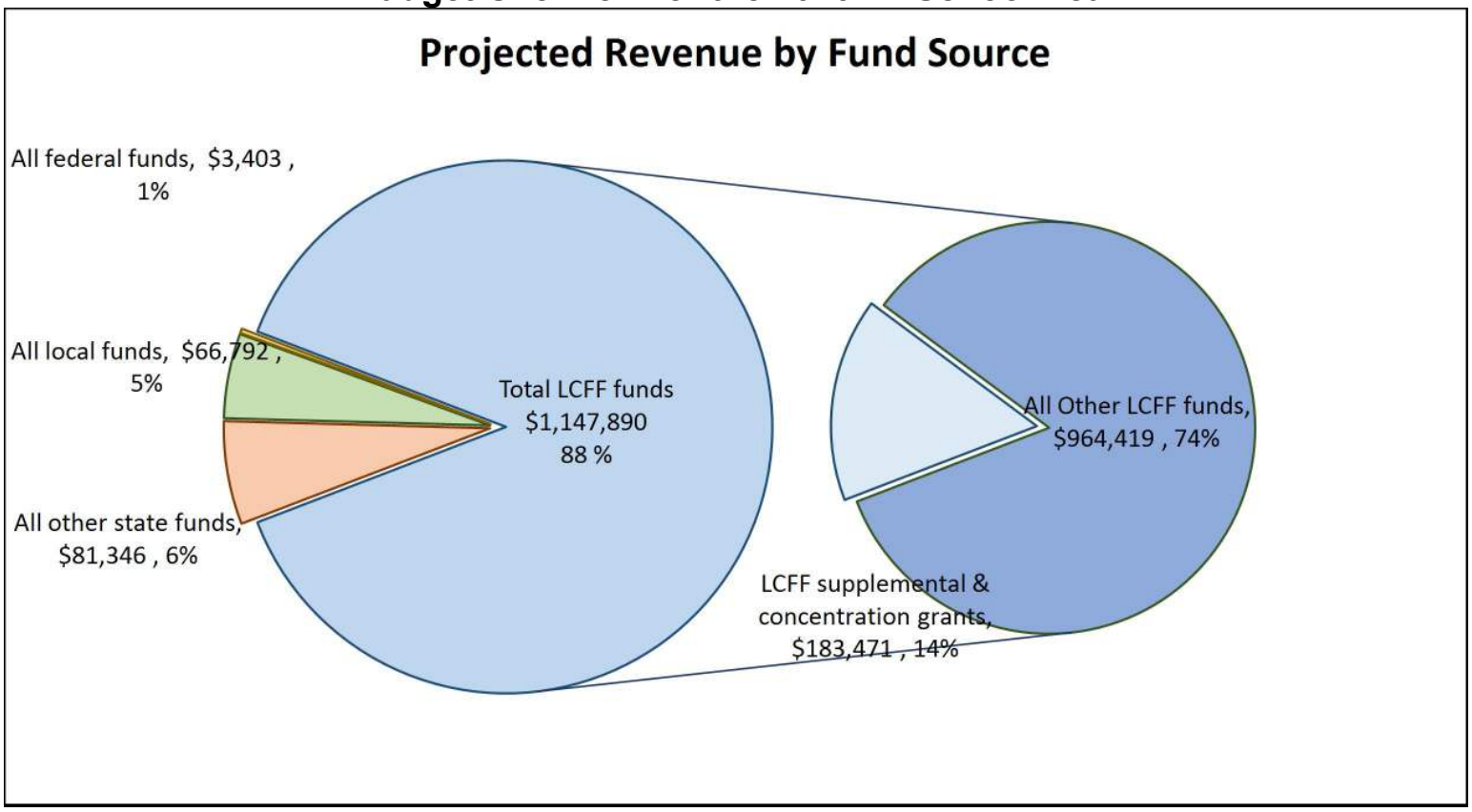
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherman Thomas Charter High School
CDS Code: 20652430118950
School Year: 2026-27
LEA contact information:
Tera Napier
Executive Director
tnapier@mystcs.org
5596756626

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

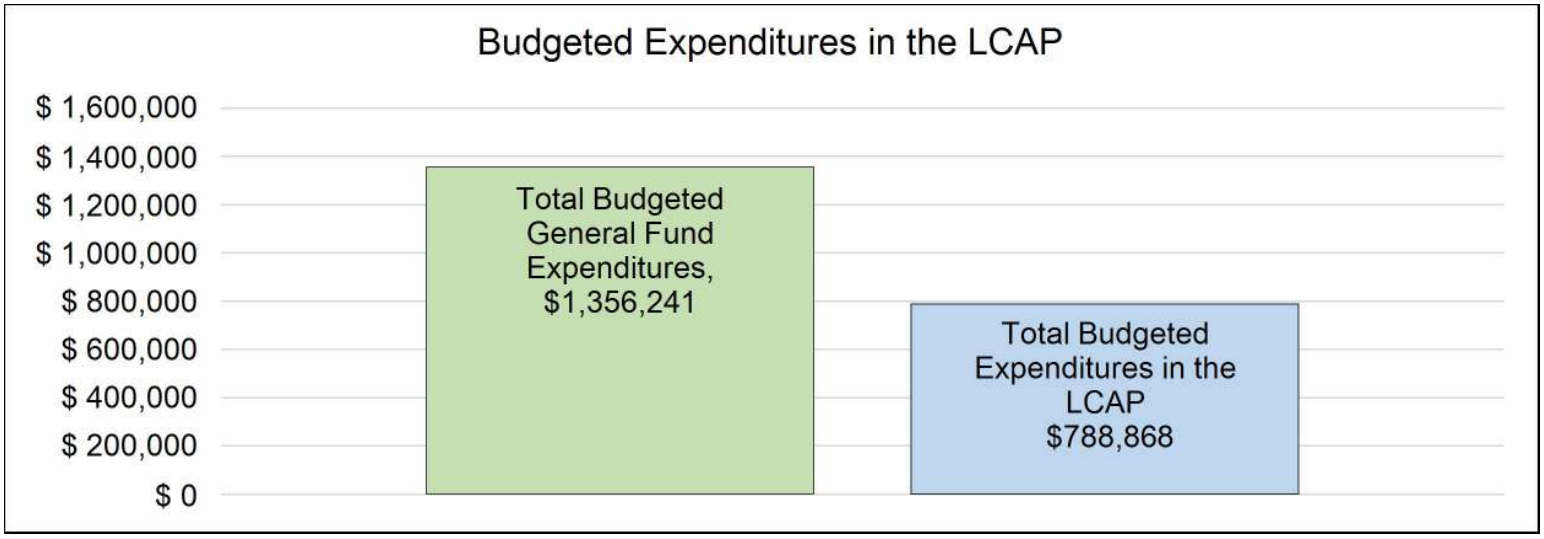


This chart shows the total general purpose revenue Sherman Thomas Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sherman Thomas Charter High School is $1,299,431, of which $1,147,890 is Local Control Funding Formula (LCFF), $81,346 is other state funds, $66,792 is local funds, and $3,403 is federal funds. Of the $1,147,890 in LCFF Funds, $183,471 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 Sherman Thomas Charter High 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: Sherman Thomas Charter High School plans to spend $1,356,241 for the 2026-27 school year. Of that amount, $788,868 is tied to actions/services in the LCAP and $567,373 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

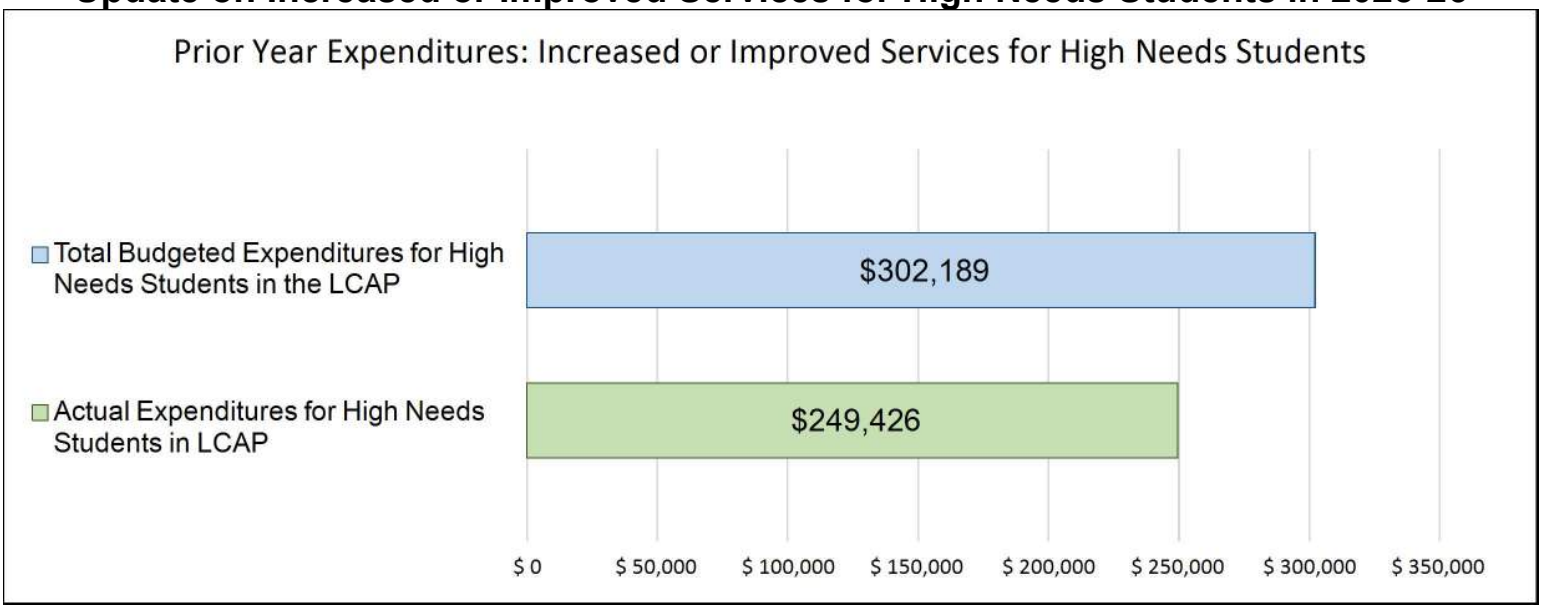
The budgeted expenditures not included in the LCAP are expenditures tied to the Art, Music and Instruction Grant and Prop 28 funds. STCHS also have budgeted expenditures for that are related to staffing for non-classroom positions such as campus supervision,cafeteria staff, office staff, district office staff and executive director salaries. Additionally, the budgetincludes fees for MUSD oversight, MCSOS business support, tech support, and special educationservices.

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

In 2026-27, Sherman Thomas Charter High School is projecting it will receive $183,471 based on the enrollment of Foster Youth, English learner, and low-income students. Sherman Thomas Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Sherman Thomas Charter High School plans to spend $285,072 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 Sherman Thomas Charter High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherman Thomas Charter High 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, Sherman Thomas Charter High School's LCAP budgeted $302189 for planned actions to increase or improve services for high needs students. Sherman Thomas Charter High School actually spent $249426 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $52,763 had the following impact on Sherman Thomas Charter High School’s ability to increase or improve services for high needs students:

The difference between the total budgeted expenditures and the total actual expenditures for actions and services to increase or improve services for high-needs students in 2025-2026 did not negatively impact the implementation of the planned actions or the overall level of services provided to students.

One difference occurred in Action 1.7, where expenditures were lower than anticipated because the cost of the in-person art teacher position was shared across all three Sherman Thomas school sites. This allowed STCHS to continue providing students access to in-person art instruction and A-G approved coursework while reducing overall costs.

Additional savings occurred in Action 1.1 as the school was able to utilize free professional development opportunities offered through Madera County Superintendent of Schools (MCSOS) and Sherman Thomas STEM Academy. These professional development opportunities still provided teachers with valuable training and support related to instructional practices, student engagement, and academic interventions without requiring the full budgeted expenditures originally anticipated.

Despite these expenditure differences, the planned actions and services continued to be implemented successfully and high-needs students continued to receive the intended academic supports, instructional services, and enrichment opportunities outlined within the LCAP.

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
Sherman Thomas Charter High School	Tera Napier Executive Director	tnapier@mystcs.org 5596756626

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.

Sherman Thomas Charter High School is a hybrid of a non-classroom independent study coupled with direct instruction in the core academic areas, open to students in grades 9-12. It is an independent, direct-funded charter school located in Madera, California. Sherman Thomas Charter High School, or STCHS is a small, intimate school that served 79 students from Madera in 2025-26. The ethnic makeup of the student body roughly mirrors the town from which it draws its students: 77% Hispanic, 19% white, 1% African American, and 1% Asian. A home language survey conducted at the beginning of the 2025-2026 school year showed 2% of our population are English Learners. In addition, 6% of our population is enrolled in special education programs, 63% of our students are considered low-income, 0% are foster youth, 0% are homeless. We currently have 11% of our student population enrolled in Educational Enrichment, a partnership that we have with Madera Community College, that allows our students to get dual credits for taking college courses.

STCHS was founded in 2009 to provide a supportive, small environment for students and families searching for an alternative to the typical comprehensive high school experience. Our educational model offers greater flexibility in terms of time and instruction delivery. The school serves high school students looking for a hybrid of direct instruction in a small classroom environment with the flexibility to provide real-life experiences with standards-based academic assignments.

Students enroll at STCHS for a variety of reasons. It was initially developed as a school for Sherman Thomas Elementary students; however, its population has changed to include students seeking an independent study model for reasons such as health issues, the ability to pursue career interests and a desire for a small, more supportive school environment. The high school is on the same campus as its primary feeder

school, Sherman Thomas Charter School, a PK-8 elementary school. The school buildings are converted residential homes renovated to meet the school's needs. The property itself is owned by a local church, from which the school leases.

The student-teacher ratio is no more than 25 students per full-time teacher. Four to five days a week students attend school for 50 minutes-125 minutes of instruction in each of their assigned core subjects. On days/times when students do not attend class, they can meet with their Supervising Teacher, attend lab or intervention courses, receive tutoring, or volunteer in their community.

Our learning through service program sets us apart from other schools and provides us with our mascot, the Volunteers. This program is based on the idea that students can learn in the process of being a helping hand in the community in which they live. All students who come to us during their freshman year must complete a sequence of courses that teach them the importance of volunteering within their communities. During freshman year, students complete a service learning course, which requires them to complete both school-sponsored and individual service hours. In their sophomore year, students complete a Career Education course where they can explore different career paths and attend both virtual and in-person visits to colleges within our state. Career education then prepares students for their junior year internship course, during which they volunteer their time and collaborate with community agencies to complete internships in a field they are interested in pursuing. In their senior year, students must use what they have learned from their 9-11 grade service-learning courses to create a unique project that considers a community need and the student's interests. The intent of these courses are to give students real-life experiences in their communities while teaching students the importance of giving back to the community in which they live.

The mission of STCHS is to provide a 9-12 grade hybrid-based learning environment that enables lifelong learners through a student-centered, situated/real-life, and authentic educational program design. The vision of our school is continuous community recognition of our graduates as positive, participative, and productive citizens, which authenticates Sherman Thomas Charter High as the premier model for hybrid-based 9th-12th grade learning.

STCHS has LREBG carryover funds from 2024-25 and 2025-26. Based on our local needs assessment of root causes for suspension rates, these funds will be used to continue counseling services as noted in Action 2.3.

Reflections: Annual Performance

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

State and Federal school and district accountability is related to performance on the California School Dashboard. Those results are reported as color categories, based on status (performance level) and change (increase or decrease). The colors that may be assigned are: Blue, Green, Yellow, Orange, or Red. In the case of most Dashboard indicators, the colors correspond to the levels of Very High, High, Medium, Low, and Very Low, respectively. However, in the cases of Suspension and Chronic Absenteeism, where lower rates are desired, Blue corresponds to Very Low, Green to Low, Yellow to Medium, Orange to High, and Red to Very High. The Dashboard does not assign a performance level to student groups with less than 30 students, with the exception of Foster Youth, Homeless students, and Long-Term English Learners, who receive a level if there are 15 or more in the group. No data are reported for any group with less than 11 students to protect students' privacy.

Successes:

2025 California School Dashboard Graduation Rate
We proudly report that 100% of our students were high school graduates in the 2024-25 school year, and increase of 5.6% from the prior year and matching the results of the baseline year. No color was assigned due to the small number in the cohort, and the percentage would place STCHS in the very high-performing category.

2025 California School Dashboard Distance from Standard
English Language Arts: The average Distance from Standard improved from 5.5 points above in 2024 to 39.7 points above on the most recent Dashboard. This is also above the baseline year of 37.9 points above. No color was assigned due to the small number in the cohort. The average points above and the significant increase would place STCHS in the very high-performing category. Inequalities exist between Overall results and those for Low-Income students and Hispanic students who averaged 33 points above and 23.5 points above standard, respectively.
Mathematics: The average Distance from Standard improved by over 30 points to 108.4 points below standard. As with ELA, math performance was also improved from the baseline year of 137.2 points below. Again, no color was assigned due to the small number in the cohort. The average score and the significant improvement would place STCHS in the medium-performing category. As with ELA, inequalities exist between Overall results and those for Low-Income students and Hispanic students. Low-Income students were 8.2 points lower than Overall, and Hispanic students 15.3 points lower.

2025 California School Dashboard College and Career Indicator
The CCI (a measure of the percentage of students deemed "ready" for college) improved from 16.7% in 2024 to 38.5% in 2025, an improvement of 21.8%. Compared to the baseline year, the rate has increased by 12.4%. As with the other indicators above, no color was assigned due to the small number in the cohort. The percentage who achieved "ready", and the significant improvement would place STCHS in the high-performing category.

2025 California School Dashboard Suspension Rate
The school suspension rate declined by 7% from the prior year, to 1.2%, in the "Green" (high-performing) level. This continued improvement from the baseline year in which STCHS was in the "Orange" (low-performing) level at 8.8%. The rate for Low-Income students declined by 6.4% from 2024, and was also in the "Green" performance level.

Additional Successes:

2025 CAASPP Results, Meeting or Exceeding Standard
English Language Arts: 66.7% of our students met or exceeded standard, and improvement of 13.4% from the prior year, and back to the same high level of the baseline.
Mathematics: 23.8% of our students met standard, a 3.8% increase from the prior year. Comparing math results to the baseline year, our students improved by 23.8%.
The 2025 ELA results for Low-Income students were also 66.7%, improving by 16.7% from the prior year and closing the performance gap with Overall results. Low-Income students also closed the inequality in math results, improving by 16.7% and surpassing the Overall results.
Science, 28.6% met or exceeded the standard, improving by 2.1% from the prior year, and by 11.2% from the baseline.

We attribute the above academic improvements to the continued implementation of standards-based instruction in the core subjects, and a local diagnostic assessment to monitor progress and differentiate instruction and intervention. For a smaller group of students, additional tier 2 supports needed to be implemented to support learning and ensure that students reach their academic goals. Also contributing to the increase in overall academic performance were personalized education, direct instruction, credit recovery, small group tutoring, and precise data about students' instructional needs.
The improvement in reduced suspension rates was the result of analysis of the data and planning based on that analysis. From the 2024 Dashboard, we observed that many of our suspensions for Low-Income students came from marijuana and tobacco use and paraphernalia at school. A school counselor was hired to provide education and run an alternative to suspension program for marijuana and tobacco abuse. The data for Low-Income students show that the counselor needs to be continued to provide alternatives to suspension and intervention for drug use. LREBG funds will be used to continue those services as noted in Action 2.3.

Required Action: As a result of a Red performance level on the 2023 Dashboard, a specific action to address suspension rates for Hispanic students was included in this plan. On the 2025 Dashboard, the rate declined to 1.7%, in the "Green" (high-performing) level.

Reflections: Technical Assistance

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

N/A

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers and other school personnel were actively engaged in the development of the 2026-2027 Local Control and Accountability Plan (LCAP) through regular staff meetings held throughout the school year. Staff meetings occurred on August 4, 2025; August 5, 2025; August 11, 2025; August 14, 2025; August 21, 2025; August 28, 2025; September 18, 2025; October 16, 2025; October 23, 2025; November 13, 2025; November 20, 2025; December 18, 2025; January 15, 2026; January 22, 2026; February 19, 2026; February 26, 2026; March 19, 2026; April 23, 2026; and May 1, 2026. During these meetings, staff members participated in discussions regarding schoolwide programs, student needs, and priorities for continuous improvement. Topics included field trip planning, student social-emotional needs, professional development needs, school culture and climate, analysis of student achievement and engagement data, review of current programs and services, and identification of next steps to support student success. Staff also provided input regarding instructional practices, interventions, curriculum needs, and resource allocation. Feedback from teachers and staff played an important role in identifying areas of strength and need, informing decisions related to professional development, academic supports, student engagement initiatives, and school climate efforts. This ongoing collaboration helped ensure that the LCAP reflects the experiences and expertise

Educational Partner(s)	Process for Engagement
	of staff who work directly with students and supports the continued implementation of programs and services designed to improve student outcomes.
Parents	Parents and guardians were actively engaged in the development of the 2026-2027 Local Control and Accountability Plan (LCAP) through a variety of opportunities designed to gather feedback and encourage participation throughout the school year. Parents were invited to complete the annual LCAP survey on April 13, 2026, providing input regarding school programs, student needs, school climate, communication, and priorities for future improvement. Additional opportunities for parent engagement occurred during Master Agreement meetings held August 6-8, 2025, and December 15-17, 2025. These meetings provided opportunities for individualized discussions regarding student progress, academic goals, school programs, and family needs. Ongoing communication was also maintained through regular schoolwide emails distributed throughout the year on August 29, 2025; September 8, 2025; October 10, 2025; November 7, 2025; November 17, 2025; November 25, 2025; December 12, 2025; January 12, 2026; February 4, 2026; February 9, 2026; February 18, 2026; February 25, 2026; March 17, 2026; April 18, 2026; April 24, 2026; and April 27, 2026. These communications provided updates regarding school programs, events, student opportunities, and LCAP-related information. The Parent Advisory Committee (PAC) also played a significant role in the LCAP development process. PAC meetings were held on August 20, 2025; September 24, 2025; October 22, 2025; November 19, 2025; January 21, 2026; February 18, 2026; March 25, 2026; April 22, 2026; and May 20, 2026. The committee included parent representatives from all grade levels as well as at least one student representative from each grade level. Discussions focused on student connectedness, school culture, program effectiveness, student needs, and opportunities for school improvement. Feedback gathered through surveys, meetings, and ongoing communication helped inform decisions regarding LCAP goals, actions, services, and resource allocation to better support student success.

Educational Partner(s)	Process for Engagement
Students	Students were actively engaged in the development of the 2026-2027 Local Control and Accountability Plan (LCAP) through both survey participation and ongoing involvement in student leadership activities. Students were provided the opportunity to complete the annual LCAP survey on April 21, 2026, allowing them to provide feedback regarding school climate, academic programs, student supports, extracurricular opportunities, communication, and overall school experience. Additional student input was gathered through regular meetings with the Student Council, which meets weekly on Fridays throughout the school year. Student Council is comprised of representatives from all grade levels, ensuring that student perspectives from across the school were represented in discussions. During these meetings, students shared feedback regarding school programs, student needs and interests, school culture, student engagement, and opportunities to improve student connectedness. LCAP-related discussions focused primarily on identifying student needs and wants, increasing opportunities for student involvement, improving school connectedness, and enhancing programs and services that support student success. Feedback gathered through the student survey and Student Council meetings was used to help inform decisions regarding LCAP goals, actions, services, and future program development.
Support Staff	staff meeting to plan and discuss LCAP needs (see dates above)
School Board	The Governing Board was engaged in the development of the 2026-2027 Local Control and Accountability Plan (LCAP) through regularly scheduled board meetings held throughout the school year. Board meetings occurred on June 24, 2025; July 22, 2025; August 26, 2025; September 9, 2025; October 28, 2025; November 18, 2025; December 9, 2025; January 27, 2026; February 24, 2026; March 10, 2026; April 28, 2026; and May 26, 2026. Throughout the year, the Board received updates regarding student achievement, school climate, attendance, budget expenditures, program implementation, and progress toward LCAP goals and actions. These discussions provided opportunities for Board members

Educational Partner(s)	Process for Engagement
	to review data, ask questions, provide feedback, and consider the effectiveness of current programs and services in meeting the needs of students. In accordance with Education Code requirements, a public hearing on the draft 2026-2027 LCAP was held during the May 26, 2026 Board meeting. The public hearing provided an opportunity for educational partners and community members to review and comment on the proposed LCAP prior to adoption. Following consideration of educational partner input and public feedback, the Governing Board adopted the 2026-2027 LCAP and reviewed the Local Indicators during the June 23, 2026 Board meeting. Board feedback and oversight throughout the development process helped ensure that the LCAP remained aligned with the school's mission, student needs, budget priorities, and state accountability requirements.
Aministration	As part of the development of the 2026-2027 Local Control and Accountability Plan (LCAP), Sherman Thomas Charter High School engaged educational partners through ongoing consultation and collaboration throughout the school year. School administrators participated in monthly administrative meetings on June 9, 2025; July 29, 2025; August 19, 2025; September 16, 2025; October 14, 2025; November 4, 2025; December 2, 2025; January 20, 2026; February 17, 2026; March 10, 2026; and April 14, 2026. During these meetings, administrators reviewed student achievement data, attendance and engagement data, budget expenditures, program implementation, and progress toward LCAP goals and actions. Discussions focused on evaluating the effectiveness of current programs and services, identifying areas of need, reviewing budget priorities, and ensuring resources were aligned with student outcomes. Feedback gathered through these discussions informed decisions regarding continued implementation of effective programs, proposed expenditures, and revisions to actions and services included in the LCAP.

Educational Partner(s)	Process for Engagement
SELPA	The SELPA was consulted during the development of the 2026-2027 Local Control and Accountability Plan (LCAP) through email correspondence on May 27, 2026, and June 2, 2026. Feedback was reviewed and incorporated into the final LCAP. As a result of SELPA feedback, additional detail was added to Action 1.6 regarding the credentialing and qualifications of special education teachers. Additional information was also included to further describe how students with disabilities are supported in accessing and successfully completing A-G coursework through accommodations, specialized instruction, and individualized supports. The consultation process helped ensure that the LCAP accurately reflects the services, staffing, and supports provided to students with disabilities and demonstrates the school's commitment to equitable access to rigorous coursework and post-secondary opportunities for all students.

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

The adopted LCAP was influenced by feedback gathered from educational partners including teachers, students, parents/guardians, and the Parent Advisory Committee (PAC). Educational partner input was collected through surveys, PAC meetings, school events, and ongoing communication throughout the school year.

As a result of teacher feedback, the school is currently in the process of adopting a more comprehensive mathematics curriculum that includes stronger teacher supports, embedded instructional resources, intervention strategies, and explicit supports for English Learners and students with disabilities. Teachers identified a need for a curriculum with more structured instructional guidance and differentiated support resources to strengthen instructional delivery and student outcomes in mathematics. (Action 1.2)

Parent feedback influenced several actions related to communication and college and career readiness. In response to requests for increased information regarding post-secondary planning, the school will integrate college application and FAFSA information sessions into Back-to-School Night activities. The school will also continue monthly parent communication emails, maintain PAC opportunities for parent input, and increase the use of Remind for both grade-level and schoolwide event reminders to strengthen communication and family engagement.

Both student and parent feedback indicated a strong preference for an in-person Spanish course rather than the current online format. As a result, the LCAP now includes budgeted funding for a part-time in-person Spanish teacher to improve student engagement and access to world language instruction.

Parents consistently praised the positive relationships between staff and students, as well as the school's safe and supportive environment. In response, the school will continue counseling services and further expand the integration of social-emotional learning and student-driven topics within the Life Skills course that all students take. (Action 2.6) Additionally, the school will continue providing professional development for teachers in areas related to student engagement, instructional delivery, and effective classroom practices.

Student feedback also demonstrated strong interest in additional field trips, hands-on learning opportunities, and extracurricular activities. In response, field trips will continue to be integrated into the Learning Through Service curriculum as well as other course curriculum areas on a rotating basis. (Action 2.3) The school will also continue developing extracurricular activities and clubs based on student interest surveys and student input. (Action 2.7)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STCHS will continue integrate state adopted standards into our school's curriculum and instruction while increasing mastery on courses and assessments to ensure students are fully prepared to meet the demands of post graduation.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

2025 California School Dashboard Distance from Standard
English Language Arts: The average Distance from Standard improved from 5.5 points above in 2024 to 39.7 points above on the most recent Dashboard. This is also above the baseline year of 37.9 points above. No color was assigned due to the small number in the cohort. The average points above and the significant increase would place STCHS in the very high-performing category. Inequalities exist between Overall results and those for Low-Income students and Hispanic students who averaged 33 points above and 23.5 points above standard, respectively.
Mathematics: The average Distance from Standard improved by over 30 points to 108.4 points below standard. As with ELA, math performance was also improved from the baseline year of 137.2 points below. Again, no color was assigned due to the small number in the cohort. The average score and the significant improvement would place STCHS in the medium-performing category. As with ELA, inequalities exist between Overall results and those for Low-Income students and Hispanic students. Low-Income students were 8.2 points lower than Overall, and Hispanic students 15.3 points lower.

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The CCI (a measure of the percentage of students deemed "ready" for college) improved from 16.7% in 2024 to 38.5% in 2025, an improvement of 21.8%. Compared to the baseline year, the rate has increased by 12.4%. As with the other indicators above, no color was assigned due to the small number in the cohort. The percentage who achieved "ready", and the significant improvement would place STCHS in the high-performing category.

2025 CAASPP Results, Meeting or Exceeding Standard
English Language Arts: 66.7% of our students met or exceeded standard, and improvement of 13.4% from the prior year, and back to the same high level of the baseline.

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We attribute the above improvements to the continued implementation of standards-based instruction in the core subjects, and a local diagnostic assessment to monitor progress and differentiate instruction and intervention. For a smaller group of students, additional tier 2 supports needed to be implemented to support learning and ensure that students reach their academic goals. Also contributing to the increase in overall academic performance were personalized education, direct instruction, credit recovery, small group tutoring, and precise data about students' instructional needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Standards-Aligned Instructional Materials	100% of students have access to standards-aligned instructional materials. [2024 Local Indicators Report to our Board]	100% of students have access to standards-aligned instructional materials. [2025 Local Indicators Report to our STCS Board]	100% of students have access to standards-aligned instructional materials. [2026 Local Indicators Report to our STCS Board]	100% of students will have access to standards-aligned instructional materials. [2027 Local Indicators Report to our Board]	met target
1.2	Implementation of State Standards	State Standards were implemented in all courses. [2024 Local Indicators Report to STCHS Board]	State Standards were implemented in all courses. [2025 Local Indicators Report to STCS Board]	State Standards were implemented in all courses. [2026 Local Indicators Report to STCS Board]	State Standards will be implemented in all courses. [2027 Local Indicators Report to our Board]	met target
1.3	State Assessment - English Language Arts:	All Students -- 66.67% met or exceeded standard in ELA Low-Income -- n/d	All Students -- 53.33% met or exceeded standard in ELA	All Students-- 66.67% met or exceeded standard in ELA	75% will meet or exceed standard in ELA Low-Income -- n/d	No change from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Percentage of Students Meeting/Exceeding Standard	English Learners -- n/d	Low-Income -- 50.0% English Learners -- n/d	Low-Income-- 66.67% met or exceeded English Learner-- n/d	English Learners -- n/d	
1.4	State Assessment - Mathematics: Percentage of Students Meeting/Exceeding Standard	0% met or exceeded standard on Mathematics Low-Income -- n/d English Learners -- n/d	20.0% met or exceeded standard on Mathematics Low-Income -- 8.33% English Learners -- n/d	All Students-- 23.8% met or exceeded standard on Mathematics Low-income-- 25.0% met or exceeded standard English Learner-- n/d	35% will meet or exceed standard in Mathematics Low-Income --n/d English Learners -- n/d	23.8% above baseline
1.5	California School Dashboard - English Language Arts: Distance from Standard	All Students -- 37.9 points above standard Low-Income -- n/d English Learners -- n/d	All Students -- 5.5 points above standard Low-Income -- n/d English Learners -- n/d	All Students--39.7 points above standard Low income--33 points above standard English Learner-- no data	All Students 53 points above standard Low-Income -- n/d English Learners -- n/d	1.8 points above baseline
1.6	California School Dashboard - Math: Distance from Standard	All Students -- 137.2 points below standard Low-Income -- 155 points below standard English Learners -- n/d	All Students -- 139.1 points below standard Low-Income -- n/d English Learners -- n/d	All Students--105.4 points below standard Low income--116.5 points below standard English Learner-- n/d	All Students 100 points below standard Low-Income -- n/d English Learners -- n/d	31.8 points above baseline
1.7	State Assessment - Science Percentage of Students Meeting/Exceeding Standard	17.39% met or exceeded standard on the Science state assessment. Low-Income -- n/d	22.8% met or exceeded standard on the Science state assessment. Low-Income -- n/d	All students-- 28.57% met or exceeded standard Low income--10% met or exceeded	31% will meet or exceed standard in Science Low-Income -- n/d will meet or	11.18 above base line

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		English Learners -- n/d	English Learners -- n/d	English learner-- n/d	exceed standard in Science English Learners -- n/d will meet or exceed standard in Science	
1.8	100% of English Learner students identified, given annual ELPAC test, appropriate resources in place. California School Dashboard: English Learner Progress Indicator	100% of English Learner students identified, given annual ELPAC test, ELPI was not reported due to the small size of the EL cohort at our school.	100% of English Learner students identified, given annual ELPAC test, ELPI was not reported due to the small size of the EL cohort at our school.	100% of English Learner students identified, given annual ELPAC test, ELPI was not reported due to the small size of the EL cohort at our school.	100% of English Learner students will be identified, given annual ELPAC test,students will be given the ELPAC in spring.	met target
1.9	Local Assessment - English Language Arts	All Students -- 32% met or exceeded according to NWEA	41% met or exceeded standard according to NWEA	61% met or exceeded standard according to NWEA	All Students -- 50% will meet or exceed according to NWEA	29% above baseline
1.10	Local Assessment - Math	All Students -- 24% 14% of Algebra met or exceeded 33% of Algebra II met or exceeded 40% Geometry met or exceeded	30% met or exceeded 9th grade: 29% 10th grade: 31% 11th grade: 28% 12th grade: 67%	37% met or exceeded 9th: 19% 10th: 54% 11th: 44% 12th: 0% (3 students)	All Students -- 35% will meet or exceed standard in math according to NWEA	15% above baseline
1.11	Local Assessment - Science	36% met or exceeded standard acccording to NWEA	41% met or exceeded standard according to NWEA	45% met or exceeded standard according to NWEA	50% will meet or exceed standard according to NWEA	9% above baseline
1.12	Graduates meeting A G course requirements	0% of graduates met A-G requirements as	22.2% of graduates met A-G	38.5% of graduates met A-G	45% of graduates will meet A-G	12.5% above baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Graduates completing a CTE course of study	reported on the Dashboard Dashboard Additional Reports in 22-23 school year. Local data show that 26% of graduating seniors met A-G requirements. 0% of graduates completed a CTE course of study as reported on the Dashboard Additional Reports in 22-23 school year.	requirements as reported on the Dashboard Dashboard Additional Reports in 23-24 school year. 0% of graduates completed a CTE course of study as reported on the Dashboard Additional Reports in 23-24 school year.	requirements as reported on the Dashboard-Daschboard Additional Reports in 24-25 school year. 0% of graduates completed a CTE course of study as reported on the Dashboard Additional Reports in 24-25 school year.	requirements in the 2025-26 school year. 20% of graduates completed a CTE course of study as reported on the Dashboard Additional Reports in 25-26 school year. [California School Dashboard]	
1.13						
1.14	Graduates completing A-G requirements and a CTE course of study	0% of graduates completed A-G requirements and a CTE course of study as reported on the Dashboard Dashboard Additional Reports in 22-23 school year.	0% of graduates completed A-G requirements and a CTE course of study as reported on the Dashboard Dashboard Additional Reports in 23-24 school year.	0% of graduates completed A-G requirements and a CTE course of study as reported on the Dashboard Dashboard Additional Reports in 24-25 school year.	0% of graduates will meet A-G requirements and complete a CTE course of study in 2025-26 school year. [California School Dashboard]	met target
1.15	Special Education	100% of identified students have appropriate resources in place	100% of identified students have appropriate resources in place	100% of identified students have appropriate resources in place.	100% of identified students will have appropriate resources in place	met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Teachers Appropriately Credentialed and Assigned [State law now requires that results from the most recent DataQuest "Teaching Assignment Monitoring Outcomes" be reported.]	32.5% of teachers appropriately assigned and credentialed. [2021-22 DataQuest Teaching Assignment Monitoring Outcomes]	55.5% of teachers appropriately assigned and credentialed. [2022-23 DataQuest Teaching Assignment Monitoring Outcomes]	17.8% of teachers appropriately assigned and credentialed. [2023-24 DataQuest Teaching Assignment Monitoring Outcomes]	100% of teachers appropriately assigned and credentialed. [2024-25 DataQuest Teaching Assignment Monitoring Outcomes]	14.7% below baseline
1.17	Access to a Broad Course of Study	All students had access to a broad course of study. [2024 Local Indicators Report to our Board]	All students had access to a broad course of study. [2025 Local Indicators Report to our Board]	All students had access to a broad course of study. [2026 Local Indicators Report to our Board]	All students will have access to a broad course of study. [2027 Local Indicators Report to our Board]	met target
1.18	California School Dashboard: Students Prepared for College and Career	26.1% of graduates met the "Prepared" criteria for college and career readiness.	16.7% of graduates met the "Prepared" criteria for college and career readiness.	38.5% of graduates met the "Prepared" criteria for college and career readiness.	50% of graduates met "Prepared" criteria for college and career readiness.	12.4 % above baseline
1.19	Early Assessment Program Readiness: Percentage of 11th grade students scoring "ready"	EAP ELA – All Students: 28.6% Low-Income: N/R Hispanic 28.6% EAP Math -- All Students: 0% Low-Income: N/R Hispanic: 0% [2022 CAASPP Assessments]	EPA ELA-- All Students: 20% Low Income: 8.3% Hispanic: 9.7% EAP Math-- All Students: 13.3% Low-Income: 8.3% Hispanic: 9.1% [2023 CAASPP Assessments]	EPA ELA-- All Students: 23.8% Low Income: 25% Hispanic:26.7% EAP Math-- All Students: 9.5% Low-Income: 8.3% Hispanic: 13.3% [2024 CAASPP Assessment]	EAP ELA – All Students: 40% Low-Income: N/R Hispanic: 40% EAP Math -- All Students: 20% Low-Income: N/R Hispanic: 20% [2025 CAASPP Assessment]	EAP ELA-- All Students: 4.8% below baseline Low Income: N/R Hispanic: 11.4% above baseline EAP Math-- All Students--20% above baseline Low Income--N/R Hispanic--20% above baseline

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.

The goal was implemented as planned during the 2025-2026 school year with no substantive differences between the proposed actions and the actual implementation of those actions. The school continued to focus on standards-based instruction, professional development, academic interventions, and college and career readiness opportunities designed to improve student achievement and post-secondary preparedness.

Several successes were experienced throughout implementation of this goal. The school's math teacher participated in both mathematics-specific professional development and Kagan instructional strategy trainings. These professional development opportunities provided important support for a newer teacher and strengthened instructional practices related to student engagement, collaboration, and math instruction. Additionally, the history teacher successfully completed the first year of the New Teacher Induction program, which provided ongoing professional development and coaching in areas such as student collaboration, student motivation, English Learner strategies, and increasing academic expectations for students. The school's English teacher also participated in the Central Valley Literacy Conference, bringing back instructional strategies and literacy practices to support student achievement in reading and writing.

The Educational Enrichment Program continued to provide students with access to college coursework and expanded academic opportunities. The program served 6 students during the fall semester, 8 students during the spring semester, and 3 students during summer school, demonstrating continued student participation and interest in dual enrollment and post-secondary preparation opportunities.

One challenge experienced during implementation was related to world language course access. Spanish courses continued to be offered primarily through an online format due to staffing and scheduling limitations. Student feedback and participation trends indicate that students are less interested in enrolling in online Spanish courses and do not prefer the online instructional format. This continues to create a challenge in expanding participation in world language coursework and supporting increased A-G completion rates.

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

There was one material difference between Budgeted Expenditures and Estimated Actual Expenditures related to Action 1.7, A-G Courses. Actual expenditures for this action were lower than originally budgeted because the school was able to share the cost of the in-person art teacher position with Sherman Thomas STEM Academy and Sherman Thomas Elementary School. This cost-sharing arrangement significantly reduced the expenditures needed to maintain access to in-person art instruction at STCHS while still allowing students continued access to A-G approved visual and performing arts coursework. Despite the reduction in expenditures, the action was implemented successfully and students continued to have access to the intended instructional supports and coursework opportunities.

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

1.1 Professional Development

Effectiveness Rating: Effective
This action was effective in supporting standards-based instruction and improving student academic outcomes in English Language Arts and Mathematics. Professional development focused on data-based instructional practices, differentiation, assessment analysis, and post-secondary preparedness. Academic performance indicators showed notable growth during the 2025-2026 school year. The California School Dashboard ELA Distance from Standard improved from 5.5 points above standard in 2024 to 39.7 points above standard in 2025, exceeding the baseline year. Mathematics Distance from Standard improved by over 30 points from the prior year and improved 31.8 points from baseline. Local assessment data also demonstrated improvement, with students meeting or exceeding benchmark expectations increasing from 32% to 61% in ELA and from 24% to 37% in math. Low-Income students also demonstrated improvement in both ELA and math performance, indicating that instructional supports and professional development strategies positively impacted unduplicated student groups. Continued implementation is recommended.

1.2 Instructional Materials
Effectiveness Rating: Effective
This action was effective in ensuring that all students had access to standards-aligned curriculum, technology, and instructional resources necessary for academic success. The school maintained 100% student access to standards-aligned instructional materials, meeting the established target. Students continued to have access to one-to-one technology, online instructional programs, curriculum resources, science lab materials, and intervention supports. Continued access to these materials supported improvements in local and state assessment performance, including gains in ELA, math, and science achievement. This action also supported equitable access to instruction for all student groups within the school's hybrid instructional model. Continued implementation is recommended.

1.3 Supports for Students with Disabilities
Effectiveness Rating: Effective
This action was effective in ensuring that Students with Disabilities were appropriately identified, assessed, and provided with necessary supports and services. The school maintained 100% compliance in ensuring identified students had appropriate resources and supports in place. Special education staffing, professional development, and specialized services allowed students access to accommodations, interventions, and individualized support aligned to their needs. These supports contributed to maintaining student access to a broad course of study and participation in standards-based instruction. Continued implementation is recommended to ensure ongoing compliance and student success.

1.5 English Learner Additional Supports
Effectiveness Rating: Effective
This action was effective in providing English Learners with additional language acquisition supports and instructional interventions. English Learner students received supplemental supports, reading and writing lab opportunities, and targeted instructional strategies to support speaking, reading, and writing development. Although English Learner Dashboard data was not reported due to the small cohort size, the school maintained 100% compliance in identifying English Learners, administering the annual ELPAC assessment, and ensuring appropriate resources were in place. Professional development focused on English Learner instructional strategies also supported teachers in addressing the needs of multilingual learners. Local teacher observations and academic performance data indicate that targeted supports continue to positively impact student learning and access to the curriculum. Continued implementation is recommended.

1.6 Diagnostic Assessments

Effectiveness Rating: Effective
This action was effective in identifying student instructional needs and supporting targeted interventions in English Language Arts and Mathematics. The school continued utilizing local diagnostic assessments, including NWEA, to monitor student progress, identify learning gaps, and guide instructional decision-making. Local assessment data showed strong academic growth during the 2025-2026 school year. Students meeting or exceeding benchmark expectations increased from 32% to 61% in ELA and from 24% to 37% in mathematics compared to baseline data. Diagnostic assessment data also supported differentiation, intervention placement, tutoring supports, and personalized learning opportunities for Low-Income students, English Learners, and Foster Youth. Continued use of diagnostic assessments is recommended to support data-driven instruction and intervention planning.

1.7 A-G Courses
Effectiveness Rating: Effective
This action was effective in increasing student access to and completion of A-G coursework aligned to college entrance requirements. Direct instructional supports, tutoring, individualized academic assistance, and credit recovery opportunities were provided to help students successfully complete rigorous coursework. The percentage of graduates meeting A-G requirements increased from 26% based on local baseline data to 38.5% according to the 2025 Dashboard data, demonstrating continued progress toward the established target. Additionally, the percentage of graduates identified as “Prepared” on the College and Career Indicator increased from 16.7% in 2024 to 38.5% in 2025, representing a significant improvement in college and career readiness. These outcomes indicate that additional instructional supports and expanded access to coursework positively impacted post-secondary readiness for students, including unduplicated student groups. Continued implementation is recommended.

1.8 WASC Accreditation
Effectiveness Rating: Effective
This action was effective in maintaining school accreditation and ensuring students continued to have access to recognized coursework and post-secondary opportunities. Continued WASC accreditation supports the validity of student transcripts, graduation requirements, and eligibility for college admissions. This action also supports ongoing school improvement processes, reflection on instructional practices, and accountability for student achievement outcomes. Continued accreditation contributes to maintaining student and family confidence in the school’s academic program and post-secondary preparation efforts. Continued implementation is recommended.

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.

Metrics 1.3 and 1.4 were updated to reflect corrected Year 2 assessment data for accuracy.

Action 1.6: Added "The school will integrate college application and FAFSA information sessions into Back-to-School Night activities" in response to parents' suggestions. Added a Spanish teacher so students would be able to take language course to complete A-G requirements.

As a result of reflections on prior practice and educational partner feedback, the school will continue exploring opportunities to expand access to in-person world language instruction. Parent and student feedback indicated a preference for an in-person Spanish course rather

than the current online format, as students have shown lower participation and engagement with online language instruction. In response, the school will actively work toward obtaining a qualified Spanish teacher for future implementation.

Action 1.2: Additionally, the school is currently engaged in a math curriculum adoption process to identify a new standards-aligned mathematics program that includes stronger embedded teacher supports, instructional resources, and intervention materials. Feedback from teachers identified that the current curriculum lacks sufficient teacher guidance and instructional supports, particularly for newer teachers and differentiated instruction. Funding to support the purchase and implementation of a new math curriculum has been incorporated into the planned action expenditures for the coming school year. These adjustments are intended to strengthen instructional delivery and continue improving student outcomes in mathematics for all student groups.

Action 1.9 was revised to include an additional support class for students on tiered re-engagement levels in order to improve attendance, assignment completion, and overall academic performance. The added support class will provide students with increased academic monitoring, organizational support, intervention strategies, and individualized assistance designed to help students successfully re-engage with school and complete required coursework. This addition was made in response to identified student needs related to attendance and work completion and is intended to strengthen student accountability, engagement, and connection to school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	Professional development in the most recent, data-based best teaching practices. Also, all supervising teachers to receive professional development in post-graduation preparedness for students.	$21,179.99	Yes
1.2	Instructional Materials	All students have access to curriculum, technology, and any other supports needed to be successful (for example: one-to-one computers, licensing, science lab materials, curriculum, etc).	$20,950.00	No
1.3	Supports for Students with Disabilities	All Students with Disabilities are appropriately identified and assessed, and resources are in place. Professional development to ensure understanding of the needs of our Students with Disabilities, and best practices to address those needs.	$94,647.35	No

Action #	Title	Description	Total Funds	Contributing
1.4	English Learner Additional Supports	Resources are in place to provide additional support and interventions to accelerate English language acquisition for all English Language Learner students. Professional development to ensure understanding of the needs of our English Language Learners, and best practices to address their needs.	$22,675.08	Yes
1.5	Diagnostic Assessments	Local diagnostic assessment(s) renewed to continue assessing Low-Income students, English Learners, and Foster Youth, identify their math and English levels, and assist with interventions.	$11,229.24	Yes
1.6	A-G Courses	Provide direct instruction supports for students to be successful in completing A-G courses. The school will integrate college application and FAFSA information sessions into Back-to-School Night activities.	$134,750.58	Yes
1.7	WASC Accreditation	Continue WASC accreditation so that students are eligible for college after high school.	$1,300.00	No
1.8	Education Enrichment Program/ Dual Enrollment	Services, oversight, and all course required materials to allow our Low-Income students, English Learners, and Foster Youth to attend college for dual enrollment starting in 10th grade.	$8,285.99	Yes
1.9	Tutoring, and/or Intervention Program	Tutoring, labs, additional supports, and intervention services are in place for identified Low-Income students and Foster Youth.	$55,892.86	Yes
1.10	Credit Recovery	Credit recovery program in place to assist Low-Income students, English Learners, and Foster Youth with credits deficit (including curriculum and summer school stipend).	$40,532.16	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Students taught by highly qualified teachers	Providing Direct instruction in the core academics with an Hybrid Independent Study model	$112,863.21	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	STCHS will continue to increase student and parent/guardian involvement and continue to provide a safe learning environment	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. Research shows that Social Emotional Learning activities increase prosocial behaviors (such as kindness, sharing, and empathy), improve student attitudes toward school, and reduce depression and stress among students (Durlak et al., 2011). Providing students with the social-emotional programs and activities will reduce the stress that often manifests as inappropriate behavior, and build the prosocial skills that replace antisocial behaviors such as defiance or violent acts.

2025 California School Dashboard Graduation Rate
We proudly report that 100% of our students were high school graduates in the 2024-25 school year, and increase of 5.6% from the prior year and matching the results of the baseline year. No color was assigned due to the small number in the cohort, and the percentage would place STCHS in the very high-performing category.

2025 California School Dashboard Suspension Rate
The school suspension rate declined by 7% from the prior year, to 1.2%, in the "Green" (high-performing) level. This continued improvement from the baseline year in which STCHS was in the "Orange" (low-performing) level at 8.8%.
The improvement in reduced suspension rates was the result of analysis of the data and planning based on that analysis. From the 2024 Dashboard, we observed that many of our suspensions for Low-Income students came from marijuana and tobacco use and paraphernalia at school. A school counselor was hired to provide education and run an alternative to suspension program for marijuana and tobacco abuse. The data for Low-Income students show that the counselor needs to be continued to provide alternatives to suspension and intervention for drug use. LREBG funds will be used to continue those services as noted in Action 2.3.

Required Action: As a result of a Red performance level on the 2023 Dashboard, a specific action to address suspension rates for Hispanic students (2.1) was included in this plan. On the 2025 Dashboard, the rate declined to 1.7%, in the "Green" (high-performing) level.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California School Dashboard: Graduation Rate	100% [2023 California School Dashboard]	94.4% [2024 California School Dashboard]	100% [2025 California School Dashboard]	100% [2026 California School Dashboard]	met target
2.2	Dropout Rate	0% [2023 DataQuest Four-Year Adjusted Cohort Outcome]	5.5% [2024 DataQuest Four-Year Adjusted Cohort Outcome]	0% [2025 DataQuest Four-Year Adjusted Cohort Outcome]	5% [2026 California School Dashboard]	met target
2.3	Suspension Rate	All Students -- 8.8% Low-Income -- 7.7% Hispanic -- 10.3% [2023 California School Dashboard]	All Students -- 8.2% Low-Income -- 8.3% Hispanic -- 5.0% [2024 California School Dashboard]	All Students--1.2% Low-Income--1.9% Hispanic--1.7% [2025 California School Dashboard]	All Students--3.5% Low-Income -- 3% Hispanic--3.8%	All Students---7.6% above baseline Low-Income -- 5.8% above baseline Hispanic--8.6% above baseline
2.4	Attendance Rate	93.6% ADA attendance rate [P1 2023-2024]	96.7% ADA attendance rate [P1 2024-2025]	91.8% [P1 2025-2026]	95% ADA attendance rate [Local data]	1.8% below baseline
2.5	Expulsion Rate	0% [2023 DataQuest]	1.2% [2024 DataQuest]	0% [2025 DataQuest]	0% [2026 DataQuest]	met target
2.6	District Survey Results: Percentage of students who feel safe and connected to school.	Met: Results reported 86 % of students feel safe at school. 85 % of students feel connected to school.	Met: Results reported 68.6% Agree of strongly agree that they feel safe at school 28.6% are neutral	Met: Results Reported 93.1% of students fell safe at school 83.6% of students feel connected to school	Met: Results reported 100% of students feel safe at school. 100% of students feel connected to school.	Met: Results reported 7.1% above baseline 1.4% below baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Indicators Report to STCHS Board]	55.7% agree or strongly agree that they feel connected to school 40% are neutral [2025 Local Indicators Report to STCHS Board]	[2026 Local Indicators Report to STCHS Board]	[2027 Survey data reported to the STCHS Board]	
2.7	Increased Enrollment Status: 5% Increased Annual Enrollment	67 students enrolled. [2024 Local Data]	75 students enrolled. [2025 Local Data]	79 students enrolled [2026 Local Data]	80 students enrolled. [2027 Local Data]	12 students above baseline
2.8	School facilities maintained in good repair based on average score of Facilities Inspection Tool (FIT)	Met: Results reported Facilities in "Good" condition [2024 Local Indicators Report to STCHS Board]	Met: Results reported Facilities in "Good" condition [2025 Local Indicators Report to STCHS Board]	Met: Results reported Facilities in "Good" condition [2026 Local Indicators Report to STCHS Board]	Met: Results reported Facilities in "Good" condition [2027 Report to the STCHS Board]	met target
2.9	Parent Engagement: Results from Parent Survey	Met: Results reported Parent: 100% of parents surveyed believe that STCHS values parent involvement in the school. 100% of parents feel that their child is safe at school.	Met: Results reported Parent: 100% of parents surveyed believe that STCHS values parent involvement in the school 95.8% of parents feel that their child is safe at school	Met: Results reported Parent: 100% of parents surveyed believe that STCHS values parental involvement in the school 100% of parents feel that their child is safe at school	Met: Results reported 98 % of parents believe that STCHS values parent involvement 100% of parents believe that their child is safe at school.	met target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		[2024 Local Indicators Report to STCHS Board]	[2025 Local Indicators Report to STCHS Board]	[2026 Local Indicators Report to STCHS Board]		

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.

The goal was carried out as intended during the 2025-2026 school year with no substantive differences between the planned actions and the actual implementation of those actions. The school successfully implemented the planned activities and supports related to student engagement, school climate, parent involvement, and social-emotional supports.

One notable success was the collaboration between the school counselor and supervising teacher to revamp the Life Skills course to include more student-driven topic selection related to social-emotional learning. This allowed students to have greater voice and ownership in discussions and activities focused on mental health, relationships, coping skills, and other relevant topics impacting students.

The Learning Through Service Program also continued to provide meaningful college and career exploration opportunities for students. During the school year, students participated in college tours to both UC Merced and San Francisco State University, helping students increase awareness of post-secondary opportunities and better connect their educational experiences to future career goals.

Additional successes included continuing the school's Culture Night event, which highlighted and celebrated the diverse cultures represented by both students and staff, helping strengthen school connectedness and inclusivity. The school also made adjustments to survey administration practices by removing the neutral response option in order to allow for more accurate comparison of survey data between school years.

A particularly positive development during the year was the establishment of a Parent Advisory Committee. Parents representing all four grade levels participated consistently, and the parent group became an active support system for student activities, school events, and school improvement efforts. The Parent Advisory Committee also played an important role in providing feedback and input during the LCAP development process, helping strengthen educational partner engagement and collaboration between families and the school.

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

There were minimal material differences between Budgeted Expenditures and Estimated Actual Expenditures during implementation of this goal.

For Action 2.3, Learning Through Service, actual expenditures for field trips were lower than originally budgeted because the school was able to strategically combine multiple educational purposes into single field trips. Students visited San Francisco State University while also participating in a Media Arts-related field trip to the MADE Museum in Oakland. Similarly, students visited UC Merced while also participating in a science-related field trip to Moaning Caverns. Combining field trips in this manner allowed the school to maximize educational opportunities for students while reducing transportation and related costs. As a result, some expenditures associated with the Learning Through Service field trip budget were shared across multiple actions.

For Action 2.7, School Culture, actual expenditures were lower than budgeted because two planned stipended student extracurricular positions were not filled due to limited student interest during the 2025-2026 school year. The school did not have sufficient student participation to continue the Drama Club and Japanese Culture Club, both of which had been active in previous school years. Despite these differences, the overall goals and intended outcomes of the actions continued to be implemented successfully.

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

2.1 Lowering the Suspension Rate
Effectiveness Rating: Effective
This action was effective in reducing student suspension rates and improving overall school climate. A school counselor was hired to provide education, intervention, and an alternative-to-suspension program focused on marijuana and tobacco use. As a result, the overall suspension rate decreased from 8.8% in the baseline year to 1.2% in 2025, exceeding the Year 3 target of 3.5%. Suspension rates for Low-Income students also decreased from 7.7% to 1.9%, and suspension rates for Hispanic students decreased from 10.3% to 1.7%, moving both student groups into the “Green” performance level on the California Dashboard. Students participating in the alternative-to-suspension program successfully completed counseling services and there were no repeat offenses related to marijuana or tobacco possession. These outcomes demonstrate that providing counseling and restorative supports helped students remain engaged in school and reduced behaviors resulting in suspension.

2.2 Facilities
Effectiveness Rating: Effective
This action was effective in maintaining a safe and stable learning environment that supports student engagement and attendance. School facilities continued to be rated in “Good” condition based on the Facilities Inspection Tool (FIT), meeting the established target. Maintaining facilities allowed the school to continue offering in-person learning opportunities, labs, tutoring, and learning center classes that are essential components of the school’s hybrid instructional model. The maintenance of safe and functional facilities also supported positive school climate outcomes, including 93.1% of students reporting they feel safe at school and 100% of parents reporting that their child is safe at school. Continued implementation of this action is recommended to maintain a positive and supportive learning environment.

2.3 Learning Through Service Program
Effectiveness Rating: Effective
The Learning Through Service Program was effective in preparing students for college, careers, and active citizenship while increasing student engagement and school connectedness. Through a four-year progression of service learning, career education, internships, and senior projects, students developed communication, leadership, collaboration, problem-solving, and workplace readiness skills. Students participated in volunteer opportunities, career exploration activities, college visits, internships, mock interviews, and community-based

projects connected to future career interests. Local survey data demonstrated strong support for the program, with 93.1% of students reporting that they feel that the learning through service classes provide quality lessons which challenge them and 100% of parents report they believe that this is a high quality program. Additionally, community organizations continue to reach out to STCHS seeking student volunteers and partnerships, demonstrating positive community recognition of the program. These outcomes indicate that the program continues to provide meaningful, relevant learning experiences that help students prepare for post-secondary education, careers, and community involvement. Continued implementation is recommended.

2.4 Parent/Guardian Involvement
Effectiveness Rating: Effective
This action was effective in increasing parent/guardian engagement and strengthening communication between the school and families. STCHS continued to provide multiple opportunities for parent participation throughout the school year, including Family Nights, Career Night, Cultural Night, Art Hop, awards celebrations, our parent advisory committe (PAC) and ongoing communication through School Pathways and Remind. Parent survey results remained strong, with 100% of surveyed parents reporting that the school values parent involvement and 100% reporting that their child feels safe at school. Enrollment also increased from 67 students in the baseline year to 79 students in 2026, suggesting continued family confidence in the school program and climate. These opportunities for involvement and communication supported stronger school-family partnerships and contributed to maintaining a positive school culture.

2.5 School Climate Survey
Effectiveness Rating: Effective
This action was effective in providing the school with meaningful educational partner feedback used to monitor school safety, connectedness, and overall climate. Annual surveys administered to students, parents, and staff provided valuable data used to evaluate school programs and identify areas of strength and growth. Student survey results showed improvement in perceptions of safety, increasing from 86% at baseline to 93.1% in 2026. Student connectedness remained relatively stable, with 83.6% of students reporting they feel connected to school. Parent survey results also remained strong, with 100% of parents reporting that their child is safe at school and that the school values parent involvement. The survey data continues to guide decision-making and supports ongoing reflection regarding school climate and student engagement initiatives.

2.6 Social and Emotional Supports
Effectiveness Rating: Effective
This action was effective in supporting positive student behavior, improving school climate, and reducing suspension rates, particularly for Low-Income students. A part-time school counselor provided social-emotional support services, counseling, and intervention strategies for students experiencing stress, behavioral challenges, and other barriers to school engagement. The overall suspension rate declined significantly from 8.8% at baseline to 1.2% in 2025, while suspension rates for Low-Income students declined from 7.7% to 1.9%. These improvements suggest that increased access to counseling and social-emotional supports contributed to helping students remain engaged in school and demonstrate improved decision-making skills. Continued implementation of this action is recommended to maintain progress in school climate and student engagement 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.

There are no changes being made to the planned goals, metrics, target outcomes, or actions for the 2026-2027 school year as a result of this analysis. Current actions and supports continue to demonstrate effectiveness in improving student engagement, school climate, parent involvement, and student connectedness for all student groups. Data from the California Dashboard, local survey results, suspension data, graduation rates, and parent feedback indicate that the actions within this goal are positively impacting students and supporting a safe and inclusive learning environment. Significant improvements in suspension rates for all students, including Low-Income and Hispanic student groups, as well as continued positive parent and student survey results, support continued implementation of the current actions.

The school will continue utilizing the Parent Advisory Committee (PAC) as an opportunity for parents and guardians to provide feedback, suggestions, and input regarding school programs, climate, and LCAP development. The PAC has become an important part of the school's educational partner engagement process and will continue to support collaboration between families and the school in the coming year.

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	Lowering the Suspension Rate	Providing a school counselor to students as support. Much of our suspensions come from marijuana and tobacco use and paraphernalia at school. This person will provide education and run an alternative to suspension program for marijuana and tobacco abuse. [LREBG]	$10,776.56	No
2.2	Facilities	Maintaining facilities to allow in-person classes, tutoring, labs, and more.	$164,114.80	No
2.3	Learning Through Service Program	Our school-specific courses and curriculum to prepare students to be well-rounded, productive citizens in their community, includes service projects, career focus, mock interviews, internships within the community, senior projects and various field trips.	$54,818.66	No
2.4	Parent/Guardian Involvement	Communication and events within the school year to help elicit parent/guardian involvement. Provide parents the ability to see student progress and grades. We offer four Family Nights each year, including an	$16,389.65	No

Action #	Title	Description	Total Funds	Contributing
		arts and awards celebration, a Career Night at which students present their career class projects, Cultural Nights, and Drama Nights.		
2.5	School Climate Survey	Survey students, staff, and parent/guardians yearly to determine the safety of our school and school population, and connectedness to school.	$0.00	No
2.6	Social and Emotional Supports	Hiring of a Part time School Counselor and professional development. [LREBG]	$10,776.56	No
2.7	School Culture	Various weekly, monthly, and quarterly activities and events to continue to establish the culture of STCHS, beginning with orientation and back-to-school rally. We will post try-out schedules for MUSD athletics. Other activities include: Yearbook, Drama, Student Council, CSF, Art Hop, and Awards Assemblies and Rallies.	$7,685.24	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$183,471	$10,718.00

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
19.024%	0.000%	$0.00	19.024%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development **Need:** The Overall average ELA Distance from Standard improved from 5.5 points above in 2024 to 39.7 points above on the most recent Dashboard. Inequalities exist between Overall results and those for Low-Income students who averaged 33 points above.	The school will conduct professional development activities that will support instructional staff to assess the needs of Low-Income students, English Learners, or Foster Youth, and provide best teaching practices to address those needs. This action is expected to be effective because it is designed to provide instructional staff with a broader "toolkit", enabling them to better identify and respond to the needs of Low-Income students,	California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard

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
	In math, the Overall average Distance from Standard improved by over 30 points to 108.4 points below standard. As with ELA, inequalities exist between Overall results and those for Low-Income students, who were 8.2 points lower than Overall. Though data for English Learners and Foster Youth were not reported due to the small size of the cohorts, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These inequalities indicate that we need to continue to focus on instructional supports for Low-income students, English Learners, and Foster Youth by providing our teachers with strategies to identify and address their needs. **Scope:** Schoolwide	English Learners, or Foster Youth who are struggling in ELA and/or math. In order to maximize the effectiveness of this action, it will be offered schoolwide.	
1.4	**Action:** English Learner Additional Supports **Need:** **Scope:** Schoolwide		
1.5	**Action:** Diagnostic Assessments **Need:** The Overall average ELA Distance from Standard improved from 5.5 points above in	STCHS will continue to use local diagnostic assessment(s) to continue assessing Low-Income students, English Learners, and Foster Youth, identify their math and English levels, and assist with interventions.	California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard

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
	2024 to 39.7 points above on the most recent Dashboard. Inequalities exist between Overall results and those for Low-Income students who averaged 33 points above. In math, the Overall average Distance from Standard improved by over 30 points to 108.4 points below standard. As with ELA, inequalities exist between Overall results and those for Low-Income students, who were 8.2 points lower than Overall. Though data for English Learners and Foster Youth were not reported due to the small size of the cohorts, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These inequalities indicate that we need to continue to focus on instructional supports for Low-income students, English Learners, and Foster Youth by providing our teachers with assessment tools to identify instructional gaps to be addressed. **Scope:** Schoolwide	This action is is expected to be effective because it designed to identify the areas in which targeted supports for Low-Income students, English Learners, or Foster Youth in ELA and/or math should be provided. In order to maximize the effectiveness of this action, it will be offered schoolwide.	
1.6	**Action:** A-G Courses **Need:** Unduplicated pupils comprise 68% of the population at STCHS. Examining local conditions, we know that college-going rates for our Low-Income students, English Learners, and Foster Youth are very low. However, the data are not reported due to the small sizes (<11) of the student cohort groups.	Provide supports for students to be successful in completing A-G courses. Special education students will be provided weekly check-ins with special education teacher to ensure students are on track with A-G coursework. This action is designed to support students in preparing to meet the requirements to attend U.C or C.S.U. by providing a paraprofessional to provide additional, individualized attention. We expect it to be effective in raising the percentage	Successful completion of A-G 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: Schoolwide	of our Low-Income students, English Learners, and Foster Youth who meet the requirements to attend U.C or C.S.U. In order to maximize the effectiveness of this action, it will be offered schoolwide.	
1.8	**Action:** Education Enrichment Program/ Dual Enrollment **Need:** Unduplicated pupils comprise 68% of the population at STCHS. Examining local conditions, we know that college-going rates for our Low-Income students, English Learners, and Foster Youth are very low. **Scope:** Schoolwide	Our school will provide services, oversight, and all course required materials to allow our Low-Income students, English Learners, and Foster Youth to attend college for educational enrichment starting in 10th grade. This action is designed to get students on the path to post-secondary success before they even finish high school, so we expect it to be effective in raising the rate of our Low-Income students, English Learners, and Foster Youth who go on to attend college. In order to maximize the effectiveness of this action, it will be offered schoolwide.	Graduates - Percentage Who Attend College After Graduation
1.9	**Action:** Tutoring, and/or Intervention Program **Need:** The Overall average ELA Distance from Standard improved from 5.5 points above in 2024 to 39.7 points above on the most recent Dashboard. Inequalities exist between Overall results and those for Low-Income students who averaged 33 points above. In math, the Overall average Distance from Standard improved by over 30 points to 108.4 points below standard. As with ELA, inequalities exist between Overall results and	Tutoring, labs, additional supports, and intervention services are in place for identified Low-Income students and Foster Youth and English Learner. This action allows Low-Income students and Foster Youth to enroll in support courses to help develop their skills and abilities in math and language arts. In order to close this gap, we are offering support classes such as math intervention and math tutoring, reading lab, writing lab and a support class for students on a tiered re-engagement level. We believe that it is necessary to provide support to those students who are struggling and would benefit from extra supports.	California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard Local assessment scores

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
	those for Low-Income students, who were 8.2 points lower than Overall. Though data for English Learners and Foster Youth were not reported due to the small size of the cohorts, teachers' experience informs us that their academic performance is similar to that of Low-Income students. These inequalities indicate that we need to continue to focus on tutoring and intervention supports for Low-Income students, English Learners, and Foster Youth. STCHS intends to be ready to offer this service to any Foster Youth who might attend our school. **Scope:** Schoolwide	In order to maximize the effectiveness of this action, it will be offered schoolwide.	
1.10	**Action:** Credit Recovery **Need:** We proudly report that 100% of our students were high school graduates in the 2024-25 school year, an increase of 5.6% from the prior year and matching the results of the baseline year. All Low-Income, and English Learner students graduated. No color was assigned due to the small number in the cohort, and the percentage would place STCHS in the very high-performing category. In order to sustain these exemplary results, we need to continue to provide credit recovery courses for those students who fail courses during their first attempt in order to maintain the 100% graduation rate for our Low-Income students and English Learners.	Students will be offered opportunities for credit recovery. This action is designed to address the needs of Low-Income students, English Learners, and Foster Youth who might need a second chance to complete a course. As the current graduation rate for our Low-Income students and English Learners is 94.4%, we expect that continuing this action will maintain or increase that rate. In order to maximize the effectiveness of this action, it will be offered schoolwide.	California School Dashboard: Graduation 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
	Scope: Schoolwide		

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.4	**Action:** English Learner Additional Supports **Need:** English Learners comprise 7% of the population at STCHS. Because of the small number of students in the SBAC cohort, no data are reported on them. A survey of local conditions, complemented by our experience and teacher feedback, indicates that our English Learners are not as successful in ELA and math as our English-only student population. **Scope:** Limited to Unduplicated Student Group(s)	The school will provide supplemental materials, support, and interventions to accelerate English language acquisition. Additionally, professional development activities will be conducted to ensure understanding of the needs of our English Language Learners, and targeted, best practices to address their needs. This action is is expected to be effective because it designed to provide targeted supports for English Learners in ELA and/or math. English Learners will be able to access more language support and more opportunities to practice their speaking, reading, and writing skills; we are able to do this by offering a reading and writing lab course that focuses on supporting English language development through offering more time to practice ELD and ELA skills. In order to maximize the effectiveness of this action, it will be offered to English Learners schoolwide.	California School Dashboard: ELA Distance from Standard California School Dashboard: Math Distance from Standard California School Dashboard: English Learner Progress Indicator

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.

N/A

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.

The additional concentration grant add-on funding will be utilized through Action 1.4 to increase and strengthen direct services provided to students at Sherman Thomas Charter High School, which serves a high concentration of low-income students, English Learners, and foster youth. These funds will support staffing and instructional services specifically designed to accelerate English language acquisition and improve academic outcomes for English Learner students.

Although English Learners comprise approximately 7% of the student population at STCHS, local assessment data, teacher observations, and surveys of local conditions indicate that English Learner students continue to experience lower levels of success in ELA and mathematics compared to English-only peers. As a result, the school will continue implementing these schoolwide supports and interventions to maximize the effectiveness of services for English Learners and ensure students receive increased access to direct instructional support, language development opportunities, and academic interventions.

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	964,419	183,471	19.024%	0.000%	19.024%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$651,243.46	$135,350.47	$0.00	$2,274.00	$788,867.93	$606,938.29	$181,929.64

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$21,179.99	$13,905.99	$5,000.00		$2,274.00	$21,179.99	
1	1.2	Instructional Materials	All	No			All Schools		$0.00	$20,950.00	$11,000.00	$9,950.00			$20,950.00	
1	1.3	Supports for Students with Disabilities	Students with Disabilities	No					$94,647.35	$0.00		$94,647.35			$94,647.35	0
1	1.4	English Learner Additional Supports		Yes	Schoolwide Limited to Unduplicated Student Group(s)		All Schools		$22,675.08	$0.00	$22,675.08				$22,675.08	
1	1.5	Diagnostic Assessments	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$8,114.24	$3,115.00	$11,229.24				$11,229.24	
1	1.6	A-G Courses	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$134,750.58	$0.00	$134,750.58				$134,750.58	
1	1.7	WASC Accreditation	All	No			All Schools		$0.00	$1,300.00	$1,300.00				$1,300.00	
1	1.8	Education Enrichment Program/ Dual Enrollment	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	10th-12th grades		$4,885.99	$3,400.00	$6,085.99	$2,200.00			$8,285.99	
1	1.9	Tutoring, and/or Intervention Program	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$55,892.86	$0.00	$55,892.86				$55,892.86	

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	1.10	Credit Recovery	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$31,422.16	$9,110.00	$40,532.16				$40,532.16	
1	1.11	Students taught by highly qualified teachers	All	No			All Schools		$112,863.21	$0.00	$112,863.21				$112,863.21	
2	2.1	Lowering the Suspension Rate	Hispanic	No			All Schools		$10,776.56	$0.00		$10,776.56			$10,776.56	
2	2.2	Facilities	All	No			All Schools		$64,429.80	$99,685.00	$164,114.80				$164,114.80	
2	2.3	Learning Through Service Program	All	No					$49,818.66	$5,000.00	$52,818.66	$2,000.00			$54,818.66	
2	2.4	Parent/Guardian Involvement	All	No					$0.00	$16,389.65	$16,389.65				$16,389.65	
2	2.5	School Climate Survey	All	No					$0.00	$0.00	$0.00				$0.00	
2	2.6	Social and Emotional Supports	All	No					$10,776.56	$0.00		$10,776.56			$10,776.56	
2	2.7	School Culture	All	No					$5,885.24	$1,800.00	$7,685.24				$7,685.24	

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
964,419	183,471	19.024%	0.000%	19.024%	$285,071.90	0.000%	29.559 %	**Total:**	$285,071.90
								LEA-wide Total:	$0.00
								Limited Total:	$22,675.08
								Schoolwide Total:	$285,071.90

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$13,905.99	
1	**1.4**	English Learner Additional Supports	Yes	Schoolwide Limited to Unduplicated Student Group(s)		All Schools	$22,675.08	
1	**1.5**	Diagnostic Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$11,229.24	
1	**1.6**	A-G Courses	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$134,750.58	
1	**1.8**	Education Enrichment Program/ Dual Enrollment	Yes	Schoolwide	English Learners Foster Youth Low Income	10th-12th grades	$6,085.99	
1	**1.9**	Tutoring, and/or Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$55,892.86	

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	1.10	Credit Recovery	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$40,532.16	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$752,887.37	$729,659.56

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development	Yes	$24,191.75	22305.06
1	**1.2**	Instructional Materials	No	$13,434.00	18096.13
1	**1.3**	Supports for Students with Disabilities	No	$73,747.72	88987.91
1	**1.5**	English Learner Additional Supports	Yes	$20,832.63	20832.03
1	**1.6**	Diagnostic Assessments	Yes	$0.00	0
1	**1.7**	A-G Courses	Yes	$163,328.59	128574.19
1	**1.8**	WASC Accreditation	No	$1,300.00	1270
1	**1.9**	Education Enrichment Program/Dual Enrollment	Yes	$7,981.67	7028.80
1	**1.10**	Tutoring, and/or Intervention Program	Yes	$54,623.25	53159.71
1	**1.11**	Credit Recovery	Yes	$44,131.39	37570.15
1	**1.12**	Students taught by highly qualified teachers	No	$104,712.95	112030.70

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)
2	**2.1**	Lowering the Suspension Rate	No	$9,552.50	9861.68
2	**2.2**	Facilities	No	$153,283.35	154793.52
2	**2.3**	Learning Through Service Program	No	$51,853.92	45825.43
2	**2.4**	Parent/Guardian Involvement	No	$14,194.25	14615.87
2	**2.5**	School Climate Survey	No	$0.00	0
2	**2.6**	Social and Emotional Supports	Yes	$9,592.50	9861.68
2	**2.7**	School Culture	No	$6,126.90	4846.70

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)
185,012.00	$302,189.28	$249,426.56	$52,762.72	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$13,291.75	10,401.62		
1	1.5	English Learner Additional Supports	Yes	$20,832.63	18,504.03		
1	1.6	Diagnostic Assessments	Yes	$0.00	0.00		
1	1.7	A-G Courses	Yes	$163,328.59	124,762.25		
1	1.9	Education Enrichment Program/Dual Enrollment	Yes	$5,981.67	5028.80		
1	1.10	Tutoring, and/or Intervention Program	Yes	$54,623.25	53,159.71		
1	1.11	Credit Recovery	Yes	$44,131.39	37,570.15		
2	2.6	Social and Emotional Supports	Yes				

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)
924,595.00	185,012.00	0	20.010%	$249,426.56	0.000%	26.977%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024