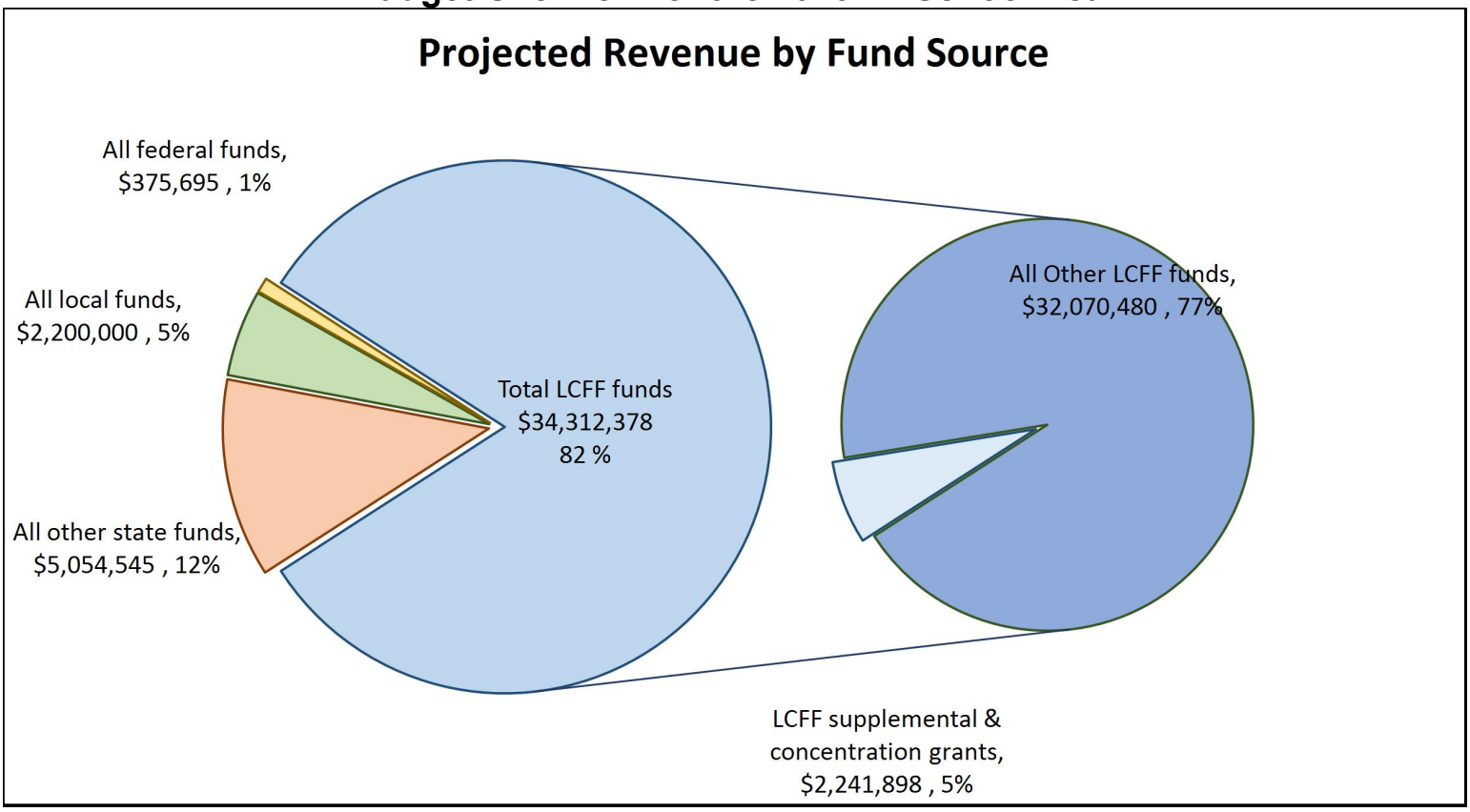
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Clarksville Charter School
CDS Code: 09 61838 0136200
School Year: 2026-27
LEA contact information:
Jenell Sherman
Executive Director
jenell.sherman@clarksvillecharter.com
916-526-3794

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

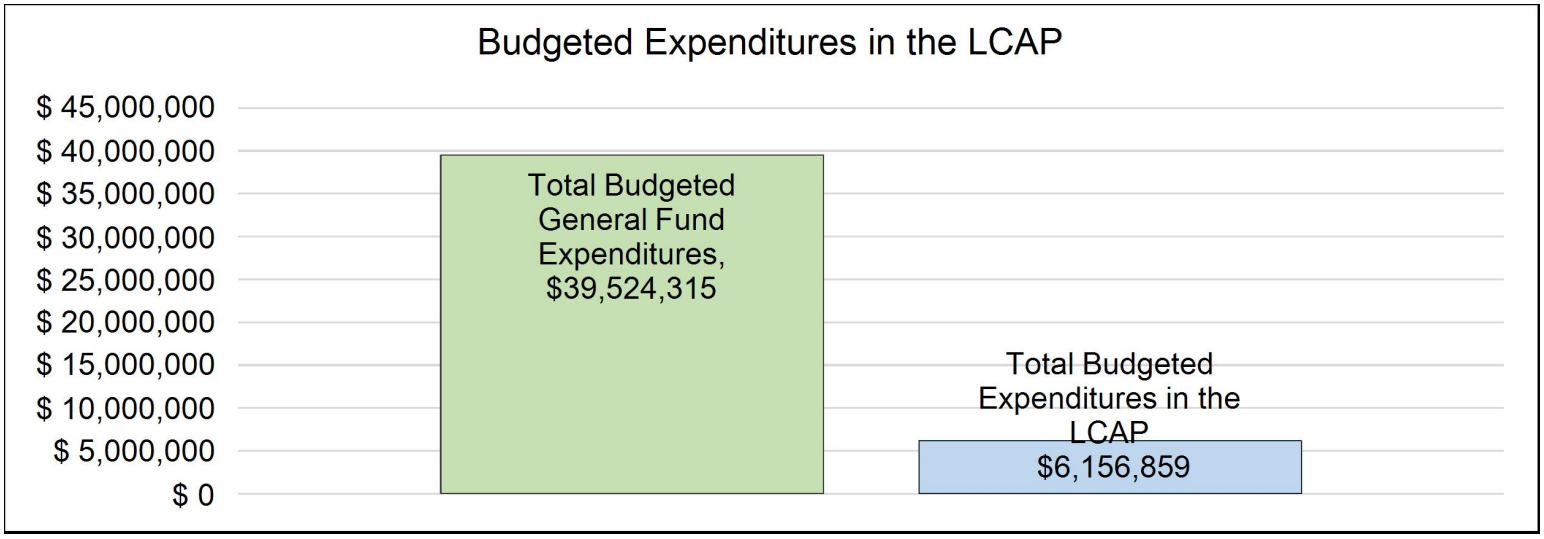


This chart shows the total general purpose revenue Clarksville Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Clarksville Charter School is $41,942,618, of which $$ 34,312,378 is Local Control Funding Formula (LCFF), $5,054,545 is other state funds, $2,200,000 is local funds, and $375,695 is federal funds. Of the $$ 34,312,378 in LCFF Funds, $2,241,898 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 Clarksville 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: Clarksville Charter School plans to spend $39,524,315 for the 2026-27 school year. Of that amount, $$6,156,859.00 is tied to actions/services in the LCAP and $33,367,456 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

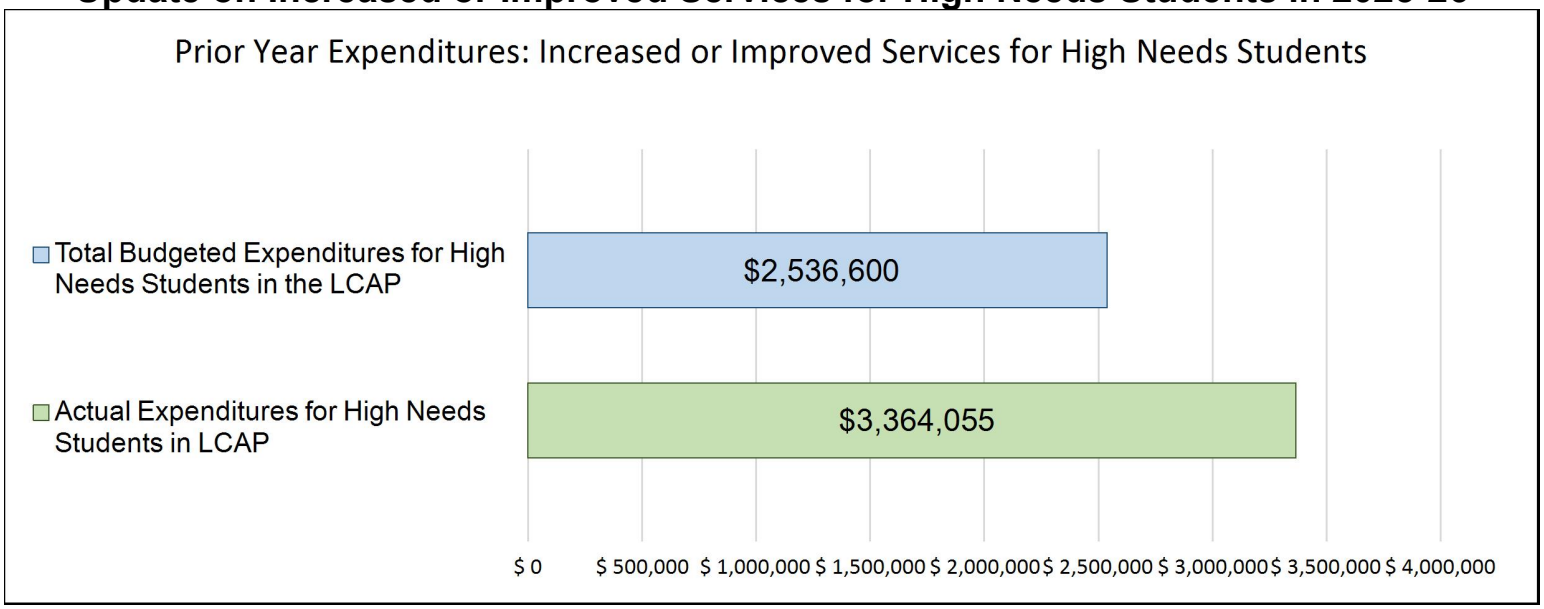
Operating expenses, District oversignt fees, Management fees, staff not listed within the LCAP actions, staff software and non-cap equipment, expenditures above and beyond LCAP goals and actions

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

In 2026-27, Clarksville Charter School is projecting it will receive $2,241,898 based on the enrollment of Foster Youth, English learner, and low-income students. Clarksville Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Clarksville Charter School plans to spend $$4,443,172.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Clarksville 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 Clarksville 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, Clarksville Charter School's LCAP budgeted $$2,536,600 for planned actions to increase or improve services for high needs students. Clarksville Charter School actually spent $$3,364,055 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Clarksville Charter School	Jenell Sherman Executive Director	jenell.sherman@clarksvillecharter.com 916-526-3794

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.

Clarksville Charter School (CCS) opened in the 2017–18 school year and is a WASC-accredited, non-classroom-based public charter school authorized by Buckeye Union Elementary School District. CCS serves students throughout El Dorado, Amador, Alpine, Sacramento, and Placer counties, providing personalized educational opportunities for students in transitional kindergarten through grade twelve.

As of the 2025–26 school year, CCS serves approximately 2,591 students. The student population includes 35.9% socioeconomically disadvantaged students, 1.6% English learners, and 8.1% students with disabilities. The school's unduplicated pupil percentage is 37.7%, representing 976 students. CCS serves a diverse student population that is 70.9% White, 15.4% Hispanic or Latino, 7.4% Two or More Races, 1.1% Asian, 0.8% African American, 0.6% Filipino, and 0.3% American Indian or Alaska Native. An additional 3.4% of students identified as Not Reported.

CCS was established to meet the needs of families seeking a personalized educational experience that supports family involvement, flexibility and individualized pathways to success. The school serves students with a wide range of academic, social-emotional, and enrichment needs, including students who thrive in independent learning environments, students seeking alternatives to traditional school settings, and students pursuing accelerated or career-focused opportunities.

The educational program is grounded in Clarksville's Schoolwide Learner Outcomes (SLOs), which emphasize critical thinking, digital literacy, independent learning, responsible citizenship, and effective communication. Students are encouraged to become navigators of the

digital world, personalized learners, independent critical thinkers, responsible citizens, and effective communicators prepared for success in college, career, and life.

Every student is supported through an Individualized Learning Plan (ILP) developed collaboratively with a credentialed Homeschool Teacher (HST) and the student's parent or educational coach. Through regular learning period meetings, student progress, curriculum, assessment results, and learning goals are reviewed and adjusted to ensure each student receives a customized educational experience aligned with their strengths, interests, and aspirations.

To support student achievement, CCS administers benchmark assessments three times annually to monitor academic growth and inform instructional decisions. Students have access to a lending library and a variety of instructional options, including home-based instruction, virtual coursework, direct instruction opportunities, Middle and High School Virtual Academies, A-G coursework, elective courses, dual enrollment opportunities, and Career Technical Education (CTE) pathways designed to support college and career readiness.

Equity and access remain central priorities at CCS. More than one-third of CCS students are identified as unduplicated pupils, reinforcing the school's commitment to providing targeted supports and services designed to improve outcomes for students with the greatest needs. The school is committed to ensuring that low-income students, English learners, students experiencing homelessness, and students with disabilities receive the support necessary to fully participate and succeed in the educational program. Targeted supports include one-to-one technology access, loaner devices and hotspots, English Language Development services, academic intervention programs, counseling supports, supplemental instructional resources, and services coordinated through a dedicated Foster and Homeless Liaison. These efforts are designed to remove barriers to participation and improve outcomes for students with the greatest needs.

Family engagement is a cornerstone of the CCS educational model. Parents and educational coaches actively participate in their students' educational experience through ILP development, regular communication with staff, workshops, advisory committees, newsletters, podcasts, field trips, community events, and school decision-making processes. Educational partner feedback is regularly gathered through surveys, meetings, and committee participation and is used to inform continuous improvement efforts and future planning.

CCS also prioritizes staff growth and wellness through ongoing professional learning opportunities focused on instructional effectiveness, diversity, equity, inclusion, student support practices, and employee wellness. Staff wellness initiatives, counseling resources, and collaborative professional learning opportunities help foster a positive and supportive work environment. To address students' social-emotional needs, CCS provides counseling services, social-emotional learning curriculum, group counseling opportunities, crisis response supports, and comprehensive student wellness programs.

Through ongoing educational partner engagement, data analysis, and continuous improvement processes, Clarksville Charter School remains committed to providing innovative, flexible, and personalized educational opportunities that support the academic, social, and emotional growth of every student.

Reflections: Annual Performance

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

Clarksville Charter School reviewed the 2025 California School Dashboard, CAASPP results, local benchmark assessment data, attendance data, graduation outcomes, college and career readiness indicators, and educational partner feedback during the development of this LCAP. This review process was used to celebrate areas of success, identify opportunities for continued growth, and inform future planning.

The review identified several areas of strength. Clarksville Charter School did not receive the lowest performance level, Red, on any state indicator. The school demonstrated exceptional outcomes in student engagement and school climate, earning a Blue performance level for Graduation Rate, with 97.6% of students graduating, and a Blue performance level for Suspension Rate, with 0% of students suspended. Chronic Absenteeism also remained a significant strength, with a Green performance level and only 0.9% of students identified as chronically absent. These outcomes reflect the effectiveness of the school's personalized learning model, student support systems, family partnerships, and commitment to student success.

College and career readiness was another area of strength. Clarksville Charter School earned a Green performance level on the College/Career Indicator, with 61% of students identified as Prepared, an increase of 11% from the prior year. These outcomes reflect the success of the school's college and career readiness programs, A-G supports, dual enrollment opportunities, Career Technical Education pathways, and individualized academic planning services.

Academic performance data demonstrated substantial improvement. In English Language Arts, Clarksville Charter School earned a Green performance level, with students performing 2.6 points below standard, an increase of 20.3 points from the prior year. ELA Growth was identified as Accelerated, with 78.4% of students improving their scores from the prior year. Student groups also demonstrated notable improvement, including English learners at 9.1 points below standard, socioeconomically disadvantaged students at 15.9 points below standard, and students with disabilities at 38.2 points below standard.

Mathematics performance also improved. Clarksville Charter School earned a Yellow performance level, with students performing 47.8 points below standard, an increase of 14.7 points from the prior year. Mathematics Growth was Average, with 69.1% of students improving their scores from the prior year. English learners demonstrated strong performance at 12.0 points below standard and earned a Green performance level. However, socioeconomically disadvantaged students remained 59.0 points below standard and students with disabilities remained 96.5 points below standard, indicating a continued need for targeted intervention and academic support.

Science performance remained strong, with students performing 57.0 points above standard and earning a Green performance level. Local Indicators were all reported as Standard Met, including Basics, Implementation of Academic Standards, Parent and Family Engagement, Local Climate Survey, and Access to a Broad Course of Study.

The review also identified areas requiring continued focus. Although English learners demonstrated strong academic outcomes in both English Language Arts and Mathematics, the English Learner Progress Indicator was Orange, with 46.9% of English learners making progress toward English proficiency, representing a decline of 18.8% from the prior year. Mathematics achievement also remains an area for continued improvement, particularly for socioeconomically disadvantaged students and students with disabilities.

The needs identified through the review of Dashboard and local data are addressed throughout this LCAP through actions focused on academic achievement, mathematics improvement, English learner progress, college and career readiness, student engagement, family partnerships, social-emotional wellness, and targeted supports for unduplicated pupils and students with disabilities.

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.

Our school has not been designated for Comprehensive Support and Improvement (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.

Our school has not been designated for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Our school has not been designated for Comprehensive Support and Improvement (CSI).

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
Parent Advisory Committee (PAC)	The Parent Advisory Committee (PAC) played an important role in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Throughout the school year, PAC members provided feedback on student achievement, school climate, parent engagement, college and career readiness, and student support services. Their input helped ensure that the LCAP reflected the needs and priorities of students, families, and the broader school community. The PAC met on two occasions during the 2025–26 school year to review and discuss student performance data and provide feedback on LCAP development. During the first meeting, members reviewed mid-year progress toward LCAP goals, local assessment data, and implementation updates related to academic achievement, student engagement, and social-emotional wellness. Committee members discussed strengths, challenges, and areas where additional support may be needed to improve student outcomes. During the second meeting, PAC members reviewed California School Dashboard results, student achievement data, and a draft of the 2026–27 LCAP. Members provided feedback on proposed goals, actions, services, and expenditures. Discussions focused on maintaining strong family engagement, supporting academic growth, expanding college and career readiness opportunities, ensuring equitable access to resources and services, and continuing to provide targeted support for unduplicated pupils and students with disabilities.

Educational Partner(s)	Process for Engagement
	In addition to committee meetings, PAC members were provided opportunities to submit feedback through surveys and ongoing communication with school staff. Feedback from PAC members reinforced the importance of personalized learning, strong family-school partnerships, student wellness supports, academic interventions, and college and career readiness programming. Input from the Parent Advisory Committee directly informed the development of the 2026–27 LCAP and contributed to decisions regarding academic supports, student engagement initiatives, family partnership activities, and services designed to improve outcomes for all students. The PAC's continued involvement helped ensure that the LCAP remained transparent, responsive to educational partner feedback, and focused on continuous improvement and student success.
Teachers, Administrators, and Staff	Throughout the 2025–26 school year, administrators, teachers, and other school personnel played a critical role in monitoring the implementation of the Local Control and Accountability Plan (LCAP) and providing feedback to inform the development of the 2026–27 LCAP. As the educational partners most directly responsible for implementing the school's programs and services, staff and leadership provided valuable insight into student needs, program effectiveness, and opportunities for continuous improvement. School leadership engaged in ongoing review of local and state performance data, including CAASPP results, benchmark assessment data, attendance trends, graduation outcomes, College and Career Indicator results, English Learner Progress data, and California School Dashboard indicators. Leadership teams participated in collaborative planning sessions to evaluate progress toward LCAP goals, identify areas of success, and determine where additional supports or resources may be needed. Educational partner feedback collected from parents, students, and staff was also reviewed and incorporated into planning discussions.

Educational Partner(s)	Process for Engagement
	Teachers, Homeschool Teachers (HSTs), counselors, program staff, and support personnel participated in regular opportunities to review student achievement data, discuss program implementation, and provide feedback regarding schoolwide priorities. Staff reviewed academic performance trends, benchmark assessment results, intervention effectiveness, student engagement data, and social-emotional learning outcomes. Particular attention was given to the performance of student groups, including socioeconomically disadvantaged students, English learners, homeless youth, and students with disabilities, to ensure that actions and services continued to address identified needs. Staff feedback highlighted several strengths, including strong family engagement, personalized learning opportunities, low rates of chronic absenteeism, positive school climate, and increased college and career readiness opportunities. Staff also identified areas for continued growth, including strengthening academic interventions, increasing support for students performing below grade level, expanding college and career readiness opportunities, and enhancing targeted supports for students with disabilities and other student groups requiring additional assistance. Input from administrators, teachers, counselors, and support staff directly informed the development of the 2026–27 LCAP. Feedback contributed to decisions related to academic interventions, professional development priorities, social-emotional supports, college and career readiness programming, and services designed to improve outcomes for unduplicated pupils and students with disabilities. Through ongoing collaboration, data analysis, and reflection, administrators and staff helped ensure that the LCAP remains responsive to student needs and aligned with the school's commitment to continuous improvement and educational excellence.
Students	Recognizing students as key partners in school improvement, the 2024–25 school year emphasized student voice as a core component of Local Control and Accountability Plan (LCAP) implementation. Through surveys, advisory participation, and governance engagement, students contributed meaningful feedback that shaped

Educational Partner(s)	Process for Engagement
	planning efforts and ensured initiatives reflected their lived experiences and needs. Key Areas of Student Engagement School Climate Surveys: Students shared their views on safety, inclusivity, and the overall learning environment. Input was gathered on the quality and relevance of instruction, availability of academic supports, and perceptions of mental health and wellness resources. Feedback included student perspectives on the adequacy of school facilities, technology, and learning materials. Feedback Opportunities and Student Voice Anonymous Survey Responses: Students completed surveys anonymously to support honest, open participation and accurate reflection of the student experience. Improvement Ideas: Students were encouraged to suggest changes that would enhance their educational environment, building ownership and involvement in shaping the school experience. Participation in Advisory and Governance Structures Parent Advisory Committee (PAC): Student Membership: Select students participated in the PAC, offering their perspectives on school initiatives and educational priorities. Policy Input: Student members contributed insights on issues impacting learning, wellness, and school culture. School Board Meetings: Students were invited to attend public meetings, gaining exposure to school governance processes and opportunities to share their voices with decision-makers.

Educational Partner(s)	Process for Engagement
	Integration of Student Feedback Feedback Sharing with Staff: Survey results and direct input from students were reviewed during staff planning and data review sessions to ensure student needs were centered in LCAP implementation. Planning Alignment: Student feedback informed adjustments to goals, actions, and supports within the LCAP, reinforcing the school's commitment to inclusivity and responsiveness. Continuous Improvement: Ongoing engagement of students created a feedback loop that supported real-time reflection, adaptation, and accountability in school improvement efforts. Students played a meaningful role in guiding the implementation of the LCAP by contributing insights that helped shape a more inclusive, supportive, and effective school environment. Their engagement not only informed mid-year planning and long-term goals but also fostered a culture of collaboration where student voice remains central to educational decision-making.
Parents/Families	Parents and families served as critical educational partners in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Throughout the school year, parents provided feedback regarding academic programs, school climate, student supports, communication practices, college and career readiness opportunities, and family engagement efforts. Their input helped ensure that the LCAP reflected the priorities and needs of the students and families served by Clarksville Charter School. Parent feedback was gathered through annual school climate and LCAP surveys, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, school communications, and ongoing interactions with Homeschool Teachers (HSTs), counselors, and administrators. These opportunities provided families with multiple avenues to share their experiences, identify strengths, and offer suggestions for improvement.

Educational Partner(s)	Process for Engagement
	Parents reviewed and discussed student achievement data, California School Dashboard results, school climate information, and updates regarding LCAP implementation. Feedback consistently emphasized the value of personalized learning, strong family-school partnerships, academic support services, social-emotional wellness resources, and opportunities that prepare students for college and career success. Families also highlighted the importance of maintaining effective communication, access to technology and instructional resources, and targeted support for students with additional academic or social-emotional needs. The Parent Advisory Committee reviewed mid-year progress toward LCAP goals, local assessment results, and Dashboard data and provided feedback on proposed goals, actions, and services for the upcoming year. Parents were also provided opportunities to review and comment on the draft LCAP before adoption. Families of English learners participated through the English Learner Advisory Committee, offering feedback regarding services, supports, and communication designed to meet the needs of English learner students and their families. Parent feedback was reviewed alongside student achievement data, survey results, and input from other educational partners during the LCAP development process. This feedback directly informed decisions regarding academic interventions, family engagement activities, college and career readiness opportunities, student wellness supports, and services designed to improve outcomes for unduplicated pupils and students with disabilities. Clarksville Charter School values the ongoing partnership between families and the school community. Through meaningful consultation and continuous communication, parents helped ensure that the 2026–27 LCAP remains responsive to student needs, aligned with community priorities, and focused on continuous improvement and student success.
Board/Community	The Governing Board played an important role in monitoring the implementation of the Local Control and Accountability Plan (LCAP)

Educational Partner(s)	Process for Engagement
	and providing input regarding school priorities, student needs, and continuous improvement efforts. Throughout the 2025–26 school year, Board members reviewed student performance data, school climate information, attendance trends, graduation outcomes, college and career readiness indicators, and progress toward LCAP goals. During the school year, school leadership presented a Mid-Year LCAP Update to the Governing Board. The update included a review of progress toward LCAP goals, implementation of actions and services, budget expenditures, and student outcome data. Board members reviewed California School Dashboard results, CAASPP performance, local assessment data, attendance data, graduation outcomes, and educational partner feedback. These discussions provided opportunities for Board members to ask questions, provide input, and monitor the effectiveness of programs and services supporting student success. The Governing Board also reviewed information related to the Local Control Funding Formula (LCFF), budget priorities, and expenditures supporting academic achievement, student engagement, college and career readiness, and student wellness. Particular attention was given to ensuring that resources remained aligned with identified student needs and that services for unduplicated pupils and students with disabilities continued to support equitable outcomes. Board members provided feedback regarding academic performance, family engagement, social-emotional wellness, college and career readiness opportunities, and the continued implementation of the school's personalized learning model. Feedback from the Board reinforced the importance of maintaining strong academic supports, expanding opportunities for student success, and ensuring accountability for student outcomes. Through regular Board presentations, review of student data, and discussion of school priorities, the Governing Board contributed valuable input that informed ongoing planning and continuous improvement efforts. This engagement helped ensure that the LCAP

Educational Partner(s)	Process for Engagement
	remained responsive to student needs, aligned with educational partner priorities, and focused on improving outcomes for all students.

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

The development of the 2026–27 Local Control and Accountability Plan (LCAP) was guided by meaningful consultation with educational partners, including students, parents and families, teachers, administrators, other school personnel, advisory committees, the Governing Board, and community members. Feedback was gathered through annual surveys, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, staff collaboration sessions, Board meetings, public input opportunities, workshops, podcasts, and ongoing communication throughout the school year. Educational partner feedback was reviewed alongside California School Dashboard results, local assessment data, attendance data, graduation data, college and career readiness indicators, and program evaluation measures to identify strengths, challenges, and priorities for improvement.

Goal 1: Academic Achievement

Feedback from parents, students, staff, and the Governing Board emphasized the importance of maintaining strong academic supports while continuing to address areas of need identified through state and local data. Review of the 2025 California School Dashboard highlighted significant growth in English Language Arts and Mathematics, strong science achievement, and Accelerated growth in both ELA and Mathematics. Educational partners also identified the need for continued focus on mathematics achievement, English learner progress, state assessment participation, and support for student groups performing below standard, including English learners, socioeconomically disadvantaged students, and students with disabilities.

As a result, the LCAP continues investments in individualized learning plans, credentialed teacher support, benchmark assessments, academic intervention programs, curriculum resources, instructional technology, English Language Development services, professional learning, and targeted supports designed to improve student achievement and accelerate learning. Educational partners also supported maintaining systems that allow staff to monitor student progress and provide timely interventions when students demonstrate academic need.

Goal 2: Student Engagement, Wellness, and School Connectedness

Students, parents, and staff consistently identified student well-being, school connectedness, counseling and mental health services, enrichment opportunities, and student engagement as priorities. Educational partner feedback emphasized the importance of maintaining opportunities for student interaction, field trips, enrichment activities, wellness supports, community events, and programs that foster belonging and positive relationships. Students also highlighted the value of flexible learning opportunities, counseling supports, and activities that strengthen engagement and connection to the school community.

In response, the LCAP continues actions supporting Marriage and Family Therapist (MFT) and Licensed Clinical Social Worker (LCSW) services, social-emotional supports, student engagement opportunities, enrichment programs, field trips, wellness initiatives, and activities designed to strengthen student connectedness and maintain positive school climate outcomes.

Goal 3: Family Engagement and Educational Partner Partnerships

Parent and family feedback highlighted the importance of maintaining strong communication, meaningful opportunities for involvement, and continued collaboration between families and the school. Family survey results demonstrated high levels of engagement and satisfaction, with 100% of families reporting that they felt included in school decision-making, 100% reporting satisfaction with the school, 93.4% reporting that they feel connected to the school, and 100% participating in providing feedback regarding school programs and LCAP development.

Educational partners emphasized the value of ongoing communication through newsletters, podcasts, social media, the school website, the parent portal, advisory committees, and direct communication with school staff. Families also expressed support for maintaining opportunities to participate in school decision-making processes, educational planning, parent education opportunities, and activities that strengthen connections between families and the school community.

Feedback from parents, PAC members, ELAC participants, and community members supported continued investments in family engagement activities, communication systems, parent education opportunities, advisory committee participation, and resources designed to strengthen partnerships between families and the school. Educational partners emphasized the importance of providing accessible information regarding curriculum, instructional strategies, student supports, and educational opportunities to help families actively participate in their children's educational experiences.

As a result, the LCAP continues actions focused on parent education workshops, classes and clubs, family communication through podcasts, social media, the school website, parent communication systems, family engagement activities, English learner parent supports, and special education parent education opportunities. The LCAP also continues investments in communication tools and outreach efforts designed to increase family engagement, strengthen partnerships between home and school, and ensure families remain active participants in supporting student success.

Educational Partner Influence on the Adopted LCAP

Educational partner feedback directly influenced the development of goals, actions, services, metrics, and expenditures included in the adopted LCAP. Feedback supported the continuation of academic intervention programs, English learner services, counseling and wellness supports, college and career readiness opportunities, dual enrollment opportunities, family engagement initiatives, student enrichment programs, and targeted services for student groups requiring additional support.

Family engagement data demonstrating 100% parent inclusion in school decision-making, 100% parent satisfaction, 93.4% parent connectedness, and 100% participation in providing feedback regarding school programs and LCAP development further reinforced the importance of continuing investments in family communication systems, parent education opportunities, advisory committee participation, outreach efforts, and engagement activities that strengthen partnerships between families and the school.

The adopted LCAP reflects a shared commitment to improving academic achievement, strengthening student engagement and wellness, enhancing family partnerships, increasing college and career readiness, and ensuring equitable access to programs and services. Through

ongoing educational partner engagement, Clarksville Charter School continues to align resources and actions with the needs, priorities, and aspirations of the students, families, staff, and community it serves.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Using curriculum aligned with state standards, personalized intervention, and accommodations, highly qualified staff will provide students with a challenging educational experience that will prepare all students for future success, allowing them to transition effectively into college and the workforce	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.

This goal was developed based on a review of multiple measures of student performance, including the California School Dashboard, local benchmark assessment data, state assessment results, graduation data, attendance data, educational partner feedback, and other local indicators. The review of these data sources identified several areas of strength, including Green performance in English Language Arts, Science, Chronic Absenteeism, and College and Career Readiness; Blue performance in Graduation Rate and Suspension Rate; and Accelerated growth in English Language Arts. The school also met the standard for all local indicators, including Basic Services, Academic Standards, Parent and Family Engagement, Local Climate, and Access to a Broad Course of Study.

At the same time, the analysis identified opportunities for continued growth in Mathematics achievement and English Learner Progress. Mathematics performance remained at the Yellow level overall, with Students with Disabilities and students identifying as Two or More Races performing at the Orange level. English Learner Progress was Orange, with 46.9 percent of English learners making progress toward English language proficiency, representing a decline from the prior year. While overall student outcomes demonstrate positive trends in many areas, the school recognizes the need to strengthen supports for English learners and student groups performing below standard in Mathematics.

Recognizing the importance of preparing all students for success in college, career, and life, Clarksville Charter School has established this goal to provide a rigorous, personalized, and engaging educational experience that supports academic achievement and continuous growth. Through individualized learning plans, credentialed teacher support, high-quality curriculum, benchmark assessments, academic interventions, instructional technology, and targeted student services, the school seeks to ensure that all students have access to the resources and support necessary to achieve their academic potential.

The development of this goal was also informed by educational partner feedback gathered from students, parents, staff, advisory committees, and the Governing Board. Educational partners emphasized the importance of maintaining strong academic supports, providing

meaningful intervention services, expanding college and career readiness opportunities, supporting English learners and students with disabilities, and ensuring equitable access to educational opportunities for all students.

This goal reflects the school's commitment to equity and continuous improvement. By providing targeted supports, monitoring student progress, and responding to identified needs through data-informed decision-making, the school seeks to improve outcomes for all students while addressing the unique needs of English learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities.

Through the implementation of this goal, Clarksville Charter School will continue to strengthen academic achievement, support student growth, expand postsecondary readiness, improve English learner outcomes, and increase Mathematics achievement for student groups performing below standard.

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 students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups	2023-24 (2022-23) Schoolwide: 43.64% English Learners: 10.87% Socioeconomically Disadvantaged: 34.80% Students with disabilities: 16.96%	2024-25 Schoolwide: 43.62% English Learners: 0% Socioeconomically Disadvantaged: 37.47% Students with disabilities: 24.77%	2025-26 Schoolwide: 49.72% English Learners: 35.72% Socioeconomically Disadvantaged: 41.62% Students with disabilities: 32.74%	2026-27 Schoolwide: 50% English Learners: 15% Socioeconomically Disadvantaged: 40% Students with disabilities: 20%	Schoolwide: +6.08% English Learners: +24.85% Socioeconomically Disadvantaged: +6.82% Students with disabilities: +15.78%
1.2	% of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups	2023-24 (2022-23) Schoolwide: 27.55% English Learners: 9.93% Socioeconomically Disadvantaged: 19.51% Students with disabilities: 10%	2024-25 Schoolwide: 28.33% English Learners: 11.76% Socioeconomically Disadvantaged: 21.53% Students with disabilities: 19.45%	2025-26 Schoolwide: 31.46% English Learners: 42.85% Socioeconomically Disadvantaged: 24.66% Students with disabilities: 15.04%	2026-27 Schoolwide: 30% English Learners: 15% Socioeconomically Disadvantaged: 25% Students with disabilities: 15%	Schoolwide: +3.91% English Learners: +32.92% Socioeconomically Disadvantaged: +5.15% Students with disabilities: +5.05%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	% of students who score at standards Met/Exceeded on California Science Test (CAST)	2023-24 (2022-23) 30.18%	2024-25 37.27%	2025-26 40.39%	2026-27 35%	+10.21%
1.4	Academic Indicator ELA: Schoolwide Distance from standard (DFS), including all significant subgroups	2023-24 (2022-23) Schoolwide: -21.9 English Learners: -55.5 Socioeconomically Disadvantaged: -37.6 Students with disabilities: -72	2024-25 Schoolwide: -22.9 English Learners: -21.2 Socioeconomically Disadvantaged: -38.5 Students with disabilities: -61	2025-26 Schoolwide: -2.6 English Learners: -9.1 Socioeconomically Disadvantaged: -15.9 Students with disabilities: -38.2	2026-27 Schoolwide: -18 English Learners: -50 Socioeconomically Disadvantaged: -30 Students with disabilities: -65	Schoolwide: +19.3 English Learners: +46.4 Socioeconomically Disadvantaged:+21.7 Students with disabilities: +33.8
1.5	Academic Indicator Math: Schoolwide Distance from standard (DFS), including all significant subgroups	2023-24 (2022-23) Schoolwide: -59.8 English Learners: -68.5 Socioeconomically Disadvantaged: -74.9 Students with disabilities: -117.4	2024-25 Schoolwide: -62.5 English Learners: -47.5 Socioeconomically Disadvantaged: -80.1 Students with disabilities: -110.6	2025-26 Schoolwide: -47.8 English Learners: -12 Socioeconomically Disadvantaged: -59 Students with disabilities: -96.5	2026-27 Schoolwide: -55 English Learners: -65 Socioeconomically Disadvantaged: -70 Students with disabilities: -115	Schoolwide:+12 English Learners: +56.5 Socioeconomically Disadvantaged: +15.9 Students with disabilities: +20.9
1.6	% Participation Rate on CAASPP ELA	2023-24 (2022-23) 98%	2024-25 100%	2025-26 100%	2026-27 100%	+2%
1.7	Participation Rate on CAASPP Math	2023-24 (2022-23) 98%	2024-25 100%	2025-26 100%	2026-27 100%	+2%
1.8	% - Reclassification Rate	2023-24 (2022-23) 28%	2024-25 24%	2025-26 60%	2026-27 35%	+32%
1.9	% English learners who are making progress towards English proficiency on English	2023-24 (2022-23) 60%	2024-25 65.6%	2025-26 46.9%	2026-27 65%	+13.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner Progress Indicator (ELPI)					
1.10	% of teachers are properly credentialed	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%
1.11	% of ELs with access to ELD Standards-Based Curriculum	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%
1.12	% Completed a-g Requirements	2023-24 (2022-23) 21.2%	2024-25 30.2%	2025-26 31.7%	2026-27 25%	+10.5%
1.13	% Completed CTE Course Requirements	2023-24 (2022-23) 1.5%	2024-25 2.3%	2025-26 1.2%	2026-27 3%	-0.3%
1.14	% Completed a-g Requirements and CTE Course Requirements	2023-24 (2022-23) 0%	2024-25 0%	2025-26 0%	2026-27 3%	0%
1.15	% of students scoring at ready or conditionally ready on the EAP for ELA	2023-24 (2022-23) 43.64%	2024-25 43.62%	2025-26 49.72%	2026-27 50%	+6.08%
1.16	% of students scoring at ready or conditionally ready on the EAP for Math	2023-24 (2022-23) 27.55%	2024-25 28.33%	2025-26 31.46%	2026-27 30%	+3.91%
1.17	% Passed AP with 3 or higher	2023-24 (2022-23) 90%	2024-25 100%	2025-26 14.29%	2026-27 20%	-75%
1.18	% High School Graduation Rate	2023-24 (2022-23) 98.5%	2024-25 95.3%	2025-26 97.6%	2026-27 95%	-0.9%
1.19	% of students with access to a broad course of study, including unduplicated	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students and students with exceptional needs					
1.20	100% of students will have home access to technology and the internet	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	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.

Clarksville Charter School substantially implemented the actions associated with Goal 1 during the 2025–26 school year. The school continued to provide standards-aligned curriculum, personalized learning opportunities, assessment systems, intervention supports, educational technology, English learner services, college and career readiness programs, special education supports, and student support services designed to improve academic achievement and prepare students for future success.

The school successfully implemented ongoing professional development opportunities, curriculum coordination, benchmark and state assessment programs, instructional technology supports, English Language Development services, and college and career readiness activities. Students continued to receive access to standards-based curriculum, intervention programs, individualized learning plans, and academic supports aligned to identified student needs. The school also maintained implementation of Multi-Tiered System of Support (MTSS), Student Study Team (SST), Section 504 processes, and specialized supports for students with disabilities, English learners, foster youth, homeless youth, and low-income students.

A significant success during the year was the substantial improvement in academic outcomes, particularly in English Language Arts. Dashboard results showed notable growth among English learners, socioeconomically disadvantaged students, and students with disabilities. The school also maintained strong performance in Graduation Rate, College and Career Readiness, Science, Chronic Absenteeism, and Suspension Rate indicators while continuing to meet the standard on all local indicators.

While most actions were implemented as planned, the school identified ongoing challenges in Mathematics achievement and English Learner Progress. These areas continue to require targeted intervention, progress monitoring, and instructional support. The school used assessment data, educational partner feedback, and ongoing program evaluation throughout the year to refine services and ensure resources remained aligned with student needs.

Overall, implementation of Goal 1 actions supported positive student outcomes and continued progress toward providing all students with a rigorous, personalized educational program that prepares them for success in college, career, and life.

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.

Estimated Actual Expenditures exceeded Budgeted Expenditures due to the school's ongoing efforts to respond to student needs and strengthen educational programs throughout the year. As implementation progressed, additional investments were made to enhance instructional technology, expand access to curriculum and instructional resources, provide professional learning opportunities for staff, support personnel necessary to deliver services, and increase targeted interventions designed to improve student outcomes. These expenditures reflected the school's commitment to maintaining high-quality educational programs, addressing emerging needs, and ensuring students had access to the academic supports, resources, and services necessary to support achievement and overall success.

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

Overall, the actions associated with Goal 1 were effective in supporting progress toward the goal of providing students with a rigorous educational program that prepares them for success in college, career, and life. Multiple academic and student outcome indicators demonstrated improvement during the 2025–26 school year.

Actions related to standards-aligned curriculum, assessment systems, intervention programs, educational technology, and instructional support contributed to improved academic performance in English Language Arts. The percentage of students meeting or exceeding standards on the CAASPP ELA assessment increased from 43.64 percent to 49.72 percent schoolwide. English learners improved from 10.87 percent to 35.72 percent meeting or exceeding standards, socioeconomically disadvantaged students improved from 34.80 percent to 41.62 percent, and students with disabilities improved from 16.96 percent to 32.74 percent. ELA Distance from Standard also improved substantially across all reported student groups.

Actions supporting Mathematics achievement contributed to improvement in student outcomes, although Mathematics remains an area of continued focus. Schoolwide CAASPP Mathematics performance increased from 27.55 percent to 31.46 percent meeting or exceeding standards. English learners demonstrated particularly strong growth, increasing from 9.93 percent to 42.85 percent meeting or exceeding standards. Distance from Standard results also improved across student groups. Despite these gains, socioeconomically disadvantaged students and students with disabilities continue to perform below desired levels, indicating a need for continued intervention and support.

English Learner services, including designated and integrated English Language Development instruction, assessment monitoring, and supplemental instructional supports, contributed to an increase in the English learner reclassification rate from 28 percent to 60 percent. However, the English Learner Progress Indicator declined to 46.9 percent, resulting in an Orange performance level on the California School Dashboard. As a result, English Learner Progress remains an identified area of need and will continue to be a focus in the coming year.

Actions supporting college and career readiness were generally effective. The percentage of students completing A-G requirements increased from 21.2 percent to 31.7 percent, and the school maintained strong College and Career Indicator performance. Graduation rates remained high at 97.6 percent. Students continued to have access to college and career planning resources, dual enrollment opportunities, Career Technical Education pathways, and postsecondary preparation supports.

Technology access, student support services, MTSS, SST, Section 504 supports, special education services, and social-emotional supports contributed to maintaining equitable access to educational opportunities and supporting student engagement. The school also maintained 100 percent access to credentialed teachers, English learner curriculum, broad course offerings, and student technology resources.

Based on the available outcome data, the actions implemented under Goal 1 were largely effective in improving academic achievement and maintaining positive student outcomes. Continued emphasis will be placed on improving Mathematics achievement, English Learner Progress, and outcomes for student groups performing below standard.

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

Based on a review of implementation data, student outcome measures, California School Dashboard results, local assessment data, and educational partner feedback, several revisions were made to Goal 1 for the 2026–27 school year.

The goal itself remains unchanged, as it continues to reflect the school's commitment to providing a rigorous educational program that prepares students for success in college, career, and life. However, metrics and target outcomes were updated to reflect the most current available data and student performance results.

Several action descriptions were revised to more accurately reflect current programs, services, staffing structures, curriculum resources, intervention supports, and student support systems. Updates were made to strengthen alignment between identified student needs, planned services, and expected outcomes. Descriptions of English Learner services, college and career readiness programs, student support services, instructional resources, special education supports, and technology access were refined to better reflect current implementation practices.

In response to student performance data and ongoing program evaluation, the school strengthened its intervention model for the coming year. Planned improvements include the implementation of a screening tool to support more accurate placement of students into intervention services, expansion of one-to-one intervention support, increased use of assessment and progress-monitoring data to plan and implement intervention classes, expansion of intervention opportunities for lower grade students, and the addition of intervention teachers to increase the availability of targeted academic support.

The school will also implement a new class registration system designed to improve family access to information about intervention opportunities and streamline the registration process for students and parents. These improvements are intended to increase participation in intervention programs, improve access to targeted supports, and strengthen academic outcomes for students requiring additional assistance.

In response to Dashboard results and local data, the school will continue to place particular emphasis on improving Mathematics achievement and English Learner Progress while maintaining strong outcomes in English Language Arts, Graduation Rate, College and Career Readiness, Science, Chronic Absenteeism, and Suspension Rate indicators.

These revisions are intended to strengthen the alignment between identified needs, actions, services, expenditures, and outcome measures while supporting continuous improvement and equitable outcomes for all students.

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	Staff Professional Development	We are committed to offering professional development and support within our organization. This includes programs like New Teacher Training and Mentor Teachers, both supported via stipends. These programs are aimed at providing teachers with vital skills and guidance. Moreover, our budget allows for participation in Annual Conferences, which feature specialized training sessions and memberships to professional bodies like CSDC. We also support staff professional development with annual school-wide Google Classroom pre-recorded trainings, live virtual, and in-person professional development opportunities. Specifically, we allocate resources for UC and CSU conferences, acknowledging the importance of partnerships with higher education institutions in promoting continual learning and collaboration. In line with this commitment, we have introduced new Curriculum, Instructional, and Programmatic Coaches/Coordinators who will work closely with teachers and parents to provide personalized support, coaching, and resources tailored to individual professional growth. These initiatives strive to foster a supportive atmosphere that fosters skill development, networking, and ongoing improvement among our staff, ultimately enhancing the overall success of our organization.	$227,256.00	No
1.2	Staff Professional Development on Students with Disabilities	Offer professional development opportunities for staff that emphasize instructional strategies tailored for Students with Disabilities (SWDs). Recognizing the significance of catering to the unique academic needs of our SWDs, we aim to equip our teachers and support staff with the necessary skills and knowledge to facilitate their academic success. Additionally, we have special education coaches to provide our Special Education teachers and other instructional staff in developing strategies, techniques, and compliance practices to effectively teach all students and ensure adherence to district, state, and federal requirements. The School utiizes the training resources provided by the SELPA as well as the Diagnostic Center. Our staff will engage in specialized trainings and	$237,396.00	No

Action #	Title	Description	Total Funds	Contributing
		conferences aimed at enhancing support services and employing effective strategies to maximize the academic potential of this subgroup.		
1.3	Assessments, supports, and training	As a school, we offer a comprehensive assessment program that includes informal, interim, benchmark, formative, and formal assessments. We provide structured testing supports and strategies for students, parents, and staff members. Additionally, we allocate resources for staff salaries and stipends, including the employment of two testing coordinators. We have various examiners designated for specific assessments. We utilize assessments such as Renaissance, NWEA, and CAASPP, with allocated budgets for each assessment type and testing site locations. Overall, our aim is to ensure effective assessment practices and support the needs of our students to reach academic success.	$251,475.00	Yes
1.4	TK-8 standards based, grade-level courses	Clarksville Charter School is implementing several initiatives designed to strengthen academic programs and improve student outcomes. These efforts include the continued development and refinement of standards-based TK–8 grade-level courses, ensuring alignment with California academic standards and providing students with access to rigorous, high-quality instructional programs. The school invests in credentialed teachers, academic support staff, and instructional resources to effectively implement these programs and meet the diverse needs of students. Through personalized learning plans, regular teacher-student interaction, intervention opportunities, and ongoing progress monitoring, students receive individualized support designed to promote academic growth and achievement. Clarksville Charter School also provides flexible learning opportunities that support student engagement and access to instruction. These options allow the school to meet the unique needs of students and families while maintaining a focus on standards-based instruction and academic success. The school utilizes a variety of curriculum resources, instructional technologies, and online educational programs to enhance teaching and learning. These tools support student engagement, provide opportunities	$333,973.00	No

Action #	Title	Description	Total Funds	Contributing
		for differentiated instruction, and help students develop the knowledge and skills necessary for success in school and beyond. Together, these initiatives demonstrate Clarksville Charter School's commitment to providing a rigorous, personalized educational program that promotes academic achievement, supports student growth, and prepares students for future success.		
1.5	Student technology and connectivity	Clarksville Charter School provides students with access to essential technology resources to support participation in personalized learning programs, standards-based instruction, intervention services, assessments, and college and career readiness activities. To help ensure equitable access to instruction, the school provides 1:1 Chromebooks, WiFi hotspots for eligible students and families, and access to educational technology resources that support both in-person and independent learning opportunities. Students may also utilize instructional funds, as appropriate, to access technology devices and educational resources that support their individual learning plans and instructional needs. Students with disabilities receive assistive technology and related devices as specified in their Individualized Education Programs (IEPs) to support access to educational programs and services. These services are particularly important for low-income students, foster youth, homeless youth, and English learners who may experience barriers to accessing technology, internet connectivity, instructional resources, or learning opportunities outside of school. By providing access to devices, internet connectivity, and technology-based instructional supports, the school helps ensure that students can participate fully in coursework, complete assignments, access intervention services, communicate with teachers, engage in virtual learning opportunities, and utilize educational resources necessary for academic success. Through these efforts, Clarksville Charter School seeks to reduce barriers to learning, promote equitable access to educational opportunities, and support improved academic outcomes for all students, particularly	$177,000.00	No

Action #	Title	Description	Total Funds	Contributing
		unduplicated pupils who may otherwise have limited access to technology and instructional resources.		
1.6	Standards based/aligned curriculum, resources, and supports	Clarksville Charter School is committed to standardizing and aligning curriculum, resources, and supports across all grade levels and subjects. With dedicated Curriculum Coordinators overseeing this initiative, the school ensures that educational offerings are aligned to established standards and integrated into instruction. The school utilizes a variety of standards-aligned curriculum resources, including Subject.com, Bright Thinker, Edgenuity Imagine, and Edmentum. These resources provide students with access to high-quality instructional materials across a wide range of subjects and support personalized learning pathways. In addition to core curriculum, the school provides supplementary programs such as Math Seeds, Reading Eggs, Prodigy Math & ELS, Accelerated Reader, Grammarly, and Keyboarding without Tears, among others. These programs are tailored to specific areas of student learning and provide additional opportunities for practice, intervention, enrichment, and skill development. Through these efforts, Clarksville Charter School provides a comprehensive and aligned curriculum supported by instructional resources and tools designed to meet the diverse needs of students, support academic growth, and improve outcomes in identified areas of need, including Mathematics achievement and English Learner Progress.	$748,305.00	Yes
1.7	Resources and support for unduplicated students	Clarksville Charter School implements several initiatives designed to provide resources and support for unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. These services are intended to address barriers to academic success, increase student engagement, and improve educational outcomes. The school provides a Licensed Social Worker to support students and families who may be experiencing challenges that impact educational	$113,306.00	Yes

Action #	Title	Description	Total Funds	Contributing
		access and success. The Licensed Social Worker serves as a key resource for foster youth, homeless youth, low-income students, and their families by providing case management, attendance interventions, family outreach, resource coordination, referrals to community-based services, and individualized support designed to remove barriers to learning and promote student well-being. The school also provides supplemental academic intervention resources, including Lexia and other evidence-based instructional programs designed to strengthen literacy development and academic achievement. These programs provide individualized learning opportunities that help students build foundational reading, language, and literacy skills while supporting progress toward grade-level standards. Through these services, Clarksville Charter School seeks to reduce barriers to learning, strengthen academic performance, support student engagement, and improve outcomes for unduplicated pupils. These supports are particularly important for students who may experience educational disruptions, require additional academic assistance, or need access to coordinated services to support their success in school. The school expects these services to contribute to improved academic achievement, increased engagement, stronger attendance, and improved outcomes for English learners, foster youth, homeless youth, and low-income students.		
1.8	Special Education Curriculum and resources	To support improved outcomes for students with disabilities, Clarksville Charter School provides specialized curriculum, instructional resources, intervention programs, and progress-monitoring tools designed to address individualized learning needs and support access to grade-level standards. The school utilizes specialized instructional programs and resources, including Sonday, Edmark Reading, SIPPS, Unique Learning System, Kami, Reading A–Z, and other evidence-based supports to provide differentiated instruction and targeted intervention. These resources help students develop foundational literacy, communication, academic, and functional skills while supporting progress toward individualized educational goals.	$163,265.00	No

Action #	Title	Description	Total Funds	Contributing
		The school also continues to align curriculum and instructional supports to meet the needs of students participating in alternate diploma or graduation pathway options, ensuring access to meaningful educational opportunities and postsecondary preparation. To support the implementation of Individualized Education Programs (IEPs), the school utilizes tools such as Ablespace and Goalbook to assist with goal development, progress monitoring, data collection, and instructional planning. These systems help educators monitor student growth, evaluate progress toward IEP goals, and make data-informed decisions regarding instructional supports and services. Together, these actions are designed to improve academic achievement, increase access to standards-based instruction, strengthen progress toward IEP goals, and support positive educational outcomes for students with disabilities. Through individualized learning opportunities, targeted interventions, and ongoing progress monitoring, Clarksville Charter School seeks to promote academic success, independence, and college, career, and life readiness for students receiving special education services. LREBG Funding used to support personnel in this action: $28,614		
1.9	English Language Development Instruction and Support	Clarksville Charter School provides a comprehensive system of support designed to meet the academic and linguistic needs of English learners and promote progress toward English proficiency and academic success. English Learner Coordinators oversee the implementation of the English Learner program, monitor student progress, support compliance with state and federal requirements, coordinate English Language Development (ELD) services, and collaborate with teachers and families to ensure students receive appropriate instructional support. Designated ELD instruction is provided by qualified staff, including ELD teachers who deliver targeted language development instruction aligned with students' proficiency levels and individual learning needs.	$167,783.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The school also provides qualified staff to administer the English Language Proficiency Assessments for California (ELPAC) and utilizes instructional materials and supplemental resources, including Language Live and other evidence-based supports, to strengthen language acquisition, literacy development, and academic achievement. These resources help English learners develop listening, speaking, reading, and writing skills while accessing grade-level curriculum and content standards. Students are encouraged to actively participate in monitoring their own progress toward English language proficiency and academic goals, fostering self-awareness, engagement, and ownership of learning. Teachers utilize assessment data, progress monitoring tools, and student performance information to provide targeted intervention and individualized support designed to accelerate language development and academic growth. These services are intended to improve English language proficiency, strengthen academic achievement, increase access to grade-level content, and support positive educational outcomes for English learners. Given the school's identified need to improve English Learner Progress, these supports remain an important component of Clarksville Charter School's efforts to ensure equitable outcomes for all students.		
1.10	College & Career Courses, Resources & Support	Clarksville Charter School provides a comprehensive system of college and career readiness courses, programs, and support services designed to prepare students for postsecondary education, career pathways, military service, and other future opportunities. Students have access to a variety of academic pathways, including Advanced Placement (AP) courses, Dual Enrollment opportunities, College Credit courses, High School Virtual Academy (HSVA) courses taught by credentialed teachers, and A–G aligned coursework that supports college eligibility and postsecondary readiness. The school provides resources and guidance to support participation in AP coursework and examinations, PSAT testing opportunities, college exploration activities, college tours, and college entrance exam preparation. Students also have access to CaliforniaColleges.edu, which	$886,102.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provides college and career planning tools, career exploration resources, financial aid information, and support for postsecondary planning. The platform also assists students in completing and managing college and university application requirements. To support Career Technical Education (CTE), the school provides CTE courses, credentialed CTE teachers, program coordination, career exploration opportunities, and instructional resources designed to prepare students for high-demand careers and workforce opportunities. Students have opportunities to explore career pathways, develop career-ready skills, and participate in experiences that support workforce readiness and postsecondary success. Clarksville Charter School is also committed to supporting successful transitions to adulthood for students with disabilities. Transition planning, individualized support services, career exploration activities, and postsecondary readiness opportunities help students prepare for education, employment, independent living, and community participation after high school. The school invests in the personnel, instructional resources, technology, assessments, and program supports necessary to implement these college and career readiness opportunities. Through these efforts, Clarksville Charter School seeks to ensure that all students have access to meaningful postsecondary preparation experiences and are equipped with the knowledge, skills, and resources necessary for success beyond graduation. These services support the school's commitment to maintaining strong college and career readiness outcomes while expanding access and opportunities for all students, particularly low-income students, English learners, foster youth, homeless youth, and students who may benefit from additional guidance and support in planning for their future. LREBG Funding used to support personnel in this action: $29,238		

Action #	Title	Description	Total Funds	Contributing
1.11	CAAP Program	Clarksville Charter School's College Awareness and Advancement Program (CAAP) is designed to increase college and career readiness for unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. Through CAAP, students in grades 7–12 receive individualized guidance, college and career planning support, access to A–G aligned coursework, and opportunities to explore postsecondary education and career pathways. Students participate in college awareness activities, college tours, career exploration opportunities, and individualized planning designed to increase postsecondary aspirations and preparedness. These experiences help students develop an understanding of college admission requirements, career options, financial aid opportunities, and the steps necessary to achieve their educational and career goals. Students may also participate in Camp Blackbird, an outdoor experiential learning program that promotes leadership development, teamwork, resilience, communication skills, and student connectedness through hands-on activities and collaborative learning experiences. These opportunities help students build confidence, strengthen interpersonal skills, and develop the self-advocacy skills necessary for future success. In addition, the school provides access to the High School Virtual Academy (HSVA), which offers a flexible four-year program of study that includes core academic courses, electives, and college preparatory coursework. HSVA courses are taught and supported by credentialed teachers and provide both synchronous and asynchronous learning opportunities through online instructional platforms and personalized teacher support. Through these services, Clarksville Charter School seeks to increase college awareness, expand access to postsecondary opportunities, strengthen college and career readiness, and improve long-term outcomes for unduplicated pupils. By providing targeted guidance, meaningful enrichment opportunities, and flexible academic pathways, the school aims to ensure that all students are equipped with the knowledge, skills, and confidence necessary to pursue success beyond high school.	$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	We are providing comprehensive support through various initiatives tailored to address the needs of students within the framework of the Multi-Tiered System of Support (MTSS), the Student Study Team (SST), and Section 504. Under the guidance of SST specialists and MTSS Tech personnel, we ensure that interventions are effectively implemented across different tiers to cater to diverse student needs. Additionally, our dedicated 504 Specialist offers specialized assistance to students covered under Section 504 plans, ensuring equitable access to resources and accommodations. Our support programs encompass a range of resources designed to enhance student learning and development. This includes targeted interventions provided through direct instruction by credentialed educators in live small-group virtual classrooms, aimed at addressing the specific academic or behavioral challenges students may face. We also utilize evidence-based programs like SIPPS and NESSY to enhance literacy skills and support struggling readers. Additionally, platforms like Quill are leveraged to improve writing proficiency and promote literacy across various grade levels. By integrating these initiatives and resources, we strive to create a supportive environment that fosters academic success and holistic development for all students within our educational community.	$860,957.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Facilitate the development of well-rounded, self-motivated students by providing diverse socialization and learning experiences supporting their social and emotional growth	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Our school has developed the goal of creating well-rounded, self-motivated students by providing diverse socialization, enrichment, and learning experiences that support academic, social, emotional, and personal growth. We recognize the importance of offering a comprehensive educational environment that extends beyond traditional academics to foster student engagement, school connectedness, leadership, and overall well-being.

To achieve this goal, the school provides a variety of Outdoor Education and Community Experiences designed to enrich the educational journey of students. Through community events, park days, seasonal celebrations, school dances, Prom, and other student activities, students are provided opportunities to develop positive peer relationships, strengthen social skills, build confidence, and increase their sense of belonging within the school community. These experiences support student engagement while fostering personal growth and connection to the school environment.

The school also promotes Academic Enrichment through field trips, Academic Decathlon and Pentathlon competitions, Spelling Bee contests, Science Fairs, and other educational opportunities that encourage intellectual curiosity, critical thinking, collaboration, and problem-solving. In addition, the Adventure Academy provides short-term project-based academic and socialization courses that allow students to engage in hands-on learning experiences while developing important interpersonal and leadership skills. These enrichment opportunities help students connect classroom learning to real-world experiences while building confidence and independence.

Recognizing the importance of supporting the whole child, the school provides a variety of social-emotional supports and resources designed to improve student well-being and engagement. A Licensed Social Worker provides direct support to students and families through case management, family outreach, attendance interventions, social-emotional support services, and coordination of community resources. Through individualized support and collaboration with families, teachers, and community agencies, the Licensed Social Worker helps address barriers to learning and ensures students receive the support necessary to succeed academically, socially, and emotionally.

The school also provides social-emotional learning resources, student wellness supports, and professional development opportunities that equip staff with strategies to foster a positive school climate, student resilience, and emotional well-being. These efforts contribute to a supportive learning environment where students feel connected, valued, and prepared for success.

To support continuous improvement and accountability, the school utilizes Data Analysts, School Systems Analysts, Student Achievement personnel, and specialized software systems to monitor student outcomes, evaluate program effectiveness, and guide data-informed decision-making. The school also invests in resources that support LCAP implementation, program evaluation, and student achievement monitoring to ensure educational programs remain responsive to student needs.

Overall, the school's actions reflect a commitment to providing a comprehensive educational experience that promotes academic achievement, social-emotional wellness, student engagement, and personal growth. Through diverse enrichment opportunities, community-building experiences, targeted student supports, and data-informed practices, the school seeks to develop well-rounded, self-motivated students who are prepared for success in school, career, and life.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain safe facilities as demonstrated in CA Facilities Inspection Tool	2023-24 (2022-23) Exemplary	2024-25 Exemplary	2025-26 Exemplary	2026-27 Exemplary	Same as Baseline
2.2	% of students feel safe at school during activities and classes (as measured by student climate survey)	2023-24 (2022-23) 85% Strongly Agree/Agree	2024-25 85.32% Strongly Agree/Agree	2025-26 100% Strongly Agree/Agree	2026-27 90%	+15%
2.3	% of families feel the school is a safe place for their child (as measured by parent climate survey)	2023-24 (2022-23) 82% Strongly Agree/Agree	2024-25 92.41% Strongly Agree/Agree	2025-26 100% Strongly Agree/Agree	2026-27 90%	+18%
2.4	% of students feel connected to at least one staff member (as measured by student survey)	2023-24 (2022-23) 85% Strongly Agree/Agree	2024-25 86.24% Strongly Agree/Agree	2025-26 86.6% Strongly Agree/Agree	2026-27 90%	+1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	% Suspension rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0% English Learners: NA Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2024-25 Schoolwide: 0% English Learners: NA Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2025-26 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%
2.6	% Expulsion rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2024-25 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2025-26 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%
2.7	% Middle School Dropout Rate	2023-24 (2022-23) 0%	2024-25 0%	2025-26 0%	2026-27 0%	0%
2.8	% High School Dropout Rate	2023-24 (2022-23) 0%	2024-25 1.2%	2025-26 1.2%	2026-27 0%	+1.2%
2.9	% Average Daily Attendance	2023-24 (2022-23) 98%	2024-25 98%	2025-26 98%	2026-27 100%	0%
2.10	% Chronic Absenteeism Rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0.5% English Learners: 1.9% Socioeconomically Disadvantaged: 0.6% Students with disabilities: 0.5%	2024-25 Schoolwide: 0.3% English Learners: 2.2% Socioeconomically Disadvantaged: 0.9% Students with disabilities: 1%	2025-26 Schoolwide: 0.9% English Learners: 0% Socioeconomically Disadvantaged: 1.8% Students with disabilities: 3.1%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	Schoolwide: +0.4% English Learners: -1.9% Socioeconomically Disadvantaged: +1.2% Students with disabilities: +2.6%

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.

Clarksville Charter School substantially implemented the actions associated with Goal 2 during the 2025–26 school year. The school continued to provide a variety of outdoor education opportunities, community events, student enrichment activities, social-emotional supports, wellness resources, and student engagement programs designed to promote student connectedness, well-being, and personal growth.

Students participated in community events, field trips, park days, student showcases, Science Fair activities, Academic Decathlon and Pentathlon competitions, Spelling Bee events, and other enrichment opportunities that supported engagement, leadership development, collaboration, and academic growth. The school also continued to provide opportunities for students to participate in milestone celebrations and community-building activities that strengthened relationships among students, families, and staff.

The school successfully implemented a comprehensive system of social-emotional and wellness supports. Students and families had access to services provided by a Marriage and Family Therapist (MFT) and a Licensed Social Worker, who provided individualized support, family outreach, case management, attendance interventions, resource coordination, and referrals to community-based services. The school also continued implementation of social-emotional learning resources and wellness activities designed to promote positive student outcomes and school connectedness.

A significant success during the year was the maintenance of a positive school climate and strong student engagement outcomes. Student and family survey results demonstrated high levels of perceived safety, student connectedness remained strong, suspension and expulsion rates remained at zero percent, attendance remained high, and chronic absenteeism remained very low. These outcomes indicate that the school's efforts to support student wellness, engagement, and school connectedness were largely successful.

While most actions were implemented as planned, the school continued to evaluate opportunities to expand student participation in enrichment activities, strengthen student engagement opportunities, and improve access to services and programs. Information gathered through student performance data, climate surveys, and educational partner feedback was used to inform continuous improvement efforts and guide planning for the coming year.

Overall, implementation of Goal 2 actions contributed to a positive school climate, increased student engagement, strong attendance outcomes, and a supportive educational environment that promotes academic, social, emotional, and personal growth.

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 between Budgeted Expenditures and Estimated Actual Expenditures were primarily due to adjustments made during implementation to better support student engagement, student achievement, and overall program effectiveness.

Additional expenditures were associated with increased participation in outdoor education activities, community experiences, student recognition programs, and schoolwide engagement opportunities. Personnel and operational costs varied based on actual implementation needs, student participation levels, and expanded opportunities designed to promote student connectedness and involvement.

Differences in expenditures also resulted from enhanced efforts to support student achievement and accountability, including investments in improved data tracking, program monitoring, reporting systems, and continuous improvement processes. These enhancements strengthened the school's ability to monitor student outcomes, evaluate program effectiveness, and make data-informed decisions.

Additional resources were utilized to support social-emotional learning, student wellness, family outreach, and student support services. These adjustments helped ensure that students had access to appropriate academic, behavioral, and social-emotional supports throughout the year.

Overall, expenditure differences reflected the school's efforts to align resources with student needs, strengthen program implementation, improve data systems, expand student engagement opportunities, and support positive academic and social-emotional outcomes.

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

Overall, the actions associated with Goal 2 were effective in making progress toward the goal of developing well-rounded, self-motivated students through diverse socialization, enrichment, and learning experiences that support academic, social, emotional, and personal growth.

Actions related to Outdoor Education and Community Experiences, including community events, student showcases, field trips, park days, school celebrations, and student recognition programs, contributed to high levels of student and family satisfaction. Student survey results indicated that 100% of students reported feeling safe during school activities and classes, an increase from the baseline of 85%. Parent survey results also improved, with 100% of families reporting that the school is a safe place for their child, compared to the baseline of 82%.

Academic Enrichment activities, including Science Fair participation, Academic Decathlon and Pentathlon competitions, Spelling Bee events, Virtual Academies, and other enrichment opportunities, provided students with meaningful opportunities to extend learning beyond traditional coursework. These programs supported student engagement, leadership development, critical thinking, collaboration, and school connectedness. Student connectedness remained strong, with 86.6% of students reporting that they feel connected to at least one staff member.

Social-Emotional Supports, Resources, and Learning initiatives were also effective in promoting positive student outcomes. Services provided by the Marriage and Family Therapist (MFT), Licensed Social Worker, social-emotional learning resources, wellness activities, and family support services contributed to maintaining a positive school climate and supporting student well-being. Suspension rates remained at 0% for all reported student groups, expulsion rates remained at 0%, and chronic absenteeism remained very low at 0.9% schoolwide.

Actions related to Student and School Achievement and Accountability supported ongoing monitoring of student outcomes, program effectiveness, and continuous improvement efforts. The use of data systems, program monitoring processes, and accountability structures helped the school evaluate programs, identify needs, and make data-informed decisions regarding student supports and services.

Based on available outcome data, the actions implemented under Goal 2 were effective in supporting student engagement, school connectedness, safety, attendance, positive behavior, and social-emotional well-being. The school will continue to build upon these successful practices while exploring additional opportunities to expand enrichment experiences, strengthen student connectedness, and maintain positive school climate outcomes.

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

Based on a review of implementation data, student outcome measures, climate survey results, educational partner feedback, and program effectiveness, several revisions were made to Goal 2 for the 2026–27 school year.

The goal itself remains unchanged, as it continues to reflect the school's commitment to developing well-rounded, self-motivated students through diverse socialization, enrichment, and learning experiences that support academic, social, emotional, and personal growth. Metrics and target outcomes were reviewed and updated as necessary to reflect the most current available data and maintain ambitious yet attainable expectations for student outcomes.

Several action descriptions were revised to more accurately reflect current programs, services, staffing structures, and implementation practices. Student support services were updated to reflect the use of a Marriage and Family Therapist (MFT) and a Licensed Social Worker to provide social-emotional, behavioral, and family support services. Descriptions of enrichment opportunities were refined to better reflect current programs, including Science Fair participation, Virtual Academies, student engagement activities, and community-based learning experiences.

The school also reviewed student participation data and educational partner feedback to identify opportunities to expand access to enrichment activities, strengthen student engagement, and increase school connectedness. Program descriptions were updated to more accurately reflect the school's flex-based charter model and the variety of opportunities available to students and families.

Additional refinements were made to student recognition programs, social-emotional supports, and wellness services to ensure continued alignment between identified student needs, planned services, and desired outcomes. The school will continue to utilize student outcome data, climate survey results, and educational partner input to guide continuous improvement efforts and maintain positive outcomes related to student engagement, school climate, attendance, and student well-being.

These revisions strengthen alignment between actions, expenditures, implementation practices, and intended outcomes while supporting the continued development of a safe, engaging, and supportive educational environment for all students.

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	Outdoor Education and Community Experiences	Clarksville Charter School prioritizes Outdoor Education and Community Experiences to enrich the educational journey of students and strengthen school connectedness. The school offers a diverse range of activities and events designed to foster student engagement, community involvement, leadership development, and social growth. These opportunities include Community Events, Student Showcases, Science Fair participation, Park Days, educational field trips, and other enrichment activities that bring together students, families, and community members. The school also celebrates important student milestones through events such as 8th Grade Promotion, High School Graduation, the Harvest Festival, Prom, Fall High School Dances, and Middle School Dances. These activities provide students with opportunities to build relationships, develop social skills, engage with their peers, and create meaningful connections to the school community. To support student safety and effective program management during outdoor education and community-based activities, the school utilizes student check-in and attendance monitoring systems designed to ensure appropriate supervision and communication throughout events and activities. The school also recognizes and celebrates student achievement through its Reclassified Fluent English Proficient (RFEP) Recognition Program. This program honors students who have successfully achieved English proficiency and reclassification status, recognizing their dedication, perseverance, and academic accomplishment. Students are acknowledged through recognition activities and awards that celebrate their success and encourage continued academic achievement. Through these initiatives, Clarksville Charter School seeks to promote student engagement, strengthen school connectedness, encourage family participation, support positive school climate, and provide meaningful experiences that contribute to students' academic, social, and personal growth.	$208,470.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Academic Enrichment	To foster academic enrichment and student engagement, Clarksville Charter School provides a variety of educational experiences and enrichment opportunities designed to extend learning beyond traditional classroom instruction. Students have opportunities to participate in field trips, Fall events, Science Fair activities, Academic Decathlon and Pentathlon competitions, Spelling Bee contests, and Virtual Academies. These programs are intended to promote academic achievement, encourage collaboration and teamwork, strengthen critical thinking and problem-solving skills, and provide students with opportunities to apply their learning in meaningful and engaging ways. Participation in enrichment activities also supports student engagement, school connectedness, leadership development, and personal growth. The school provides the personnel, resources, instructional materials, event coordination, and program support necessary to implement these opportunities and ensure students have access to high-quality enrichment experiences. Through these initiatives, Clarksville Charter School seeks to expand educational opportunities, foster student success, and support the development of well-rounded learners.	$893,235.00	Yes
2.3	Social Emotional Supports, Resources, and Learning	Clarksville Charter School is committed to supporting the social, emotional, behavioral, and mental health needs of students through a comprehensive system of wellness supports and services. These efforts are designed to promote student well-being, increase school connectedness, remove barriers to learning, and support positive academic outcomes. The school hosts an annual Student Health and Wellness Fair that promotes physical, mental, emotional, and social well-being by connecting students and families with educational resources, wellness information, and community-based support services. These activities help foster awareness of healthy lifestyles and encourage students to access available supports when needed. Students have access to support services provided by a Marriage and Family Therapist (MFT) and a Licensed Social Worker, who offer individualized assistance, family outreach, case management, resource	$454,981.00	Yes

Action #	Title	Description	Total Funds	Contributing
		coordination, and interventions designed to address social-emotional and behavioral needs that may impact student success. These professionals collaborate with students, families, staff, and community partners to help ensure students receive appropriate support and services. The school also utilizes evidence-based social-emotional learning resources, including EverFi, Centervention, Character Strong, and other supplemental materials designed to strengthen self-awareness, self-management, responsible decision-making, relationship skills, and social awareness. These resources provide students with opportunities to develop important life skills that contribute to academic achievement and overall well-being. In addition, staff participate in ongoing professional learning opportunities focused on student wellness, mental health awareness, social-emotional learning, and evidence-based intervention strategies. These training opportunities help ensure that staff are equipped to support students' social-emotional needs and foster positive learning environments. Through these initiatives, Clarksville Charter School seeks to promote student wellness, strengthen school connectedness, support positive behavior, improve student engagement, and create a safe and supportive learning environment where all students can thrive academically, socially, and emotionally.		
2.4	Student and School Achievement & Accountability	In our efforts to enhance student achievement and accountability, we facilitate roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC Coordinator. Additionally, we are providing resources like contracts for LCAP support, specialized software for analysis and reporting, including DTS (document tracking services). This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations.	$154,854.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Enhance the supportive culture of collaboration and partnership between educators and families while encouraging families within our school community to actively participate in their children's educational journey	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Our school has developed this goal with a deep understanding of the significant impact that family involvement has on students' educational success and overall well-being. We recognize that when families are actively engaged in their children's education, students are more likely to excel academically, develop strong social-emotional skills, and experience a greater sense of belonging within the school community. Therefore, we are committed to strengthening the collaborative relationship between educators and families to create a supportive environment where families are active partners in their children's learning journey. To achieve this goal, we have prioritized communication as a fundamental aspect of our approach. By providing transparent and accessible channels for sharing information, updates, and resources through platforms such as podcasts, social media, and our website, we aim to ensure that families stay informed, engaged, and connected with the school community. Moreover, we offer parent education opportunities such as workshops, classes, and clubs to empower parents with the knowledge, skills, and tools needed to actively support their children's academic, social, and emotional development. Furthermore, our commitment to promoting family engagement is exemplified through initiatives like our annual Climate Survey. By encouraging families to provide feedback and insights through the survey, we not only demonstrate our commitment to transparency and accountability but also empower families to actively participate in shaping the educational experiences of our students. This collaborative approach ensures that the voices of families are heard, valued, and integrated into our continuous improvement efforts. Additionally, our focus on Special Education parent education sessions underscores our commitment to providing tailored support for families with diverse needs. These sessions are specifically designed to address the unique challenges and opportunities associated with supporting students with disabilities, ensuring that families are equipped with the necessary knowledge and skills to advocate for their children's rights and access appropriate educational services. In summary, our school's development of this goal reflects our dedication to fostering a sense of community, shared responsibility, and inclusivity within our educational environment. By strengthening the collaborative relationship between educators and families, prioritizing communication, offering parent education opportunities, promoting family engagement, and providing tailored support for diverse needs, we aim to create an environment where every student feels valued, supported, and empowered to thrive academically and socially. Ultimately, this goal benefits all members of our school community by creating a cohesive and inclusive educational environment where everyone has the opportunity to succeed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents feel included in school decision-making (as measured by student climate survey)	2023-24 (2022-23) 96%	2024-25 96.84% Strongly Agree/Agree	2025-26 100%	2026-27 98%	+4%
3.2	% of parents who are satisfied with their school (as measured by student climate survey)	2023-24 (2022-23) 92%	2024-25 93.67% Strongly Agree/Agree	2025-26 100%	2026-27 95%	+8%
3.3	% of parents who feel connected (as measured by student climate survey)	2023-24 (2022-23) 96%	2024-25 93.67% Strongly Agree/Agree	2025-26 93.4%	2026-27 98%	-2.6%
3.4	% of parents who provide feedback on survey specific to our LCAP actions and goals (as measured by student climate survey)	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	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.

Clarksville Charter School substantially implemented the actions associated with Goal 3 during the 2025–26 school year. The school continued to provide parent education opportunities, family communication systems, family engagement activities, English learner parent supports, and special education parent education designed to strengthen partnerships between families and educators and increase family involvement in students' educational experiences.

The school maintained multiple communication platforms, including podcasts, social media, newsletters, the school website, parent communication systems, and the parent portal to ensure families had access to timely information, educational resources, school updates, and opportunities for engagement. Parent education opportunities, workshops, meetings, and outreach activities were provided to support families in their role as educational partners and to increase understanding of curriculum, instructional programs, student supports, and available resources.

The school also continued to implement family engagement activities through the Parent Advisory Committee (PAC), annual climate surveys, family meetings, community-building events, and ongoing opportunities for families to provide feedback regarding school programs and services. English learner families were supported through English Learner Advisory Committee (ELAC) meetings, interpretation and translation services, and Student Success meetings designed to strengthen communication and support student achievement. Special education parent education opportunities were also provided to assist families in understanding IEP processes, accommodations, curriculum supports, and available services.

A significant success during the year was the maintenance of high levels of family engagement and satisfaction. Parent survey results indicated that 100% of families felt included in school decision-making, an increase from the baseline of 96%. Parent satisfaction increased from 92% at baseline to 100%. Parent participation in providing feedback regarding school programs and LCAP development remained at 100%. Parent connectedness remained strong at 93.4%. These results demonstrate the effectiveness of the school's efforts to build strong partnerships with families and maintain meaningful opportunities for engagement.

While most actions were implemented as planned, the school continued to evaluate ways to strengthen communication systems, expand family engagement opportunities, and increase participation among all families. Educational partner feedback and survey results were utilized to inform continuous improvement efforts and guide planning for the coming year.

Overall, implementation of Goal 3 actions contributed to strong family engagement, effective communication, meaningful educational partnerships, and a supportive school community focused on student success.

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 between Budgeted Expenditures and Estimated Actual Expenditures were primarily the result of increased investments in family engagement, communication systems, and parent outreach efforts to strengthen partnerships between families and the school.

Additional expenditures were associated with parent education opportunities, including workshops, classes, clubs, and other activities designed to support families in their role as educational partners. These efforts provided families with access to information, resources, and learning opportunities that support student success.

Expenditure differences also resulted from expanded family communication efforts through multiple communication platforms, including podcasts, the school website, social media, parent communication systems, and other outreach tools. These investments helped improve access to information, increase communication with families, and strengthen family engagement throughout the school year.

Additional personnel expenditures were incurred to support communication, outreach, family engagement activities, survey administration, and ongoing efforts to increase family participation and responsiveness. These investments contributed to strong family engagement outcomes, including 100% of families reporting that they felt included in school decision-making, 100% parent satisfaction with the school, and 100% participation in providing feedback regarding school programs and LCAP development.

Overall, expenditure differences reflected the school's commitment to strengthening communication, increasing family engagement opportunities, improving access to information and resources, and maintaining strong partnerships between families and educators in support of positive student outcomes.

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

Overall, the actions associated with Goal 3 were effective in making progress toward the goal of enhancing the supportive culture of collaboration and partnership between educators and families while encouraging families to actively participate in their children's educational journey.

Parent Education opportunities, including workshops, classes, and informational resources, helped strengthen families' understanding of school programs, instructional practices, and strategies to support student learning. These efforts contributed to increased family engagement and participation in school activities and decision-making processes.

Family Communication initiatives, including podcasts, social media, newsletters, the school website, parent communication systems, and the parent portal, were effective in providing families with timely access to important information, educational resources, school updates, and opportunities for involvement. These communication efforts supported transparency and strengthened connections between families and the school.

Family Engagement activities, including the Parent Advisory Committee (PAC), annual climate surveys, family meetings, outreach efforts, and community-building opportunities, were effective in promoting meaningful participation and collaboration. Parent survey results demonstrated strong outcomes, with 100% of families reporting that they felt included in school decision-making, compared to a baseline of 96%. Parent satisfaction increased from 92% to 100%, while participation in providing feedback regarding school programs and LCAP development remained at 100%. Parent connectedness remained strong at 93.4%.

English Learner parent supports, including ELAC meetings, interpretation and translation services, and Student Success meetings, helped strengthen communication and engagement with English learner families while supporting access to information regarding educational programs, student progress, and available resources.

Special Education parent education opportunities supported families in understanding IEP processes, accommodations, curriculum supports, and available services, helping strengthen collaboration between families and school staff.

Based on the available outcome data, the actions implemented under Goal 3 were effective in strengthening family engagement, increasing communication, promoting meaningful participation in school decision-making, and fostering strong partnerships between families and educators. The school will continue to build upon these successful practices while exploring additional opportunities to further strengthen family connectedness and engagement.

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

Based on a review of implementation data, climate survey results, educational partner feedback, and family participation outcomes, several refinements were made to Goal 3 for the 2026–27 school year.

The goal itself remains unchanged, as it continues to reflect the school's commitment to strengthening collaboration and partnership between educators and families while encouraging active family participation in students' educational experiences. Metrics and target outcomes were reviewed and updated as necessary to reflect current performance levels and maintain ambitious expectations for family engagement and satisfaction.

Several action descriptions were revised to more accurately reflect current communication systems, family engagement practices, and parent support opportunities. Updates were made to strengthen descriptions of family communication platforms, including podcasts, social media, the school website, parent communication systems, and the parent portal. Additional emphasis was placed on supporting parents as educational partners through communication tools that provide information regarding curriculum, instructional strategies, educational resources, and student supports.

Action descriptions were also refined to better reflect current family engagement opportunities, including Parent Advisory Committee participation, climate survey feedback, community-building events, parent education opportunities, and ongoing outreach efforts. English learner parent supports and special education parent education opportunities were updated to ensure continued alignment with family needs and school practices.

These refinements were made to strengthen communication, increase accessibility to information and resources, enhance family engagement opportunities, and maintain strong partnerships between families and the school. The school will continue to utilize educational partner feedback and family engagement data to guide continuous improvement efforts and support positive outcomes for 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
3.1	Parent Education, i.e. Workshops, Classes, and Clubs	We are dedicated to equipping parents with valuable tools through our Parent Education program. We offer a diverse range of opportunities including workshops, classes, and clubs designed to empower parents in supporting their children's development. These initiatives serve as platforms for parents to gain essential skills and knowledge, fostering a collaborative community where they can learn and grow together. By prioritizing Parent Education, we aim to strengthen the bond between	$47,334.00	No

Action #	Title	Description	Total Funds	Contributing
		home and school, ultimately benefiting the overall growth and success of our students.		
3.2	Family Communication i.e Podcasts, Social Media, Website, etc	Clarksville Charter School is committed to strengthening communication, engagement, and partnerships with families through multiple communication platforms, including podcasts, social media, the school website, and parent communication systems. These tools help ensure that families have timely access to important information, educational resources, school updates, and opportunities for meaningful involvement in their child's education. Through podcasts, the school provides informative and engaging content designed to keep families informed about school programs, educational opportunities, student supports, and important updates. Podcasts also support parents in their role as educators by providing information about curriculum, instructional strategies, student learning expectations, and resources that can be used to support learning at home. The school's social media platforms serve as dynamic communication tools that provide updates regarding school events, programs, student opportunities, and community activities. Social media also provides opportunities to celebrate student accomplishments, recognize staff contributions, highlight school successes, and strengthen connections among students, families, staff, and the broader school community. The school website serves as a centralized hub for accessing resources, announcements, calendars, program information, and communication tools. In addition, the school provides a secure parent portal that offers families protected access to important information, educational resources, student-related communications, and other tools designed to support engagement and partnership in the educational process. By utilizing multiple communication platforms, Clarksville Charter School seeks to promote transparent, accessible, and meaningful communication with families, strengthen family engagement, support parents as partners in education, and foster a strong sense of community that contributes to positive student outcomes.	$164,606.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Family Engagement	Our school is committed to building strong partnerships with families and fostering meaningful family engagement as an essential component of student success. To support this commitment, the school actively seeks family input and feedback through a variety of engagement opportunities designed to strengthen communication, promote transparency, and support continuous improvement. One of the primary ways the school gathers family feedback is through the annual Climate Survey. By encouraging families to share their perspectives regarding school programs, services, communication, and overall satisfaction, the school ensures that family voices play an important role in shaping educational experiences and informing decision-making. This collaborative approach strengthens trust, promotes transparency, and helps ensure that school programs remain responsive to the needs of students and families. The Parent Advisory Committee (PAC) serves as an important partnership between families and school leadership by providing opportunities for collaborative discussion, feedback, and shared decision-making. Through regular communication and engagement opportunities, the PAC helps strengthen connections between families and the school while supporting continuous improvement efforts. The school also utilizes multiple communication platforms to keep families informed and engaged. Through podcasts, newsletters, social media, parent meetings, and the school website, families receive timely information regarding school programs, educational opportunities, student supports, and important updates. School podcasts help support parents in their role as educators by providing information about curriculum, instructional strategies, educational resources, and ways to support student learning at home. Social media platforms serve as an additional communication tool while celebrating student accomplishments, staff achievements, school events, and positive school culture. To further strengthen communication and accessibility, the school has implemented a parent portal that provides families with a secure and	$33,561.00	No

Action #	Title	Description	Total Funds	Contributing
		centralized location to access important information, resources, announcements, and school documents. This enhanced communication system helps ensure families have convenient access to the information necessary to actively support their children's educational experience. Family engagement is further supported through community-building opportunities, parent education activities, orientation meetings, park days, family events, and ongoing outreach efforts designed to connect families with school resources and one another. These opportunities help foster a strong sense of community and encourage active participation in the educational process. Through these combined efforts, the school seeks to ensure that families feel informed, valued, connected, and empowered as partners in their children's education. By strengthening communication, increasing engagement opportunities, and promoting meaningful family involvement, the school continues to build a collaborative educational environment that supports student achievement and overall school success.		
3.4	English-language parent supports	To enhance support for English Language Learners (ELLs) and their families, the school has established a comprehensive action plan. This initiative encompasses the offering of English Learner Advisory Committee (ELAC) meetings throughout the academic calendar. These sessions serve as a forum for parents, teachers, staff, and community members to engage in discussions pertaining to English Language Development (ELD) programs, curriculum, and student support services. Furthermore, the implementation of interpretation-facilitated family meetings supports those with limited English proficiency or those who are deaf or hard of hearing. This measure ensures equitable access to vital information regarding academic progress, school policies, and available resources. Translation services, for languages other than English and for American Sign Language (ASL) interpretation, will be leveraged to facilitate effective communication with linguistically diverse families. Student Success meetings will be convened to monitor the progress of ELL students in meeting their ELD goals and standards. Input from teachers,	$1,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		administrators, and support staff will inform adjustments to instruction and support strategies as necessary. Ongoing evaluations and feedback gathering will drive the refinement of support services, fostering stronger partnerships between our school and the community. This strategic approach underscores our commitment to providing comprehensive support for ELL students and their families, while maintaining standards of professionalism and inclusivity throughout our engagement efforts.		
3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	As part of our commitment to inclusive education, our school provides specialized parent education sessions focusing on Special Education, specifically addressing Individualized Education Program (IEP) accommodations and curriculum scaffolding. These sessions aim to equip parents with the necessary knowledge and skills to better understand and advocate for their child's unique educational needs. Through a series of workshops, we will delve into the intricacies of IEP development, exploring how to identify appropriate accommodations and modifications to support diverse learners. Additionally, we will provide insights into effective curriculum scaffolding techniques, empowering parents to actively participate in their child's educational journey and foster a supportive learning environment both at home and within our school community.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$ 2,241,898	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.618%	0.000%	$0.00	7.618%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Assessments, supports, and training **Need:** Unduplicated student groups, including English learners, foster youth, homeless youth, and low-income students, continue to benefit from targeted supports designed to improve academic achievement, engagement, and college and career readiness at Clarksville Charter School.	Clarksville Charter School's assessment program is designed to support improved outcomes for all students while providing targeted assistance to student groups that continue to demonstrate areas of need, including English learners, foster youth, homeless youth, low-income students, and students with disabilities. Assessment data are used to identify learning needs, monitor academic progress, evaluate the effectiveness of interventions, and inform instructional decision-making.	1.1 % of students who score at standards Met/Exceeded on CAASPP ELA including alll significant subgroups 1.2: % of students who score at standards Met/Exceeded

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
	Recent state and local data demonstrate substantial improvement in academic outcomes for key student groups. English Language Arts performance improved to a Green performance level on the California School Dashboard, with notable gains among English learners, socioeconomically disadvantaged students, and students with disabilities. Mathematics performance also improved across student groups, although Mathematics remains an area of continued focus, particularly for socioeconomically disadvantaged students and students with disabilities. The California School Dashboard also identified English Learner Progress as an area requiring continued attention, highlighting the importance of maintaining targeted English language development services and supports. As a result, Clarksville Charter School will continue to provide academic intervention, individualized learning supports, English learner services, family engagement opportunities, and other targeted resources designed to improve outcomes for unduplicated pupils and reduce achievement gaps. These actions are intended to ensure that English learners, low-income students, foster youth, and homeless youth have equitable access to the academic, social-emotional, and college and career readiness supports necessary to achieve success.	The school utilizes multiple measures of student performance, including Renaissance, NWEA, CAASPP, curriculum-based assessments, and other local measures to provide a comprehensive understanding of student achievement and growth. These assessment systems help identify students requiring additional academic support and ensure that interventions are responsive to individual learning needs. Structured testing support and assessment preparation strategies help students, families, and staff effectively navigate the assessment process. Resources are allocated to support assessment coordination, testing administration, staff training, student accommodations, and compliance with state testing requirements. Testing coordinators, designated examiners, and instructional staff work collaboratively to ensure assessments are administered accurately and appropriately while meeting the needs of diverse learners. Recent assessment and Dashboard data demonstrate substantial improvement in academic outcomes across multiple student groups, particularly in English Language Arts. At the same time, Mathematics achievement and English Learner Progress remain areas of continued focus. The school uses assessment data to guide targeted interventions, monitor student growth, and provide additional support for students who may be at risk of not meeting academic standards. By providing comprehensive assessment systems and related supports on a schoolwide basis,	on CAASPP Math including all signifcant subgroups 1.4: Academic Indicator ELA: Schoolwide Distance from standard (DFS) including alll significant subgroups 1.5: Academic Indicator Math: Schoolwide Distance from standard (DFS) including alll significant subgroups

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
	Scope: LEA-wide	Clarksville Charter School seeks to ensure that all students have equitable opportunities to demonstrate learning, access timely interventions, and achieve academic success.	
1.6	**Action:** Standards based/aligned curriculum, resources, and supports **Need:** The unduplicated student groups for whom this action is principally directed include low-income students, English learners, foster youth, and homeless youth. State and local data indicate that these student groups may experience barriers to academic achievement, including gaps in access to instructional supports, interruptions in learning, and the need for additional academic assistance to meet grade-level standards. Low-income students benefit from access to comprehensive, standards-aligned curriculum resources and supplemental instructional programs that support academic growth and achievement. English learners benefit from curriculum and instructional resources that support both language development and mastery of grade-level content standards. Foster youth and homeless youth may experience educational disruptions and benefit from consistent access to aligned curriculum, instructional materials, and learning supports that promote continuity of instruction and academic progress.	The schoolwide curriculum, instructional resources, and supplemental academic programs provided through this action are principally directed toward and effective in meeting the needs of unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. State and local data indicate that unduplicated pupils continue to experience lower academic outcomes than desired and require additional support to achieve at high levels. Mathematics achievement and English Learner Progress remain identified areas of need. Access to high-quality, standards-aligned curriculum, intervention resources, and supplemental instructional programs helps address these needs by providing students with personalized learning opportunities, targeted academic support, and additional practice in core skill areas. This action is provided on a schoolwide basis because unduplicated pupils are enrolled throughout the school and participate in a personalized learning model where curriculum, instructional resources, and intervention supports are integrated across grade levels and subject areas. Restricting access to these resources to only identified students would limit the effectiveness of the instructional program and reduce opportunities for unduplicated pupils to fully	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs

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
	By providing high-quality curriculum resources, supplemental instructional programs, and aligned educational supports on a schoolwide basis, Clarksville Charter School helps ensure that unduplicated pupils have equitable access to the tools, resources, and instructional opportunities needed to improve academic outcomes. This action is expected to support continued improvement in student achievement, particularly in identified areas of need such as Mathematics achievement and English Learner Progress, while maintaining strong outcomes in other academic areas. **Scope:** LEA-wide	participate in rigorous academic coursework and targeted intervention services. The LEA expects this action to be effective in meeting the identified needs of unduplicated pupils by increasing access to standards-aligned instructional materials, supporting academic growth, improving Mathematics achievement, strengthening English Learner outcomes, and providing equitable access to educational opportunities. Because a substantial percentage of the students receiving these services are unduplicated pupils, and because the identified needs addressed by this action are most pronounced among those students, the LEA has determined that providing these services on a schoolwide basis is the most effective use of resources.	
1.10	**Action:** College & Career Courses, Resources & Support **Need:** This action primarily targets the unduplicated student groups of economically disadvantaged students, English learners, and foster youth. These students face unique and significant challenges. Economically disadvantaged students often lack access to advanced coursework, test preparation resources, and crucial college and career guidance, which are essential for post-secondary success. Without these resources, they are at a disadvantage in meeting college admission requirements and competing for scholarships. English learners face additional hurdles due to language	To address these needs, the school provides an extensive selection of college and career courses, resources, and support, including College Credit Courses, AP courses, High School Virtual Academy courses, and Dual Enrollment options to help students meet A-G requirements. Students also receive assistance with AP exam preparation, PSAT exams, and ACT/SAT preparation. The partnership with CaliforniaColleges.edu enhances college and career readiness, streamlining the UC/CSU application process and offering valuable planning resources. Additionally, the school supports Career Technical Education (CTE) programs with dedicated coordinators, teachers, and resources, including stipends for various roles and funds for CTE-related expenses.	% - Completed a-g Requirements % - Completed CTE Course Requirements % - Completed a-g Requirements AND CTE Course Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers, which can make understanding college and career planning processes more complex and daunting. This can result in missed opportunities and lower participation in advanced academic programs. Foster youth typically experience instability and a lack of consistent support systems, which can disrupt their educational progress and hinder their ability to focus on long-term academic and career goals. These students often need additional guidance and resources to navigate the complexities of college applications and career planning successfully. **Scope:** LEA-wide	Implementing these initiatives on an LEA-wide basis ensures that all students, regardless of their background, have equitable access to the necessary resources and support to prepare for their academic and professional futures. This comprehensive support structure promotes inclusivity and consistency in educational opportunities, enabling all students, including those from economically disadvantaged backgrounds, English learners, and foster youth, to make informed decisions about their college and career paths. By providing these resources schoolwide, the LEA ensures scalability and efficient resource allocation, ultimately aiming to equip all students with the tools and guidance required for future success.	
1.11	**Action:** CAAP Program **Need:** The College Awareness and Advancement Program (CAAP) is designed to support students in grades 7 through 12, with particular emphasis on low-income students, English learners, foster youth, and homeless youth. These student groups may face barriers to postsecondary planning and access, including limited exposure to college and career opportunities, reduced access to college preparation resources, and a need for additional academic and counseling support to successfully pursue postsecondary goals. Clarksville Charter School's College and Career Indicator performance demonstrates	The CAAP is designed to address these needs by providing comprehensive support and resources to help students prepare for and pursue higher education. This includes counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Stipends are offered as incentives for academic achievement, motivating students to excel. Collaboration with Blackbird, an educational platform offering coding courses, provides additional technical skill development. The High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options, taught by experienced online educators. These initiatives, provided on a schoolwide basis, ensure that all students, regardless of their background, have the resources and support needed to increase college	%: Completed a-g Requirements %: Completed CTE Course Requirements %: Completed a-g Requirements AND CTE Course Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	positive outcomes overall; however, the school remains committed to ensuring that unduplicated pupils have equitable access to the guidance, resources, and opportunities necessary to prepare for college, career, military service, and other postsecondary pathways. The school recognizes that unduplicated pupils may benefit from additional support in developing college awareness, completing A–G coursework, exploring career pathways, understanding financial aid opportunities, and preparing for postsecondary success. To address these needs, the College Awareness and Advancement Program provides individualized counseling support, access to A–G aligned coursework, college and career exploration activities, college tours, and postsecondary planning resources. Students also have opportunities to participate in Camp Blackbird, an outdoor experiential learning program that promotes leadership development, teamwork, resilience, communication skills, and student connectedness. These experiences help students build confidence, strengthen self-advocacy skills, and develop the personal and academic competencies necessary for future success. In addition, students have access to the High School Virtual Academy (HSVA), which provides a flexible four-year program of study that includes core academic coursework, electives, and college preparatory	awareness and readiness. By implementing these actions schoolwide, the program promotes equity, ensuring that all students have the opportunity to succeed academically and pursue higher education.	

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
	opportunities. Courses are supported by credentialed teachers and provide both synchronous and asynchronous learning options designed to meet the diverse needs of students. These services are provided on a schoolwide basis because unduplicated pupils are enrolled throughout the school and benefit from participation in a comprehensive college and career readiness system. Restricting access to these opportunities would reduce the effectiveness of the program and limit the ability of unduplicated pupils to fully participate in postsecondary preparation activities. The LEA expects this action to increase college awareness, expand access to postsecondary opportunities, strengthen college and career readiness, and improve long-term outcomes for unduplicated pupils. **Scope:** LEA-wide		
1.12	**Action:** Multi-Tiered System of Support, Student Study Team, & Section 504 **Need:** The comprehensive support initiatives provided through the Multi-Tiered System of Support (MTSS), Student Study Team (SST), and Section 504 processes aim to meet the diverse needs of all students. However, the most recent academic performance data highlights persistent achievement gaps. In the	Under the guidance of SST Specialists and MTSS Tech personnel, interventions are effectively implemented across different tiers to cater to diverse student needs, including those of socioeconomically disadvantaged (SED), English learners (EL), foster, and homeless students. The involvement of a dedicated 504 Specialist ensures specialized assistance for students covered under Section 504 plans, promoting equitable access to resources and accommodations tailored to their circumstances. These support programs encompass targeted interventions provided	% of students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups % of students who score at standards Met/Exceeded

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
	2023–24 CAASPP English Language Arts (ELA) assessment, only 37.5% of socioeconomically disadvantaged students met or exceeded standards, while no English learners achieved proficiency. In mathematics, just 21.5% of socioeconomically disadvantaged students and 11.8% of English learners met or exceeded standards. By comparison, 43.6% of students schoolwide met or exceeded standards in ELA, and 28.3% did so in math. These outcomes emphasize the ongoing need for targeted academic interventions and culturally responsive supports to close opportunity gaps, particularly for English learners and students from low-income backgrounds. Additionally, while academic achievement data for foster youth is not reported due to a lack of students in that subgroup, it remains essential to ensure proactive and inclusive supports are in place for this vulnerable population. **Scope:** LEA-wide	through direct instruction by credentialed educators in live small group virtual classrooms, addressing specific academic or behavioral challenges students from these underserved groups may face. Evidence-based programs like SIPPS and NESSY are utilized to enhance literacy skills and support struggling readers, while platforms like Quill are leveraged to improve writing proficiency across various grade levels. By integrating these initiatives and resources, a supportive environment is created to foster academic success and holistic development for all students within the educational community. Providing these comprehensive support initiatives on an LEA or schoolwide basis ensures that all students have access to the necessary resources and interventions, promoting equity and inclusivity in the educational system.	on CAASPP Math, including all significant subgroups
2.2	**Action:** Academic Enrichment **Need:** This action is principally directed toward meeting the needs of unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. These student groups may have fewer	This action addresses the identified needs of unduplicated pupils by providing access to a variety of academic enrichment and engagement opportunities, including field trips, Fall events, Science Fair activities, Academic Decathlon and Pentathlon competitions, Spelling Bee contests, Virtual Academies, and other educational experiences. These opportunities promote academic achievement, critical thinking,	% of students feel safe at school during activities and classes (as measured by student climate survey) % of students feel connected to at least one staff member (as

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
	opportunities to participate in enrichment activities, academic competitions, field trips, leadership experiences, and other programs that support engagement, confidence, critical thinking, and academic growth. Clarksville Charter School recognizes that providing access to enrichment opportunities can strengthen school connectedness, increase student engagement, expand educational experiences, and support the development of skills necessary for academic and future success. Unduplicated pupils may particularly benefit from opportunities that extend learning beyond traditional coursework and provide meaningful opportunities for collaboration, exploration, leadership development, and real-world application of academic skills. **Scope:** LEA-wide	collaboration, communication skills, leadership development, and student engagement. The action is provided on a schoolwide basis because unduplicated pupils are enrolled throughout the school and benefit from participating alongside their peers in enrichment activities that strengthen academic and social development. Restricting participation would reduce access to valuable learning opportunities and limit the effectiveness of the program. By providing these experiences schoolwide, Clarksville Charter School ensures that unduplicated pupils have equitable access to enrichment opportunities that support academic success, school connectedness, and personal growth.	measured by student survey)
2.3	**Action:** Social Emotional Supports, Resources, and Learning **Need:** This action is principally directed toward meeting the needs of unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. These student groups may experience barriers that affect attendance, school connectedness, social-emotional well-being, and academic success. Such barriers may include housing	This action addresses the identified needs of unduplicated pupils through a comprehensive system of social-emotional, behavioral, and wellness supports. Students have access to services provided by a Marriage and Family Therapist (MFT) and a Licensed Social Worker who offer individualized support, family outreach, case management, attendance interventions, resource coordination, and referrals to community-based services. The school also provides social-emotional learning resources, wellness activities, and staff training designed to promote positive school climate, resilience, and student well-being.	% of students feel connected to at least one staff member (as measured by student survey) % Suspension rate for all students and all significant subgroups % - Chronic Absenteeism Rate for all students and all significant subgroups

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
	instability, limited access to resources, social-emotional challenges, language acquisition needs, family stressors, and other circumstances that can impact educational engagement and achievement. Clarksville Charter School recognizes the importance of providing proactive social-emotional, wellness, and student support services to help remove barriers to learning and ensure that unduplicated pupils are able to fully participate in their educational program. These services are intended to strengthen student engagement, support positive behavior, improve attendance, and promote overall student well-being. **Scope:** LEA-wide	The action is provided on a schoolwide basis because unduplicated pupils are enrolled throughout the school and benefit from participating in a comprehensive system of wellness and support services. Current outcomes demonstrate the effectiveness of these efforts, including a 0 percent suspension rate and a chronic absenteeism rate of 0.9 percent. By providing these services schoolwide, the school is able to proactively address barriers to learning, strengthen school connectedness, support attendance, and promote positive outcomes for unduplicated pupils while maintaining strong school climate indicators.	
2.4	**Action:** Student and School Achievement & Accountability **Need:** This action is principally directed toward meeting the needs of unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth. These student groups may experience disparities in academic outcomes, engagement, attendance, and access to educational opportunities. Effective identification of student needs, monitoring of progress, and evaluation of program effectiveness are essential to ensuring that	This action addresses the identified needs of unduplicated pupils by providing personnel, systems, and resources dedicated to data analysis, program monitoring, accountability, and continuous improvement. Data Analysts, School Systems Analysts, Student Achievement personnel, LCAP monitoring supports, and program evaluation systems help the school identify achievement gaps, monitor student outcomes, evaluate program effectiveness, and make data-informed decisions regarding services and resource allocation. These services support the ongoing evaluation of academic achievement, attendance, engagement, school climate, and other student outcomes,	% Suspension rate for all students and all significant subgroups % - Chronic Absenteeism Rate for all students and all significant subgroups

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
	resources and services are appropriately targeted to support improved outcomes. Clarksville Charter School recognizes the importance of maintaining strong systems of accountability, data analysis, and continuous improvement to ensure that educational programs remain responsive to the needs of unduplicated pupils and that decisions regarding interventions, supports, and resource allocation are informed by accurate and timely data. **Scope:** LEA-wide	allowing the school to respond quickly to identified needs and adjust supports as necessary. Because unduplicated pupils are represented across all grade levels and programs, these services are provided on a schoolwide basis to ensure that all students, particularly those with the greatest needs, benefit from a comprehensive system of accountability and continuous improvement.	

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
1.7	**Action:** Resources and support for unduplicated students **Need:** In response to the unique challenges that may impact the academic success of unduplicated pupils, Clarksville Charter School provides targeted support services designed to remove	In response to the diverse needs of unduplicated pupils within the school community, Clarksville Charter School implements strategic initiatives designed to provide comprehensive support, remove barriers to learning, and improve academic outcomes for low-income students, English learners, foster youth, and homeless youth.	% of students who score at standards Met/Exceeded on CAASPP ELA including alll significant subgroups Academic Indicator ELA: Schoolwide Distance from standard (DFS) including alll significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	barriers to learning and increase student engagement. Low-income students, English learners, foster youth, and homeless youth may require additional assistance to access educational opportunities and fully participate in their instructional program. To address these needs, the school provides a Licensed Social Worker who serves as a key resource for students and families. The Licensed Social Worker provides case management, attendance interventions, family outreach, resource coordination, referrals to community-based services, and individualized support designed to address barriers that may interfere with student learning and school participation. Through collaboration with students, families, staff, and community partners, these services help ensure that unduplicated pupils receive the support necessary to remain engaged in school and achieve academic success. By providing these services, Clarksville Charter School seeks to improve attendance, increase student engagement, strengthen family-school connections, and promote positive academic outcomes for unduplicated pupils. The school expects these supports to contribute to improved educational access, greater school connectedness, and increased opportunities for academic success among students who may face additional challenges outside of the classroom. **Scope:**	A Licensed Social Worker provides individualized support services to students and families who may be experiencing challenges that impact educational access, engagement, and success. The Licensed Social Worker serves as a key resource for unduplicated pupils by providing case management, attendance interventions, family outreach, resource coordination, referrals to community-based services, and individualized support designed to address barriers to learning. Through collaboration with students, families, teachers, and community partners, these services help promote student engagement, well-being, school connectedness, and academic success. In addition, the school provides supplemental academic intervention resources, including the Lexia program, to strengthen literacy development and support academic achievement. Lexia provides individualized learning pathways and targeted instructional support designed to address skill gaps and accelerate student learning. The program allows students to receive personalized instruction, immediate feedback, and additional opportunities to develop reading, language, and literacy skills aligned to grade-level standards. Educators are also able to utilize student performance data to monitor progress, identify areas of need, and provide targeted intervention and support. Together, these services help ensure that unduplicated pupils receive the academic, social-emotional, and family supports necessary to fully participate in their educational program. By reducing barriers to learning, strengthening literacy	

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)	skills, increasing student engagement, and providing coordinated support services, Clarksville Charter School seeks to improve outcomes for unduplicated pupils and promote equitable access to educational opportunities.	
1.9	**Action:** English Language Development Instruction and Support **Need:** The unduplicated student group being served, English Learner (EL) students, present several unique identified needs within the educational context. Firstly, EL students require specialized language support tailored to their diverse linguistic backgrounds and varying proficiency levels in English. This tailored instruction is essential for fostering language development and ensuring academic success. Secondly, personalized learning experiences are crucial for EL students, allowing for individualized instruction that caters to their specific needs and proficiency levels. By providing interactive and dynamic learning opportunities, educators can engage EL students effectively in their language acquisition journey. Furthermore, ensuring retention and stability in support systems is vital for EL students to maintain progress and navigate their academic journey successfully. Accurate assessment measures, such as the English Language Proficiency Assessments for California (ELPAC), are necessary for gauging EL students' progress accurately and tailoring instruction accordingly. Additionally, offering supplementary materials and	Our approach to addressing the unique needs of English Learner (EL) students encompasses several key actions. Coordinated efforts from EL Coordinators overseeing English Language Development (ELD) instruction ensure tailored and effective language instruction, focusing on areas such as grammar, vocabulary, and communication skills. Additionally, dedicated ELD Live teachers provide personalized language instruction in real-time, offering interactive learning experiences that cater to individual student needs. Recognizing the dedication of EL teachers, stipends are provided to ensure retention and stability in the support system. Qualified staff administer assessments like the English Language Proficiency Assessments for California (ELPAC), enabling accurate measurement of student progress and targeted instruction. Supplementary materials such as Creative Ideas and Language Live Workbooks further support language acquisition efforts. Moreover, encouraging students to reflect on their language learning journey fosters self-awareness and accountability, promoting active engagement and progress tracking.	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	resources outside the classroom provides EL students with further opportunities to enhance their language acquisition skills and practice. Lastly, encouraging self-awareness and reflection among EL students fosters accountability and progress tracking, empowering them to take ownership of their language learning journey. In summary, addressing these unique identified needs ensures that EL students receive the necessary support for their linguistic, academic, and personal growth. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** English-language parent supports **Need:** English learners and their families may face barriers related to language access, communication, understanding academic expectations, and participation in school programs and decision-making processes. Families may require translation, interpretation, and additional support to fully access information regarding their child's educational program, academic progress, available resources, and opportunities for engagement. Providing meaningful communication and engagement opportunities helps strengthen partnerships between home and school and supports positive outcomes for English learners.	This action is designed to address the identified needs of English learners and their families by providing English Learner Advisory Committee (ELAC) meetings, interpretation and translation services, Student Success meetings, and other communication and engagement opportunities. These services help ensure families have access to important information regarding English Language Development (ELD) programs, academic progress, school policies, available resources, and student support services. Interpretation and translation services help remove language barriers and promote meaningful participation in school activities and decision-making processes. Student Success meetings provide opportunities for families and school staff to collaborate regarding student progress and identify supports needed to help English learners	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	achieve academic and language development goals. Through these services, the school seeks to strengthen family engagement, improve communication, increase access to educational information and resources, and support improved outcomes for English learners. These efforts help ensure that English learners and their families are active partners in the educational process and have equitable access to opportunities for engagement and support.	

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.

In addition to the schoolwide contributing actions described in the previous section, Clarksville Charter School provides the following actions on a limited basis to improve or increase services for unduplicated pupils, including low-income students, English learners, foster youth, and homeless youth:

- Action 1.7 – Resources and Support for Unduplicated Students
- Action 1.9 – English Language Development Instruction and Support
- Action 3.4 – English-language Parent Supports

For all actions identified as contributing, Clarksville Charter School determines the contribution toward meeting its required increased or improved services percentage using a quantitative methodology based on LCFF expenditures. The LEA does not utilize a qualitative methodology for any contributing action.

Clarksville Charter School's projected LCFF Supplemental and Concentration Grant funding for 2026–27 is $2,241,898. The LEA's required percentage to increase or improve services for unduplicated pupils is 7.618%, and the LEA plans to meet this requirement through contributing actions funded with LCFF Supplemental and Concentration Grant resources. All limited contributing actions identified above are principally directed toward and effective in meeting the needs of unduplicated pupils and are supported through identified expenditures.

Because all limited contributing actions are funded through budgeted expenditures, Clarksville Charter School does not utilize a Planned Percentage of Improved Services methodology for any limited contributing 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.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

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	$ 29,430,733	$ 2,241,898	7.618%	0.000%	7.618%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$5,761,893.00	$394,966.00	$0.00	$0.00	$6,156,859.00	$5,573,679.00	$583,180.00

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	Staff Professional Development	All	No			All Schools		$216,656.00	$10,600.00	$227,256.00				$227,256.00	
1	1.2	Staff Professional Development on Students with Disabilities	Students with Disabilities	No			All Schools		$232,996.00	$4,400.00	$106,921.00	$130,475.00			$237,396.00	
1	1.3	Assessments, supports, and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$211,475.00	$40,000.00	$251,475.00				$251,475.00	
1	1.4	TK-8 standards based, grade-level courses	All	No			All Schools		$301,973.00	$32,000.00	$333,973.00				$333,973.00	
1	1.5	Student technology and connectivity	All	No			All Schools		$0.00	$177,000.00	$177,000.00				$177,000.00	
1	1.6	Standards based/aligned curriculum, resources, and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$588,305.00	$160,000.00	$748,305.00				$748,305.00	
1	1.7	Resources and support for unduplicated students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$106,306.00	$7,000.00	$113,306.00				$113,306.00	
1	1.8	Special Education Curriculum and resources	All	No			All Schools		$144,665.00	$18,600.00	$18,600.00	$144,665.00			$163,265.00	
1	1.9	English Language Development Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$166,903.00	$880.00	$167,783.00				$167,783.00	
1	1.10	College & Career Courses, Resources & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$886,102.00	$0.00	$856,864.00	$29,238.00			$886,102.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.11	CAAP Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$31,000.00	$31,000.00				$31,000.00	
1	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$857,457.00	$3,500.00	$860,957.00				$860,957.00	
2	2.1	Outdoor Education and Community Experiences	All	No			All Schools		$183,470.00	$25,000.00	$208,470.00				$208,470.00	
2	2.2	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$887,235.00	$6,000.00	$893,235.00				$893,235.00	
2	2.3	Social Emotional Supports, Resources, and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$414,981.00	$40,000.00	$364,393.00	$90,588.00			$454,981.00	
2	2.4	Student and School Achievement & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$149,854.00	$5,000.00	$154,854.00				$154,854.00	
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	All	No			All Schools		$38,534.00	$8,800.00	$47,334.00				$47,334.00	
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	All	No			All Schools		$152,206.00	$12,400.00	$164,606.00				$164,606.00	
3	3.3	Family Engagement	All	No			All Schools		$33,561.00	$0.00	$33,561.00				$33,561.00	
3	3.4	English-language parent supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	All	No			All Schools		$0.00	$1,000.00	$1,000.00				$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 29,430,733	$ 2,241,898	7.618%	0.000%	7.618%	$4,443,172.00	0.000%	15.097 %	**Total:**	$4,443,172.00
								LEA-wide Total:	$4,161,083.00
								Limited Total:	$282,089.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Assessments, supports, and training	Yes	LEA-wide	English Learners Foster Youth Low Income		$251,475.00	
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$748,305.00	
1	**1.7**	Resources and support for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$113,306.00	
1	**1.9**	English Language Development Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$167,783.00	
1	**1.10**	College & Career Courses, Resources & Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$856,864.00	
1	**1.11**	CAAP Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$31,000.00	

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	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	LEA-wide	English Learners Foster Youth Low Income		$860,957.00	
2	2.2	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		$893,235.00	
2	2.3	Social Emotional Supports, Resources, and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$364,393.00	
2	2.4	Student and School Achievement & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income		$154,854.00	
3	3.4	English-language parent supports	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,519,300.00	$6,028,561.00

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**	Staff Professional Development	No	$275,000.00	$276,164
1	**1.2**	Staff Professional Development on Students with Disabilities	No	$243,000.00	$181,852
1	**1.3**	Assessments, supports, and training	Yes	$291,800.00	$299,157
1	**1.4**	TK-8 standards based, grade-level courses	No	$310,000.00	$363,889
1	**1.5**	Student technology and connectivity	No	$200,000.00	$398,460
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	$1,258,000.00	$1,305,440
1	**1.7**	Resources and support for unduplicated students	Yes	$7,000.00	$71,977
1	**1.8**	Special Education Curriculum and resources	No	$154,000.00	$120,080
1	**1.9**	English Language Development Instruction and Support	Yes	$5,800.00	$127,647
1	**1.10**	College & Career Courses, Resources & Support	Yes	$270,000.00	$750,383
1	**1.11**	CAAP Program	Yes	$38,000.00	$28,625

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	$788,000.00	$788,888
2	2.1	Outdoor Education and Community Experiences	No	$67,000.00	$541,234
2	2.2	Academic Enrichment	Yes	$186,500.00	$128,053
2	2.3	Social Emotional Supports, Resources, and Learning	Yes	$205,000.00	$236,570
2	2.4	Student and School Achievement & Accountability	Yes	$73,000.00	$147,744
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	No	$9,000.00	$71,836
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	No	$102,000.00	$160,985
3	3.3	Family Engagement	No	$32,000.00	$27,315
3	3.4	English-language parent supports	Yes	$3,000.00	1662
3	3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	No	$1,200.00	600

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)
$ 2,085130	$2,536,600.00	$3,364,055.00	($827,455.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Assessments, supports, and training	Yes	$291,800.00	$299,157		
1	1.6	Standards based/aligned curriculum, resources, and supports	Yes	$1,140,000.00	$1,173,963		
1	1.7	Resources and support for unduplicated students	Yes	$7,000.00	$71,977		
1	1.9	English Language Development Instruction and Support	Yes	$5,800.00	$127,647		
1	1.10	College & Career Courses, Resources & Support	Yes	$270,000.00	$750,383		
1	1.11	CAAP Program	Yes	$38,000.00	$28,625		
1	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	$458,000.00	$546,250		
2	2.2	Academic Enrichment	Yes	$185,000.00	$128,053		
2	2.3	Social Emotional Supports, Resources, and Learning	Yes	$65,000.00	$88,594		
2	2.4	Student and School Achievement & Accountability	Yes	$73,000.00	$147,744		
3	3.4	English-language parent supports	Yes	$3,000.00	1662		

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)
$ 27,505,076	$ 2,085130	0	7.581%	$3,364,055.00	0.000%	12.231%	$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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