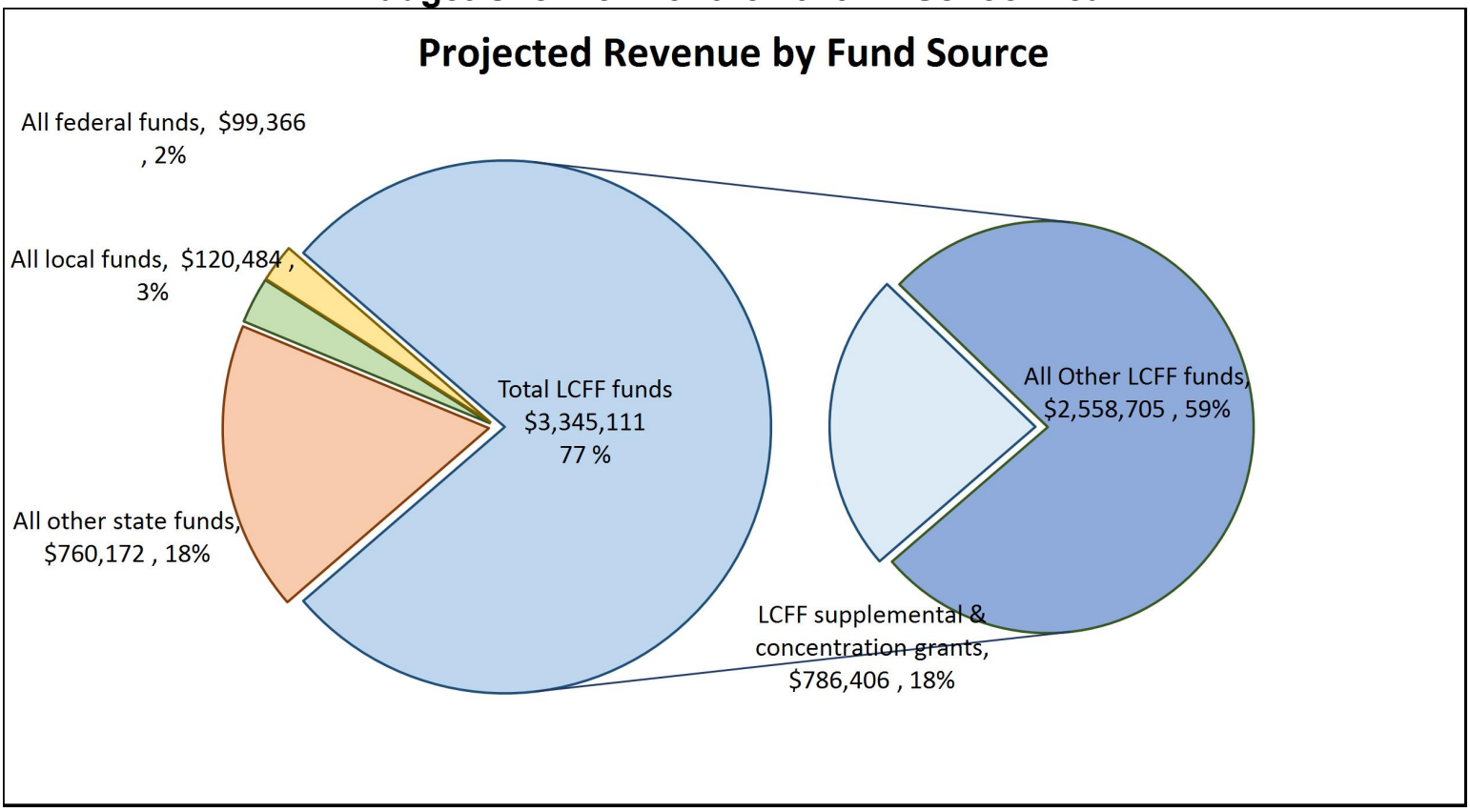
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Yuba County Career Preparatory Charter School
CDS Code: 58105875830112
School Year: 2026-27
LEA contact information:
Cynthia A. Soares, M.S.
Director
cynthia.soares@yubacharterschool.org
530-749-4000

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

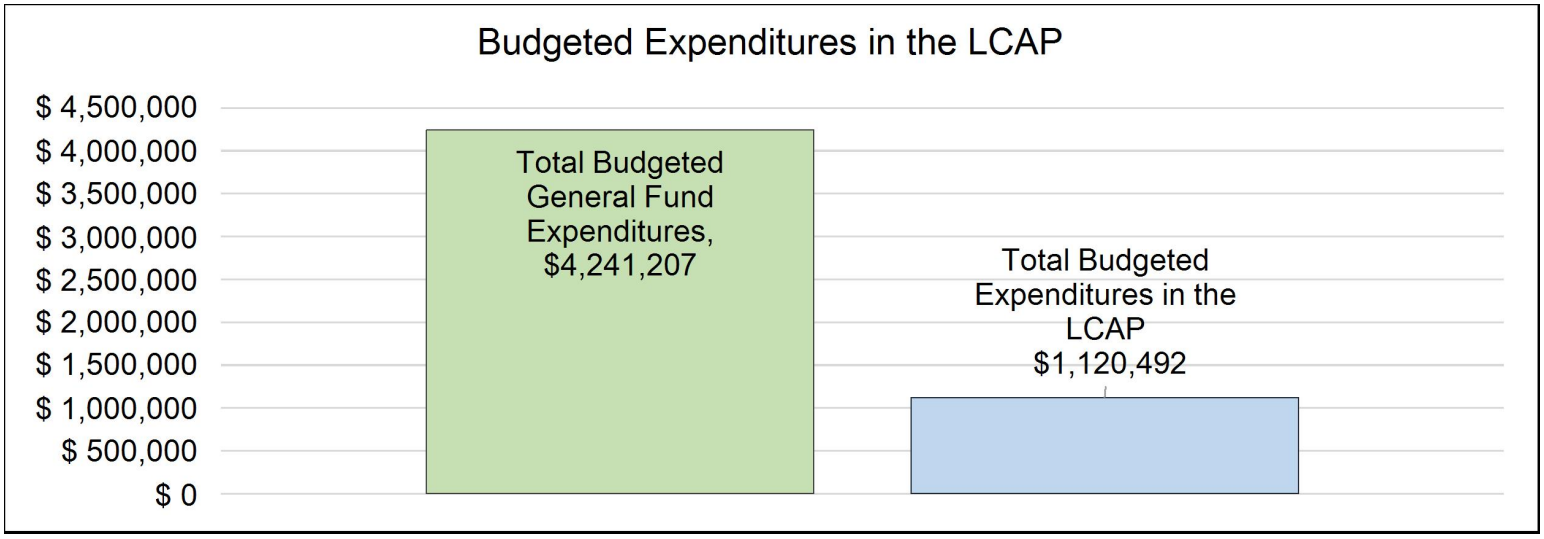


This chart shows the total general purpose revenue Yuba County Career Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Yuba County Career Preparatory Charter School is $4,325,133, of which $3,345,111 is Local Control Funding Formula (LCFF), $760,172 is other state funds, $120,484 is local funds, and $99,366 is federal funds. Of the $3,345,111 in LCFF Funds, $786,406 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 Yuba County Career Preparatory 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: Yuba County Career Preparatory Charter School plans to spend $4,241,207 for the 2026-27 school year. Of that amount, $1,120,492 is tied to actions/services in the LCAP and $3,120,715 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

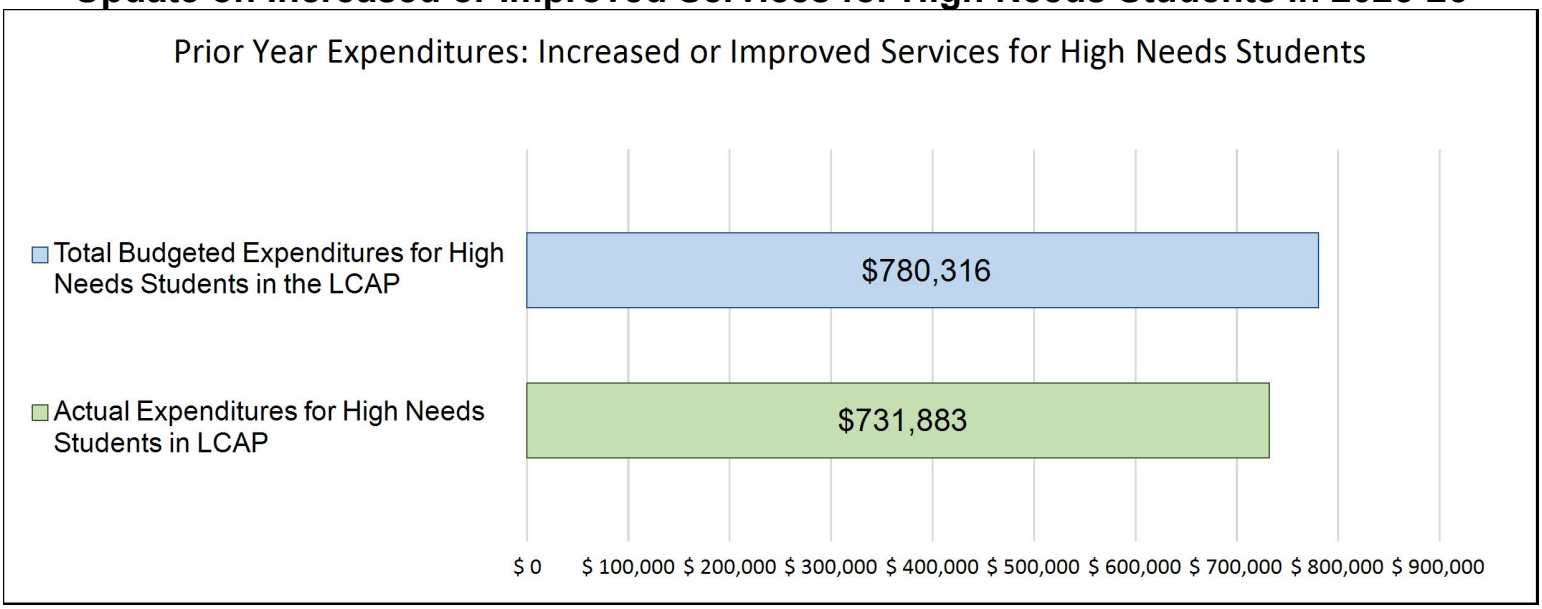
Salary and benefits for staff that are not listed in the plan that is tied to that specific goal. Operating costs of school site, such as utilities, insurance, etc. Instructional materials, supplies for all students not listed in plan. Professional development for staff as needed.Cost of oversight and administration costs paid to the county office outlined in the MOU.

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

In 2026-27, Yuba County Career Preparatory Charter School is projecting it will receive $786,406 based on the enrollment of foster youth, English learner, and low-income students. Yuba County Career Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Yuba County Career Preparatory Charter School plans to spend $458,608 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 Yuba County Career Preparatory 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 Yuba County Career Preparatory 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, Yuba County Career Preparatory Charter School's LCAP budgeted $780,316 for planned actions to increase or improve services for high needs students. Yuba County Career Preparatory Charter School actually spent $731,883 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
Yuba County Career Preparatory Charter School	Cynthia A. Soares, M.S. Director	cynthia.soares@yubacharterschool.org 530-749-4000

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.

Yuba County Career Preparatory Charter School (YCCPCS) is a WASC-accredited institution that proudly holds the Dashboard Alternative School Status (DASS), reflecting our commitment to serving students with unique educational needs. Founded in July 1995, YCCPCS emerged to address a gap in Yuba County by offering an alternative for students who struggled to thrive in traditional school programs, including at the elementary and secondary levels. From the start, we emphasized a strong vocational focus, introducing Career Technical Education (CTE) programs to inspire students and provide practical pathways to completing their education. This need had previously gone unmet in our community. YCCPCS is authorized by the Yuba County Office of Education and functions as a Local Educational Agency (LEA) for the purpose of this LCAP.

Our students often arrive after facing challenges in conventional school settings. They're drawn to YCCPCS for our flexible scheduling, hands-on CTE training opportunities, small class sizes, and personalized, engaging learning experiences. Many seek credit recovery to "catch up" on credits or pursue early graduation. Over 74% of our students are considered at-promise and navigate chronic absenteeism, credit deficiency, emotional or behavioral difficulties, teen parenting, socio-economic hardships, health challenges, or unpredictable, traumatic circumstances. Trauma includes absent parents, emotional, physical, or sexual abuse, neglect, mental health struggles, unhoused, or time in foster care. Often, staff uncovers these deeply personal stories when responding to students' behaviors—whether they are acting out or falling behind academically. The barriers these students face require staff to build trust and understanding with students throughout their educational journey.

YCCPCS serves a diverse population, reflecting the school's dedication to supporting learners from varied backgrounds and needs. In 2025, this included 250 students across grades K-12. Ethnically, YCCPCS served approximately 45% Hispanic and 37% White populations. 91% of students were socioeconomically disadvantaged, underscoring the economic barriers faced. Additionally, 26% were Students with Disabilities, another 10% were unhoused, and 1% were foster youth. This mix highlights our role as a vital resource for students overcoming systemic and personal challenges.

At YCCPCS, creating a safe and supportive environment is at the heart of what we do. Our teachers, administration, and staff dedicate significant time to counseling students, de-escalating conflicts, and fostering meaningful connections to help them succeed. Collaboration is key. Our team regularly discusses how to best meet each student's needs. Through our Independent Study (IS) program, students benefit from individualized pacing and one-on-one meetings with a Supervising Teacher, allowing them to focus on credit recovery or explore career and technical education (CTE) options tailored to their interests. We also offer a unique "Collaborative Cohort" IS model in which two or three teachers work together in a classroom, each supporting up to five students during each Collaborative Cohort time. These two-hour sessions include one hour of direct instruction and one hour for students to complete assignments, collaborate with peers, or meet with their Supervising Teacher.

While YCCPCS does not receive Equity Multiplier funding, we are committed to continuous improvement. We use the Local Control and Accountability Plan (LCAP) to meet planning requirements and to align goals and actions for Comprehensive Support and Improvement (CSI), Differentiated Assistance, and other grants (e.g., the Learning Recovery Emergency Block Grant), as well as for WASC accreditation.

$144,856.72 of unexpended Learning Recovery Emergency Block Grant (LREBG) funding will be carried forward to the 26-27 school year. The required needs assessment can be found in the Reflection section of the LCAP, and the funding plan, including required rationale, metrics, expenditures, etc., is located under Goal 1, Action 5 and Goal 1, Action 6. YCCPCS will review the effectiveness of this LREBG-funded action in the 2027-28 LCAP, as required.

Having a set of aligned plans ensures we address the evolving needs of our students and community. By blending academic support, vocational training, and a nurturing environment, we strive to empower every student to overcome obstacles and build a brighter future.

Reflections: Annual Performance

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

2025 ANNUAL PERFORMANCE REVIEW
YCCPCS evaluated its 2025 performance using the California School Dashboard, local data, and input from educational partners. The review highlights areas of strong performance, areas requiring continued attention, and the strategies underway to address identified needs.

GOAL 1 SUCCESSES
YCCPCS continues to maintain strong learning conditions. All students had 100% access to standards-aligned instructional materials, and no facilities were rated below "good repair." Students also continued to benefit from 100% access to a broad course of study and full access to all programs and services, including unduplicated students and students with disabilities. School climate indicators also showed improvement. Stability rates increased from approximately 34% in 2021-22 to 55.2% in 2024-25, and the percentage of students classified as

“getting by,” “moderate thriving,” or “high thriving” on the CoVitality Screener increased 13% from the 2023 baseline.

The school also made progress in graduation outcomes. The 1-year cohort graduation rate increased to 85% overall, exceeding the >80% target, with student groups performing within 5% of the overall rate. Dropout outcomes remained strong, with a middle school dropout rate of 0% and a high school rate of 12%, meeting expectations. In addition, local CTE data show increased exposure to introductory and concentrator courses, indicating early progress toward long-term pathway development.

GOAL 1 NEEDS IDENTIFICATION/ CHALLENGES
YCCPCS continues to experience enrollment and stability patterns that affect implementation. Enrollment typically decreases from CBEDS to P2, but in 2024-25, enrollment increased from 217 at CBEDS to 247 at P2, a growth of approximately 15% that impacts a small school’s systems and supports. Students experiencing be unhoused and some students classified as low-income continue to experience higher mobility. The school also continues to serve a high-need, diverse student population, including 90% socioeconomically disadvantaged, 25.6% students with disabilities, and 10.4% students experiencing be unhoused.

Post-secondary readiness indicators highlight ongoing needs. A-G completion remains at 0%; CTE pathway completion is 11% (target >25%); and no students completed college coursework. Academic readiness remains low, with ELA readiness at 15% (target >25%) and math readiness at 0% (target >5%). Attendance and engagement also remain areas of concern. Attendance is 86%, below the 90% target, and chronic absenteeism is 37%, above the <15% target, with higher rates among students experiencing being unhoused and Hispanic students.

Graduation outcomes also show a continued need for improvement. The 4-5-year graduation rate is 46% overall, below the >75% target, though some student groups show notable gains over baseline (for example, students with disabilities: +15%; Hispanic: +21%). School climate data show that 71% of students were classified as “getting by” or better on the CoVitality screener, an improvement from the 58% baseline, but still below the >85% target. Academic achievement results reinforce the need for continued implementation of targeted math and ELA interventions, aligned professional development, and strengthened data-driven instruction, with CAASPP ELA at 15% proficient, CAASPP math at 0% proficient, and ELPI at 25% overall, including some students identified as LTELs.

GOAL 2 SUCCESSES
Professional development remains a strength for certificated staff. Eighty-three percent reported having “plenty to be effective” in academic PD, and 75% reported having “plenty to be effective” in SEL and non-academic PD. Overall PD satisfaction exceeded 85%, and implementation rates for certificated staff also exceeded 85%, reflecting strong engagement with training and instructional expectations.

GOAL 2 NEEDS IDENTIFICATION/ CHALLENGES
Despite strong overall PD outcomes, needs remain in PD equity and differentiation. Some certificated staff report needing additional PD, particularly training specific to independent study. Implementation rates for classified staff were 60%, compared to >85% for certificated staff, indicating a need for more targeted support for classified roles. Parent engagement survey participation also remains low, with only 15 responses in 2025-26, which limits the reliability of the survey data. YCCPCS continues to expand multilingual communication, event-based engagement, and personalized outreach to increase participation and strengthen family partnerships.

RED CA DASHBOARD INDICATOR REQUIREMENT

2023 Red Indicators (Remains unchanged for LCAP cycle)
-Red Overall: ELA, math, graduation rate indicators, and 'very low' college/career readiness indicator.
-Red for Low-Income (ELA, graduation rate, and college/career).

2024 Red Indicators Update
-Red Overall: Graduation rate, college/career readiness.
-No student groups are red on the ELA/math indicators.

2025 Red Indicators Update
-Red Overall: Graduation rate, ELA, math
-Red Student Groups: Low-income (ELA, math, graduation rate); Hispanic (graduation rate)

ADDRESSING IDENTIFIED NEED
Educational partners, including the Charter Advisory Council (CAC), teachers, classified staff, students, and families, consistently emphasized the importance of clear communication, culturally responsive engagement, mental health supports, attendance, and strengthened instructional practices. Their feedback, in conjunction with data analysis, highlighted the need for refined math intervention, more differentiated professional development, stronger attendance outreach, and clearer data communication with families.

Building on this input, YCCPCS reviewed multiple years of Dashboard and local data and found that identified needs remain largely consistent. In 2026-27, the school will continue to implement planned actions, with targeted refinements informed by enrollment patterns, demographic shifts, and partner priorities. These adjustments reflect the school's mission as a flexible, hands-on alternative program serving a high proportion of unduplicated students, and they reinforce YCCPCS's commitment to strengthening effectiveness with a changing demographic while maintaining strong access and supportive learning conditions.

NEXT STEP IN 2026-2027
YCCPCS anticipates additional evidence of progress with the release of the 2026 and 2027 CA Dashboards. Therefore, YCCPCS will focus on several minor refinements to existing actions, informed by data analysis and educational partner priorities. These actions emphasize consistent implementation, clear routines, and targeted supports.

1. Enhance Data-Driven Decisions (Goal 1.1)
-Refine data systems in collaboration with YCOE/PCOE
-Refine STAR assessment systems to generate reliable reports to align instructional supports and communicate progress to families
-Provide professional development aligned with identified needs in the annual PD survey

2. Strengthen Attendance & Engagement (Goal 1.2)
-Continue tiered re-engagement supports for students identified as having a disability, those classified as low-income, and students identifying as Hispanic
-Maintain consistent attendance routines and family outreach (multilingual reminders, incentives, flexible participation options, and relevant family engagement events to reinforce regular attendance)

-Continue targeted outreach to underrepresented families (tailored phone/text in preferred language, virtual/transportation options, co-hosted cultural events, brief feedback opportunities at high-traffic gatherings)

3. Boost College/Career Pathways & Readiness (Goal 1.3)
-Strengthen monitoring of first-year graduation plan completion
-Strengthen transcript and Individual Learning Plan (ILP) monitoring with routine transcript audits, staff training, and advisor checkpoints aligned to graduation milestones
-Continue FAFSA and college workshops for students and families
-Revise the master schedule: Allow additional opportunities for students to become CTE completers in one year; increase traditional independent study session time from 45 minutes to an hour
-Decrease Collaborative-Cohort independent study sessions from three hours to two hours
-Updated and revised the orientation process with a focus on CTE Pathways opportunities

4. Intensify Academic Interventions & Differentiation (Goal 2.1)
-Implement assigned math tutoring/intervention based on Renaissance STAR assessment scores for grades 6-12
-Monitor progress through STAR and review progress in PLCs every 6-8 weeks to adjust supports
-Pilot a virtual high school math class

Reflections: Technical Assistance

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

YCCPCS previously qualified for technical assistance due to the identification of ELA, Math, and the College/Career Indicator performance. During this period, the school made measurable progress on the College/Career Indicator; however, performance declined on the 4/5-year Graduation Rate Indicator, resulting in the school's current identification for ELA, Math, and Graduation Rate.

To address these areas, YCCPCS is partnering with the Placer County Office of Education (PCOE) to provide targeted technical assistance focused on the following:
-Data Analysis: Review California School Dashboard and local data to identify root causes contributing to low academic achievement and graduation outcomes.
-Data Systems: Strengthen systems for accurate, timely data collection, disaggregation, and reporting to support instructional and intervention decisions.
-Strategy Refinement: Refine and align interventions, including tiered student supports (Action 1.2) and targeted professional development (Action 2.1), to address identified needs.
-Implementation Monitoring: Monitor progress through leadership team oversight (Action 1.1) and continuous improvement cycles (Action 2.2) to ensure fidelity and effectiveness.

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.

YCCPCS is identified for Comprehensive Support and Improvement (CSI) for Graduation Rate.

Support for Identified Schools

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

YCCPCS is a locally funded school under the Yuba County Office of Education (YCOE). As the LEA for state accountability and a school of YCOE for federal funding purposes, YCOE supports YCCPCS in developing its Comprehensive Support and Improvement (CSI) plan consistent with ESSA Section 1003 requirements. The YCOE Deputy Superintendent provides direct supervision and support for CSI plan development, delegating responsibilities to the Executive Director of Education Services and other support staff as needed to ensure compliance and effective implementation.

As needed, YCOE provides assistance with school-level needs assessment development, including analysis of Dashboard indicators and local assessment data, as well as input from educational partners. This process informs the identification of evidence-based interventions and strategies aligned to the school's areas of need. YCOE also supports YCCPCS in reviewing state and local data to identify and address resource inequities, which may include examination of school budgets, staffing patterns, and access to services.

Aligned plans and local monitoring systems provide timely, actionable information that supports responsive adjustments, strengthens accountability, and ensures alignment with ESSA requirements.

Monitoring and Evaluating Effectiveness

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

YCOE and YCCPCS monitor and evaluate the implementation and effectiveness of the CSI plan by tracking state and local data, regardless of student group size, and reviewing progress through the Charter Advisory Council (CAC) and regular staff meetings. These structures provide ongoing opportunities to analyze data, monitor site plan implementation, and gather feedback from educational partners. Multiple data sources inform decision-making and guide any refinements. This monitoring process supports improvement in key DASS indicators such as graduation, attendance, and dropout rates, while maintaining a sustained focus on student achievement.

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
ADMINISTRATION/COUNCIL & BOARD	1. YCCPCS reports data annually to the Charter Advisory Council (CAC) and YCOE Board, including, at a minimum, CA Dashboard presentation, climate survey results, a Mid-year LCAP update, and staff PD survey results. 2. The Director prepares CAC updates, which allow for conversation and input on school improvement, professional development, and fiscal allocations. 3. The CAC reviews existing LCAP goals each spring and provides input on proposed goals and actions. 4. A public hearing on the proposed LCAP and budget is held during the regularly scheduled June Board meeting. The public can comment and the YCOE will respond as required by law. The LCAP and budget are adopted at a subsequent June board meeting. 5. YCCPCS administration reports to the YCOE administrative team, who also provide program input.
TEACHERS	1. Teacher input is elicited through annual climate and professional development surveys. 2. Teachers provide feedback during weekly staff meetings. 3. Teachers provide input during WASC Committee and CAC meetings. 4. Teacher input is provided during professional development days and leadership team meetings.
OTHER STAFF	Based on the small number of staff at YCCPCS, input is solicited from other Staff in the same manner as listed for Teachers.

Educational Partner(s)	Process for Engagement
PARENTS	1. Parent input is solicited through "Parent Voices" and in an annual parent survey administered through the Community Schools partnership. 2. Parents participate on the WASC Committee and CAC. 3. Parent feedback is received during regularly scheduled independent study meetings and via email/Parent Square.
STUDENTS	1. Student input is solicited through "Student Voices" and surveys. 2. Students participate in the WASC Committee and CAC. 3. A bi-annual climate survey is administered to all grades 6 -12 students. 4. An annual student engagement survey is administered to students.
EDUCATIONAL PARTNERS	Educational partner input is actively solicited throughout the year through various channels, including, but not limited to, emails, text messages, orientations, site meetings, CAC, and collaboration with YCOE, our authorizer.

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

Educational partner feedback, gathered through the CAC (which has averaged nearly 4/4 stars in its end-of-year effectiveness survey for two consecutive years), staff input, and student and family engagement activities, directly shaped refinements to the 2026–27 LCAP. Partners emphasized communication, cultural responsiveness, mental health supports, attendance, and continued instructional improvement. These priorities informed adjustments to goals, actions, and expenditures as described below.

1. Goal 1.2: Attendance, Engagement & Communication
Educational partners emphasized the importance of consistent communication with newly enrolling families and expressed interest in deeper cultural outreach and in recognizing students' diverse backgrounds. They also noted rising absenteeism and encouraged positive, relationship-centered strategies to support engagement. In response, the LCAP strengthens Action 1.2 by enhancing orientation reminders, multilingual communication, and ongoing outreach via ParentSquare, email, mail, and phone calls. The plan also incorporates partner-recommended attendance supports, including random reinforcement days, small incentives, and a teacher attendance trophy to reinforce a positive attendance culture.

2. Goal 1.4: Counseling & SEL Supports
The CoVitality survey showed great improvement (from 62% to 88% of students reporting positive well-being), and partners encouraged continued investment in SEL and counseling. The LCAP maintains and expands Action 1.4, including counselor-led craft sessions and structured opportunities for students to connect, reflecting feedback about the value of accessible, relationship-centered mental health supports.

3. Goal 2.1 Professional Development and Goal 1.1 Data Systems

Staff emphasized the need for continued instructional support, especially in independent study pedagogy and differentiated instruction. Parents also requested clearer communication about academic progress. The LCAP continues targeted PD under Action 2.1 and strengthens data communication systems under Action 1.1 to support consistent progress monitoring and family updates.

5. Goal 2.2 Continuous Improvement & Leadership Development
CAC members expressed interest in expanding community participation to broaden perspectives. The LCAP reinforces outreach efforts in Action 2.2 to raise awareness of CAC meetings and encourage broader engagement.

6. Goal 2.3 Learning Recovery Grant: Accelerating Progress with Learning Supports
Two math teachers participated in the YCOE Math Framework Implementation Group, in which training was developed by the Sacramento County Office of Education and facilitated by the Sutter County Superintendent of Schools to promote equity and excellence in math education. This was intended to be a short-term action and has been discontinued based on staff completion and feedback at the conclusion of the 25-26 school year.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Operationalize interventions/supports to keep all students and families engaged, learning, and achieving through graduation and to students' college/career pathway.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
In alignment with the WASC Mid-Cycle Review process and based on a review of multiple years of low achievement, climate, and engagement data, committee members, including staff and educational partners, identified the need to build on recognition and reinforcements for positive behaviors established in Spring 2024, including building staff capacity to implement effective practices that support educational partners as decision-makers, improve school climate and culture, and increase communication and access to resources, tools, and events. Additionally, staff will fully implement the YCCPCS MTSS Tiered System of Support, including home visits, increased direct instruction and intervention lessons, tutoring groups, and counseling and field trip participation to address identified needs.

YCCPCS will also increase resources to support mental health and wellness, including revising the SST process and providing students with a food bank, food distribution, and volunteer opportunities; building capacity for early identification of needs and support, earlier intervention, wrap-around services with an onsite counselor, and administering the CoVitality Survey, completing the Community of Practice and further implementing change ideas and seeking further community involvement in planning and implementation (e.g., via Community Schools Grant implementation).

EXPECTED OUTCOMES
Staff will track and monitor implementation and effectiveness, including increasing and tracking onsite tutoring and field trip participation. As a result of meeting basic needs and effective implementation, YCCPCS strives to increase the number of students completing college courses and CTE Pathways, as well as grad rates and attendance rates. By implementing the MTSS System of Support, YCCPCS will see more students responding positively to the climate screener.

YCOE and the WASC Visiting Committee have endorsed this plan.

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 with sufficient standards-aligned materials Priority 1b Source: Local Inventory	2023-2024 100% of students have access to their own copies of standards-aligned instructional materials for use at school and at home	2024-2025 100% of students have standards-aligned materials.	2025-2026 100% of students have standards-aligned materials.	100% of students with access to their own copies of standards-aligned instructional materials for use at school and at home	No Change- Met Outcome
1.2	Annual parent input satisfaction/participation Parent participation Priority 3a/3b Source: Local Surveys & Tracking	2023-2024 93% of parents responded they are satisfied with YCCPCS. Less than 10% of parents participated in the survey. YCCPCS strives to maintain positive survey response rates of at least 85%.	2024-2025 93% of parents responded they are satisfied with YCCPCS. Approx 13% (+3%) of parents participated in the survey.	2025-2026 (NEW) Community Schools Parent/Guardian Survey Respondents: 15 Across 10 questions the average satisfaction rate is 83%. Areas scoring well above 85% include welcoming environment, and respect of language and culture. Scoring significantly lower than 85% includes a feeling of being understood: 77%,	85%+ parent/guardian survey satisfaction with greater than 50% participation increases in involvement through volunteering, decision-making, or schoolwide events.	The data is not reliable for comparison due to low participation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				level of parent/family engagement 71% and teacher communication regarding learning 71%.		
1.3	Annual Facility Inspection Priority 1c Source: Facility Inspection Tool (FIT)	2023-2024 0 instances	Fall 2024 0 instances	Fall 2025 0 instances	0 instances where facilities do not meet at least "good repair"	No Change- Met Outcome
1.4	% completion a-g requirements % CTE Completers % of students completing a-g and at least one Pathway Priority 4b-4d Source: CALPADS/SIS	2022-2023 UC/CSU: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0 CTE: 20.6% Low income: 21% Disabilities: 33% Hispanic: 29.2% White: 14.3% UC/CSU and Pathway: 0 Low income: 0 Disabilities: 0 Hispanic: 0 White: 0	Spring 2024 4/5 Yr Reporting Req: UC/CSU: 0 CTE: 4% (11 students) UC/CSU and Pathway: 0 Spring 2024 Local Metric 1-Yr CTE Cohort: 9-12th grade completing Intro Courses: 41% (+18%) Concentrator Courses: 19% (+13%) 1-Yr CTE Cohort: 11-12th grade completing	Spring 2025 UC/CSU: 0 CTE: 13% UC/CSU and Pathway: 0	Overall >0% of students will complete a-g requirements >25% of students will complete CTE pathways >1% of students will complete a-g and at least one Pathway Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	UC/CSU: No change CTE: Increased 9% UC/CSU and Pathway: No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Concentrator Courses: 21% (+13%) Completer Courses: 10% (+3%)			
1.5	Attendance % Priority 5a Source: SIS/DataQuest	Spring 2023 (K-12) Overall: 89% Low income: 88% Disabilities: 90% Hispanic: 90% White: 87%	Spring 2024 (SIS) Overall: 90% (+1%) Low income: 90% (+2%) Disabilities: 94% (+4%) Hispanic: 91% (+1%) White: 90% (+3%)	Spring 2025 Overall: 86% English Learner: 83% Low income: 85% Disabilities: 84% Hispanic: 85% White: 82% Multiple Races: 82%	Overall At least a 90% attendance rate Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Overall decrease 3%; each student groups decreased 3-5%
1.6	4/5-year graduation rate Priority 5e Source: CA Dashboard	Spring 2023 Overall: 37% (new baseline 4/5 year) Student Groups Low income: 37% Disabilities: 17% Hispanic: 29% White: 43%	Spring 2024 Overall: 51% (+14%) Student Groups Low income: 51% (+14%) Disabilities: 63% (+46%) Hispanic: 49% (+20%) White: 48% (+5%)	Spring 2025 Overall: 46% Student Groups Low income: 46% (red) Homeless: 41% Disabilities: 33% Hispanic: 50% (red) White: 36%	Overall Maintain a target 4/5-year graduation rate of >75%. Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap	Increased 9% overall Low Income: +9% Disabilities: +15% Hispanic: +21% White: -7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					by same % as overall	
1.7	Broad Course of Study Percentage of 6-12 students with access to a broad course of study Priority 7a Source: SIS	2023-2024 100% of enrolled students have access to a broad course of study.	Fall 2024 100% of enrolled students have access to a broad course of study.	Fall 2025 100% of enrolled students have access to a broad course of study.	Overall 100% of enrolled students will have access to a broad course of study.	No Change- Met Outcome
1.8	Programs and services for unduplicated students and students with IEPs Priority 7b/7c Source: SIS/Local tracking	2023-2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	Fall 2024 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	Fall 2025 100% of students classified as unduplicated or students with special needs have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	100% of students classified as unduplicated or students with special needs will have access to all programs and services offered to enrolled YCCPCS students as measured by the UCP.	No Change- Met Outcome
1.9	Climate Screener Priority 6c Source: Locally Tracked CoVitality	Fall 2023 Baseline 58% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Fall 2024 66% (+8%) of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Fall 2025 71% of students were classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Of students participating, >85% will be classified as 'getting by,' 'moderate thriving,' or 'high thriving' on the CoVitality Screener.	Increased 13%
1.10	1-year cohort grad rate Priority 8 Source: CA Dashboard	Spring 2022 Overall 81% Low income: 79% Disabilities: 94% Hispanic: 88% White: 77%	Spring 2024 Overall 96% (+26%) Low income: 98% (+33%) Disabilities: 100%	Spring 2025 Overall 85% Low income: 83% Disabilities: Too few Hispanic: 82%	Overall Maintain a target 1-year graduation/ equivalency rate of >80%.	Increased 4% overall Low Income: +4% Disabilities: Too few to report this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic: 100% White: 89% (+20%)	White: 88%	Student Groups Low-income: close gap by same % as overall Disabilities: close gap by same % as overall Hispanic: close gap by same % as overall White: close gap by same % as overall	year, but increased 6% the year prior Hispanic: -6% White: +11%
1.11	Number of students completing college courses Priority 8 Source: SIS Query/ Report	Fall 2023 2 student Student Groups Too few students to publicly report, however, the student is identified in one or more unduplicated student groups.	Fall 2024 1 student Student Groups Too few students to publicly report, however, the student is identified in one or more unduplicated student groups.	Fall 2025 0 students	>30 students successfully completing Concurrent Enrollment, Dual Enrollment, or Articulated courses Student Groups Low income: within 5% of other groups Disabilities: within 5% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	Decreased by 2 student

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	% of high school students completing grad plans Priority 8 Source: Locally Tracked	2023/2024 school year 91% of first year students completed a grad plan.	Spring 2025 65% of students completed a grad plan as of 4/23/25.	Spring 2026 61% of students first year students completed a grad plan as of April 2026.	100% of students will meet with and complete a graduation plan with an academic advisor within the first year of enrollment.	Decreased 4%
1.13	CTE Career Exposure Priority 8 Source: Locally Tracked 1 Year Cohort			Spring 2025 (Baseline) Grades 9-12 completing a CTE Introductory Class: 61% (+19% from prior year) Grades 10-12 completing a CTE Concentrator Class 33% (+6% from prior year)	As a career preparatory charter school, ensure continued increases sustainable rates of completion in introductory and completer courses	There was a large increase in the rate of students completing introductory and concentrator classes.

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.

Implementation status for Goal 1 actions, including key challenges and successes are as follows:

Action 1.1: Systems to Support Student & Family Engagement & Connectedness; Metrics 1.9 (CoVitality) and 1.2 (Parent Participation)
Implementation remained consistent with the adopted plan. Access to standards-aligned instructional materials continued at 100 percent, and student climate supports were fully implemented. The transition to the Community Schools partnership survey in 2025–26 was completed as planned. A key implementation challenge was low parent participation, with only 15 survey respondents, which limited the reliability of the feedback.

Action 1.2: Tiered Support Procedures; Metrics 1.5 (Attendance) and 1.6 (Graduation Rate)
The updated Student Study Team (SST) process was fully implemented and functioned as intended, supporting consistent identification of student needs. Attendance outreach efforts, including home visits and expanded staffing, were implemented as planned. A key challenge was a decline in attendance across all student groups and increased chronic absenteeism, particularly among students experiencing homelessness, students classified as low-income, and Hispanic students.

Action 1.3: College & Career Procedures & Supports; Metrics 1.4 (A-G/CTE), 1.11 (College Courses), and 1.12 (Grad Plans)
Planned college and career readiness procedures were implemented, including CTE pathway supports, monitoring of graduation plans, and dual-enrollment coordination. Implementation challenges included limited course availability at the local community college, which prevented students from enrolling in college courses as planned. Graduation plan completion also decreased, indicating the need for strengthened monitoring. Wellness components were implemented as described and aligned with broader student climate supports. These challenges reflect implementation conditions rather than changes to the planned action.

Action 1.4: Additional Resources & Staffing; Metrics 1.1 (Materials), 1.7 (Course Access), and Metric 1.8 (Unduplicated/IEP Access)
This action remained fully implemented. All students, including unduplicated students and students with IEPs, continued to have full access to required courses and programs (Metrics 1.7 and 1.8). No implementation challenges were identified.

Action 1.5: Learning Recovery Grant: Increase Instructional Learning Time; Metric 1.6 (Graduation Rate)
Summer credit recovery and targeted math interventions were fully implemented. The 4/5-year graduation rate decreased slightly from 51 percent to 46 percent but remains 9 percentage points above the 2023 baseline, with notable gains for students with disabilities (+15 percent) and Hispanic students (+21 percent) (Metric 1.6). These results reflect continued long-term improvement.

Action 1.6 Learning Recovery Grant: Accelerating Progress with Learning Supports; Metric 1.5 (Attendance) and Metric 2.9 (Credit Completion)
Implementation expanded access to academic and social-emotional supports as planned. Students received targeted assistance, and credit completion improved for those participating in supports. Attendance challenges noted under Action 1.2 also affected this action, but implementation itself did not differ from the adopted plan.

No substantive differences exist between the planned and actual implementation of these actions as 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.

Estimated actuals for Goal 1.1 and 1.4 were lower than anticipated due to staff leave of absence and an unfilled paraeducator position for the majority of the year. The difference did not impact funding contributing to increased or improved services for unduplicated students.

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

Overall, the actions implemented under this goal have been effective in establishing access, equity, and foundational systems, and partially effective in improving student well-being and graduation outcomes. Several actions have not yet produced targeted results in areas such as attendance, parent engagement, college course completion, and graduation planning. Because attendance and graduation data lag, the full impact of current work will not be available until Fall 2026 and Fall 2027. Access to college coursework continues to depend on the local community college's available capacity. Access to college coursework continues to depend on the local community college's available capacity, and YCCPCS leadership continues to work with the college to help students gain access to relevant courses.

Student Access, Engagement, and Climate (Actions 1.1, 1.8; Metrics 1.1, 1.2, 1.9)
Despite a shift to the Community Schools partnership survey to strengthen data collection, only 15 parents participated in the 2025-26 survey, and Metric 1.2 remains below expectations. However, family participation at on-site events increased significantly, with more than 120 people signing in at a recent Spring 2026 event. Student climate outcomes have improved over time.

Despite a shift to the Community Schools partnership survey to strengthen data collection, only 15 parents participated in the 2025-26 survey, and Metric 1.2 remains below expectations. Despite this, however, family participation at on-site events increased significantly, with more than 120 people signing in at a recent Spring 2026 event. Student climate outcomes have improved over time.

The percentage of students classified as “getting by,” “moderate thriving,” or “high thriving” on the CoVitality Screener increased from 58% at baseline to 71% in Fall 2025, representing a 13% improvement (Metric 1.9). These gains suggest that actions related to student connection, wellness supports, and staff training have been effective for participating students.

Tiered Supports and Attendance (Action 1.2; Metric 1.5)
Actions related to tiered supports have been effective in strengthening systems but have not yet improved attendance outcomes. The SST process was clarified and consistently used, and outreach efforts expanded. However, overall attendance decreased from 90 percent to 86 percent, with all student groups declining 3–5 percent (Metric 1.5). Chronic absenteeism increased, particularly for students experiencing being unhoused , students classified as low-income, and Hispanic students. Because attendance data lags, the impact of current strategies will not be reflected until Fall 2026 and Fall 2027.

College, Career, and Postsecondary Readiness (Action 1.3; Metrics 1.4, 1.11, 1.12)
Actions intended to improve college and career readiness have shown limited effectiveness in achieving targeted results. While CTE pathway completion increased to 11% of students in Spring 2025, this remains below the expected outcome of greater than 25%, and completion of A-G requirements and combined A-G/Pathway completion remains at 0% (Metric 1.4). Similarly, college course completion declined from 2 students at baseline to 0 in Fall 2025 (Metric 1.11). As previously noted, this is due to capacity limitations at the local community college.

Despite strong partnership efforts and system development, barriers related to course availability, timing, and student readiness have limited effectiveness to date.

Academic Intervention and Graduation Outcomes (Actions 1.5, 1.6; Metrics 1.6, 1.10)
Academic intervention, credit recovery, and tutoring have been partially effective. The 4/5-year graduation rate increased from 37 percent to 46 percent (Metric 1.6), with substantial gains for students with disabilities and Hispanic students. These improvements contributed to the school's removal from Differentiated Assistance for graduation.

Short-term outcomes were mixed. The 1-year graduation rate declined from 96 percent to 85 percent but remained above the 80 percent target (Metric 1.10). Credit completion improved for students receiving targeted supports (Metric 2.9), indicating progress in academic recovery.

Overall Determination
Actions related to access, equity, materials, and student climate have been effective and sustained. Based on available data, actions related to attendance, parent engagement, college course completion, and graduation planning have not yet produced targeted results, though current efforts are expected to show impact in future data cycles. Academic intervention and credit recovery efforts have been partially effective, but may need continued refinement to improve 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.

Metric 1.2 data source shifted to the Community Schools Need Survey. Identified needs continue to fit within the scope of identified actions. Metric 1.13 was developed last year and incorporated into Metric 1.4, UC/CSU, and Pathway 4/5 Year Cohort data as additional Year 1 Outcome information. The metric was refined in late Spring 2025 and is added as a Priority 8 one-year cohort measure of exposure to career opportunities. No ineffective actions were required to change.

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	Student & Family Engagement Plan	To improve low graduation rates and college-career readiness for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will implement local procedures to foster academic engagement and school connectedness over the next three years. The plan includes: 1. Strengthening Internal Operations:	$208,608.96	Yes

Action #	Title	Description	Total Funds	Contributing
		a. Continue improvement to our enrollment and orientation procedures, training staff effectively in 2026-27. b. Partner with YCOE and PCOE to enhance state and local data systems. c. Train new staff to use local assessment tools (e.g., STAR reports) for real-time instructional decisions. 2. Enhancing Family Engagement: a. Boost parent participation via personalized event invitations (e.g., awards nights, CAC meetings) • Encourage survey completion during events. b. Expand parent support for independent study programs via onsite and virtual opportunities. c. Student/Parent/Teacher Conferences one time per semester (2x a year) 3. Improving School Climate and Culture: a. Use CoVitality data to address SEL needs. b. Increase participation in biannual surveys from the Fall 2023 baseline. c. Implement tiered responses to CoVitality data, including group-based CoVitality lessons. d. Provide classes that support life skills, social-emotional and academic growth.		
1.2	Tiered Support & Procedures Plan	To address low graduation rates, ELA/math achievement, and college-career readiness for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will enhance tiered support systems in collaboration with the Community Schools Department. The plan focuses on behavioral (attendance) and social-emotional (student screener) needs and includes: 1. Continue to evaluate and refine MTSS Framework: Monitor the effectiveness of early identification (using state and local assessment data) and matching of academic and social-emotional supports (including differentiated curricular supports) using the YCCPCS MTSS Framework. 2. Strengthen Student Success Team (SST) Process: Review and update the SST process to align with identified student needs.	$231,340.84	Yes

Action #	Title	Description	Total Funds	Contributing
		3. Improve Attendance Systems: Leverage the leadership team and Charter Advisory Council (CAC) to develop systems targeting chronic absenteeism, then monitor implementation and effectiveness in collaboration with the program specialist.		
1.3	College/Career Pathway Plan	To improve low graduation and college-career readiness rates for low-income and underperforming students, as identified by the CA Dashboard, Yuba County Career Preparatory Charter School (YCCPCS) will implement clear college/career pathway procedures and support systems. The plan includes: 1. Develop Graduation Plans: Create and update semesterly graduation plans, exploring integration with Aeries. 2. College/Career Transition Support: Encourage student participation in college courses, work experience, and college/career events like field trips, job shadowing, and job fairs. 3. Enhance Community Engagement: a. Increase FAFSA awareness through family events and Parent Square. b. Identify students early for dual enrollment and support them with on-site courses. c. Finalize articulation of CTE Capstone courses and others as feasible. 4. Support Mental Health and Wellness: Raise awareness and provide resources for student mental health, including drug abuse prevention. 5. Ensure Equitable Access: Provide equitable pathway opportunities for unduplicated students and those with IEPs.	$85,484.26	Yes
1.4	Additional Resources & Staffing Plan	YCCPCS will maintain adequate resources and staffing to provide a multi-tiered system of support (e.g. academic tutors, PBIS, behavior/attendance), including social, emotional, and mental health coaching and referrals.	$150,339.22	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Learning Recovery Grant: Increase Instructional Learning Time	Description: In 25-26, offer an 18 - day voluntary (approximately 10%) and referred (approximately 90%) 9-12 summer school program to maintain student and family engagement and provide: a. instructional support for credit recovery in core subjects and b. 1:1 and small group math intervention. Conduct specific outreach to enroll low-income/Hispanic students. Expand the summer program to 20+ days beginning in 26-27. Impact Metric: Track the 25-26 school year 4/5-year and 1-year graduation rates, dropout, and attendance rates. Rationale: YCCPCS, a DASS school, serves primarily low-income, at-promise students needing substantial support for graduation and college/career readiness. A summer learning program will make graduation attainable for some students and support voluntary enrollments with learning acceleration. Additionally, it will support the improved attendance in 25-26. Research Support: The Wallace Foundation's Summer Learning Toolkit highlights evidence for well-designed summer programs: 1. A RAND study for the NSLP showed students attending voluntary summer programs for 20+ days over two summers significantly outperformed peers in reading and math on standardized tests. 2. Research confirms low-income students face summer learning loss in math and reading. Quality summer programs with academics and enrichment prevent this loss and advance skills. 3. NSLP data tracked through 7th grade revealed sustained benefits, including improved grades and attendance, indicating long-term academic impact. 4. The RAND study noted enhanced social-emotional skills, like empathy and teamwork, in students with high attendance, supporting long-term success. 5. Structured programs foster supportive relationships, promoting positive behavior and reducing disciplinary issues.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	Learning Recovery Grant: Accelerating Progress with Learning Supports	TUTORING Description: The staff will provide 1:1 and small-group instructional support (tutoring), both assigned and voluntary, in-person and virtually, to boost engagement and provide first instruction support, especially for low-income students. Impact Metric: Because YCCPCS is a non-classroom-based program, attendance (based on work completion) and average credits (9-12) will be tracked. Rationale: YCCPCS serves a low-income, at-promise student population. As a DASS school, students typically lag in graduation and college/career readiness. Flexible tutoring options will enhance work completion and support attendance, driving gains in reading and math. Research Support: The National Student Support Accelerator (NSSA) District Playbook from Stanford University highlights evidence for high-impact tutoring, which is similarly supported by the Anneberg Institute at Brown University's "Design Principles for Accelerating Student Learning with High-Impact Tutoring: 1. It outperforms other interventions, delivering significant academic gains across grade levels and subjects. 2. Defined by frequent, consistent, trained tutors using quality materials and data-driven methods, it yields over four months of extra learning in elementary literacy and nearly ten months in high school math. 3. It effectively addresses learning gaps widened by COVID-19 and systemic inequities through personalized instruction, particularly for low-income students and students of color. 4. Research and district insights emphasize frequent sessions, consistent tutors, quality materials, and data-informed instruction as keys to impactful tutoring. 5. Studies, like those from OSSE in Washington, D.C., indicate that high-impact tutoring boosts attendance and academic outcomes by enhancing student engagement.	$61,478.82	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase educators' capacity to support all students in engagement, learning, and achievement.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

WHAT YCCPCS PLANS TO ACHIEVE
In alignment with the WASC Mid-Cycle Review, the WASC Committee, including staff and educational partners, the ongoing need to increase educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to guide instruction. Including differentiated instruction, accommodations, and modifications when appropriate with clear and consistent protocols for supporting students in their learning.

EXPECTED OUTCOMES
In addition to meeting basic needs, YCCPCS will strive to see increases in staff implementation of professional learning and local assessment proficiency, which will over time, impact statewide assessment scores. In addition, staff strive to decrease chronic absenteeism and dropout rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	% of appropriately assigned and credentialed teachers Priority 1a Source: CALSASS	2022-2023 100% of teachers are appropriately assigned and credentialed.	Fall 2024 82% (9/11) of teachers are appropriately assigned and credentialed.	Fall 2025 Now available on the CA Dashboard 52% of teachers are appropriately	100% of teachers are appropriately assigned and credentialed	Decreased by 48%; YCCPCS operates pursuant to EC 44865 allowing credentialing

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				assigned and credentialed. YCP operates under EC 44865, which provides credentialing flexibility for alternative education programs.		flexibility with teacher consent.
2.2	State standards implementation EL access to State and ELD standards (avg 3 ELD scores) Priority 2a/2b Source: LI Self-Reflection Tool	Spring 2024: 4.3 points on a 5-point scale	Spring 2025 4.3 points on a 5-point scale	Spring 2026 4.3 points on a 5-point scale	On a 5-point self-reflection tool maintain at least a 4 (80%).	No Change- Met Outcome
2.3	% of students proficient on CAASPP ELA % of students proficient on CAASPP math Priority 4a Source: DataQuest/ CDE Test Results	Spring 2023 ELA: 15% Overall and Low Income 0% Disabilities; 21% White; 18% Hispanic Math: 2% Overall and Low Income 0% Disabilities; 5% White; 0% Hispanic	Spring 2024 ELA 33% (+18%) Overall 32% (+17%) Low Income 14% (+14%) Disabilities 42% (+21%) White 23% (+5%) Hispanic Spring 2024 MATH 0% (-2%) Overall 0% (-2%) Low Income 0% (No change) Disabilities	Spring 2025 ELA 15% Overall 15% Low Income 0% Disabilities 13% White 14% Hispanic Spring 2025 MATH 0% Overall 0% Low Income 0% Disabilities 0% White 0% Hispanic	Overall ELA: At least 30% proficient Overall math: At least 10% proficient Student Groups Low income: within 5% of other groups Disabilities: within 10% of other groups Hispanic: within 5% of other groups White: within 5% of other groups	ELA no change Overall, Low-Income, Disabilities; -4% Hispanic; -8% White Math decreased by 2% overall, Low Income, Disabilities, Hispanic remain at 0%; White -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			0% (-5%) White 0% (No change) Hispanic			
2.4	% of EL students making at least one year's progress % reclassified ELs Priority 4e/4f Source: CA Dashboard ELPI & DataQuest	Spring 2023 There are too few to report publicly.	Spring 2024 There are too few to report publicly.	Spring 2025 There are too few to report publicly.	>50% of ELs will make at least one year's progress toward English proficiency. Maintain a reclassification rate of at least 1%	No data available
2.5	College ELA and math Preparedness (EAP) Priority 4g/4h Source: DataQuest 11th gr test results	Spring 2023 Conditionally Ready/Ready ELA: 17% Conditionally Ready/Ready math: 0%	Spring 2024 Conditionally Ready/Ready ELA: 33% (+16%) Conditionally Ready/Ready math: 0% (No change)	Spring 2025 Conditionally Ready/Ready ELA: 15% Conditionally Ready/Ready math: 0%	>25% of students will be Conditionally Ready or Ready for college-level ELA courses >5% of students will be Conditionally Ready or Ready for college-level math courses College placement assessments do not apply to DASS schools	Conditionally ready in ELA decreased 2%; Conditionally ready in math remained 0%
2.6	Chronic absentee % Priority 5b Source: SIS/DataQuest	Spring 2023 Overall: 28% Student Groups Low Income: 30% Disabilities: 26% Hispanic: 25% White: 32%	Spring 2024 Overall: 27% Student Groups Low Income: 28% Disabilities: 23% Hispanic: 25% White: 28% Homeless: 38%	Spring 2025 TK-12 Overall: 37% Student Groups English Learner: 33% Low Income: 39% Homeless: 43% Disabilities: 38%	<15% chronic absenteeism Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Increased by 9% overall; student groups increased by 8-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			English Learner: 28% Two or More Races: 29%	Am Ind/Alk Native 17% Hispanic: 40% White: 40% Two or More Races: 29%		
2.7	Middle school dropout rates High school dropout rates Priority 5c/5d Source: DataQuest	2022-2023 Middle School Overall: 0% (-5%) High School Overall: 13% (-7%) Low income: 14% (-8%) Disabilities: 0% (-16%) Hispanic: 11% (-9%) White: 16% (-9%)	Sp 2024 1 Year Dropout Rates Note: Data reported from CALPADS not DataQuest Middle school dropouts: 8% (+8%) -One student Student Groups Too few students to publicly report High school dropouts: 11% (-2%) Student Groups Low Income: 11% (-3%) EL: 18% (-17%) FY/Homeless: 21% (-4%) Disabilities: 0% (no change) Hispanic: 13% (+2%)	Spring 2025 (CALPADS, not DataQuest) Middle school: 0 High school: 12% Student Groups Low Income: 13% EL: 18% FY and Homeless: 39% Disabilities: 5% Hispanic: 13% White: 10% Multi Race: 14%	Overall Middle school dropout 0% Maintain high school dropout <15 % Student Groups Low income: within 5% of overall Disabilities: within 5% of overall Hispanic: within 5% of overall White: within 5% of overall	Maintained middle school rate High school dropout decreased by 1% overall; Low -Income -1%; Disabilities +5%; Hispanic +2%; White -6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White: 12% (-4%) Multi Race: 10% (+6%)			
2.8	Suspension/Expulsion Rate Priority 6b Source: DataQuest	2022-2023 0 suspensions/expulsions	Spring 2024 Suspension Rate 1% Overall 3% Hispanic 3% Disabilities Spring 2024 Expulsion Rate 0%	Spring 2025 Suspension Rate 2% Overall Student Groups 0% English Learners (no color) 0% Long-Term English Learners (no color) 2% Low Income (yellow) 4% Disabilities (orange) 2% Homeless (no color) 1% Hispanic (green) 8% American Indian (no color)	Maintain > 1% suspension rate and 0% expulsion rate	Suspensions: +2% Expulsions: No Change- Met Outcome
2.9	Credit Completion Priority 8 Source: SIS Query/ Report	Fall 23 Average 24.17	Fall 2024 Overall Avg 27.72 (+3.6) Low Income 27.57 Disabilities 26.83 Hispanic 28.89 White 26.92	Fall 2025 Overall Avg 23.46 Student group data not available	Overall: Students will complete a minimum of 25 HS credits on average each semester	Credit completion declined by <1
2.10	Annual staff PD survey results Priority 8 Source: Locally tracked	100% of teachers surveyed to determine their professional learning needs.	Spring 2025 100% of staff, including teachers, were surveyed to determine their	Spring 2026 100% of staff, including teachers, were surveyed to determine their	100% of teachers will be surveyed to determine their professional learning needs.	No Change- Met Outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			professional learning needs.	professional learning needs.		
2.11	% of students making one year's growth on the local assessment in ELA and Math Priority 8 Source: Locally tracked online platform	2023-2024 Baseline year Spring 2024 the data incomplete to show one year of growth. As of Spring 2024 in ELA (reading) 57.2 % have shown growth and in Math 60.2% students have shown growth	Discontinued this metric in 24-25. See Metric 2.13.	NA	Overall Reading: At least 60% making one year's growth in ELA Overall Math: At least 40% making one year's growth in Math Student Groups Low income: within 5% of overall Disabilities: within 10% of overall Hispanic: within 5% of overall White: within 5% of overall	NA
2.12	% professional development attendance & implementation Priority 8 Source: Locally Tracked	2023-2024 100% trained 82% of certificated staff implementing 66% of classified staff implementing, as applicable to each position	Spring 2025 100% trained 60% (-20%) of certificated staff implementing 55% (-11%) of classified staff implementing, as applicable to each position.	Spring 2026 100% trained 91% of certificated staff implementing 57% of classified staff implementing, as applicable to each position.	100% of school staff trained on SEL/ Trauma-Informed practices and > 75% implementation.	Certificated +9% Met Outcome; Classified -9%
2.13	Grade equivalency change indicating student growth on the local assessment in Reading and Math	This data was not collected in 23-24. See Spring 2025 for established baseline.	Spring 2025 Overall Reading GE -0.3 (79 students)	Spring 2026 YCCPCS is not reporting this data in 2025-26 while it investigates	Grade Equivalency Overall: At least 1.0 GE positive change	No change to report.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Priority 8 Source: Locally tracked online platform		Groups Low Income: No change (70 students) EL: Too few students to report; however, this group had a significant positive change (6 students) Disabilities: 2.1 (23 students) White: -0.9 (29 students) Hispanic: 0.4 (37 students) Overall Math 0.1 (65 students) Groups Low Income: 0.1 (57 students) EL: Too few students to report; however, this group had a significant positive change (3 students) Disabilities: 0.8 (22 students) White: 1.1 (25 students) Hispanic: 0.2 (29 students)	student inclusion concerns with the publisher. YCCPCS values this local growth metric as an appropriate indicator of academic achievement and anticipates having this metric back online in 26-27.	Groups: Within 0.2 of reported groups	

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.

Implementation of Action 2 has focused on strengthening instructional capacity, improving equity of access, and aligning professional learning to student needs. Several components are fully implemented, while others are in progress and beginning to influence instructional practice, though measurable impacts on student outcomes are still emerging.

Action 2.1: Staff Professional Learning; Metrics 2.3 (CAASPP), 2.11 (Local assessments), 2.12 (SEL/Trauma Informed)
Implementation of Action 2.1 progressed as planned. MTSS Framework professional development and training in evidence-based instructional and SEL practices (PBIS, CoVitality) were fully implemented, supporting consistent instructional and climate practices across classrooms. Current-year SEL data collection was completed (Metric 2.12).

Additional pedagogy-focused professional learning, such as math number sense and instructional strategy development, is underway. Staff participated in off-site training and committees, and planning for continued PD is in progress with the Placer County Office of Education. Implementation challenges include the need for sustained follow-through to embed new practices and the time required for professional learning to influence math instruction.

Action 2.2: Continuous Improvement; Metrics 2.1 (Credentials), 2.2 (Standards Implementation), 2.6 (Absenteeism), 2.7 (Dropout Rates), 2.10 (Staff PD Survey)
Implementation is progressing as planned and remains focused on long-term system development. The leadership team initiated planning for a DASS/IS model school visit for Spring 2026, including the development of a structured worksheet to identify instructional questions, areas of need, and staff participation. This work supports instructional coherence and leadership capacity. Because some components of this action are still in the planning and development phase, current-year student outcome metrics does not yet reflect its impact. Staff PD survey data (Metric 2.10) will inform next steps.

Action 2.3 Learning Recovery Grant: Accelerating Progress with Learning Supports; Metrics 2.3 (CAASPP Scores), 2.11 (STAR Growth)
Implementation of Action 2.3 shows steady progress in strengthening math instruction. The math teacher's participation in the Math Framework Implementation Group happened, demonstrating consistent engagement in content-specific professional learning. This aligns with the LCAP plan and supports the development of math instructional capacity.

A key implementation challenge is limited access to high-quality math professional development. The school is working with the Placer COE Differentiated Assistance Team to address this barrier. Because implementation is ongoing, current-year academic data do not yet reflect the impact of this work. All components were implemented as planned; no substantive deviations occurred.

There are no substantive deviations from 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.

Goal 2.1 resulted in a material difference in funding intended to increase or improve services for unduplicated students. One teacher retired and was replaced by a new teacher placed at an entry-level position on the salary schedule. Two additional teachers left the school. A portion of the funds was redirected to Goal 1.3 (Tiered Support) and Goal 1.4 (College/Career Planning). The remaining funds (less than 2%) will be carried over to 2026-2027.

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

Actions under Goal 2 are designed to strengthen instructional practice, leadership capacity, and equitable access through professional development, research-based practices, and targeted supports. Overall implementation remains strong and coherent, with several actions fully implemented and others progressing as planned. These actions have been effective in building systems and adult capacity; however, current-year student outcome data indicate that the full impact on academic and postsecondary readiness metrics has not yet materialized.

Action 2.1 – Professional Development, Instructional Practice, and Equity Supports
Action 2.1 has been effective in establishing foundational instructional and SEL systems and partially effective in influencing student outcomes. MTSS Framework PD and research-based instructional and SEL practices (PBIS, CoVitality) were fully implemented, resulting in a consistent framework for instruction and student support. This aligns with current-year SEL data showing 71% of students classified as “getting by,” “moderate thriving,” or “high thriving” (Metric 2.12), indicating positive progress in student well-being.

Pedagogy-focused PD, including math number sense and instructional strategy development, is underway, and staff participation in offsite training and committees reflects strong engagement. However, because much of the instructional PD is recent or ongoing, current-year academic and postsecondary metrics (2.3 CAASPP, 2.11 local assessments) do not yet show significant improvement. As a result, full effectiveness cannot yet be determined.

Action 2.2 – Leadership Development and Instructional Model Research
Action 2.2 is implemented as planned, but its effectiveness in producing measurable student outcomes cannot yet be determined, as it is intentionally focused on long-term system improvement. Leadership teams are actively preparing for a DASS/IS model school visit in Spring 2026, including developing guiding questions and identifying staff participants. This work has been effective in building leadership coherence and strategic direction. Because the action is early in its implementation cycle, current-year student performance metrics (2.1, 2.2, 2.6, 2.7) do not yet reflect its impact. Effectiveness will be assessed more appropriately after the model visit and subsequent implementation of the identified practices.

Action 2.3 – Math Framework Implementation and Content-Specific Capacity Building
Action 2.3 demonstrates partial effectiveness. Math teacher participation in the Math Framework Implementation Group is underway, with all sessions completed and additional county-level training scheduled. This reflects strong engagement in sustained, content-specific professional learning. A key challenge is limited access to high-quality math professional development for an IS model serving "at-promise" youth. The school is meeting with the Placer COE Differentiated Assistance Team. Because implementation is ongoing, current-year academic outcomes (2.3 CAASPP, 2.11 STAR Growth) do not yet show measurable improvement attributable to this action. Effectiveness is still developing and dependent on continued implementation and classroom application.

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

No changes were made to planned goals, metrics, or outcomes. Goal 2.3 was removed from the LCAP. LREBG funded action 2.3 was discontinued based on staff feedback. No ineffective actions were required to change.

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	Staff Professional Learning	To address Comprehensive Support and Improvement for the low graduation rate and the CA Dashboard's overall and low-income, low-performing ELA, math achievement, graduation, and readiness rates, YCCPCS will provide whole and small-group structured staff professional learning, including: 1. PLC time to support continuous improvement, including PD for math instructional strategies training (differentiation, real-world CTE applications) into protected PLC days. 2. using research/evidence-based instructional and SEL practices (e.g., PBIS, CoVitality) and identifying and addressing barriers underrepresented groups face (e.g., historical distrust of institutions, language differences, socioeconomic challenges). 3. pedagogy/ instruction focusing on CTE in 26-27 and math instructional strategies to address assorted topics such as a lack of basic number sense in 26-27. 4. ongoing staff development (Mondays) for refinement of a Multi-Tiered System of Support	$302,346.23	Yes
2.2	Continuous Improvement	Support continuous improvement efforts by 1. monitoring professional learning needs and implementation 2. monitoring goal and action implementation and effectiveness 3. monitoring student outcomes and other program data 4. using the leadership team to plan observation of one or two DASS/IS models/programs to determine how practices are implemented	$65,894.06	Yes

Action #	Title	Description	Total Funds	Contributing
2.3				

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
$786,406	$

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
31.754%	0.190%	$4,530.00	31.944%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Student & Family Engagement Plan **Need:** YCCPCS serves students and families disenfranchised by the traditional school system. Re-engaging these families can be complicated and time-consuming, as additional resources and varied strategies may need to be employed to 'hook' them based on individual barriers affecting them.	YCCPCS staff will focus on developing and implementing systems that engage/re-engage students and their families in short—and long-term educational goals. This work will include implementing onboarding and orientation procedures, refining and improving existing events and support tools, gathering more effective student SEL data, and implementing support in response to student data. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate and college/career readiness, including grad plans and college courses

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		
1.2	**Action:** Tiered Support & Procedures Plan **Need:** YCCPCS serves an at-promise population comprised mainly of students classified as low-income. By definition of a DASS school, these students enroll at YCCPCS credit deficient, work significantly below grade level, and need additional tiered support to 'catch up' and graduate on time. **Scope:** LEA-wide	Students attending YCCPCS have become disenfranchised by the traditional education system. As staff work to build trusting relationships with families and students, they must also establish a high bar for perseverance and long-term success. Staff will continue to develop a robust support system students and families need to attain long-term goals, including increases in academic achievement leading to graduation. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation and dropout rates, attendance rate, CoVitality results
1.3	**Action:** College/Career Pathway Plan **Need:** YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support to prepare for post-secondary transitions. **Scope:** LEA-wide	These actions allow disenfranchised students to reengage with their academic careers, explore areas of personal interest, receive wraparound support, and develop skills that allow them to be employed after graduation. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation plans, graduation rate, CTE completion rate

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Additional Resources & Staffing Plan **Need:** YCCPCS serves an at-promise population comprised mainly of low-income students. By the definition of a DASS school, these students are not on track for graduation or college/career transitions and need additional support staff and resources to graduate on time. **Scope:** LEA-wide	YCCPCS provides additional staff and resources to support family engagement and achievement efforts, including improved attendance and tutoring support and adding one additional IS teacher to reduce student/teacher ratios. While YCCPCS strives to affect change for its largest student group, low-income students, all students will benefit from this work.	Graduation rate, CoVitality results, attendance rates
2.1	**Action:** Staff Professional Learning **Need:** Based on the DASS population served YCCPCS staff need additional professional development and protected collaborative time to identify and address achievement and SEL needs at both the systems and individual levels. While YCCPCS strives to affect change for its largest student group, low-income students, this work will benefit all students. **Scope:** LEA-wide	YCCPCS will provide protected time for teacher professional development and collaboration, including focused work in continuous improvement, professional learning communities, understanding the YCCPCS multi-tiered support system, and using evidence and research-based strategies for supporting this population in an independent study setting. While we strive to implement evidence-based practices, such practices are not well-defined for DASS and independent study models. Research practices might be implemented where sufficient research and/or suggested data support effectiveness. While YCCPCS strives to increase and improve services for low-income students, all students will benefit from this work.	
2.2	**Action:** Continuous Improvement **Need:**	YCCPCS will implement a procedure for reviewing and evaluating the implementation and effectiveness of goals and actions based on periodic updates of outcome data. YCCPCS staff	PD survey satisfaction and implementation results; state and local

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
	Because each student enrolled at YCCPCS has their own unique barriers and challenges to successfully completing their course of study, YCCPCS staff must have access to and use student data to identify and address student needs, but also the implementation and effectiveness of strategies used to do so. **Scope:** LEA-wide	will visit similar IS and/or DASS school models to identify areas for improvement in the educational program. While YCCPCS strives to increase and improve services for low-income students, all students will benefit from this work.	assessment and credit completion results

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

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.

There are no limited actions.

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.

This prompt is not applicable to YCCPCS.

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	2,491,434	786,406	31.754%	0.190%	31.944%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$458,608.09	$110,576.17	$0.00	$551,308.13	$1,120,492.39	$1,014,442.39	$106,050.00

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	Student & Family Engagement Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$187,808.96	$20,800.00	$73,997.11	$19,097.35		$115,514.50	$208,608.96	
1	1.2	Tiered Support & Procedures Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual reevaluation	$203,490.84	$27,850.00	$52,821.00			$178,519.84	$231,340.84	
1	1.3	College/Career Pathway Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$70,484.26	$15,000.00	$32,320.08			$53,164.18	$85,484.26	
1	1.4	Additional Resources & Staffing Plan	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$148,339.22	$2,000.00	$41,934.01			$108,405.21	$150,339.22	
1	1.5	Learning Recovery Grant: Increase Instructional Learning Time	All	No			All Schools	July 1, 2025-June 30, 2028	$15,000.00	$0.00		$15,000.00			$15,000.00	
1	1.6	Learning Recovery Grant: Accelerating Progress with Learning Supports	All	No			All Schools		$61,478.82	$0.00		$61,478.82			$61,478.82	
2	2.1	Staff Professional Learning	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$275,946.23	$26,400.00	$225,365.31	$15,000.00		$61,980.92	$302,346.23	
2	2.2	Continuous Improvement	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$51,894.06	$14,000.00	$32,170.58			$33,723.48	$65,894.06	

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
2,491,434	786,406	31.754%	0.190%	31.944%	$458,608.09	0.000%	19.212 %	**Total:**	$458,608.09
								LEA-wide Total:	$458,608.09
								Limited Total:	$0.00
								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	**1.1**	Student & Family Engagement Plan	Yes	LEA-wide	Low Income	All Schools	$73,997.11	
1	**1.2**	Tiered Support & Procedures Plan	Yes	LEA-wide	Low Income	All Schools	$52,821.00	
1	**1.3**	College/Career Pathway Plan	Yes	LEA-wide	Low Income	All Schools	$32,320.08	
1	**1.4**	Additional Resources & Staffing Plan	Yes	LEA-wide	Low Income	All Schools	$41,934.01	
2	**2.1**	Staff Professional Learning	Yes	LEA-wide	Low Income	All Schools	$225,365.31	
2	**2.2**	Continuous Improvement	Yes	LEA-wide	Low Income	All Schools	$32,170.58	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,312,326.00	$1,206,524.61

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**	Student & Family Engagement Plan	Yes	$120,517.00	97,990.46
1	**1.2**	Tiered Support & Procedures Plan	Yes	$234,103.00	217,844.5
1	**1.3**	College/Career Pathway Plan	Yes	$77,258.00	92,018.32
1	**1.4**	Additional Resources & Staffing Plan	Yes	$150,566.00	114,164.02
1	**1.5**	Learning Recovery Grant: Increase Instructional Learning Time	No	$9,000.00	15,168.60
1	**1.6**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$101,029.00	101,425.1
2	**2.1**	Staff Professional Learning	Yes	$556,722.00	506,925.26
2	**2.2**	Continuous Improvement	Yes	$61,131.00	59,532.18
2	**2.3**	Learning Recovery Grant: Accelerating Progress with Learning Supports	No	$2,000.00	1,456.17

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)
786,406	$780,316.00	$731,883.00	$48,433.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student & Family Engagement Plan	Yes	$24,925.00	23,747		
1	1.2	Tiered Support & Procedures Plan	Yes	$92,405.00	93,699		
1	1.3	College/Career Pathway Plan	Yes	$24,401.00	27,365		
1	1.4	Additional Resources & Staffing Plan	Yes	$40,430.00	39,582		
2	2.1	Staff Professional Learning	Yes	$538,876.00	488,632		
2	2.2	Continuous Improvement	Yes	$59,279.00	58,858		

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)
2,653,496	786,406	0.00	30.831%	$731,883.00	0.000%	30.641%	$4,530.00	0.190%

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).

California Department of Education
November 2024