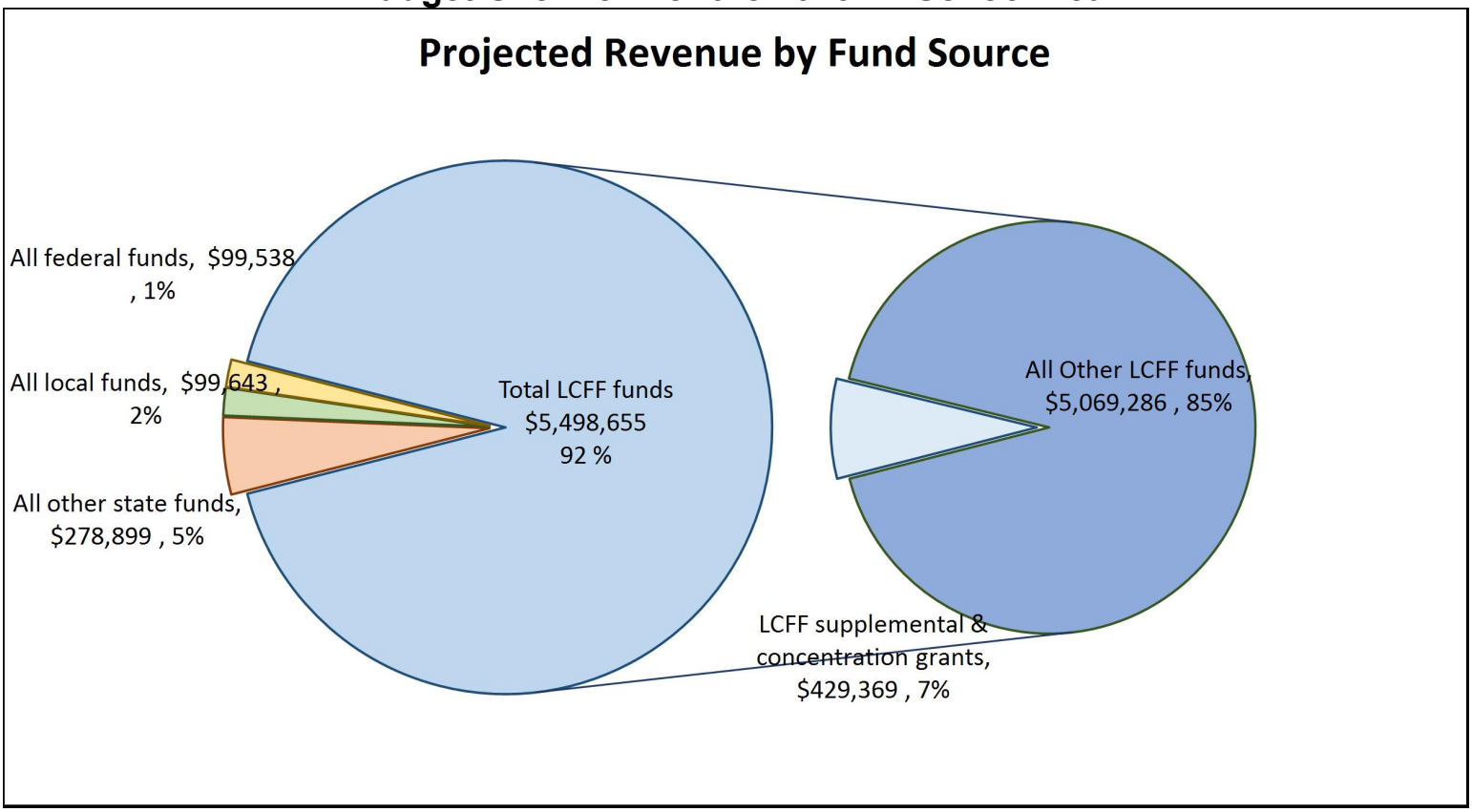


LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Gold Rush Home Study Charter School
CDS Code: 5572413-0112276
School Year: 2026-27
LEA contact information:
Amanda McLeod
Executive Director
amcleod@goldrushcs.org
209-532-9781 x324

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

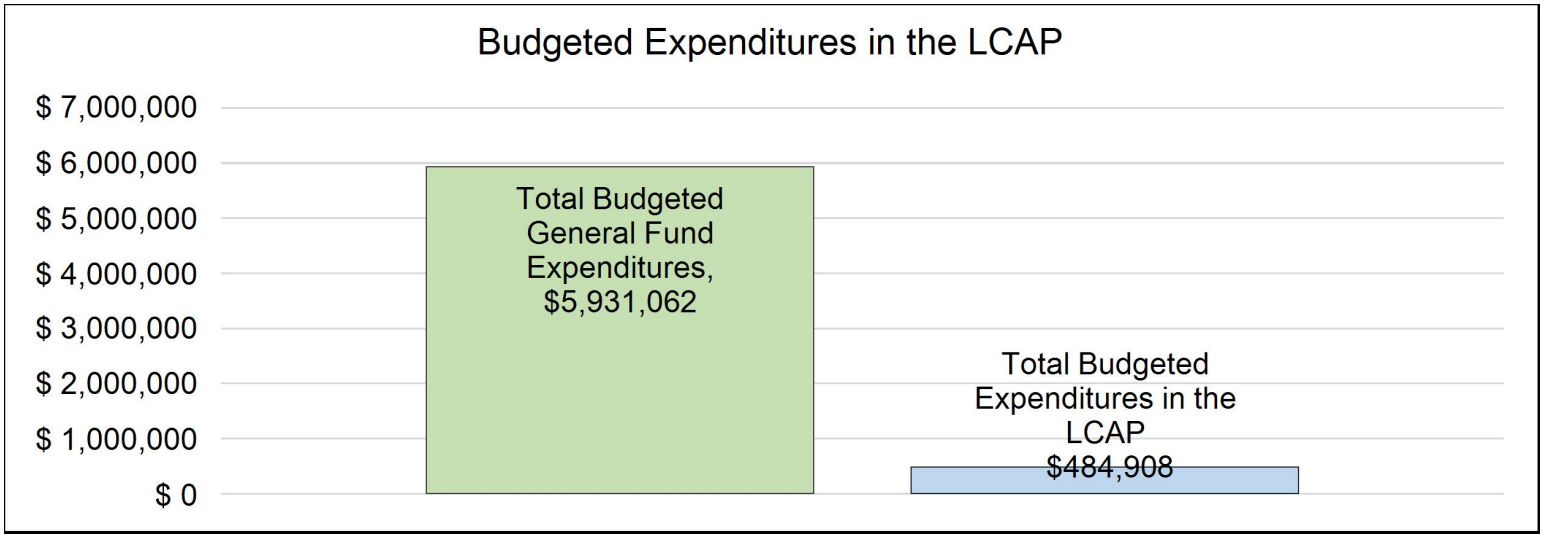


This chart shows the total general purpose revenue Gold Rush Home Study Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Gold Rush Home Study Charter School is $5,976,735, of which $5,498,655 is Local Control Funding Formula (LCFF), $278,899 is other state funds, $99,643 is local funds, and $99,538 is federal funds. Of the $5,498,655 in LCFF Funds, $429,369 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 Gold Rush Home Study Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Gold Rush Home Study Charter School plans to spend $5,931,062 for the 2026-27 school year. Of that amount, $484,908 is tied to actions/services in the LCAP and $5,446,154 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

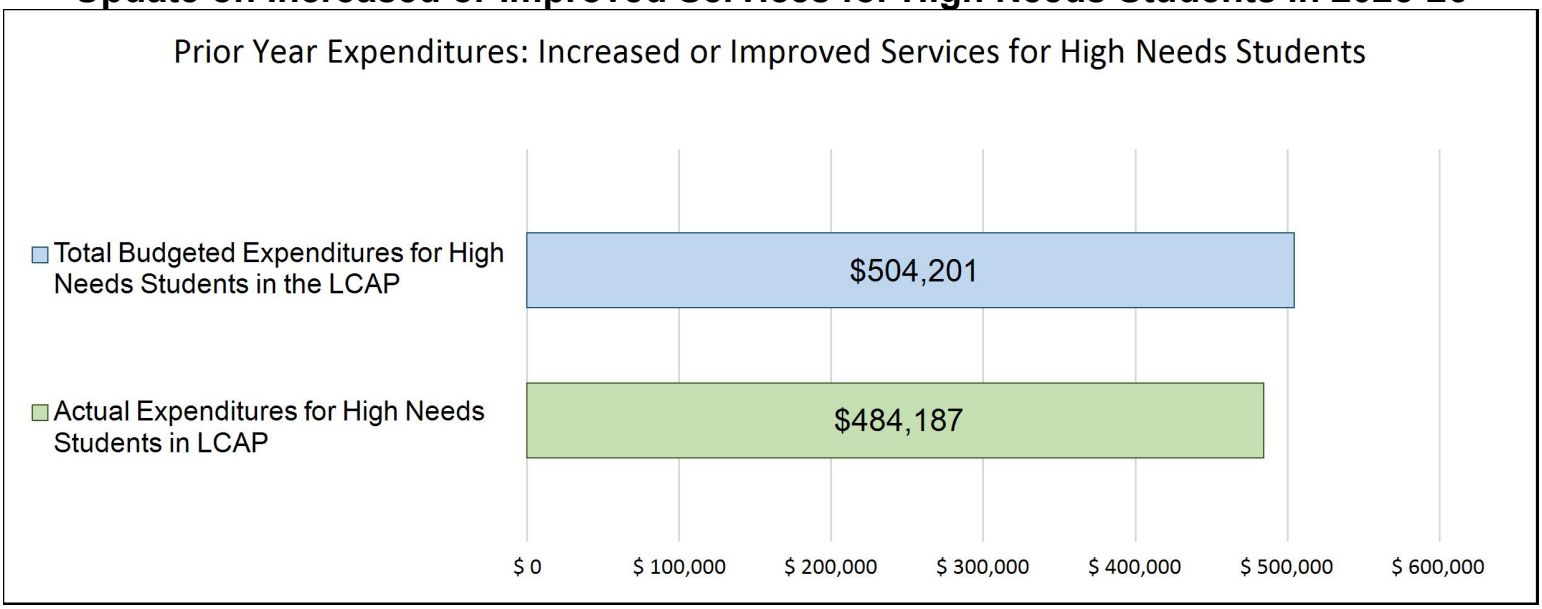
General Fund Budget expenditures not included in the Local Control and Accountability Plan (LCAP) primarily consist of operational and legally required costs necessary to maintain school operations. These expenditures include maintenance, utilities, insurance, oversight fees, audit and legal services, payroll processing, food service operations, and field trip costs not funded through LCAP actions, and required contributions for Special Education services. The General Fund also supports routine administrative, technology, and operational expenses necessary for the day-to-day functioning of the school.

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

In 2026-27, Gold Rush Home Study Charter School is projecting it will receive $429,369 based on the enrollment of Foster Youth, English learner, and low-income students. Gold Rush Home Study Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Gold Rush Home Study Charter School plans to spend $484,908 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 Gold Rush Home Study Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Gold Rush Home Study Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Gold Rush Home Study Charter School's LCAP budgeted $$504,201 for planned actions to increase or improve services for high needs students. Gold Rush Home Study Charter School actually spent $$484,187 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $20,014 had the following impact on Gold Rush Home Study Charter School’s ability to increase or improve services for high needs students:

The variance of approximately $20,000 reflects that expenditures for high needs student services came in below the originally budgeted LCAP amount due to conservative over-budgeting and minor savings realized across staffing and service costs. All planned supplemental funded actions and services were fully implemented, and the school fully depleted the intended supplemental funding to support increased or improved services for high needs students. The difference did not result in any reduction or delay in services; rather, it reflects efficiencies and cost savings within the existing implementation of LCAP-aligned activities.



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
Gold Rush Home Study Charter School	Amanda McLeod Executive Director	amcleod@goldrushcs.org 209-532-9781 x324

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.

General Information

Gold Rush Charter School (GRCS) is a K–12 Independent Study Charter School serving approximately 450 students across Tuolumne and surrounding counties. Our program is purposefully designed to provide an alternative to the traditional school model, fostering a family-centered community where parents are active partners in their child's education. We prioritize individualized learning experiences, offering students multiple ways to access curriculum and demonstrate mastery. We honor the dignity of all human beings and uphold inclusive, non-discriminatory practices in both enrollment and employment. GRCS is committed to equity and access for all students, regardless of race, gender, age, religion, national origin, or sexual orientation.

Educational Model & Programs

Our school offers a wide variety of learning pathways, including:

Independent Study (K–12): Students work at their own pace through Personalized Learning Plans created in partnership with families and credentialed teachers.

Country School (K–8): A hybrid program featuring small class sizes, hands-on learning through the Farm and Garden Program, art, music, technology, library, SEL supports, and reading/math intervention through the Learning Lair.

High School (9–12): A blend of core academic subjects, electives, and personalized four-year plans. Students benefit from small class sizes, close teacher mentorship, and a flexible schedule that includes home-school Fridays.

We continue to partner with Columbia College for concurrent enrollment, giving high school students access to college-level coursework, which satisfies high school requirements while building post-secondary credentials. GRCS also offers credit recovery options to help students get back on track and graduate on time.

College and Career Readiness

Through support from the College Readiness Grant and LCAP funding, we offer individualized college and career advising, FAFSA and scholarship workshops, application assistance, and partnerships with Columbia College for on-campus dual enrollment classes.

Student Support Services

GRCS contracts with the Tuolumne County Superintendent of Schools for services including speech-language therapy, occupational therapy, adaptive PE, school psychology, and counseling. Our staff includes credentialed teachers, special education resource specialists, paraprofessionals, and instructional aides to support diverse learning needs.

Safety and Well-Being

All campuses meet ADA requirements and are maintained in collaboration with Curtis Creek School District. Safety is a top priority—staff receive mandated training, including ALICE (active shooter response), epi-pen, diabetic care, NARCAN administration, and child abuse reporting. Emergency protocols are detailed in classroom safety binders.

School Culture & Community

Gold Rush promotes a close-knit, family-style community, where relationships are foundational to learning. We emphasize the role of parents as partners, and our programs are structured to respect and support student agency. Whether through hands-on gardening, 3D printing, working with farm animals, or engaging with college-level material, students are encouraged to explore, create, and express learning in ways that align with their strengths.

Our school is deeply committed to meeting students where they are—academically, emotionally, and developmentally—while equipping them for future success in college, career, and life.

Student Population:
As of 5/8/2026
Enrollment Total: 423
American Indian: 16

Asian: 3
Pacific Islander: 3
Filipino: 3
Hispanic: 71
African American: 9
White: 321
Declined to state: 4

Special Education
504: 42
IEP: 48
English Language Learners: 4
Foster/Homeless: 9

Reflections: Annual Performance

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

A review of California School Dashboard indicators, local assessment data, California Healthy Kids Survey results, and educational partner feedback demonstrates both meaningful progress and areas requiring continued focus.

Gold Rush Charter School continued to demonstrate strong outcomes in student achievement and engagement based on the 2025 California School Dashboard results. Nearly 47% of students met or exceeded state standards in English Language Arts, representing a slight improvement over the prior year. Mathematics performance also improved, with 30% of students meeting or exceeding standards, an increase of just over 3 percentage points from the previous year. While ELA continues to be the school's strongest academic area, mathematics remains a focus for instructional improvement. Encouragingly, an additional 31% of students in both ELA and mathematics scored in the "Nearly Met Standard" range, indicating a substantial group of students who are close to achieving grade-level proficiency and represent an important opportunity for targeted intervention and accelerated growth.
. Graduation rates increased from 84.5% to 95%, reflecting the impact of individualized academic planning, credit recovery opportunities, and targeted intervention supports. College and Career Readiness remained above baseline levels at 16.9%, although the school did not maintain the gains achieved during the prior year, indicating a continued need to expand postsecondary pathways and dual enrollment opportunities.

School climate and engagement data reflected generally positive outcomes. Chronic absenteeism improved from 1.9% to 1.0%, suggesting that attendance monitoring systems, Student Accountability Meetings (SAMs), parent conferences, and ongoing communication strengthened student accountability and connection to learning. Suspension rates also declined from 2.1% to 1.9%, indicating that social-emotional supports, wellness services, and proactive behavior interventions contributed to improved student behavior.

The 25/26 California Healthy Kids Survey results demonstrated that students generally perceive Gold Rush as a safe environment, with 82% reporting that they feel safe at school. School connectedness increased slightly from the prior year to 71%; however, results remain below

desired levels and indicate a need for continued emphasis on relationship-building, student voice, and belonging. Student emotional distress remains a concern at 32%, highlighting the importance of maintaining counseling, wellness, and social-emotional learning supports.

Parent engagement data demonstrated both strengths and opportunities for improvement. Parent participation in conferences remained at 100%, attendance at school events remained strong, and parent survey results showed a substantial increase in parents reporting that the school encourages them to be active partners in their child's education (98%). However, parent perception that the school actively seeks input before making important decisions remained below baseline levels, indicating a need for additional opportunities for authentic feedback, communication, and shared decision-making.

Overall, data and educational partner input support continuation of the current three-goal structure. Future efforts will focus on increasing student connectedness, reducing emotional distress, strengthening mathematics achievement, expanding college and career readiness opportunities, and increasing parent voice in school decision-making.

Any remaining Learning Recovery Emergency Block Grant (LREBG) funds will be strategically allocated to further strengthen mathematics achievement by supporting both targeted intervention services and instructional resources. Funds will be used to provide additional staffing through a math intervention teacher, allowing students to receive focused, small-group instruction based on identified learning needs. Remaining funds will also be used to purchase supplemental math materials and instructional resources that support high-quality, standards-aligned instruction and intervention. These investments are intended to accelerate student learning, address unfinished learning, and improve overall mathematics outcomes by ensuring students have access to both individualized support and effective instructional tools.

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	Professional development takes place regularly during Fridays. Discussions focus on School performance data, intervention, student social-emotional, and behavioral needs, and meeting the needs of Students with Disabilities. High School SAM (Student Achievement Meetings) meetings took place at the end of each Learning Period. Teacher Collaboration Pod meetings Monthly Staff meetings A teacher survey is administered annually in April.
Other School Personnel	Input is elicited from administration and support staff on topics of student academic, social-emotional, and behavioral needs. A staff survey is administered annually in Spring.
Parents and Guardians	GRCS has a parent engagement in Monthly PTO meetings and near monthly school events. Parent Advisory sessions were held on May 29th to gain LCAP input (this group was composed of parents from all sites as well as two high school students, and a middle school student) focused on the strengths and areas for improvement, LCAP goals and actions, state and local assessment data, and academic goals and actions. Individual and small group parent meetings with the Director and/or Associate Director Parent/Teacher conferences Open door administrators policy A parent survey is administered annually in Spring.

Educational Partner(s)	Process for Engagement
Students	Students, including Unduplicated Pupils and Students with Disabilities have the opportunity to consult during Student Leadership (which serves as a Student Advisory Council) meetings and in the classroom with teachers. The Healthy Kids Survey is administered to students in grades 5, 7, and 11 annually in January.
School Board	Our board holds monthly open meetings that allow the public to comment. GRCS Monthly Regular Board Meetings for the 25-26 school year were held on July 1, August 21, September 18, October 16, November 07, December 11, March 12, May 21, June 05. With the addition of several special board meetings. The LCAP public hearing was held on 6/2/26. Board approval is scheduled for 6/05/26.
Administration/Principals	GRCS facilitates the development and implementation of the LCAP on an ongoing basis throughout the school year with focused discussions on attendance, chronic absenteeism, student performance on state and local assessments, teacher professional development needs, survey data, classroom observations, use of any one-time funds, and annual LCAP development. TCSOS Foothill Professional Learning Meetings (PLN) Meetings
Community Partners	Posted the LCAP for public comment prior to public hearing, June 2026 Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP, June 2026 Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item, June 2026
SELPA	Administration met monthly with the SELPA administrators, TCSOS superintendents, and GRCS SpEd staff to assist in determining specific actions for students with disabilities. This included, but was not limited to: Reviewing data to identify areas of challenge and specific needs; Identifying specific actions in the LCAP to address student needs; and Identifying professional development opportunities needed to support the

Educational Partner(s)	Process for Engagement
	capacity of teachers and administrators serving students with special needs. SELPA consultation also occurred at the Foothill PLN on April 28, 2026.

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

INPUT PROVIDED BY EDUCATIONAL PARTNERS
-Faculty and Staff
Gold Rush staff believes that the reading and math intervention programs provide major benefits to our program and expressed the continued need for this support. Quality math instructional materials and support are essential in increasing math performance. Independent Studies Enrichment is very successful and should be continued, perhaps even expanded. Administration and staff recognize the need to identify and provide differentiated learning for gifted students. Middle School teachers and administration believe all students should have access to art instruction. Relevant professional development at First Friday Trainings The Country School Zen Den has been very effective in providing social-emotional support Increased educational support and collaboration with parents and caregivers is needed to ensure students are able to meet the 80/70 charter requirement.

-Parents/Guardians/Students
Participants expressed appreciation for the dedication of our teachers and the support students receive in the classroom. Students shared that they feel valued by their teachers and that staff help them stay focused and engaged in learning. Several suggestions were shared regarding opportunities to further strengthen instructional engagement, including: Increasing hands-on learning opportunities, particularly in mathematics and science through the use of manipulatives, experiments, demonstrations, and visual learning experiences. Expanding project-based learning opportunities across grade levels. Providing additional elective offerings for high school students, including areas such as world languages, music, physical education, and other interest-based courses. Continuing to support teacher professional development, mentoring, and collaboration opportunities to strengthen instructional practices. Increasing opportunities for teacher-student interaction and checks for understanding, particularly in environments where technology is heavily utilized. Exploring ways to provide more individualized intervention and support services when students are pulled for academic or specialized instruction. Participants consistently shared that Gold Rush Charter School is a welcoming and supportive place for students. Families and students noted that teachers address behavioral and social concerns promptly and effectively, and students reported feeling connected to their teachers and supported by staff. Suggestions for continued growth included: Expanding student clubs and extracurricular opportunities to help students build friendships, discover common interests, and strengthen their sense of belonging. Increasing school spirit opportunities through assemblies, spirit days, school apparel, and schoolwide activities. Developing recognition programs that celebrate long-term positive behavior, character, and social-emotional growth in ways that can also be shared with families. Providing additional education related to social media safety, responsible digital citizenship, and age-appropriate social safety topics for middle school students. Exploring opportunities for schoolwide community service or collaborative projects that strengthen connections among students. Families expressed that they generally feel welcomed and valued as members of the Gold Rush community. Participants shared appreciation for opportunities to be involved and recognized the positive relationships that exist between families and staff. Areas identified for further consideration included: Establishing more consistent communication expectations across grade levels so families receive timely and predictable updates regardless of classroom assignment. Exploring a family-to-family

mentoring program to support new families as they learn about the unique aspects of our educational program. Expanding opportunities for independent study students and families to participate in school-wide events, field trips, and community-building activities. Reviewing field trip opportunities across grade levels to ensure equitable access to enriching experiences. Continuing to encourage parent involvement through volunteer opportunities and potentially parent-led activities and field trips.

-Administration/Principals
Areas of focus for continuous improvement: College and career readiness, math performance, encouragement of higher level math course, SEL support and programs, increasing school connectedness

-School Board
Timely and supportive communication between teachers and parents/caregivers is an expectation in supporting students. Addressing Learning Partner concerns effectively and consistently is an expectation for supporting students and families.

-Community Partners
Community partners have expressed the need to continue closing learning gaps that have presented from Covid disruption. Preparing students for career and college readiness is an area of focus.

-SELPA
Continued development of quality programs and staffing are essential in effectively meeting the needs of students with disabilities

GRCS has no local bargaining unit

SUMMARY
Through surveys, staff meetings, and continued communications with Learning Partners we found a continued need for:
* Continued reading and math programs/expanded intervention (Goal 1)
* Quality and relevant staff development based on identifies staff needs (Goal 1)
* Staff development in Renaissance and Freckle Math intervention add-on (Goal 1)
* Continued need for student academic support (Goal 1)
* Math intervention (Goal 1)
* Identification and enrichment for gifted learners (Goal 1)
* Annual development of a professional development calendar (Goal 1)
* Continued mental health and behavioral support (Goal 2)
* Behavior intervention and supports through PBIS and SEL and consistent consequences provide a safe learning environment. (Goal 2)
* Expansion of enrichment opportunities (Goal 2)
* Increased parent support and resources for co-teaching (Goal 3)
* Parent mentoring (Goal 3)

This input led to these goals and actions in the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ALL students will participate in highly engaging, rigorous, and relevant learning experiences by highly prepared teachers and support staff, materials, instruction, and technology in a safe and clean environment to promote exemplary teaching and learning and college/career readiness. (State priorities 1, 2, 4, 7, 8)	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.

Gold Rush Charter School believes all students have the potential to achieve at their highest potential. Setting clear goals in the areas of learning conditions and pupil outcomes ensure comprehensive and effective educational experience for all students. This includes highly qualified teaching staff, standards-aligned instructional materials, individualized instruction and data-informed interventions, Special Education and 504 support, and engaging Specials classes in facilities that are in good repair. By focusing on these areas, Gold Rush Charter School aims to create an optimal learning environment that supports academic and wholistic development of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Access to standards aligned instructional materials for all students.	100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access and implement academic content and performance	100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access	100% of the pupils and teachers had sufficient access to the standards-aligned instructional materials in order to fully access	100% of pupils and teachers have sufficient access to the standards-aligned instructional materials in order to fully access and implement	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards.	and implement academic content and performance standards.	and implement academic content and performance standards.	academic content and performance standards.	
1.2	All Grades/Courses taught by fully credentialed teachers as reported on Dashboard Local Indicators.	95% Grades/Courses taught by fully credentialed teachers	1.5 FTE are on a PIP, 93% are fully credentialed	1.0 FTE on a PIP, 95%	100% Grades/Courses are taught by fully credentialed teachers	0%
1.3	Facility Conditions are maintained in good repair	School facilities are maintained by Curtis Creek School District. Curtis Creek is addressing deficiencies listed in the FIT report.	24/25 FIT report, overall rating was FAIR repair with 12 deficiencies, based on the 23/24 local indicator report the 23/24 report had 15	25/26 FIT report, overall rating was fair with 10 deficiencies	All deficiencies are addressed and completed	no rating provided in baseline
1.4	Dashboard/CAASPP SBAC English Language Arts	22-23 Dashboard reflects: a 24.6 point increase, 57.2 points below standard CAASPP scores reflect 41% of ALL students tested scored at or above standard met.	23-24 Dashboard reflects 20.2 point increase, 37 points below standard. CAASPP scores reflect 44% of ALL students tested scored at or above standard.	24-25 Dashboard reflects 23.9 point increase, 13 points below standard, 46% of all students tested scored at or above standard	2026 Dashboard reflects: a 70 point increase CAASPP scores reflect 70% of ALL students tested score at or above standard met.	5% increase
1.5	Dashboard/CAASPP SBAC Math	22-23 Dashboard reflects a 25.1 Point increase, yet 94.8 points below standard CAASPP scores reflect 25% of ALL students	23-24 Dashboard reflects a 19.3 Point increase, yet 75.5 points below standard CAASPP scores reflect 33% of ALL	24-25 Dashboard reflects a 15 Point increase, yet 55.5 points below standard CAASPP scores reflect 34% of ALL	2026 Dashboard reflects 80 point increase CAASPP scores reflect 60% of ALL students tested	9% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		tested scored at or above standard met.	students tested scored at or above standard met.	students tested scored at or above standard met.	score at or above standards met.	
1.6	CAASPP Science (CAST) Percent of students standard met or exceeded	CAASPP Science (CAST) scores reflect 24.71% met or exceeded standards.	23-24 CAASPP Science (CAST) scores reflect 28.7% met or exceeded standards.	24-25 CAASPP Science (CAST) scores reflect 31.3% met or exceeded standards.	CAASPP Science (CAST) scores reflect 50% met or exceeded standards.	6.59% increase
1.7	Graduation Rate	22-23 Dashboard reflects 84.5% graduation rate.	23-24 Dashboard reflects 3.4% increase for a total of 87.9% graduated	24-25 Dashboard reflects 7.1% increase for a total of 95% graduated	2026 Dashboard reflects 95% graduation rate.	10.5% increase
1.8	College and Career Readiness	22-23 Dashboard reflects 6.9% college and career readiness.	23-24 Dashboard reflects a 10.3% increase to a total of 17.2% prepared.	24-25 Dashboard reflects a 0.3% decrease to a total of 16.9% prepared.	2026 Dashboard reflects 30% college and career readiness.	10% increase
1.9	Credit Recovery-Rate of Students Caught Up to Grade Level	36% of credit recovery students caught up to grade level for the 22-23 school year.	65% of credit recovery students caught up to grade level for the 23-24 school year	55% of credit recovery students caught up to grade level for the 24-25 school year	50% of credit recovery students are caught up to grade level.	19% increase

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.

Gold Rush Charter School implemented the majority of planned Goal 1 actions with consistency and fidelity during the 2025–26 school year. Staff maintained access to standards-aligned instructional materials, implemented academic intervention supports, expanded dual enrollment and credit recovery opportunities, and continued investment in instructional technology and professional learning.

Several actions demonstrated positive impact on student outcomes. Graduation rates increased from 84.5% to 95%, indicating that credit recovery systems, individualized support, and trauma-informed intervention strategies improved student persistence because students received targeted monitoring and flexible pathways to complete coursework. College and career readiness also improved through expanded

dual enrollment access and planning supports because students were able to earn college credit and engage in postsecondary preparation earlier in high school.

The school also continued implementation of interim assessment practices for independent study students. These adjustments improved assessment participation and produced more reliable academic data because testing schedules were aligned with student attendance patterns and instructional contact opportunities.

Challenges remained in mathematics achievement and staffing. Mathematics growth did not increase at the desired rate despite supplemental interventions, indicating a continued need for more intensive and differentiated math supports. In addition, staffing changes resulted in the temporary use of a Provisional Internship Permit (PIP), reducing the percentage of fully credentialed teachers during the year.

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 approximately a $10,500 difference. Due to the history of lease increases , we estimated there would be a greater increase to the lease than it was (action 1.2). We also budgeted for more high school transportation costs than what we actually needed (action 1.9). 1.5 - The action was fully implemented, but actual costs came in lower than originally budgeted. The Mystery Science subscription renewal and related science resource costs were less than anticipated when the LCAP budget was created.

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

Effective Actions:

Graduation Rate Improvement

Actions related to credit recovery, individualized academic planning, and trauma-informed intervention supports were effective because the graduation rate increased from 84.5% to 95%. Students who were off track for graduation received consistent progress monitoring, flexible pacing options, and targeted academic intervention, which increased course completion and credit attainment.

College and Career Readiness

Dual enrollment partnerships, college advising, FAFSA support, and career exploration opportunities were effective because college and career readiness indicators improved during the implementation year. Students had increased access to concurrent enrollment opportunities and individualized postsecondary planning, which expanded participation in college coursework and career pathway preparation.

ELA and Science Achievement

Instructional supports, standards-aligned curriculum access, and intervention services contributed to improved performance in CAASPP ELA and CAST Science metrics because students received differentiated instruction and increased opportunities to demonstrate mastery through flexible independent study pathways.

Assessment Participation and Data Systems

The implementation of revised interim assessment systems and testing supports was effective because assessment participation improved and the LEA was able to collect more reliable student achievement data. Adjustments to testing schedules and independent study supports reduced barriers to participation and improved progress monitoring.

Less Effective or Continued Areas of Need:

Mathematics Achievement

Mathematics interventions were not as effective as anticipated because student growth in mathematics did not increase at the same rate as other academic indicators (by a slim margin). Existing intervention supports did not fully address unfinished learning and foundational skill gaps, particularly for students performing significantly below grade level. Local assessment data and CAASPP results continue to identify mathematics as a priority area for improvement. It is worth noting that local assessment data for the 25-26 school year is showing the intervention program working, but not as quickly as needed to achieve the target outcome. The LEA does also note that the target outcome is a very lofty goal. This will take several more years to achieve.

Credentialing and Staffing Stability

Efforts to maintain fully credentialed staffing were only partially effective because staffing shortages required the temporary use of a Provisional Internship Permit (PIP). Although instruction continued without major disruption, the LEA did not maintain its target of 100% appropriately credentialed teachers during the year.

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.

For 2026–27, the LEA will strengthen mathematics intervention systems by continuing with a dedicated math intervention teacher and implementing additional data-informed instructional supports, including a new math curriculum. The LEA will also continue expanding dual enrollment and Career Technical Education opportunities to strengthen college and career readiness pathways. Recruitment efforts will continue to restore and maintain 100% appropriately credentialed staffing. Technology integration and interim assessment practices will also continue to be refined to support independent study students and improve instructional responsiveness. Funding was decreased for 1.10 because the LCAP budget for Instructional Aides is lower this year because the majority of aide costs will be funded through the General Fund. Although the LCAP budget was decreased, the school is increasing overall instructional aide support. This will allow LCAP funds to be redirected to other student needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Materials and Subscriptions	Standards-aligned core curriculum and supplemental materials and subscriptions to support instruction and improve student achievement including but not limited to IXL, Freckle, Free Ride, etc.	$5,119.00	Yes
1.2	Independent Studies Building Lease	Lease meeting areas. (IS Offices) (IS HS#2) This goal is set to assure the rental of needed classroom space for Independent Studies student and teacher meetings.	$45,000.00	Yes
1.3	English Language Arts Intervention Resources and Support Staffing	The Learning Lair (Intervention Center) at the Country School provides individual and small group ELA intervention by a certificated teacher para-professionals. This action item was chosen to help students improve academically in ELA and improve on the testing success for all students. Middle School uses Renaissance ELA Freckle for additional support. Create a built in ELA skills period 9-12. Provide access to core teacher zooms during Friday independent study days grades K-12. Use of interim assessment data to guide targeted instruction.	$119,432.00	Yes
1.4	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	Math support videos are in place for IS and classroom-based students in grades 4-8. Khan Academy and Renaissance Freckle Math will be used to supplement instruction. A paraprofessional will assist in math intervention. The Learning Lair at the Country School provides small group and individual math intervention. After-school tutoring is offered for HS and IS students. At the 9-12 level, focus on creating units of study that are engaging and interactive with technology built in. Use of interim assessment data to guide targeted instruction. This action item was chosen to help all students improve academically in math and improve on the testing success.	$34,420.95	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	High quality Science materials and resources will provide engaging instruction and experiential learning which will improve CAST scores. Investigate NGSS curriculum. Staff will attend PD on NGSS before choosing curriculum to pilot. Begin piloting new curriculum that staff has reviewed for NGSS components.	$3,000.00	Yes
1.6	College and Career/College Concurrent Enrollment	College/Career Center to offer college workshops, career advancement opportunities, liaison with the college for college supports, track work permits and offer career days. Send designee to work permit training and other trainings as needed. This action item was chosen to benefit the success of students in their college and careers pursuit. College Courses - Continue promotion of concurrent enrollment for Columbia College. This will include college days, college workshops and on site classes. Tracking will be done to determine semester enrollment and college class completion. Looking at college course offerings to hold class on-site and purchase textbooks. Increase A-G graduates through utilizing APEX and US Scout. Implement Get Focused Stay Focused in 9-12.	$0.00	Yes
1.7	Credit Recovery Program	This action item was chosen to help students that have fallen behind reach grade level and graduate with their class. Lease of Credit Recovery classroom and staffing to support student needs. (Lease High School #2). Utilize APEX for remediation.	$39,600.00	Yes
1.8	Independent Study Appointment Tracking Services	Administration has found increased success in the addition of tracking system of the IS appointments by the IS Office Coordinator. There has been improved attendance and better student completion of class assignments due to oversight of attendance. Tracking of attendance will be reported to Administration. It is also recorded if a student comes to a meeting with work that is below the 80/70 rule.	$57,993.60	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	School Transportation Services	With the addition of students attending College classes, there is a continued need for transportation services, to include all students to and from college and to and from school. These funds will be used to provide bus tickets for students. Additionally, commercial transportation will be used for college visits and field trips.	$2,500.00	Yes
1.10	Instructional Aides	GRCS has experienced great success for our students with the addition of classroom aides. Utilize 2 classroom aides for student support and teacher assistance. This action item was chosen to help teacher meet the academic support of students.	$27,277.47	Yes
1.11	Renaissance Star Testing, DIBELS assessments, COGAT assessments	GRCS utilizes benchmark tests to help track student growth, assess student needs, and inform instruction. Provide PD on utilizing data to drive instruction. Utilize CAASPP interim assessment data to drive targeted instruction 3-12.	$14,245.88	Yes
1.12	Professional Development	Offer and encourage professional development for all staff on best practices, curriculum, and common core for all student through UDL, etc. utilizing multiple resources including Tuolumne County Superintendent of Schools. SPED staff will attend annual trainings to ensure they are current on all applicable laws and best practices. They will share any changes and a review of best practices with staff.	$6,000.00	Yes
1.13	SST Process	Refine the SST process, provide all staff PD on SSTs for K-12	$0.00	No
1.14	Math Intervention	LREBG Action: Employ a math intervention specialist to meet students diverse learning needs 25/26 88,984.00 LREBG funds will pay for this position in full	$66,448.00	Yes

Action #	Title	Description	Total Funds	Contributing
		26/27 66, 448.00 is the anticipated LREGB left, the remained of the funds will be spent towards this position with any additonal cost for the position after that coming out of other funding		
1.16				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	GRCS will ensure that all students, staff, and community have access to a safe and secure, positive, and engaging school environment to ensure each student succeeds at their highest academic, physical, and social-emotional potential with a focus on eliminating opportunity gaps. (State Priorities 5, 6)	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A positive and supportive school climate and engagement are essential in fostering a safe, supportive, and inclusive environment where our students can thrive. GRCS is a unique program that focuses on academic success, social-emotional support, and connections with our students, staff, families, and community partners. Students who feel engaged and supported in a stimulating and nurturing environment will increase their motivation to learn, attend regularly, and actively participate as valued individuals.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Healthy Kids Survey (31 responses in grades 7, 9, and 11)	2023-24 CHKS Results 75% report School Connectedness 75% report School Perceived to be safe or very safe 27% report Social-emotional Distress	24/25 results: Grade 5 not included Grade 7 85% Grade 9 75% Grade 11 48% For an average of 69% feeling school connectedness Grade 7 82% Grade 9 92%	25/26 results: Grade 5 not included Grade 7 69% Grade 9 95% Grade 11 49% For an average of 71% feeling school connectedness Grade 7 80% Grade 9 83% Grade 11 82%	100% of GRCS students report School Connectedness, and Safe at school. 10% report Social-emotional Distress	4% decrease in connectedness 7% increase in feeling safe 5% increase in those feeling emotional emotional distress

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			For an average of 87% feeling safe at school Grade 7 9% Grade 9 25% Grade 11 68% For an average of 34% reporting emotional distress	For an average of 82% feeling safe at school Grade 7 28% Grade 9 23% Grade 11 44% For an average of 32% reporting emotional distress		
2.2	Suspension, Expulsion Rates	2023 CA Dashboard reflects 1.2% suspended at least 1 day, a 1% increase 0 students were expelled in 2022-23	23/24 Dashboard reflects 2.1% suspended at least one day. This is an increase of 0.9%	24/25 Dashboard reflects 1.9% suspended at least one day. This is a decrease of 0.2%	.5% suspended at least 1 day 0 students expelled	0.7% increase
2.3	Chronic Absenteeism	2023 CA Dashboard reflects:1.6% chronically absent, a 3.6% decline	Dashboard reflects 1.9% chronically absent	Dashboard reflects 1% chronically absent	.5% chronically absent	0.6% decrease
2.4	Physical Fitness Test	for 2023-24 79% of students participated in PFT	for 2024-25 5th grade: 74% (26/35) of students participated in all PFT areas. 7th grade: 79% (28/34) of students participated in all PFT areas. 82% (27/34) participated in 4/5 PFT areas (one	for 2025-2026 5th grade: 84% (27/32) of students participated in all PFT areas. 7th grade: 80% (20/25) of students participated in all PFT areas. 92% (23/25) participated in 4/5 PFT areas (three	90% of students participate in PFT	1.4% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			student did not participate in the aerobic capacity portion). 9th grade: 74% (25/34) of students participated in all PFT areas Average of 76%	students did not participate in the aerobic capacity portion). 9th grade: 69% (18/26) of students participated in all PFT areas. 73% (19/26) participated in 4/5 PFT areas (one student did not participate in the aerobic capacity portion). Average of 77.6%		
2.5	Update Technology	Update all on campus classrooms K-12 to have smart boards and other applicable modern technology	have added 3 smartboards and are continuing to add more	We continue to evaluate technology and add/replace as needed	No data point was determined when written, suggested outcome would be all classrooms have a smartboard	no data point was included in baseline
2.6	Extra learning opportunities	Continue/increase vendor access and on campus enrichment courses for idependent study students	have added a full day of enrichment courses for K-8 IS students. They have the option of attending 1 day per week of enrichment on campus	have added 3 new vendors, and continue to add participants to the enrichment option	No data point was determined when written, suggested outcome would be all IS students have access to at least two hours of enrichment opportunities per week	do data point was included in 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.

Gold Rush Charter School implemented the majority of Goal 2 actions with fidelity during the 2025–26 school year. The school continued operation of the Zen Den Wellness Program, Character Strong and Second Step social-emotional learning programs, Hope Squad activities, attendance monitoring systems, SAM meetings, SST interventions, physical fitness activities, enrichment opportunities, and PBIS/ROAR recognition systems.

The school expanded independent study enrichment opportunities through additional vendors and enrichment programming while continuing to provide wellness services and social-emotional supports for students. Attendance monitoring and parent communication systems remained in place to support student engagement and reduce chronic absenteeism.

Successes included continued low rates of chronic absenteeism, reductions in suspension rates, increased participation in enrichment opportunities, and positive student perceptions regarding school safety. Challenges included maintaining consistent levels of school connectedness across grade spans and addressing ongoing student emotional distress reported through the California Healthy Kids Survey.

Changes for 2026–27 Based on Reflection and Educational Partner Input

Based on student, parent, and staff feedback, Gold Rush Charter School will continue implementation of wellness and SEL supports while expanding opportunities that strengthen student belonging and engagement.

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.

The difference in estimation vs actual was approx. $900. For action 2.6 we overestimate the cost of an enrichment program. This was a new program. We anticipate greater cost in the future as the program is built. There was also a difference for 2.1 and 2.2, 2.1 - Zen Den the actual expenditures for the Zen Den action are currently lower than planned because invoices for services provided during May and June have not yet been received and processed. 2.2 - PBIS the expenditures were lower than planned because PTO donations supported PBIS incentives, reducing the need for LCAP funding; however, planned services and activities were implemented.

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

Effective Actions

Action 2.1 – Zen Den Wellness Program, SEL Instruction, Suicide Prevention, Mental Health Supports

These actions were effective because students received direct access to wellness coaching, social-emotional instruction, counseling supports, and prevention services that addressed emotional and behavioral needs before they escalated into attendance or discipline concerns. School safety ratings remained high at 82%, absenteeism is at 1%, and suspension rates declined from 2.1% to 1.9%.

Action 2.2 – SEL Supports, PBIS, ROAR Incentives, Hope Squad

These actions were effective because they created structured opportunities for students to develop positive relationships, receive recognition for positive behavior, and participate in leadership activities. The decline in suspension rates suggests students experienced increased behavioral support and opportunities for positive engagement.

Action 2.3 – Attendance Monitoring, SAM Meetings, Parent Conferences, SST Supports

These actions were highly effective because staff consistently monitored student participation and intervened when attendance or engagement concerns emerged. Chronic absenteeism declined to 1.0%, demonstrating that early identification and intervention reduced lost instructional time and strengthened student accountability.

Action 2.6 – Independent Study Enrichment Projects

This action was effective because students gained additional opportunities for hands-on learning, collaboration, and engagement beyond traditional independent study coursework. The addition of three new vendors and increased participation expanded access to enrichment experiences and supported student engagement.

Less Effective or Continuing Areas of Need

School Connectedness

While school connectedness improved slightly to 71%, results remain below the Year 3 target. Student responses varied significantly by grade level, suggesting that additional opportunities for student leadership, peer connection, and school engagement may be necessary.

Student Emotional Distress

Thirty-two percent of students reported emotional distress. Although wellness supports remain important and likely contributed to positive safety perceptions, the current level of need indicates additional mental health services, small-group supports, and student connection activities may be warranted.

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.

Although no changes were made to action items or metrics, we will continue to refine our actions and focus on:

- Increasing student leadership and peer mentoring opportunities.
- Expanding wellness programming and targeted mental health supports.
- Increasing student voice opportunities through surveys and focus groups.
- Continuing enrichment expansion through additional vendors and project-based learning opportunities.
- Strengthening restorative practices training to further reduce suspension rates.
- Monitoring grade-level differences in school connectedness to identify targeted interventions.

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	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	Promote a school-wide approach to support social emotional wellness of students by maintaining and expanding the Zen Den staffed with a Wellness Coach who is dedicated to improving the health, well-being and educational outcomes of all students. Through both on campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools. Promote a school-wide approach to support social emotional wellness of students through Character Strong SEL and Suicide Prevention strategies. Through both on campus programming and community-based partnerships, students will receive coordinated health education, counseling, other support services, and self care tools.	$24,786.00	Yes
2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	SEL practices and Student Leadership, in partnership with Friday Night Live, will support social emotional learning, as well as a positive school climate and culture at the High School. Positive Behavior Interventions and Supports (PBIS) and ROAR incentives are implemented at the Country School. Hope Squad implemented for the High School and Independent Study sites. Addition of student clubs or a like opportunity for students to find commonalities to increase belonging.	$2,000.00	Yes
2.3	SAM meetings, Attendance Incentives, SST meetings, Parent	Staff tracking of Independent Study appointments and absence tracking per learning period. This action item was chosen to to ensure that students do not lose learning time because of missed appointments or absence. Student Accountability Meetings (SAMS) and attendance tracking ensure	$21,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Conferences, Warning Letters/Plans	student engagement with curriculum and learning goals. By promoting daily, consistent attendance, Gold Rush is supporting student engagement, academic achievement, and a positive school climate where students know their presence is recognized and valued.		
2.4	Physical Fitness Instruction and Equipment	Physical education is an essential component of the school curriculum, as it supports students' physical, mental, and social development, laying the foundation for a healthy lifestyle.	$5,586.00	Yes
2.5	School Dances and Activities	School dances and activities support student engagement and a positive school climate.	$500.00	No
2.6	Independent Studies Enrichment Projects	Students participating in the optional enrichment program (elementary Independent Study students) will have access to art and STE(A)M projects that support higher order thinking skills and enhanced engagement.	$3,500.00	Yes
2.7	Restorative Practice	School leadership team will attend restorative practice PD's to target behavior and suspension rates	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Foster a welcoming and supportive environment for all parents, families, and community stakeholders as learning partners in the education and support of all students' success in school. (State priority 3, 6)	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

As a work-based program, parents play a crucial co-teacher role in their child's educational experience, providing instruction, monitoring assignments, support, encouragement, and collaboration with their student's teacher. This goal acknowledges this vital role and addresses continued support and collaboration needed to strengthen the connection between school and home. Analysis of the California School Parent Survey showed the following:
Parents feel welcome to participate at this school.
90% positive rating agree/strongly agree
School staff take parent concerns seriously.
81% agree/strongly agree
Providing information on your expected role at your child's school.
57% very well
21% just ok

Parent Advisory expressed the need for additional educational supports for home instruction and opportunities to collaborate with other parents navigating the Independent Student program.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent involvement in school activities/events -GRCS Monthly Board Meetings	Gold Rush Charter School enjoys a significant level of parent support and	PTO meetings: 9-10 attend regularly at the beginning of	PTO meetings: 10-15 attend regularly at the beginning of	Maintain high level of parent involvement and engagement	0% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	-Monthly PTO meetings -Parent feedback solicited on LCAP at Parent Advisory meetings -Individual and small group parent meetings with the Director -Parent/Teacher conferences -Monthly newsletters -Parent volunteers and chaperones -Frequent communication relating to school news, updates, and weather-related events	participation. Parents are highly engaged in many school activities, as listed in the metric. PTO meetings: 20 - 25 attend regularly Attendance at school activities/events reflects approximately 85% of families attend. Parent conferences: 95% attend. Classroom/field trip volunteers: 15%	the year but that fades over time Attendance at school activities/events reflects approximately 85% of families attend. Parent conferences: 100% attend on the first round, some via phone Classroom/field trip volunteers: 20% classrooms, we have volunteers for field trips 100% of the time requested	the year but that fades over time Attendance at the country school activities/events reflects approximately 85-90% of families attend. Parent conferences: 100% attend on the first round, some via phone Classroom/field trip volunteers: we have volunteers for field trips 100% of the time requested	PTO meetings: 30 attend regularly. Attendance at school activities/events reflects 90% of families represented. Parent conferences: 100% attend. Classroom/field trip volunteers: 25%	
3.2	Parent instructional support	The CA School Parent Survey reflects: GRCS encourages me to be an active partner with the school in educating my child. 94% agree/strongly agree	The CA School Parent Survey reflects: GRCS encourages me to be an active partner with the school in educating my child. 59% agree/strongly agree	The CA School Parent Survey reflects: GRCS encourages me to be an active partner with the school in educating my child. 98% agree/strongly agree	100% of parents/guardians report GRCS strongly agree that encourages me to be an active partner	4% increase
3.3	Parent participation in school decision-making	The California School Parent Survey School reflects: GRCS actively seeks the input of parents	The California School Parent Survey School reflects:	The California School Parent Survey School reflects:	100% of parents/guardians report that GRCS actively seeks input of parents	10% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		before making important decisions. 80% agree/strongly agree	GRCS actively seeks the input of parents before making important decisions. 27% agree/strongly agree	GRCS actively seeks the input of parents before making important decisions. 70% agree/strongly agree	before making important decisions	

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.

Gold Rush Charter School continued to implement multiple strategies designed to strengthen family engagement and parent partnerships, including PTO meetings, board meetings, parent-teacher conferences, newsletters, surveys, parent mentoring, volunteer opportunities, and direct communication with school leadership.

Attendance at school events remained strong, parent-teacher conferences achieved 100% participation, and volunteers continued to support field trips and school activities. Parent surveys and advisory meetings continued to provide opportunities for family feedback.

Two planned actions were not fully implemented. Parent University was canceled due to limited participation and Coffee Klatch meetings were discontinued because attendance remained low. Despite these adjustments, the school maintained multiple communication channels and continued to gather feedback through surveys, newsletters, and advisory opportunities.

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 a budget difference of approximately $1,000 due to the cancellation of Parent University (Action 3.1) and the Coffee Klatch program (action 3.2). Funds originally planned for these activities were not spent, which resulted in a minor deviation from the budgeted expenditures. There was no significant impact on the overall percentage of improved services, as other engagement activities continued as planned.

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

Effective Actions:

Action 3.4 – Monthly Newsletters and Surveys

This action was effective because families received regular communication regarding school activities, resources, and important decisions. Parent survey results improved significantly regarding instructional partnership, increasing from 94% baseline to 98% reporting that the school encourages active partnership in their child's education.

Parent Conferences and School Activities

These efforts were effective because they maintained strong parent participation. Parent conferences achieved 100% participation and attendance at school events remained between 85% and 90% of families.

Less Effective Actions

Action 3.1 – Parent University

This action was less effective because participation levels were insufficient to sustain implementation.

Action 3.2 – Coffee Klatch with the Director

This action was less effective because attendance remained low and the format did not align with family schedules or preferred engagement methods.

Parent Decision-Making Input

Although parent perception improved from 27% to 70%, results remain below the 80% baseline for parents reporting that the school actively seeks input before making important decisions. These results suggest families desire more structured opportunities to influence decisions and receive follow-up communication regarding how feedback is used.

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.

Educational partner feedback suggests families want flexible engagement opportunities, stronger communication regarding school decisions, and additional community-building activities.

As a result, Gold Rush Charter School will:

- Implement Parent University model with shorter, topic-specific workshops scheduled throughout the year.
- Replace Coffee Klatch meetings with flexible drop-in office hours and virtual participation opportunities.
- Expand school community events to increase opportunities for family connection and engagement.
- Increase communication regarding volunteer opportunities and leadership roles.

- Strengthen feedback loops by sharing survey results and explaining how parent input influenced decisions.
- Continue parent mentoring and monthly communications to support new and returning families.

These changes are intended to increase family participation because they provide more flexible access points for engagement, create additional opportunities for relationship-building, and improve transparency regarding school decision-making. Action item 3.6 and 3.7 have been added to help facilitate the needed increase for consistent communication.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent University	In response to parent input on the need for additional support, GRCS K-12 will provide a Math Night, Love and Logic training, social science nights and other topics of interest to parents		Yes
3.2	Monthly 'Coffee Klatch with the Director'	In an effort to collaborate with parents and garner input on program successes and challenges, the Director will provide a monthly get-together with proposed topics and agendas, based on Parent and Director suggestions.	$0.00	No
3.3	Parent Mentoring	GRCS Staff will facilitate Parent Mentor sign-ups at Orientation to help new GRCS parents navigate program expectations and provide parent-to-parent support.	$0.00	No
3.4	Monthly Newsletters and Surveys	Principals will provide electronic monthly newsletters to keep families informed of school updates, activities, and educational learning resources. Surveys will be used for parent and staff input on various aspects including school culture, parent involvement, core curriculem and student engagement.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	School community events	More activities are need on campus to help parents feel more welcome and encouraged to participate. Gold Rush will aim for a least 6 after school activities for parents	$6,000.00	Yes
3.6	School Wide Communication Platform	To ensure more consistent and timely communication across grade levels, the LEA will require use of Parent Square	$0.00	No
3.7	GRCS App	Implementation and roll out of GRCS app for communication	$0.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$429,369	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.809%	0.000%	$0.00	7.809%

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:** Supplemental Materials and Subscriptions **Need:** English learners, foster youth, and low-income students often experience interrupted learning, limited access to academic supports at home, or barriers to mastering grade-level content. Standards-aligned digital programs like IXL, Freckle, and Free Ride provide scaffolded, adaptive learning experiences that meet	These programs offer individualized support, real-time feedback, and targeted skill development, which is especially beneficial for students who may lack consistent academic support at home. They also help increase access to standards-aligned instruction in both core and intervention settings. providing these resources schoolwide ensures consistency, equity, and full access to learning tools. A schoolwide model also supports flexible grouping and differentiation, allowing all	STAR and CAASPP

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
	students where they are and support accelerated growth. **Scope:** LEA-wide	students—especially those who are struggling—to benefit from tailored instructional supports.	
1.2	**Action:** Independent Studies Building Lease **Need:** The lease of a dedicated facility for our Independent Study program is a targeted action designed to meet the specific needs of our unduplicated pupils. Many of our high-needs students — including those experiencing housing instability, health-related attendance challenges, or other barriers to in-person learning — require flexible educational options to remain enrolled and succeed academically. **Scope:** LEA-wide	By providing a consistent, accessible, and safe learning environment through this leased facility, we are ensuring these students can continue to engage in a high-quality instructional program aligned to California standards. This action increases the educational access and flexibility necessary to close opportunity gaps for our English Learners, foster youth, and low-income students. This gives all students an alternate pathway option with credentialed teachers and a dedicated site they can connect with.	Attendance, reclassification rates, graduation rates
1.3	**Action:** English Language Arts Intervention Resources and Support Staffing **Need:** Unduplicated students—including English Learners, foster youth, and low-income students—face persistent academic gaps in English Language Arts (ELA), as reflected in state and local assessment data. Additionally, foster and low-income students may lack	This action provides schoolwide access to ELA interventions (e.g., Learning Lair, small group instruction by credentialed staff, Freckle ELA, and Friday Zoom sessions) because unduplicated students are represented across all grade levels and benefit from being integrated into a system of supports rather than isolated programs. Providing these supports LEA-wide ensures equitable access to rigorous instruction and interventions for EL, foster, and low-income students, many of whom need both academic remediation and	Benchmark ELA assessment, improvement in ELPAC speaking and reclassification rates, and progress on the CA School Dashboard ELA performance indicators

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
	stable academic support systems outside of school, making school-based interventions essential. **Scope:** LEA-wide	structured opportunities to build confidence and skills.	
1.4	**Action:** Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing **Need:** These students often require access to scaffolded content, visual models, and repeated exposure to math concepts to develop procedural fluency and conceptual understanding. Many also lack access to reliable academic support outside of school hours, especially in households where caregivers may not be able to assist with homework due to language or resource barriers. There is a clear need for individualized and small group instruction, as well as engaging digital content to support learning in and out of the classroom. **Scope:** LEA-wide	This action supports unduplicated students by providing comprehensive math interventions both during and beyond the school day, including small group instruction in the Learning Lair, paraprofessional-led interventions, and after-school tutoring. Implementing these supports schoolwide ensures consistent access for unduplicated students across learning environments (IS and in-person), supporting equity and addressing widespread performance gaps identified in local and state data.	
1.5	**Action:** Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	Providing NGSS-aligned science curriculum and professional development schoolwide ensures that all students—including unduplicated pupils—benefit from high-quality instruction that incorporates hands-on, inquiry-based learning.	CAST science assessment scores, teacher feedback from PD and pilot evaluations, and student engagement indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students—especially English Learners, foster youth, and low-income students—often have limited access to high-quality, hands-on science instruction, which impacts their performance on assessments like the California Science Test (CAST). These students may lack background knowledge, academic vocabulary, and access to enrichment experiences that support scientific inquiry and understanding. Additionally, ELs require instructional materials that incorporate language supports within content-rich subjects like science. There is a critical need for engaging, standards-aligned science instruction that integrates experiential learning, builds academic language, and fosters curiosity through real-world applications. **Scope:** LEA-wide	This action ensures that science instruction is both rigorous and accessible, particularly when staff are trained to integrate language supports for ELs and embed equitable teaching practices. Piloting and adopting high-quality NGSS materials LEA-wide creates consistency in instructional quality across classrooms and grade levels, ensuring that foster and low-income students—who may switch schools or experience academic disruption—receive coherent and engaging instruction regardless of classroom placement.	
1.6	**Action:** College and Career/College Concurrent Enrollment **Need:** Unduplicated pupils often face systemic barriers in accessing post-secondary education and career pathways. Many English Learners and low-income students are first-generation college students and may lack access to resources, mentorship, and guidance necessary to navigate college admissions and career preparation. Foster youth, in particular, benefit from coordinated	This action provides equitable access to college and career readiness resources by offering schoolwide services that directly support unduplicated students, including college workshops, career days, concurrent enrollment, textbook provision, and access to platforms like APEX and US Scout for A-G credit recovery. On-site support from a College/Career Center liaison ensures direct connection to guidance, work permit tracking, and dual enrollment coordination—especially critical for students with fewer external supports. Implementing these programs LEA-wide guarantees that all high school students, regardless of background, have	A-G completion rates, college course enrollment and completion data, and work permit issuance records

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	support to access work-based learning and college credit opportunities. Data trends show lower A-G completion rates and college persistence for these groups, highlighting the need for early, sustained, and structured college and career planning support. **Scope:** LEA-wide	access to the resources, opportunities, and guidance needed to pursue college and career goals.	
1.7	**Action:** Credit Recovery Program **Need:** Credit deficient English Learners, Foster Youth, and Low Income students are at risk of dropping out **Scope:** LEA-wide	Credit recovery students receive individualized instruction and pacing to be on track to graduate	Benchmark assessments and CAASPP
1.8	**Action:** Independent Study Appointment Tracking Services **Need:** Unduplicated students—particularly foster youth and low-income students—are more likely to enroll in Independent Study due to personal, health, or family circumstances. These students face higher risks of disengagement, inconsistent attendance, and incomplete coursework, leading to credit loss or delayed graduation.	The tracking system maintained by the IS Office Coordinator ensures that all IS students, including unduplicated pupils, are monitored consistently for attendance, assignment completion, and academic performance (including compliance with the 80/70 rule).	IS attendance data, rate of assignment completion, percentage of students meeting the 80/70 rule, and overall course pass rates for IS students

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.9	**Action:** School Transportation Services **Need:** A significant portion of unduplicated student population face transportation barriers that limit their access to extended learning opportunities, including dual enrollment college classes, educational field trips, and college exposure visits. Without access to school-provided transportation, these students may be excluded from critical opportunities that support college and career readiness. **Scope:** LEA-wide	To address this inequity, funds will be used to provide public transit passes (e.g., bus tickets) to students attending college courses and to enable participation in school-day and afterschool academic enrichment events. Additionally, commercial transportation services will be contracted for college campus visits and field trips. These actions increase access and participation for our low-income, English Learner, and foster youth populations, improving both academic achievement and postsecondary preparedness. All students benifit from this.	Increased college course participation by unduplicated students. Increased student participation in college/career events, Attendance and engagement improvements
1.10	**Action:** Instructional Aides **Need:** Unduplicated students, including English Learners, foster youth, and low-income students, often require more individualized academic support during class to remain engaged and make progress. These students may face language acquisition barriers, inconsistent academic backgrounds, or socio-emotional challenges that limit their ability to thrive in general education settings without additional support.	Offering this support schoolwide ensures equitable distribution of resources, especially since unduplicated pupils are enrolled across all classrooms. This approach supports inclusion, differentiation, and higher instructional responsiveness for students with academic or language gaps	student academic growth data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.11	**Action:** Renaissance Star Testing, DIBELS assessments, COGAT assessments **Need:** These students may enter school with academic deficits, interrupted education, or limited access to enrichment opportunities, making early identification of needs critical. There is a strong need for regular assessment tools to monitor growth and ensure that instruction is responsive to the specific learning profiles of these high-need populations. **Scope:** LEA-wide	By using benchmark assessments and CAASPP interim assessments in grades 3–12, GRCS can regularly identify learning gaps, monitor student growth, and adjust instruction accordingly. Professional development equips teachers to analyze and act on data, helping ensure that interventions are timely and tailored—especially important for unduplicated pupils who benefit from personalized, gap-closing strategies. Offering this action schoolwide ensures that all teachers and students benefit from consistent, data-driven instructional practices, while allowing targeted strategies to be implemented for student groups with the greatest needs.	benchmark assessment data, CAASPP interim assessment performance, and growth on summative assessments
1.12	**Action:** Professional Development **Need:** High-needs learners face significant barriers to accessing grade-level content without targeted instructional supports. English Learners need structured language supports embedded in lessons; students with disabilities often require accommodations, specialized instructional strategies, or modifications; and low-income students may need differentiated instruction and scaffolding due to opportunity gaps.	These professional learning opportunities directly improve staff capacity to serve unduplicated pupils by addressing learning gaps, increasing differentiation, and ensuring instructional equity and legal compliance—ultimately leading to better academic and social-emotional outcomes for high-needs students.	Benchmark growth, CA Dashboard indicators (EL and SWD performance in ELA and Math)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.14	**Action:** Math Intervention **Need:** Unduplicated students—especially English Learners, foster youth, and low-income students—often struggle to meet grade-level expectations in mathematics, as reflected in state and local assessment data. These students may require individualized instruction, language scaffolding, and additional time to master math concepts due to gaps in foundational skills or inconsistent academic access. The school has identified a need for targeted, specialized math instruction to close achievement gaps and support equitable learning outcomes in math. **Scope:** LEA-wide	Hiring a Math Intervention Specialist ensures that students who need the most support receive targeted, small-group or one-on-one instruction focused on their specific skill gaps. This role is especially critical for unduplicated pupils who may need differentiated strategies, visual models, and language-rich explanations to access the math curriculum. Offering this support schoolwide allows for flexible deployment of the specialist to respond to emerging student needs across classrooms and grade levels, ensuring equity in access to high-quality math remediation.	classroom-based formative assessments, and teacher referrals and progress reports, and CAASPP
2.1	**Action:** Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals **Need:**	SEL programs and strategies will provide the support needed to improve engagement and academic performance.	Healthy Kids Survey, Attendance, Benchmark and CAASPP

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
	English Learners, Foster Youth, and Low Income students demonstrate the need for increased social-emotional support **Scope:** LEA-wide		
2.2	**Action:** Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad **Need:** English Learners, Foster Youth, and Low Income students demonstrate the need for increased social-emotional support **Scope:** LEA-wide	SEL programs and strategies will provide the support needed to improve engagement and academic performance.	Healthy Kids Survey, Attendance, Benchmark and CAASPP
2.3	**Action:** SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans **Need:** Foster youth, English learners, and low-income students are disproportionately impacted by chronic absenteeism, inconsistent access to instruction, and school mobility, which negatively affect academic achievement and engagement. **Scope:**	This action is directly aligned with the needs of unduplicated students in several ways: Timely identification of at-risk students: When students miss IS appointments or accumulate absences, staff are immediately alerted and can intervene through check-ins, adjusted support plans, or increased family outreach. Promotes academic accountability: Tracking ensures students are submitting work, attending meetings, and progressing toward learning goals—critical for ELs and foster youth who may require more structured support.	Attendance rate per learning period, with disaggregation by subgroup (foster youth, EL, low-income). Chronic absenteeism rates, tracked across the year. Number of missed IS appointments

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
	LEA-wide	Ensures individualized follow-up: Through Student Accountability Meetings (SAMS), staff can customize supports based on why the student disengaged, addressing both academic and social-emotional barriers. Connects students to wraparound supports: Regular attendance tracking often flags non-academic challenges (housing, mental health, language access), allowing staff to connect students with additional services. A consistent system builds a culture of accountability and engagement for all students, improving school climate and instructional time access schoolwide.	
2.4	**Action:** Physical Fitness Instruction and Equipment **Need:** PE lays the groundwork for healthy lifestyle habits and improves students' concentration, engagement, and academic performance—all of which disproportionately benefit students who face barriers outside the classroom such as EL, foster, and low income youth. **Scope:** LEA-wide	For foster youth, English learners, and low-income students, this action addresses critical needs by: Providing a safe, structured environment for physical expression and emotional regulation. Offering inclusive, low-stakes settings to build communication and confidence for English learners. Helping foster youth and other vulnerable students build positive peer relationships and a sense of belonging. Supporting mental health through regular physical activity, known to reduce symptoms of anxiety and depression—common in students experiencing economic hardship or trauma.	Student Culture Survey results, particularly in categories like wellbeing, connectedness, and engagement. Behavioral data (e.g., office referrals, self-regulation indicators). PE participation and performance records

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Increasing engagement and motivation, which translate into improved academic attendance and persistence. PE is a universal need and a state-mandated component of education that benefits all students.	
2.6	**Action:** Independent Studies Enrichment Projects **Need:** foster youth, English learners, and low-income students, who may lack access to enrichment experiences outside of school due to financial constraints, housing instability, or limited parental availability for extracurricular involvement. Providing structured enrichment during school hours ensures equitable access to high-quality learning experiences that promote both academic and personal growth **Scope:** LEA-wide	This action is designed to enhance the educational experience of unduplicated students by: Creating opportunities for self-expression and identity development through art—critical for students who may have experienced trauma or instability. Engaging students in language-rich, collaborative STE(A)M tasks that support academic vocabulary development and discourse, particularly important for English learners. Offering equitable access to enrichment activities that foster creativity, curiosity, and confidence—resources low-income students may lack outside of school. Building executive functioning and higher-order thinking, which are predictors of long-term academic success and career readiness. Schoolwide implementation ensures inclusive access without stigma or segregation, which is especially important in small school or program settings.	Student engagement surveys, Improved attendance or work completion rates
3.1	**Action:** Parent University **Need:**	Supplemental materials—such as leveled readers, graphic organizers, multilingual dictionaries, manipulatives, targeted intervention workbooks, and digital platforms—help address these gaps.	Progress monitoring and reclassification rates, benchmarks

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
	Foster youth, English learners, and low-income students often face systemic barriers to academic success, including limited access to learning resources at home, interrupted educational experiences, and gaps in foundational skills. **Scope:** LEA-wide	Providing these materials schoolwide ensures a cohesive instructional environment, increases access for unduplicated pupils, and allows staff to address learning gaps across the spectrum of need.	
3.5	**Action:** School community events **Need:** English Learners, foster youth, and low-income students face systemic barriers that often limit their families' engagement in school life. Many parents or guardians of high-needs students may not feel welcome or confident participating in school due to language differences, unfamiliarity with school expectations, or past negative experiences with educational institutions. When families are disengaged, students are less likely to benefit from consistent academic support, attendance monitoring, and a shared culture of high expectations between home and school. **Scope:** LEA-wide	By hosting at least six inclusive, culturally responsive after-school events, the school creates intentional, low-barrier opportunities for families to build trust with staff, understand school goals, and learn how to support student learning. These events will foster stronger home-school partnerships, which research shows are especially critical for high-needs students' academic achievement, mental wellness, and engagement.	increased attendance, increased connection to school, increase in active participation feedback

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,498,655	429,369	7.809%	0.000%	7.809%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$484,908.90	$0.00	$0.00	$0.00	$484,908.90	$330,358.02	$154,550.88

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	Supplemental Materials and Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,119.00	$5,119.00				$5,119.00	
1	1.2	Independent Studies Building Lease	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Independent Study Site K-12	Ongoing	$0.00	$45,000.00	$45,000.00				$45,000.00	
1	1.3	English Language Arts Intervention Resources and Support Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$119,432.00	$0.00	$119,432.00				$119,432.00	
1	1.4	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$34,420.95	$0.00	$34,420.95				$34,420.95	
1	1.5	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.6	College and Career/College Concurrent Enrollment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Credit Recovery Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: GRCS High School and Independent Studies 9-12	Ongoing	$0.00	$39,600.00	$39,600.00				$39,600.00	
1	1.8	Independent Study Appointment Tracking Services	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income		Ongoing	$57,993.60	$0.00	$57,993.60				$57,993.60	

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	1.9	School Transportation Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High School 9-12	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.10	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$27,277.47	$0.00	$27,277.47				$27,277.47	
1	1.11	Renaissance Star Testing, DIBELS assessments, COGAT assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$14,245.88	$14,245.88				$14,245.88	
1	1.12	Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
1	1.13	SST Process	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
1	1.14	Math Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Country School K-8	ongoing	$66,448.00	$0.00	$66,448.00				$66,448.00	
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$24,786.00	$0.00	$24,786.00				$24,786.00	
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$21,500.00	$21,500.00				$21,500.00	
2	2.4	Physical Fitness Instruction and Equipment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$5,586.00	$5,586.00				$5,586.00	
2	2.5	School Dances and Activities	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
2	2.6	Independent Studies Enrichment Projects	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$3,500.00	$3,500.00				$3,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.7	Restorative Practice	All	No			All Schools	ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.1	Parent University		Yes	LEA-wide			Ongoing								
3	3.2	Monthly 'Coffee Klatch with the Director'	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Parent Mentoring	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	Monthly Newsletters and Surveys	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.5	School community events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.6	School Wide Communication Platform	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.7	GRCS App	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
5,498,655	429,369	7.809%	0.000%	7.809%	$484,408.90	0.000%	8.810 %	**Total:**	$484,408.90
								LEA-wide Total:	$484,408.90
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Supplemental Materials and Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,119.00	
1	**1.2**	Independent Studies Building Lease	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Independent Study Site K-12	$45,000.00	
1	**1.3**	English Language Arts Intervention Resources and Support Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$119,432.00	
1	**1.4**	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$34,420.95	
1	**1.5**	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.6**	College and Career/College Concurrent Enrollment	Yes	LEA-wide	English Learners Foster Youth		$0.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
1	1.7	Credit Recovery Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: GRCS High School and Independent Studies 9-12	$39,600.00	
1	1.8	Independent Study Appointment Tracking Services	Yes	LEA-wide	Foster Youth Low Income		$57,993.60	
1	1.9	School Transportation Services	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: High School 9-12	$2,500.00	
1	1.10	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income		$27,277.47	
1	1.11	Renaissance Star Testing, DIBELS assessments, COGAT assessments	Yes	LEA-wide	English Learners Foster Youth Low Income		$14,245.88	
1	1.12	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income		$6,000.00	
1	1.14	Math Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Country School K-8	$66,448.00	
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,786.00	
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.3	SAM meetings, Attendance Incentives, SST meetings,	Yes	LEA-wide	English Learners Foster Youth		$21,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		Parent Conferences, Warning Letters/Plans			Low Income			
2	**2.4**	Physical Fitness Instruction and Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income		$5,586.00	
2	**2.6**	Independent Studies Enrichment Projects	Yes	LEA-wide	English Learners Foster Youth Low Income		$3,500.00	
3	**3.1**	Parent University	Yes	LEA-wide				
3	**3.5**	School community events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$503,701.00	$484,916.94

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**	Supplemental Materials and Subscriptions	Yes	$5,119.00	$4,244.88
1	**1.2**	Independent Studies Building Lease	Yes	$47,509.80	$45,000.00
1	**1.3**	English Language Arts Intervention Resources and Support Staffing	Yes	$110,590.42	$110,590.50
1	**1.4**	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	Yes	$32,289.14	$31,402.77
1	**1.5**	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	Yes	$3,000.00	$999.00
1	**1.6**	College and Career/College Concurrent Enrollment	Yes	$0.00	$0.00
1	**1.7**	Credit Recovery Program	Yes	$39,600.00	$39,600.00
1	**1.8**	Independent Study Appointment Tracking Services	Yes	$53,877.60	$53,877.60
1	**1.9**	School Transportation Services	Yes	$2,500.00	$1,400.00
1	**1.10**	Instructional Aides	Yes	$34,819.16	$36,926.08

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	1.11	Renaissance Star Testing, DIBELS assessments, COGAT assessments	Yes	$14,245.88	$13,136.50
1	1.12	Professional Development	Yes	$6,000.00	$2,343.59
1	1.13	SST Process	No	$0.00	$0.00
1	1.14	Math Intervention	Yes	$88,984.00	$88,984.46
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	Yes	$26,080.00	$21,451.54
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	Yes	$2,000.00	$918.84
2	2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans	Yes	$21,500.00	$21,500.04
2	2.4	Physical Fitness Instruction and Equipment	Yes	$5,586.00	$5,681.02
2	2.5	School Dances and Activities	No	$500.00	$629.34
2	2.6	Independent Studies Enrichment Projects	Yes	$3,500.00	$690.82
2	2.7	Restorative Practice	No	$0.00	$0.00
3	3.1	Parent University	Yes	$0.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Monthly 'Coffee Klatch with the Director'	No	$0.00	$0.00
3	**3.3**	Parent Mentoring	No	$0.00	$0.00
3	**3.4**	Monthly Newsletters and Surveys	No	$0.00	$0.00
3	**3.5**	School community events	Yes	$6,000.00	$5,539.96

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)
$440,374	$504,201.00	$484,187.70	$20,013.30	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	Supplemental Materials and Subscriptions	Yes	$5,119.00	$4,244.88		
1	1.2	Independent Studies Building Lease	Yes	$47,509.80	$45,000.00		
1	1.3	English Language Arts Intervention Resources and Support Staffing	Yes	$110,590.42	$110,590.50		
1	1.4	Math Intervention Supplemental Resources, Renaissance Freckle Math, and Support Staffing	Yes	$32,289.14	$31,402.77		
1	1.5	Science materials, On-line resources, and Hands-on Experiences. Mystery Science Subscription at the Country School	Yes	$3,000.00	$999.00		
1	1.6	College and Career/College Concurrent Enrollment	Yes	$0.00	$0.00		
1	1.7	Credit Recovery Program	Yes	$39,600.00	$39,600.00		
1	1.8	Independent Study Appointment Tracking Services	Yes	$53,877.60	$53,877.60		
1	1.9	School Transportation Services	Yes	$2,500.00	$1,400.00		
1	1.10	Instructional Aides	Yes	$34,819.16	$36,926.08		

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	1.11	Renaissance Star Testing, DIBELS assessments, COGAT assessments	Yes	$14,245.88	$13,136.50		
1	1.12	Professional Development	Yes	$6,000.00	$2,343.59		
1	1.14	Math Intervention	Yes	$88,984.00	$88,984.46		
2	2.1	Zen Den Wellness Program, Second Step Social-Emotional instruction (CS), Character Strong SEL strategies and Suicide Prevention (HS), TCSOS Presentations on Mental Health Topics, Gratitude Journals	Yes	$26,080.00	$21,451.54		
2	2.2	Social-Emotional Learning (SEL) and Support, PBIS, ROAR Incentives, and Hope Squad	Yes	$2,000.00	$918.94		
2	2.3	SAM meetings, Attendance Incentives, SST meetings, Parent Conferences, Warning Letters/Plans	Yes	$21,500.00	$21,500.04		
2	2.4	Physical Fitness Instruction and Equipment	Yes	$5,586.00	$5,681.02		
2	2.6	Independent Studies Enrichment Projects	Yes	$3,500.00	$690.82		
3	3.1	Parent University	Yes	$1,000.00	$0.00		
3	3.5	School community events	Yes	$6,000.00	$5,439.96		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,074,427	$440,374		8.678%	$484,187.70	0.000%	9.542%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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