school anticipates that recent investments in Early College High School, expanded A-G offerings, and college and career planning will have a greater impact on future graduating classes.

School climate and engagement indicators remained a significant strength. Parent and student survey results demonstrated high levels of satisfaction, safety, and connectedness. In Spring 2026, 96% of parents reported that GECS takes the necessary steps to ensure student safety, 95% of parents reported their child feels connected to the GECS community, and 93% of students reported feeling connected to the school community, representing a substantial increase from the prior year. Attendance remained strong, with a P2 ADA rate of 97%, while chronic absenteeism remained low at 3.4%, below the school's target. High school graduation rates remained strong at 90.4%, and dropout, suspension, and expulsion rates remained extremely low. Stakeholder survey results continued to demonstrate exceptionally high levels of school connectedness and satisfaction despite the geographic challenges associated with serving students across a large rural region.

Based on analysis of state and local data, GECS will continue strengthening academic achievement efforts during 2026–2027 through Learning Improvement Teams focused on ELA and Mathematics, expanded Tier 2 intervention services for independent study students, participation in the Literacy Learning Through Leadership initiative through the Siskiyou County Office of Education, and continued investment in targeted academic supports. The school will also maintain its successful efforts related to student engagement, family partnerships, mental health services, and college and career readiness opportunities.

Throughout the LCAP development and annual update process, Golden Eagle Charter School engaged educational partners including parents, students, teachers, staff, administrators, and community partners. Feedback gathered through surveys, stakeholder meetings, community events, the Community Advisory Council, and the Leadership Team informed the identification of student needs and the

refinement of actions and services. This input helped shape the school's continued focus on improving academic outcomes while maintaining the strong culture of engagement, belonging, and support that remains a hallmark of the GECS educational program.

During 2025-26, GECS expended $138,511 in Learning Recovery Emergency Block Grant (LREBG) funds, including the $40,134 FY 2025-26 LREBG apportionment and remaining LREBG funds from prior allocations. These funds were expended through Goal 1, Actions 1.3 and 1.4, to provide additional ELA and math intervention services. GECS has expended all LREBG funds received through the FY 2025-26 allocation and has no unexpended LREBG funds remaining for 2026-27. Therefore, no 2026-27 LCAP actions are funded with LREBG funds.

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
Teachers, Administrators, and Parents	Input at Leadership Team Meetings throughout the school year. All parents/guardians and staff are invited to attend all meetings. The meeting agendas are sent out ahead of time. The draft LCAP is sent out schoolwide to parents and staff prior to the adoption of the LCAP by the school's Governance Council in June.
Leadership Team/Parent Advisory Committee	Combined meeting in April to receive feedback on the LCAP. The Leadership Team also reviews and updates the Local Indicators annually with input from school administrators. The Leadership Team also reviews student outcome data and recommends changes or improvements to the LCAP actions.
Teachers	Input at monthly staff meetings, including specific input regarding student achievement and collective work on the schoolwide academic goals. The Program Managers give the teachers ongoing updates on the LCAP actions as well as ongoing student data reviews. Any suggestions for improvement on the LCAP goals/actions are passed on from the Program Managers to the Executive Council.
Parents	1-3 parent surveys throughout the year with targeted questions for LCAP input, available in multiple languages and accessible formats. Feedback collected by Educational Facilitators and given to Program Managers. Conveyed at Executive Council and/or Leadership Team meetings. Additionally, targeted outreach efforts include dedicated focus groups for parents of unduplicated pupils and students with disabilities, leveraging community liaisons, and offering flexible meeting times/locations (including virtual options) to maximize participation from these key subgroups. Accommodations such as

Educational Partner(s)	Process for Engagement
	translation services are provided as needed to remove barriers to engagement as needed. Our Community Schools Coordinator does specific outreach to underserved populations and unduplicated families to seek input from those who aren't likely to respond to surveys or attend school meetings.
Students	Each student meets regularly with their Educational Facilitator. Feedback is passed on from their EF. Students are surveyed in the spring for feedback as well.
Administrators including School Coordinator and Program Managers (principals)	The Executive Council meets at least bi-weekly to work on the school's LCAP goals. They report the input they have received from staff and parents as it comes up. The Executive Council (including all the Program Managers and other GECS administrators) monitors the LCAP goals and progress monthly, including the metrics and current student data, and is the driving force to implement the goals and actions and make midyear adjustments as needed.
SELPA	Annual consultation with the SELPA regarding the LCAP.
Bargaining Units	GECS does not have bargaining units.
Other School Personnel	Input at the Leadership Team Meetings, staff surveys, and ongoing input through their supervisor at the Executive Council Meetings.
ELAC/DELAC Committees	N/A. GECS does not meet the enrollment threshold requiring an ELAC/DELAC

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

Throughout the school year, ongoing stakeholder feedback from parents, students, and staff is gathered through surveys, meetings with Educational Facilitators and Program Managers, community events, informal conversations, and schoolwide communications. This feedback is regularly reviewed by the Executive Council and Leadership Team and is used to make mid-course adjustments during the year.

In spring 2026, Golden Eagle Charter School administered parent and student surveys to gather input regarding the school’s educational program, school climate, communication, student supports, and priorities for the coming year. The parent survey received 95 responses, and the student survey received 122 responses from students in grades 5–12.

After analyzing all stakeholder feedback and data gathered throughout 2025–2026, the 2026–2027 LCAP was influenced in the following ways:

Goal 1: Academics and Conditions of Learning

Stakeholder feedback strongly affirmed GECS's personalized, flex-based educational model. Parents and students consistently identified Educational Facilitators, small class sizes, individualized support, and strong teacher relationships as key strengths of the school. Families expressed high levels of satisfaction with the quality of the educational program and the school's ability to meet students' unique needs.

Parents and students also identified several priorities for continued improvement. Families expressed a desire for additional support in math, organization and study skills, confidence and motivation, and greater academic challenge for students who are ready for more advanced work. Students indicated that stress, difficulty staying motivated, and hard-to-understand assignments can interfere with their success.

Both parents and students highly valued opportunities that prepare students for life after high school, including dual enrollment through College of the Siskiyous, Career Technical Education (CTE) pathways, electives, and real-world learning experiences.

In response to this feedback, GECS will continue to invest in Educational Facilitators, ELA and Math intervention and tutoring, executive functioning supports, instructional materials, college and career counseling, dual enrollment, and CTE pathways. The school will also continue to expand opportunities for enrichment, advanced coursework, and engaging hands-on learning experiences.

Goal 2: Engagement, Culture, and Social-Emotional Wellness

Parent and student survey results overwhelmingly indicate that GECS is a welcoming and supportive school community where students feel safe, respected, and connected. The strongest and most consistent theme across both surveys was the quality of relationships between students, families, and staff. Parents frequently described GECS as caring, inclusive, and family-like. Students reported that they feel like they belong, that adults know and care about them, and that they are able to be themselves at school.

Stakeholders also emphasized the importance of counseling, mental health services, and opportunities for peer connection. Parents identified confidence, motivation, and social-emotional support as important needs for their children. Students cited stress, anxiety, and mental health challenges as common barriers to motivation and engagement.

A limited number of parents, primarily in the Mt. Shasta TK–8 program, identified concerns related to classroom management, student behavior, and peer interactions in the upper elementary and middle school grades. While these concerns were limited in number and not representative of the broader survey results, they will inform continued efforts to reinforce clear behavior expectations and maintain a positive learning environment.

Parents indicated that family engagement events are highly valued and noted that childcare, food, convenient scheduling, and advance notice increase their ability to participate.

In response to this feedback, GECS will continue to provide counseling and wellness services, social-emotional learning supports, family engagement activities, clubs and extracurricular opportunities, and programs designed to strengthen student belonging and school connectedness. The school will also continue to refine behavior expectations and support systems, particularly within the Mt. Shasta TK–8 program.

Additional Stakeholder Input and LCAP Implications

In addition to the annual parent and student surveys, GECS gathered feedback from staff, the Leadership Team, the Parent Advisory Committee, public board meetings, and community events. Stakeholders consistently affirmed the importance of maintaining:

Strong Educational Facilitator support
Personalized instruction
Counseling and wellness services
College and career opportunities
Family engagement events
A school culture grounded in relationships, belonging, and flexibility

This stakeholder input supports continued investment in the core actions and services included in the LCAP and informs refinements to better address student motivation, mental health, academic support, and engagement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Academics & Conditions of Learning: Deliver all students a high-quality learning environment, featuring meaningful, engaging, and rigorous instruction, to ready them for college and career paths.	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.

Golden Eagle Charter School developed this goal in response to academic performance data showing that many students, particularly those who are socioeconomically disadvantaged, are not meeting grade-level expectations in English Language Arts and Math. CAASPP and STAR results indicate persistent achievement gaps, especially in math, where Distance from Standard (DFS) scores for unduplicated pupils remain significantly below proficiency. Mathematics performance among Socioeconomically Disadvantaged students remains a particular area of concern, as this subgroup continues to perform significantly below standard on state assessments. Additionally, stakeholders—including staff, students, and families—have consistently expressed the need for stronger academic support, clearer pacing in independent study, and expanded enrichment and hands-on learning. By focusing on high-quality instruction, tiered interventions, and aligned materials and supports, GECS aims to increase academic growth and close equity gaps across its diverse instructional settings. A schoolwide approach is essential given the geographic dispersion of students and the high proportion of unduplicated pupils across all grade levels and programs. Implementing the actions below and measuring progress using the identified metrics will support GECS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of Teachers with Teacher Credentials, # of professional development hours available for teachers and administrators & list	In 2023-2024 100% of GECS teachers had full credentials and were appropriately assigned. At least 6 hours of professional	In 2024-2025, 100% of teachers have full credentials and are appropriately assigned. At least	In 2025-2026, 100% of teachers have full credentials and are appropriately assigned. At least	100% of GECS teachers had full credentials and were appropriately assigned.	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	of mentors provided to new teachers. Priority 1: Basic Priority 2: Implementation of State Standards	development annually was available to teachers and administrators. 100% of the new teachers were assigned a mentor.	6 hours of professional development annually is available to teachers and administrators. 100% of the new teachers were assigned a mentor.	6 hours of professional development annually is available to teachers and administrators. 100% of the new teachers were assigned a mentor.	Provide at least 6 hours of professional development annually to teachers and administrators. 100% of new teachers are assigned a mentor.	
1.2	% of students having access to Instructional Materials Priority 1: Basic	2023-24 100% of students have access to standards aligned instructional materials/curriculum.	2024-25 100% of students have access to standards aligned instructional materials/curriculum.	2025-26 100% of students have access to standards aligned instructional materials/curriculum.	100% of students have access to standards aligned instructional materials/curriculum.	No Difference
1.3	% of School Facilities deemed in "Good Repair" by the Facility Inspection Tool (FIT) Priority 1: Basic	2023-24 100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	2024-25 100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	2025-26 100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	100% of school facilities are in "Good Repair": clean, safe, and functional as determined by Facility Inspection Tool (FIT).	No Difference
1.4	% of students that have access to a broad course of study and have Personalized Learning Plan Priority 2: Implementation of State Standards Priority 7: Course Access	2023-24 100% of students have access and are enrolled in a broad course of study. 100% of students have a personalized learning plan which includes standards based instruction, materials and assessment.	2024-25 100% of students have access and are enrolled in a broad course of study. 100% of students have a personalized learning plan which includes standards based	2025-26 100% of students have access and are enrolled in a broad course of study. 100% of students have a personalized learning plan which includes standards based	100% of students have access and are enrolled in a broad course of study. 100% students have a personalized learning plan which includes standards based instruction,	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			instruction, materials and assessment.	instruction, materials and assessment.	materials and assessment.	
1.5	ELA CAASPP Measured by Distance from Standard (DFS) Priority 4: Pupil Achievement	2022-2023 All: -32.3 Hispanic: -53.5 SED: -51.3 White: -30.7	2023-2024 All: -27.1 Hispanic: -26.2 SED: -30.5 White: -30.9	2024-2025 All: -27.4 Hispanic: -34.5 SED:-37.3 White: -28	All: -23 Hispanic: -30 SED: -33 White: -24	All: +4.9 Hispanic: +19 SED: +14 White: +2.7
1.6	ELA STAR Local Assessment % of students that demonstrated at least one year's growth. 35-65 student growth percentile (SGP) is one year's growth Priority 4: Pupil Achievement Priority 8: Other Pupil Outcomes	2022-2023 All: 70%, 55 SGP Hispanic: 63%, 49 SGP SED: 71%, 55 SGP White: 73%, 58 SGP 2023-2024 All: 65%, 51 SGP Hispanic: 72%, 72 SGP SED: 65%, 51 SGP White: 64%, 49 SGP	2024-2025 All: 72%, 58 SGP Hispanic: 71%, 59 SGP SED: 72%, 57 SGP White: 74%, 60 SGP	2025-2026 All: 68%, 57 SGP Hispanic: 60% 57 SGP SED: 66%, 53 SGP White: 69%, 58 SGP	All: 70%, 55 SGP Hispanic: 64%, 55 SGP SED: 70%, 55 SGP White: 70%, 58 SGP	All: -2%, -5 SGP Hispanic: +5%, +8 SGP SED: -5%, -2 SGP White: -4%, +0 SGP
1.7	Math CAASPP Measured by Distance from Standard (DFS) Priority 4: Pupil Achievement	2022-2023 All: -79.9 Hispanic: -100.2 SED: -103.6 White: -76.5	2023-2024 All: -65.7 Hispanic: -57 SED: -75.1 White: -69.6	2024-2025 All: -76.9 Hispanic: -88.9 SED: -97.5 White: -74.2	All: -70 Hispanic: -84 SED: -94 White: -70	All: +3 Hispanic: +11.3 SED: +6.1 White: +2.3
1.8	Math STAR Local Assessment % of students that demonstrated at least one year's growth. 35-65 student growth percentile (SGP) is one year's growth Priority 4: Pupil Achievement	2022-2023 All: 64%, 54 SGP Hispanic: 55%, 47 SGP SED: 66%, 55 SGP White: 64%, 54 SGP 2023-2024 All: 65%, 54 SGP Hispanic: 70%, 54 SGP SED: 61%, 49 SGP White: 65%, 57 SGP	2024-2025 All: 66%, 55 SGP Hispanic: 62%, 46 SGP SED: 63%, 52 SGP White: 67%, 54 SGP	2025-2026 All: 63%, 51 SGP Hispanic: 60% 43 SGP SED: 62%, 49 SGP White: 64%, 52 SGP	All: 65%, 52 SGP Hispanic: 62%, 50 SGP SED: 64%, 50 SGP White: 68%, 52 SGP	All: -1%, -3 SGP Hispanic: +5%, -4 SGP SED: -4%, -6 SGP White: +6%, -5 SGP

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8: Other Pupil Outcomes					
1.9	College & Career Dashboard Indicator Percent of students prepared Priority 4: Pupil Achievement	2023: All: 25% SED: 20% White: 29.4%	2024: All: 32.7% SED: 25.6% White: 32.3%	2025: All: 27.5% SED: 24.4% White: 30%	All: 40% SED: 34% White:34%	All: +2.5% SED: +4.4% White: +.6%
1.10	Percent of 12th grade students who complete a-g Requirements Priority 4: Pupil Achievement	2023: 9.76%	2024: 15/43 = 35%	2025: 15/48 = 31%	35%	+21.24%
1.11	Percent of 12th grade students who complete a CTE Pathway Priority 4: Pupil Achievement	2023: 12.2%	2024: 3/43 = 7%	2025: 13/48 = 27%	27%	+14.8%
1.12	Percent of 12th grade students who complete both a-g requirements and a CTE pathway Priority 4: Pupil Achievement	2023: 2.43%	2024: 1/43 = 2%	2025: 9/48 = 18.8%	18%	+16.37%
1.13	Are AP Exams offered % of students that pass with a 3 or higher. Priority 4: Pupil Achievement	2023-2024 GECS offered AP exams annually to students. In 2023-2024 no students took an AP exam.	2024-2025 GECS offered AP exams annually to students. In 2024-2025, the data isn't available yet.	2024-2025 GECS offered AP exams to students. 1 Student took an exam and passed with a 3.	GECS will offer AP exams annually to students. 50% of students taking an exam will pass with a 3 or higher.	+1
1.14	% of English Learner Students who made progress toward English Proficiency (ELPAC	2023-2024: English Learner Progress Rate: 2/3 = 67%. One student took	2024-2025 English Learner Reclassification Rate: 1/3 = 33%	2025-2026 English Learner Reclassification Rate: 0/4 = 0%	English Learner English Learner Progress Rate: At least 33% will show progress	-77%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Results showing scores are increasing) % of English Learner Students who are reclassified. Priority 4: Pupil Achievement	the ELPAC for the first time. English Learner Reclassification Rate: 1/3 = 33%			toward English Proficiency. Reclassification Rate: At least 33% will be reclassified.	

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 2025–2026, Golden Eagle Charter School continued to prioritize academic rigor and equitable access to instruction, successfully implementing most planned actions under Goal 1. The school maintained 100% appropriately credentialed and assigned teachers, ensured all students had access to standards-aligned instructional materials, and provided a broad course of study through individualized educational programs and flex-based learning plans. Additionally, all school facilities continued to meet “Good Repair” status as measured by the Facility Inspection Tool (FIT).

Several notable successes occurred during the year. GECS hired a high school Spanish teacher, expanding opportunities for students to complete the A-G world language requirement and increasing access to college-preparatory coursework. The school also hired an additional online math teacher, expanding instructional offerings and support for independent study students. To strengthen intervention services, GECS added two independent study paraeducators to provide targeted Tier 2 and Tier 3 support in Mathematics and English Language Arts and expanded parent support and training related to reading instruction. The Early College High School program welcomed its second cohort of students, and the school increased support for concurrent enrollment opportunities for both Early College participants and students independently taking college courses. GECS also expanded Career Technical Education opportunities by adding an Environmental Resources pathway in Yreka.

Despite these successes, several implementation challenges were encountered. The school lost a science teacher during the year, limiting some students’ access to onsite science instruction in Yreka. Academic counseling services were less robust than planned due to an academic counselor being out on extended leave for a significant portion of the year. Improving achievement in Mathematics and English Language Arts remains a key area of focus, particularly for students enrolled in the independent study program and for certain student groups. In response to student performance data, GECS expanded math instruction, intervention services, and targeted support during the year. While these efforts increased access to academic support and intervention services, improving student outcomes in ELA and Mathematics remains a priority.

There was one substantive difference between planned and actual implementation. GECS lost its Career Technical Education Computer Science teacher one week before the start of the school year and was unable to fill the position. As a result, Computer Science pathway courses were placed on hold for the 2025–2026 school year. Resources were redirected to support other existing CTE pathways and student services.

Another ongoing challenge has been maintaining stable staffing for the Yreka Learning Center middle school program. Recruitment and retention difficulties have persisted since 2022, creating operational challenges and limiting program stability. In addition, GECS will lose its current Yreka classroom facility lease in June 2027, creating uncertainty regarding future facility availability and long-term program planning. These factors contributed to the school's difficult decision to discontinue the Yreka 5th–8th grade onsite program beginning in 2026–2027 and redirect resources toward strengthening other instructional programs and services.

Overall, GECS successfully implemented the majority of planned Goal 1 actions and expanded several key academic, intervention, college and career readiness, and Career Technical Education opportunities. While academic achievement in ELA and Mathematics remains an area of focus, particularly for independent study students and certain student groups, the school continues to strengthen intervention systems, expand support services, and invest in programs designed to improve student outcomes and college and career readiness.

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

Material Differences:

1.1 Induction – Original Budget: $17,550; Estimated Actual: $26,400. Expenditures exceeded the budget because two additional eligible teachers required participation in the induction program during the 2025–2026 school year.

1.2 Chromebooks – Original Budget: $26,457; Estimated Actual: $38,525. Expenditures exceeded the budget due to the need to replace a larger number of outdated student devices than originally anticipated in order to maintain reliable student access to technology and instructional programs.

1.3 ELA RTI – included Learning Recovery Emergency Block Grant (LREBG) funding. While the 2025-26 plan anticipated using LREBG funds to support both reading intervention and summer learning, implementation was adjusted based on program evaluation. Review of prior summer learning outcomes indicated that the previous model did not produce sufficient academic gains to justify continuation. Instead, $10,809 in LREBG funds was used to expand reading intervention services during the regular school year by providing additional reading support for students with the greatest needs, particularly socioeconomically disadvantaged students..

1.4 Math RTI – also included LREBG funding. Actual expenditures totaled $127,702 in LREBG funds, which were used to hire an additional math teacher and expand math intervention services. These additional resources increased instructional time, improved the staff-to-student ratio, and provided more targeted math support for socioeconomically disadvantaged students identified through the school's needs assessment.

1.5 Academic Counseling – Original Budget: $81,997; Estimated Actual: $27,575. Expenditures were significantly lower than budgeted due to extended staff leave during the school year, resulting in reduced salary and benefit expenditures for this action.

1.6 Career Technical Education (CTE) – No overall material difference in total expenditures. However, staffing allocations differed from the original plan. GECS lost its CTE Computer Teacher shortly before the start of the school year and was unable to fill the position. Resources were instead directed toward expanding and supporting CTE Music and Forestry and Natural Resources programs. In addition, GECS utilized Golden State Pathways Program grant funding to increase student support in A-G mathematics courses and to strengthen staffing capacity through salary enhancements designed to improve recruitment and retention.

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

1.1 – Professional Development: Effective in maintaining high teacher quality and supporting implementation of GECS's flex-based instructional model. In 2025–2026, 100% of teachers were fully credentialed and appropriately assigned, all new teachers were provided mentors, and staff continued to receive ongoing professional development aligned to independent study compliance, instructional practices, assessment, student engagement, and support for special populations. Continued investment in mentoring and staff training contributed to program consistency and implementation of state standards.

1.2/1.3/1.4 – Instructional Materials, Facilities, and Course Access: Effective. In 2025–2026, 100% of students continued to have access to standards-aligned instructional materials, technology, and a broad course of study, including college and career pathways, independent study options, online learning, and site-based instruction. All school facilities were deemed in "Good Repair" through the Facility Inspection Tool process. Students continued to receive flex-based learning plans that included standards-based instruction, materials, and assessment aligned to the GECS flex-based instructional model.

1.5/1.6 – ELA and Math RTI: Moderately effective. STAR Reading data remained relatively strong in 2025–2026, with students demonstrating an overall Student Growth Percentile (SGP) of 57 and 68% meeting at least one year's growth. STAR Math results showed moderate growth, with an overall SGP of 51 and 63% of students meeting at least one year's growth; however, growth declined slightly compared to the prior year, particularly for Hispanic students and Socioeconomically Disadvantaged (SED) students.

CAASPP results reflected mixed outcomes. Overall ELA and Mathematics performance declined, especially among SED students, while Students with Disabilities demonstrated improvement in both ELA and Mathematics. These results suggest that intervention services increased access to academic support and contributed to improved outcomes for some high-needs student groups, particularly Students with Disabilities; however, overall schoolwide achievement targets were not met, and performance remains below desired levels, especially for SED students.

During 2025–2026, GECS expanded math and reading instruction, intervention opportunities, and targeted supports, including additional staffing to provide individualized and small-group academic support. Lessons learned include the need for more consistent implementation of evidence-based intervention programs, expanded small-group instruction, stronger monitoring of student engagement and assignment completion, and earlier identification and intervention for struggling students. GECS anticipates that continued refinement and expansion of intervention systems will improve long-term student outcomes.

1.9/1.10 – College & Career Readiness and A-G Completion: Moderately effective. GECS continued expanding college and career readiness opportunities through dual enrollment, individualized academic counseling, Early College High School implementation, and expanded A-G coursework opportunities, including world language offerings. While the College and Career Indicator declined slightly from 32.7% to 27.5%, this may partially reflect ongoing data reporting and tracking issues. GECS is implementing improved systems for monitoring and verifying College and Career Indicator data moving forward. Despite the decline in the Dashboard indicator, A-G completion remained substantially higher than historical baseline levels, with 31% of graduating seniors completing A-G requirements compared to 9.76% in 2023. GECS anticipates that the investments being made in Early College programming, expanded coursework access, and increased academic support will have a greater impact on College and Career Indicator outcomes beginning with the graduating classes of 2027 and 2028. Continued focus will include earlier academic planning beginning in 9th grade, stronger pathway monitoring, and expanded postsecondary readiness supports.

1.11/1.12 – Career Technical Education (CTE): Effective. CTE pathway completion increased significantly in 2025–2026, rising from 7% in 2024 to 27% of graduating seniors completing a CTE pathway. Additionally, the percentage of students completing both A-G requirements and a CTE pathway increased substantially from 2% to 18.8%, exceeding the established target. During 2025–2026, GECS expanded CTE offerings by adding Music pathways in both Mt. Shasta and Yreka, as well as an Environmental Resources pathway in Yreka. These expanded opportunities increased student access and participation in career-focused coursework. Prior year data indicated a disconnect between pathway access and pathway completion, particularly in students completing the second year of a pathway sequence. The substantial improvement in completion rates this year suggests that expanded programming, improved counseling support, and increased pathway continuity positively impacted student outcomes. GECS will continue focusing on pathway sequencing, work-based learning opportunities, and long-term student planning to sustain and improve completion rates.

1.13 – AP Exams and Advanced Coursework: Effective. GECS continued offering AP examination opportunities to students while increasingly emphasizing dual enrollment opportunities through local college partnerships. In 2025–2026, one student participated in an AP exam and earned a passing score of 3 or higher. GECS continues to prioritize expanding access to college credit opportunities through dual enrollment programs, which better align with student interests and the school's flex-based learning model.

1.14 – English Learner Progress: Partially effective. English Learner reclassification rates declined in 2025–2026, with no students reclassified during the school year. Due to the small English Learner population at GECS, year-to-year fluctuations significantly impact reported percentages. GECS continues to provide designated and integrated English Language Development supports, individualized intervention, and progress monitoring for English Learner students. Additional focus is needed on accelerating English proficiency growth and supporting reclassification readiness through targeted instructional supports and consistent monitoring of student progress.

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.

As a result of data analysis, stakeholder feedback, and implementation experience during 2025–2026, GECS is making the following adjustments for 2026–2027:

Refinement of RTI services: Based on student performance data and a needs assessment, GECS refined the implementation of both ELA and Math RTI for 2025-26. Action 1.3 (ELA RTI) was modified to use LREBG funds to provide additional reading intervention during the

regular school year rather than summer learning, after analysis of previous summer program results indicated limited impact on student achievement. The additional reading support increases instructional opportunities for students with the greatest needs, particularly socioeconomically disadvantaged students, while increasing the staff-to-pupil ratio.

Action 1.4 (Math RTI) was expanded through LREBG funding to hire an additional math teacher and provide additional math intervention services. This increases instructional time, expands access to Tier II and Tier III interventions, lowers the staff-to-student ratio, and provides more individualized support for students demonstrating the greatest academic need in mathematics. Fidelity of both RTI programs will continue to be monitored through bi-weekly progress monitoring by Educational Facilitators and teachers, monthly reviews of RTI participation and diagnostic data, and quarterly observations by Program Managers to ensure interventions are implemented with fidelity and are producing the intended student outcomes.

GECS will continue strengthening executive functioning supports, organization skills, and student self-management strategies, particularly for independent study students.

Sustained focus on equity and subgroup performance: Given the decline in achievement among Socioeconomically Disadvantaged students on state assessments, GECS will continue prioritizing programs, staffing, and interventions designed to reduce achievement gaps and improve outcomes for historically underserved student groups. Student performance data will be regularly reviewed to ensure resources are directed toward areas of greatest need.

Continued investment in college and career readiness: GECS will continue prioritizing funding to support a broad range of A-G course offerings and ensure appropriately credentialed teachers are available to teach those courses. Academic counseling will remain a key service to support students in developing postsecondary plans, completing graduation requirements, participating in dual enrollment opportunities, and meeting College and Career Indicator benchmarks. The school will also continue expanding Early College opportunities and strengthening systems to monitor student progress toward college and career readiness goals.

Expansion and refinement of Career Technical Education programs: With the hiring of a new Computer Science teacher, GECS will continue and expand Career Technical Education opportunities within the Information and Communication Technologies sector through Computer Game Design and Networking/Cybersecurity pathways. GECS will also expand its Environmental Resources pathway through implementation of the Golden State Pathways Program Grant. These efforts are intended to increase student participation, pathway completion, and alignment between career exploration and postsecondary opportunities.

Program alignment and resource allocation: GECS will continue evaluating programs and resource allocation to ensure long-term sustainability and maximize student outcomes. As part of this process, the school made the difficult decision to discontinue the Yreka 5th–8th grade onsite program beginning in 2026–2027 due to ongoing staffing challenges and facility constraints. Resources will be redirected to strengthen academic programs, intervention services, college and career readiness opportunities, and student support systems across the organization. This strategic realignment is intended to improve program quality, maintain fiscal responsibility, and ensure GECS can continue providing high-quality educational options that align with student and family needs.

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	Professional Development	Training & Support for teachers and administrators including induction costs, coaching, mentor costs, PLC lead stipends, and other professional development.	$60,574.00	Yes
1.2	Instructional Materials & Services	Curriculum, materials, Chromebooks, and student internet Title I - $1,680	$150,325.00	Yes
1.3	ELA RTI	English Language Arts Response to Intervention - includes Tier 1 instruction and Tier II and III additional support/intervention. This includes expanded reading support for Independent study/home learners, writing support and small group intervention. Title I - $105,384	$342,195.00	Yes
1.4	Math RTI	Includes Tier I instruction, targeted small-group intervention, independent study support, tutoring, progress monitoring, and individualized Tier II and Tier III services. Title I - $32,989	$393,570.00	Yes
1.5	College & Career	Prepare students for college & career by offering a-g classes, an early college high school program (dual enrollment), academic counseling and life after high school planning.	$651,479.00	Yes
1.6	CTE	Career Technical Education	$495,630.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Behavior/Social Emotional, Engagement and School Culture: Create an intentional culture of care that includes a focus on student social-emotional wellness, fostering relationships, and a sense of belonging for students, parents, and staff.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to address the social-emotional, behavioral, and engagement needs of students—especially those from unduplicated pupil groups—who often face non-academic barriers to success. GECS stakeholder feedback highlighted the importance of increasing connectedness, reducing absenteeism, and expanding mental health and wellness supports. Chronic absenteeism rates remain elevated, particularly among SED students, and family engagement levels vary significantly based on geographic and socioeconomic factors. As an independent study charter serving a large rural region, GECS must be intentional about building relationships, creating accessible in-person supports, and fostering a sense of belonging. This goal integrates family engagement, social-emotional learning (SEL), and whole-child supports—including actions funded through the Community Schools - to ensure that all students, especially the most vulnerable, are supported in ways that promote engagement and long-term success. Implementing the actions below and measuring progress using the identified metrics will support GECS in achieving the goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Parent Involvement & Family Engagement: % of EF's meeting monthly with students and/or parents.	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys, community events, the Community Advisory	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys,	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys,	GECS solicits parent input in decision making through Teacher/Parent meetings, surveys,	No Difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 3: Parent Involvement & Family Engagement	Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and parent trainings. 2023-2024 100% of EF's met with students and/or parents at least monthly.	community events, the Community Advisory Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and parent trainings. 2024-2025 100% of EF's met with students and/or parents at least monthly.	community events, the Community Advisory Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and parent trainings. 2025-2026 100% of EF's met with students and/or parents at least monthly.	community events, the Community Advisory Counsel and the Leadership Team. GECS offers orientations for parents, ongoing meetings with teachers, and specific training. 100% of EF's met with students and/or parents at least monthly.	
2.2	Data from Schoolwide Surveys: % of parents that believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. % of students that feel safe while at a GECS center. % of parents that believe their child is connected to the GECS community. % of students that feel connected to the GECS community. Priority 3: Parent Involvement & Family Engagement	Spring 2024 Survey: 95% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 97% of students feel safe while at a GECS center. 98% of parents believe their child is connected to the GECS community. 95% of students feel connected to the GECS community.	Spring 2025 Survey: 94% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 95% of students feel safe while at a GECS center. 95% of parents believe their child is connected to the GECS community. 84% of students feel connected to the GECS community.	Spring 2026 Survey: 96% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 94% of students feel safe while at a GECS center. 95% of parents believe their child is connected to the GECS community. 93% of students feel connected to the GECS community.	93% of parents believe that GECS takes the necessary steps to ensure their child's safety while at a GECS center. 93% of students feel safe while at a GECS center. 93% of parents believe their child is connected to the GECS community. 93% of students feel connected to the GECS community.	parents (safety) = 1% students (safety) = -3% students (connectedness) = -2% parents (connectedness) = -3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 6: School Climate					
2.3	% of P2 Attendance Rate (ADA) Priority 5: Pupil Engagement	2023 - 2024: 97.6%	2024-2025: 98.04%	2025-2026: 97%	Maintain an average daily attendance rate of at least 93%.	-.6%
2.4	% of Students considered chronically absent. Priority 5: Pupil Engagement	2022 - 2023: All: 4% Hispanic: 5.7% White: 3.9% Two or More Races: 4.5% Students with Disabilities: 6.5%% SED: 4.9%	2023-2024: All: 4.7% Hispanic: 5.7% White: 4.1% Two or More Races: 8% Students with Disabilities: 3% SED: 5.5%	2024-2025: All: 3.4% Hispanic: 3.8% White: 3.1% Two or More Races: 0% Students with Disabilities: 6.3% SED: 4.5%	Maintain a 5% rate for all and every significant subgroup.	All: -.6% Hispanic: -1.9% White: -.8% Two or More Races: -4.5% Students with Disabilities: -.2% SED: -.4%
2.5	% of students meeting the High School Graduation Rate Priority 2: State Standards Priority 4: Pupil Achievement Priority 5: Pupil Engagement	2022 - 2023: All: 81.3% White: 82.4% SED: 77.5%	2023-2024 All: 90.2% White: 87.5% SED: 88.9%	2024-2025 All: 90.4% White: 90.2% SED: 89.1%	All: 85% White: 85% SED: 85%	All: +9.1% White: +7.8% SED: 11.6%
2.6	High School Dropout Rate (%) Priority 5: Pupil Engagement	2022-2023 1 Dropout. 1/192 = 1%	2023-2024 2 Dropouts - 10th graders that moved out of state. 2/190 = 1%	2024-2025 1 dropout, 1/48=2%	Maintain a high school dropout rate (%) that is less than or equal to the county average 7.9%.	+1%
2.7	Middle School Dropout Rate (%) Priority 5: Pupil Engagement	2022 - 2023: 1 Dropout - student moved out of state. 1/160 = 1%	2023-2024: 2 Dropouts - students moved out of state. 2/154 = 2%	2024-2025: 0%	Maintain a 4% or less Middle School Dropout Rate.	-1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Suspension Rate (%) Priority 6: School Climate	2022 - 2023: 0%	2023-2024: 0%	2024-2025: 0%	Maintain a suspension rate (%) that is lower than the county average 5.8%.	0%
2.9	Expulsion Rate (%) Priority 6: School Climate	2022 - 2023: 0%	2023-2024: 0%	2024-2025: 0%	Maintain an expulsion rate that is lower than the county average .3%.	0%

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 2025–2026, Golden Eagle Charter School continued to foster a positive school climate by supporting students' social-emotional wellness, promoting engagement, and building a strong sense of belonging among students, families, and staff. Most planned actions under Goal 2 were successfully implemented. The school maintained high levels of parent and family engagement, with 100% of Educational Facilitators meeting monthly with students and/or parents to support student progress, strengthen relationships, and encourage family participation in the educational process. GECS continued to gather stakeholder input through surveys, community events, parent meetings, the Community Advisory Council, and the Leadership Team.

Several notable successes occurred during the year. GECS added a Wellness Coach and expanded mental health and wellness services available to students. The school also completed its second year participating in the Community Engagement Initiative and the Partners in Learning Leadership Network (PLLN), with a focus on increasing family engagement and strengthening Educational Facilitator and family partnerships. GECS expanded community partnerships, including collaboration with First 5 Siskiyou to provide parenting classes and community events for families. Additional support was provided to families through transportation assistance, including increased availability of gas cards to reduce barriers to participation and attendance.

School climate and engagement indicators remained strong. Spring 2026 survey results showed that 96% of parents believed GECS takes the necessary steps to ensure student safety, 94% of students reported feeling safe at a GECS center, 95% of parents believed their child was connected to the GECS community, and 93% of students reported feeling connected to the school community. Student connectedness improved significantly from the prior year, increasing from 84% to 93%. Attendance remained strong, with a P2 ADA rate of 97% and a chronic absenteeism rate of 3.4%, which remained below the school's target. High school graduation rates remained strong at 90.4%, while dropout, suspension, and expulsion rates remained extremely low.

One challenge encountered during implementation involved participation in a consortium through the Siskiyou County Office of Education to develop systems for Medi-Cal and private insurance billing related to student services. While staff dedicated time and effort toward this initiative, the project did not result in a billing system that was operational or generate revenue during the year.
There were no significant substantive differences between planned actions and actual implementation. While some activities and expenditures varied slightly from original projections, the school successfully implemented the vast majority of planned Goal 2 actions and continued to expand services that support student wellness, family engagement, school connectedness, and positive school climate. Overall, Goal 2 was implemented successfully. Survey data, attendance rates, graduation rates, and school climate indicators demonstrate that GECS continues to maintain a safe, supportive, and engaging learning environment while strengthening relationships among students, families, staff, and community partners.

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.

2.1 Community Schools Grant – Original Budget: $367,992; Estimated Actual: $293,734. Expenditures were lower than budgeted primarily because mental health service costs, including counselors and Wellness Coaches, were less than originally projected. All planned positions were filled and services were implemented as intended. Professional development expenditures were also lower than anticipated (Original Budget: $7,500; Estimated Actual: $4,459) because the Community Schools Coordinator participated in professional development opportunities, including conferences and trainings, that were funded through other revenue sources such as the Community Engagement Initiative Grant.

2.2 Facility Rental – Outlying Areas – No material difference.

2.3 Gas Cards – Original Budget: $1,000; Estimated Actual: $1,340. Expenditures exceeded the budget because a greater number of families requested gas cards to attend required meetings, school events, and student assessments. The additional expenditures supported efforts to reduce transportation barriers and increase family engagement and student participation.

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

2.1 – Community Schools Grant (Staffing, Professional Development, Community Events): Very effective. GECS maintained consistent mental health and wellness staffing throughout the year, allowing students and families continued access to counseling, wellness, and support services. Participation in mental health services and family engagement activities increased, and the school expanded partnerships with community organizations to provide additional resources, parenting classes, and events. These efforts contributed to strong parent and student perceptions of safety and belonging, as well as a significant increase in student connectedness as measured by the annual survey. (Metrics 2.1, 2.2)

2.2 – Facility Rental: Effective. Facility rentals in outlying communities continued to support equitable access for geographically dispersed students and families. Meeting spaces in Weed and Scott Valley were regularly utilized by Educational Facilitators and other staff to conduct student meetings, provide support services, and maintain strong family-school connections. These locations helped reduce barriers to participation and supported strong attendance, engagement, and school connectedness outcomes. (Metrics 2.1, 2.2, 2.3, 2.4)

2.3 – Gas Cards for Families: Effective. Gas cards helped reduce transportation barriers for families attending Educational Facilitator meetings, school events, assessments, intervention services, and special education meetings. Utilization increased during the year, indicating an ongoing need for transportation assistance among some families. This support contributed to family engagement efforts and helped ensure students and families could access school programs and services. (Metrics 2.1, 2.2, 2.3, 2.4)

Overall: Actions under Goal 2 were highly effective in supporting student engagement, family involvement, and school climate. Survey results demonstrated high levels of student and parent perceptions of safety and belonging, including a significant increase in student connectedness compared to the prior year. Attendance remained strong, chronic absenteeism remained below target levels, graduation rates exceeded targets, and dropout, suspension, and expulsion rates remained extremely low. Collectively, these outcomes indicate that Goal 2 actions successfully supported a safe, welcoming, and engaging educational environment for students and families.

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.

As a result of data analysis, stakeholder feedback, and implementation experience, the following adjustments are being made for 2026–2027:

Continued investment in mental health and wellness supports: Given the success of maintaining consistent counseling and wellness staffing during 2025–2026, GECS will continue prioritizing student mental health and wellness services. The school will maintain counseling and wellness supports and continue strengthening partnerships with community agencies to expand services available to students and families.

Expansion of family engagement opportunities: Based on strong participation and positive feedback, GECS will continue partnering with First 5 Siskiyou to provide parenting classes, family events, and community engagement opportunities. The school will also expand independent study parent workshops and trainings that were well attended during 2025–2026, providing families with additional support related to instruction, student engagement, and academic success.

Continued support for geographically dispersed students and families: GECS will continue funding facility rentals in outlying communities to ensure students and families have access to Educational Facilitator meetings, support services, and school activities closer to home. These locations remain an important strategy for maintaining engagement and access across the school's large geographic service area.

Ongoing support for family participation: Gas card funding will continue to help reduce transportation barriers for families attending meetings, assessments, intervention services, special education meetings, and school events. Increased utilization during 2025–2026 demonstrated the continued need for this support.

Sustained focus on school connectedness, attendance, and belonging: While survey results, attendance rates, graduation rates, and school climate indicators remain strong, GECS will continue monitoring student engagement and connectedness through surveys and stakeholder feedback. The school will maintain community-building activities, wellness initiatives, and family engagement efforts designed to foster a safe, welcoming, and inclusive school culture for all students and families.

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	Community Schools Grant/Match	Salaries/Benefits: Community Schools Coordinator, Mental Health Counselors, Wellness Coach, & Reading Intervention Teacher. Professional Development for the Community Schools Coordinator, Mental Health Counselors, and Wellness Coach. Community Event Costs.	$334,667.00	Yes
2.2	Facility Rental	Rental of meeting spaces in outlying areas for teachers to work with students	$6,300.00	Yes
2.3	Gas Cards	Provide Gas Cards to poverty level parents to attend parent events/meetings and to get their students to IEP meetings or school assessments.	$1,500.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,389,863	$128,022

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
22.471%	0.000%	$0.00	22.471%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** Unduplicated students—particularly SED, EL, and Homeless youth—often require differentiated, trauma-informed, and culturally responsive instruction to overcome learning barriers and access grade-level content. Gaps in subgroup achievement data highlight the	This action ensures all teachers are fully credentialed and participate in ongoing professional development in evidence-based instructional strategies. Given that over two-thirds of our student population are unduplicated pupils (SED, EL, Homeless), and these students disproportionately experience learning barriers and achievement gaps, this professional development is principally directed towards equipping *all* educators with specialized skills in Universal Design for Learning (UDL), culturally responsive	1.1 of teachers appropriately credentialed, mentor assignments for new teachers, and participation in PD focused on equity and differentiation

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	need for improved Tier I instruction aligned to these practices. **Scope:** Schoolwide	teaching, and trauma-informed practices. This schoolwide implementation ensures that differentiated and responsive instruction is consistently applied across all programs and settings, directly addressing the systemic need for improved Tier I instruction that disproportionately impacts our unduplicated pupils and accelerates their academic growth and social-emotional well-being. The effectiveness is measured by improved subgroup achievement data and fidelity of implementation of these targeted instructional practices.	
1.2	**Action:** Instructional Materials & Services **Need:** Data from STAR and CAASPP assessments show that many socioeconomically disadvantaged (SED) students and students with disabilities are performing below grade level in core academic areas. These students often require access to differentiated and supplemental materials to fully engage with standards-aligned instruction—particularly in nontraditional/flex-based or independent study settings. **Scope:** Schoolwide	This action provides schoolwide access to instructional materials and services—including intervention resources, hands-on learning tools, and digital curriculum supports—so that unduplicated students have equitable opportunities to access content, complete assignments, and receive scaffolded instruction. Since SED students make up the majority of the GECS population and are enrolled across all grades and learning models, providing materials schoolwide ensures those students are reached wherever they are learning. A schoolwide approach removes barriers and improves the consistency of access and support for high-need students.	1.2 Instructional Materials, number of students issued Chromebooks and hotspots. 1.4 Documentation of Personalized Learning Plans
1.3	**Action:** ELA RTI **Need:**	ELA RTI is implemented schoolwide to ensure early identification and systematic intervention for all struggling readers, including unduplicated pupils who are often at elevated risk of academic delay. Providing this support schoolwide enables	STAR ELA growth for students receiving RTI support CAASPP DFS for SED students in ELA

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
	CAASPP and STAR data indicate that many socioeconomically disadvantaged (SED) students are performing below grade level in English Language Arts (ELA), particularly in reading fluency and comprehension. These students benefit from targeted, tiered support to address foundational skill gaps that hinder long-term academic growth. **Scope:** Schoolwide	equitable access across grade levels and learning models, ensuring that high-need students are not overlooked based on setting or teacher. A schoolwide RTI framework allows GECS to proactively reach unduplicated pupils, provide evidence-based reading intervention, and reduce long-term achievement gaps through consistent progress monitoring.	RTI program data (e.g., number of students served, tier movement, progress on diagnostic benchmarks) Reading fluency/accuracy assessments
1.5	**Action:** College & Career **Need:** GECS's unduplicated students, particularly those who are socioeconomically disadvantaged, have lower rates of participation in college and career preparation activities such as CTE, dual enrollment, and a-g course planning. The College & Career Indicator (CCI) shows that only 27.5% of all students are meeting preparedness thresholds, and subgroup rates are often lower. **Scope:** Schoolwide	This action ensures schoolwide access to college and career supports such as academic advising, CTE pathways, career exploration, and dual enrollment coordination. Unduplicated pupils may lack external guidance, financial resources, or exposure to postsecondary planning. By embedding these supports across the entire school program, GECS increases the visibility and accessibility of opportunities—especially for those students who may not actively seek them out. A schoolwide approach ensures equity, normalizes postsecondary planning for all students, and allows staff to proactively support unduplicated students based on need and interest.	1.9 College & Career Indicator by subgroup 1.10 a-g course enrolment and completion Counselor logs and advising summaries
1.6	**Action:** CTE **Need:**	GECS provides access to CTE programming and services schoolwide to ensure that all students, especially unduplicated pupils, are exposed to career pathways and job skills training. Offering CTE opportunities schoolwide enables equitable	1.11 CTE Pathway Completion rates by subgroup and course enrollment records

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Unduplicated students—particularly those who are socioeconomically disadvantaged—face barriers to postsecondary success, including limited access to career exploration and hands-on, skills-based learning experiences. GECS stakeholder input has consistently indicated interest in career readiness opportunities, and the school's College & Career Indicator (CCI) shows room for improvement, especially among subgroups. **Scope:** Schoolwide	participation across grade levels and programs (including independent study and hybrid students), and removes barriers such as scheduling limitations or transportation. Unduplicated students often rely solely on school-based opportunities for career preparation, and a schoolwide model ensures staff can guide them into these experiences early and effectively.	
2.1	**Action:** Community Schools Grant/Match **Need:** Unduplicated students at GECS, particularly those who are socioeconomically disadvantaged or experiencing homelessness, often face barriers beyond academics—including limited access to mental health care, transportation, food, and social-emotional support. Chronic absenteeism and survey feedback indicate a need for more accessible wraparound services and stronger home-school connections. **Scope:** Schoolwide	GECS uses Community Schools grant funding to strengthen access to whole-child supports—such as wellness services, mental health coordination, food and basic needs assistance, and parent engagement programs. These services are offered schoolwide to eliminate access barriers and reduce stigma, ensuring that unduplicated pupils can benefit from integrated supports without needing to self-identify or navigate complex eligibility systems. A schoolwide approach also allows GECS to build a cohesive system of supports embedded in its independent study model, reaching students across a wide geographic area.	Aperture SEL screener data, mental health service logs 2.3/2.4: Attendance and chronic absenteeism data by subgroup
2.2	**Action:** Facility Rental	GECS rents facilities across the region to host tutoring, academic support, wellness services, student events, and family engagement activities.	2.4 Chronic Absenteeism Rates by subgroup

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students—including those who are socioeconomically disadvantaged and experiencing homelessness—benefit from in-person access to academic, social-emotional, and wellness services. However, GECS's independent study model and geographic spread create logistical challenges for delivering these supports consistently. Stakeholder input emphasized the importance of access to safe, staffed in-person spaces for engagement and community-building. **Scope:** Schoolwide	Providing these facilities schoolwide ensures that all students—especially unduplicated pupils—have equitable opportunities to access services, regardless of where they live. A schoolwide model removes access barriers for high-need students, supports meaningful relationships between staff and families, and allows GECS to embed whole-child supports into its flexible program structure.	2.5 High School Graduation Rate for outlying students Meeting space usage logs

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
1.4	**Action:** Math RTI **Need:** Internal and state assessment data indicate that Socioeconomically Disadvantaged (SED) students at GECS continue to experience significant challenges in mathematics achievement. On the 2024-2025 CAASPP assessment, SED students scored -97.5	A schoolwide Math RTI system ensures that all students—including the high percentage of unduplicated pupils enrolled at GECS—receive timely and targeted support when foundational math skills are lacking. State and local data indicate that Socioeconomically Disadvantaged (SED) students continue to experience significant challenges in mathematics achievement, with SED students performing in the Red performance level on the CAASPP Mathematics assessment.	STAR Math growth for students receiving RTI support CAASPP Math DFS data for SED and Hispanic subgroups Progress monitoring within RTI (e.g., intervention diagnostics, tier movement)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Distance from Standard (DFS), placing this subgroup in the Red performance level and reflecting a decline from -75.1 DFS in the prior year. Local STAR Math data also indicates that SED students achieved a Student Growth Percentile (SGP) of 49, slightly below expected growth. These results demonstrate a continued need for targeted mathematics intervention and additional instructional support. As a result, GECS will continue prioritizing evidence-based math instruction, expanded intervention opportunities, and increased instructional time to improve outcomes for SED students and reduce achievement gaps. **Scope:** Limited to Unduplicated Student Group(s)	Providing Math RTI on a schoolwide basis allows GECS to offer equitable intervention across all instructional models and grade levels, including independent study, online, and site-based programs, without limiting access based on subgroup designation. Because SED students represent approximately 67% of the school's enrollment and are disproportionately represented among students needing additional math support, a schoolwide RTI structure ensures they receive the primary benefit through systematic screening, progress monitoring, increased instructional opportunities, and tiered intervention aligned to their needs.	Math fluency and foundational skill assessments
2.3	**Action:** Gas Cards **Need:** GECS serves students across a wide and often rural geographic area. Unduplicated students, especially those who are socioeconomically disadvantaged or experiencing homelessness, often lack reliable transportation to access in-person services, academic support, or community engagement events. Stakeholder input has repeatedly emphasized transportation as a major barrier to participation and attendance. **Scope:**	Providing gas cards helps reduce transportation barriers that disproportionately affect socioeconomically disadvantaged. These cards are made available exclusively to SED families based on identified need, ensuring equitable access to academic services, special education meetings, assessments, and engagement events for those students who face the greatest transportation-related opportunity gaps	2.4 Chronic Absenteeism Rates 2.5 High School Graduation Rate Gas Card distribution logs Feedback from families on transportation-related barriers

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		

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

Not applicable.

Additional Concentration Grant Funding

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

GECS uses additional concentration grant add-on funds to fund additional Instructional Aides ((Goal 1, Actions 3 &4) to provide additional support in ELA and math. This increases the number of staff that provide direct services to Unduplicated Pupils.

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 to Charter Schools	N/A to Charter Schools
Staff-to-student ratio of certificated staff providing direct services to students	N/A to Charter Schools	N/A to Charter Schools

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	6,185,091	1,389,863	22.471%	0.000%	22.471%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,389,863.00	$877,361.00	$0.00	$169,016.00	$2,436,240.00	$2,069,590.00	$366,650.00

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	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$13,000.00	$47,574.00	$42,400.00			$18,174.00	$60,574.00	
1	1.2	Instructional Materials & Services	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$0.00	$150,325.00	$148,645.00			$1,680.00	$150,325.00	
1	1.3	ELA RTI	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$342,195.00	$0.00	$170,054.00	$66,757.00		$105,384.00	$342,195.00	
1	1.4	Math RTI	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2026-2027	$393,570.00	$0.00	$343,041.00	$17,540.00		$32,989.00	$393,570.00	
1	1.5	College & Career	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$625,402.00	$26,077.00	$506,004.00	$134,686.00		$10,789.00	$651,479.00	
1	1.6	CTE	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$363,756.00	$131,874.00	$89,528.00	$406,102.00			$495,630.00	
2	2.1	Community Schools Grant/Match	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	2026-2027	$331,667.00	$3,000.00	$82,391.00	$252,276.00			$334,667.00	
2	2.2	Facility Rental	Low Income	Yes	Schoolwide	Low Income	All Schools	2026-2027	$0.00	$6,300.00	$6,300.00				$6,300.00	
2	2.3	Gas Cards	Low Income	Yes	Limited to Unduplicated	Low Income	All Schools	2026-2027	$0.00	$1,500.00	$1,500.00				$1,500.00	

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
					Student Group(s)											

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
6,185,091	1,389,863	22.471%	0.000%	22.471%	$1,389,863.00	0.000%	22.471 %	**Total:**	$1,389,863.00
								LEA-wide Total:	$0.00
								Limited Total:	$344,541.00
								Schoolwide Total:	$1,045,322.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$42,400.00	
1	**1.2**	Instructional Materials & Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$148,645.00	
1	**1.3**	ELA RTI	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$170,054.00	
1	**1.4**	Math RTI	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$343,041.00	
1	**1.5**	College & Career	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$506,004.00	
1	**1.6**	CTE	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$89,528.00	
2	**2.1**	Community Schools Grant/Match	Yes	Schoolwide	English Learners Foster Youth	All Schools	$82,391.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.2**	Facility Rental	Yes	Schoolwide	Low Income	All Schools	$6,300.00	
2	**2.3**	Gas Cards	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools	$1,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,632,509.00	$2,354,109.00

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**	Professional Development	Yes	$45,506.00	$50,806
1	**1.2**	Instructional Materials & Services	Yes	$185,833.00	$196,877
1	**1.3**	ELA RTI	No Yes	$349,599.00	$334,704
1	**1.4**	Math RTI	Yes	$575,701.00	$522,825
1	**1.5**	College & Career	Yes	$753,179.00	$679,552
1	**1.6**	CTE	Yes	$347,629.00	$311,970
2	**2.1**	Community Schools Grant/Match	Yes	$367,992.00	$250,460
2	**2.2**	Facility Rental	Yes	$6,070.00	$5,575
2	**2.3**	Gas Cards	Yes	$1,000.00	$1,340

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)
$1,421,742	$1,613,443.00	$1,421,742.00	$191,701.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$29,716.00	$32,541.00		
1	1.2	Instructional Materials & Services	Yes	$132,386.00	$161,169.00		
1	1.3	ELA RTI	Yes	$210,307.00	$204,422.00		
1	1.4	Math RTI	Yes	$384,843.00	$372,311.00		
1	1.5	College & Career	Yes	$652,019.00	$560,062.00		
1	1.6	CTE	Yes	$86,916.00	$23,759.00		
2	2.1	Community Schools Grant/Match	Yes	$110,186.00	$60,563.00		
2	2.2	Facility Rental	Yes	$6,070.00	$5,575.00		
2	2.3	Gas Cards	Yes	$1,000.00	$1,340.00		

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)
5,950,962	$1,421,742	0	23.891%	$1,421,742.00	0.000%	23.891%	$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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