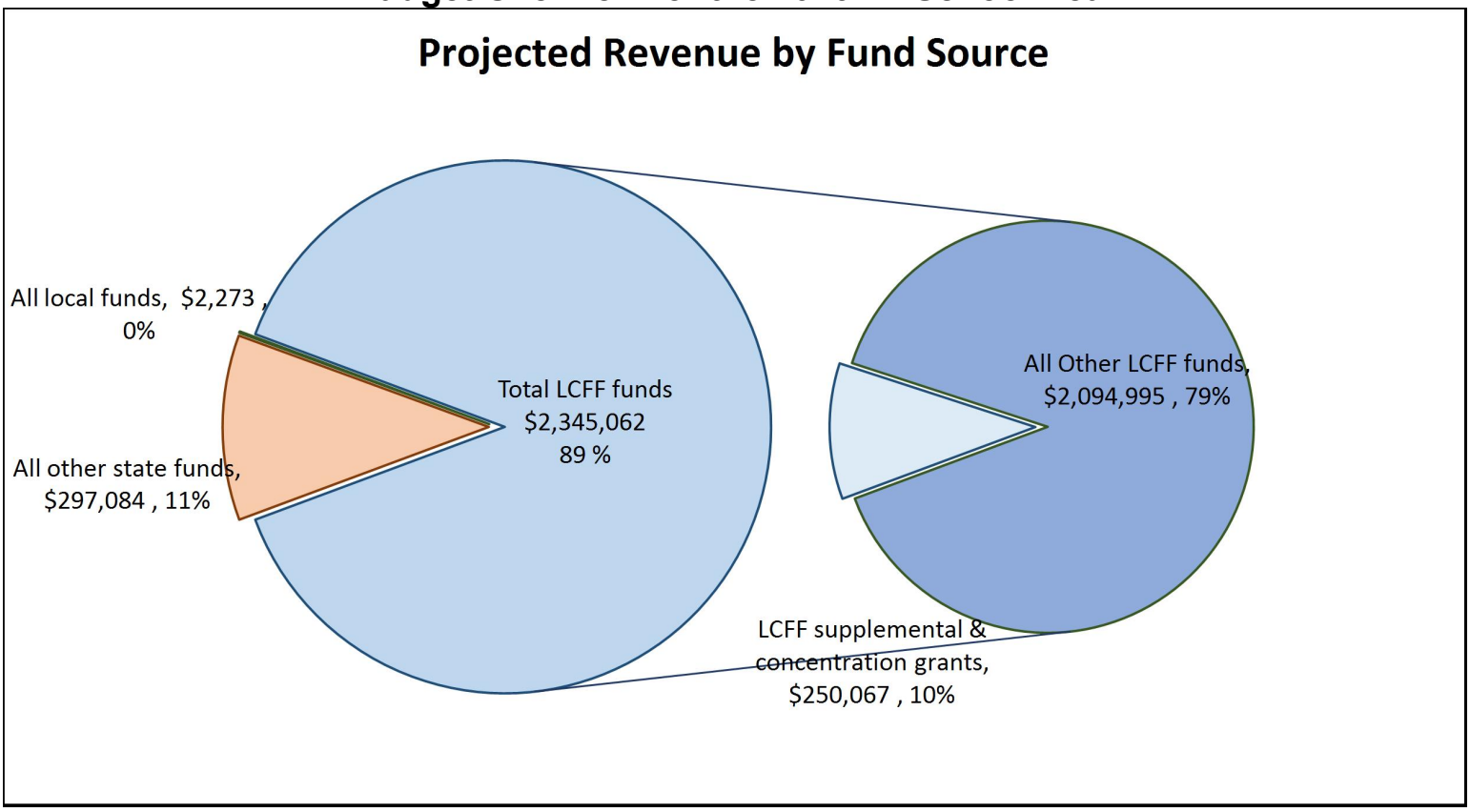
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Chawanakee Academy Charter
CDS Code: 20-75606-0132936
School Year: 2026-27
LEA contact information:
Ashley Bourdon
Principal
abourdon@mychawanakee.org
559-868-4200

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

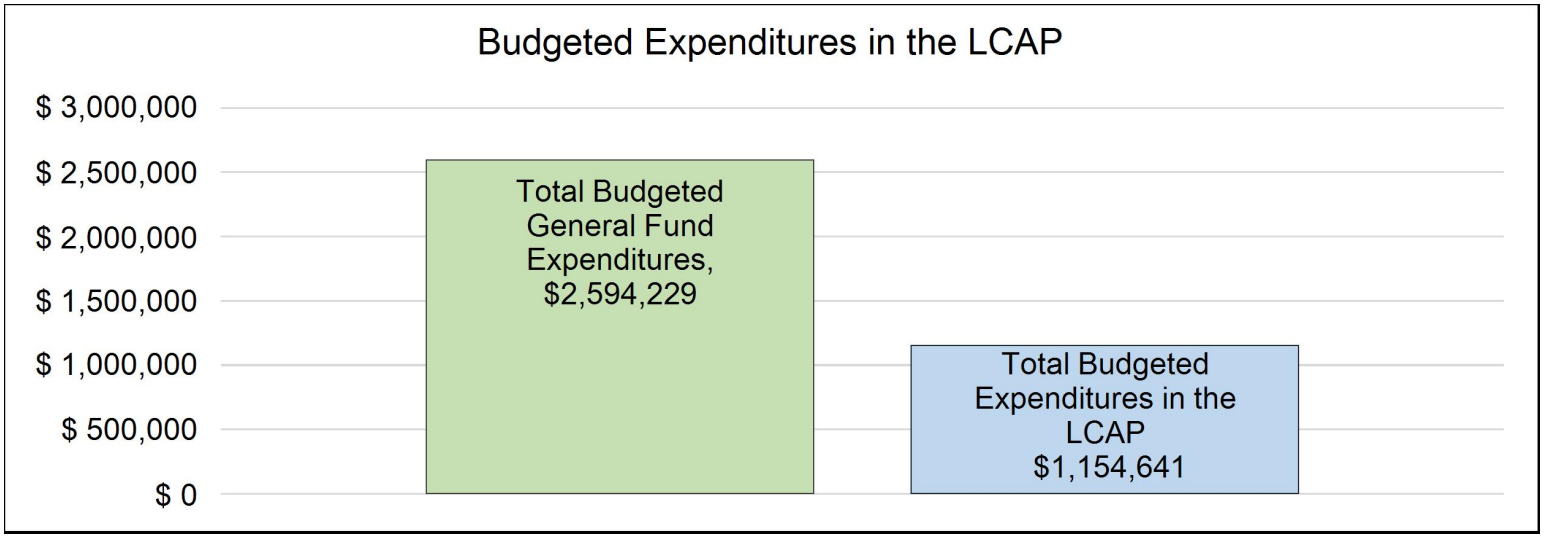


This chart shows the total general purpose revenue Chawanakee Academy Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Chawanakee Academy Charter is $2,644,419, of which $2,345,062 is Local Control Funding Formula (LCFF), $297,084 is other state funds, $2,273 is local funds, and $0 is federal funds. Of the $2,345,062 in LCFF Funds, $250,067 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 Chawanakee Academy Charter 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: Chawanakee Academy Charter plans to spend $2,594,229 for the 2026-27 school year. Of that amount, $1,154,641 is tied to actions/services in the LCAP and $1,439,588 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 for the school year not included in the LCAP include, but are not limited to: transportation, food services, classified salaries and statutory costs (not explicitly called out in a contributing LCAP action), administration salaries and statutory costs, utility costs, and site discretionary funds.

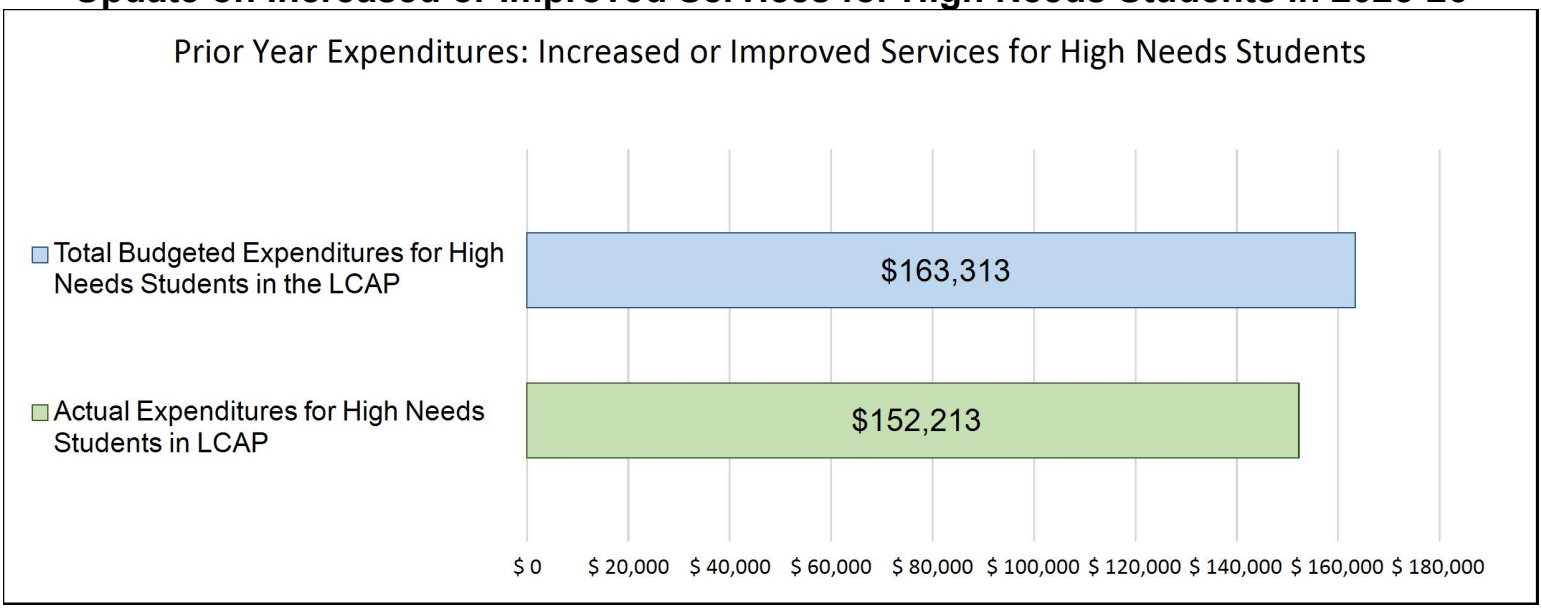
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Chawanakee Academy Charter is projecting it will receive $250,067 based on the enrollment of Foster Youth, English learner, and low-income students. Chawanakee Academy Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Chawanakee Academy Charter plans to spend $281,968 towards meeting this requirement, as described in the LCAP.

Additional actions that will be taken will be extra support for first and second year, additional co-curricular in middle school, and alignment on internal professional development for lead teachers.

LCFF Budget Overview for Parents

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



This chart compares what Chawanakee Academy Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Chawanakee Academy Charter 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, Chawanakee Academy Charter's LCAP budgeted $163,313 for planned actions to increase or improve services for high needs students. Chawanakee Academy Charter actually spent $152,213 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $11,100 had the following impact on Chawanakee Academy Charter’s ability to increase or improve services for high needs students:

Programs are planned and budgeted with estimates on costs. Actual costs can be more or less without affecting the implementation of the action. In addition, some goals and actions need additional time to implement a sustainable and quality program. The action may not be implemented due to the need for additional planning.
Dollars that aren't spent in the current year will roll forward to the next year to provide the increased and improved services.

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
Chawanakee Academy Charter	Ashley Bourdon Principal	abourdon@mychawanakee.org 559-868-4200

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.

Chawanakee Academy Charter (CAC) is committed to providing a flexible learning environment that allows students in grades TK-12 to meet the challenges they face academically, physically, and socially. Guided by the vision, “A community where a love of learning grows through strong relationships and family partnerships,” Chawanakee Academy operates as an independent study homeschool program where students, families, and staff work collaboratively to provide a safe, supportive, and engaging learning environment. CAC and Chawanakee Unified School District are committed to fostering a culture that promotes relationships, relevancy, rigor, resiliency, and meaningful family partnerships that support student success.

The District’s boundaries encompass a diverse area ranging from rural foothills to developing urban communities. Chawanakee Unified School District is the third largest district in California geographically, spanning approximately 867 square miles.

Enrollment for the 2025–26 school year is 164 students, including 105 socioeconomically disadvantaged students (64.0% of enrollment). Chawanakee Academy Charter has 8.6 FTE teachers on staff. All teachers are appropriately assigned pursuant to Education Code Section 44258.9 and are fully credentialed, with 0% misassignments and 0 vacancies. (Data Source: 2025 California Dashboard; District Calculated Based on CBEDS 2025). Chawanakee Academy Charter is WASC-accredited (2025).

Chawanakee Academy Charter and Chawanakee Unified School District are committed to delivering high expectations through rigorous and relevant learning opportunities while developing personalized student experiences through strong relationships, family partnerships, and

individualized support. The Chawanakee Unified School District will relentlessly pursue its mission of academic excellence for the students in its care by adhering to three core values:

- Teaching and Learning
- Student Engagement
- Character Development/Life and Career Skills

Reflections: Annual Performance

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

Chawanakee Academy Charter (CAC) remains committed to improving student achievement, increasing student engagement and connectedness, and ensuring equitable access to rigorous and individualized learning opportunities through the independent study and homeschool model. Educational partner feedback from students, parents, teachers, Community Advisory Committee meetings, Superintendent Forums, annual surveys, and ongoing family communication informed the development of the 2026–27 Local Control and Accountability Plan (LCAP) and refinement of district goals and actions. CAC continues to prioritize academic achievement, intervention systems, enrichment opportunities, professional development, communication systems, and individualized support structures designed to meet the unique needs of students and families within a non seat-based educational environment.

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CALIFORNIA DASHBOARD

Review of California Dashboard, CAASPP, i-Ready, and NWEA data demonstrates mixed academic outcomes over the last three years. While CA Dashboard results indicate continued challenges in English Language Arts and Mathematics achievement, particularly for socioeconomically disadvantaged (low-income) students, local assessment data and college/career readiness indicators demonstrate positive growth in several grade levels and student cohorts. Due to Chawanakee Academy's small student population of 164 students, including 105 low-income students, and grade-level cohorts frequently consisting of fewer than 20 students, percentage-based indicators may fluctuate significantly from year to year. With this in mind, CAC utilizes multiple local and statewide measures to monitor student achievement and program effectiveness.

English Language Arts (ELA) ALL Students CA Dashboard Data

2022–23 2023–24 2024–25

All Students. points below standard 25.2 15.2 47.1
Change Baseline Improved 10 points Declined 31.9 points

English Language Arts (ELA) LOW INCOME Students CA Dashboard Data

2022–23 2023–24 2024–25

All Students. points below standard	39.4	3.8	61.8
Change	Baseline	Improved 35.6 points	Declined 58 points

Reflection:
English Language Arts achievement demonstrated improvement during the 2023–24 reporting cycle before declining significantly during the 2024–25 Dashboard cycle. All Students improved from 25.2 points below standard in 2022–23 to 15.2 points below standard in 2023–24 before declining to 47.1 points below standard in 2024–25. Low-income students demonstrated a similar trend, improving from 39.4 points below standard in 2022–23 to 3.8 points below standard in 2023–24 before declining to 61.8 points below standard in 2024–25.

While Dashboard data reflects continued academic challenges in ELA, CAC's small student population of 164 students, including 105 low-income students, significantly impacts percentage-based indicators and subgroup performance. Many grade-level cohorts include fewer than 20 students, meaning the performance of only a few students can substantially impact Dashboard outcomes and distance-from-standard calculations from year to year. CAC will continue strengthening literacy intervention systems, PLC collaboration, instructional coaching, and professional development focused on improving reading achievement and long-term academic outcomes for all students, particularly low-income students.

MATH ALL Students CA Dashboard Data

2022–23	2023–24	2024–25
All Students. points below standard	80.9	76.3	96.3
Change	Baseline	Improved 4.6 points	Declined 20 points

MATH LOW INCOME Students CA Dashboard Data

2022–23	2023–24	2024–25
All Students. points below standard	99.8	88.9	121.2
Change	Baseline	Improved 10.9 points	Declined 22 points

Reflection:
Mathematics achievement continues to represent one of Chawanakee Academy Charter's greatest academic needs. Review of California Dashboard data demonstrates inconsistent mathematics performance for both All Students and low-income students over the last three years. All Students improved slightly from 80.9 points below standard in 2022–23 to 76.3 points below standard in 2023–24 before declining to 96.3 points below standard in 2024–25. Low-income students demonstrated a similar trend, improving from 99.8 points below standard in 2022–23 to 88.9 points below standard in 2023–24 before declining to 121.2 points below standard in 2024–25.

While Dashboard data reflects continued academic challenges in mathematics, CAC's small student population of 164 students, including 105 low-income students, significantly impacts percentage-based indicators and subgroup performance. Many grade-level cohorts include fewer than 20 students, meaning the performance of only a few students can substantially impact Dashboard outcomes from year to year.

These data indicate a continued need for targeted mathematics intervention, instructional alignment, supplemental curriculum supports, and professional development focused on mathematics instruction within the independent study and homeschool model. CAC will continue prioritizing individualized intervention supports, PLC collaboration, instructional coaching, and parent support systems to strengthen foundational mathematics skills and improve long-term mathematics achievement outcomes for all students, particularly low-income students.

LOCAL ASSESSMENT DATA

i-Ready English Language Arts (ELA) – Percentage of ALL Students at or Above Grade Level

Grade Level	2023–24	2024–25	2025–26
1st Grade	60%	36%	50%
2nd Grade	50%	100%	34%
3rd Grade	40%	30%	50%
4th Grade	29%	25%	29%
5th Grade	13%	40%	80%
6th Grade	73%	48%	50%
7th Grade	57%	53%	35%
8th Grade	41%	65%	50%

i-Ready ELA
Percentage of LOW-INCOME Students At or Above Grade Level

Student Group	2023–24	2024–25	2025–26
Low-Income Students	31%	45%	43.9%
Non-Low-Income	58%	50%	57.7%

Reflection:
Review of i-Ready ELA data demonstrates improvement in literacy achievement for low-income students between the baseline year and current reporting cycle. Several grade levels demonstrated significant growth during the 2025–26 school year, including Grade 5 increasing

from 40% to 80% at or above grade level. Student performance across grade spans remained inconsistent, reinforcing the need for individualized intervention, progress monitoring, and differentiated instruction within the independent study and homeschool model.

i-Ready Mathematics – Percentage of Students at or Above Grade Level

Grade Level	2023–24	2024–25	2025–26
1st Grade	80%	50%	66%
2nd Grade	38%	50%	50%
3rd Grade	23%	18%	17%
4th Grade	29%	38%	13%
5th Grade	22%	20%	60%
6th Grade	36%	28%	28%
7th Grade	38%	13%	10%
8th Grade	26%	58%	12%

i-Ready MATHEMATICS
Percentage of LOW-INCOME Students At or Above Grade Level

Student Group	2023–24	2024–25	2025–26
Low-Income Students	21%	32%	35.1%
Non-Low-Income	46%	46%	30.8%

Reflection:
Mathematics performance demonstrated inconsistent achievement across grade levels; however, low-income student performance improved over the three-year reporting period. Local data demonstrated notable growth in several grade levels, particularly Grade 5 Mathematics increasing from 20% to 60% at or above grade level between Spring 2025 and Spring 2026. CAC continues to identify mathematics as a priority area for intervention, instructional alignment, and professional development.

NWEA READING (9–12 Grade/ High School)

Grade Level	2023–24	2024–25	2025–26
9th Grade	225.00	225.67	235.13
10th Grade	232.42	225.24	226.89
11th Grade	233.55	227.74	229.67
12th Grade	228.78	234.15	236.75

Reflection:
NWEA Reading data demonstrated growth in several high school grade levels over time, particularly in Grades 9 and 12. These results indicate positive outcomes associated with individualized learning plans, literacy intervention supports, and flexible instructional practices within the independent study model.

NWEA MATHEMATICS (9–12 Grade/ High School)

Grade Level	2023–24	2024–25	2025–26
9th Grade	232.17	223.92	247.13
10th Grade	239.83	238.51	236.89
11th Grade	237.75	244.83	235.41
12th Grade	238.22	234.15	238.55

Reflection:
NWEA Mathematics data demonstrated fluctuating performance across cohorts, though Grade 9 Mathematics demonstrated significant growth during the 2025–26 school year. CAC staff identified the need for continued mathematics intervention, instructional alignment, and professional development focused on supporting students within the homeschool and independent study model.

ATTENDANCE, ENGAGEMENT, AND SCHOOL CLIMATE

Attendance and engagement data demonstrated strong student participation and positive school connectedness within the CAC program. CAC maintained a 99.7% ADA rate during the 2025–26 school year, reflecting strong family engagement and participation in the independent study model.

Educational partner feedback consistently identified flexible learning opportunities, individualized instruction, enrichment opportunities, strong relationships with staff, and hands-on learning experiences as strengths of the program. Students and parents also expressed interest in expanded enrichment opportunities, electives, field trips, and intervention supports. In response, CAC expanded small-group intervention opportunities, enrichment days, field trips, and collaborative learning opportunities across multiple campuses to increase accessibility for families.

PROFESSIONAL DEVELOPMENT, PLCs, AND SYSTEMS OF SUPPORT

CAC teachers participated in cross-district Professional Learning Communities (PLCs) focused on identifying priority standards, analyzing student data, developing common assessments, and strengthening instructional alignment across grade spans. Teachers also participated in professional development and instructional coaching related to intervention systems, supplemental curriculum, and instructional practices designed specifically for a non seat-based educational environment.

Educational partner feedback consistently identified the importance of teacher communication, intervention supports, enrichment opportunities, and individualized learning plans within the homeschool model. Challenges remain regarding the limited amount of time students spend directly with credentialed teachers and specialists, as well as the need for continued family engagement and follow-through with intervention supports and independent learning expectations. In response, CAC will continue strengthening communication systems, intervention opportunities, parent support systems, and professional development focused on instructional strategies for unduplicated pupils.

LEARNING RECOVERY EMERGENCY BLOCK GRANT (LREBG)

Chawanakee Academy did not receive Learning Recovery Emergency Block Grant (LREBG) funds during the 2025–26 school year but will receive $16,209 in 2026–27. Based on the preliminary needs assessment and review of Dashboard and local data, these funds will be strategically allocated to address academic intervention needs. Planned uses include additional academic engagement and intervention strategies designed to improve academic outcomes, as well as professional development Action 1.4) in Science of Reading (early literacy) and mathematics instructional practices for TK–12 teachers and support staff. These actions are intended to strengthen foundational literacy and mathematics instruction while increasing staff capacity to meet the academic and social-emotional needs of students experiencing the greatest barriers to success.

Through continued collaboration with educational partners and ongoing analysis of local and statewide data, Chawanakee Academy Charter will continue refining systems designed to improve student achievement, engagement, attendance, and equitable access to high-quality learning opportunities for all students within the independent study and homeschool model.

Reflections: Technical Assistance

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

In the 2024–25 school year, the District was identified for Differentiated Assistance support with Madera County Superintendent of Schools for Students with Disabilities Suspension Rates because the District was identified as Red on the California Dashboard. While the identified student group was Students with Disabilities, the team recognized that improvements to behavior systems and disciplinary practices would positively impact all students. This work became a multi-year systems improvement process focused on improving equitable behavior supports, reducing suspensions, and increasing consistency in disciplinary practices across school sites.

The committee members included the Director of Student Services, two principals, two teachers, a program director, two county personnel, and the Superintendent. Throughout the Differentiated Assistance process, the team reviewed suspension data, analyzed root causes, and identified inconsistencies in disciplinary practices and site-level behavior expectations. As a result, the District prioritized the development of a districtwide Behavior Matrix to improve consistency, communication, and behavioral supports for students.

Following six additional Differentiated Assistance meetings during the 2025–26 school year, the District developed a working Behavior Matrix that principals have already begun using as a tool to guide decision-making regarding student behavior support and discipline. The matrix is intended to support more equitable treatment of student misbehavior across sites, improve handbook alignment, and help parents and students better understand district policies, expectations, and behavioral guidelines. The District also developed a training and communication plan for implementation of the Behavior Matrix, which will serve as the districtwide guiding document for behavior support and discipline. District leadership and principals will continue refinement work and feedback collection during Summer 2026, followed by staff and family communication and training during the 2026–27 school year. This work is supported through Action 1.6 of the LCAP.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (CSI).

Support for Identified Schools

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

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable. There are no school in the LEA eligible for comprehensive support and improvement (CSI).

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers were engaged in the development of the LCAP throughout the 2025–26 school year through multiple opportunities for feedback, collaboration, and shared decision-making. Annual Teacher Surveys were disseminated in Spring 2026 to gather input regarding the effectiveness of actions identified in the 2025 LCAP and to identify priorities for future planning. Additional teacher engagement opportunities included: -Monthly staff meetings -Professional Learning Communities (PLCs) -Guiding Coalition meetings, where teacher leaders representing grade spans and departments met monthly with district leadership -Professional Development feedback surveys were collected following each training session -Labor Partner Breakfast meetings with bargaining unit representatives
Principals, Administrators, Directors	Administrative engagement opportunities included: -Administrative PLC time for principals and district leadership to collaboratively analyze academic, attendance, behavior, and survey data and determine next steps for improvement

Educational Partner(s)	Process for Engagement
	-Principal Learning Network meetings, where principals presented site-based Problems of Practice and collaborated on strategies and solutions -Monthly Leadership Team meetings with principals and administrators -Weekly cabinet and director meetings with the Superintendent involving Food Services, Student Services, Technology/Information Services, Maintenance, Operations and Transportation (MOT), the Coordinator of State and Federal Programs, and the Chief Business Officer to discuss district goals, implementation, and decision-making aligned to the LCAP and Strategic Plan -Mid-year LCAP data and goal review meetings held on December 6 and March 26 -SPSA alignment workshop on January 29, where all principals aligned Site Plans for Student
Students	Students were engaged in the development of the LCAP throughout the 2025–26 school year through leadership opportunities, surveys, advisory meetings, and school-site planning processes designed to gather student voice and feedback regarding district goals, programs, and supports. Student engagement opportunities included: --Collaboration meetings at school sites where student feedback and perspectives were shared and discussed in relation to LCAP priorities through ASB student leadership. Participation of high school student leaders in the Superintendent Forum held on March 18, 2026, which included presentations on LCAP goals, district data, and engagement protocols to gather student feedback --Annual Student Surveys administered in Spring 2026 for students in grades 4–12, with over 90% participation districtwide; survey results

Educational Partner(s)	Process for Engagement
	directly informed actions related to student engagement, school climate, wellness, and academic achievement --Participation in Community Advisory Committee discussions, including the June 1, 2026 meeting --Enrichment and Intervention weekly in-person opportunities with teachers and school staff
Parents	Parents were engaged in the development of the LCAP throughout the 2025–26 school year through surveys, advisory meetings, community forums, and school-site leadership opportunities designed to gather feedback on district goals, actions, and priorities related to the independent study and homeschool program. Parent engagement opportunities included: Superintendent Forums held on October 1, December 17, and March 18, which included presentations on LCAP goals, district data, and engagement protocols to collect parent feedback Coffee with the Superintendent meetings held on March 4, March 13, and March 24, 2026 (morning and evening sessions) at various locations throughout the District to accommodate parent schedules and increase participation Community Advisory Committee meetings held on October 28, February 10, April 14, and June 1, 2026 Annual Parent Surveys disseminated in Spring 2026 to gather feedback on district practices, priorities, school connectedness, enrichment opportunities, intervention supports, communication systems, and LCAP actions Site Council participation opportunities to support development and approval of School Plans for Student Achievement (SPSAs) aligned to district LCAP goals and actions To promote transparency and ongoing communication, all parent questions submitted during meetings and forums were responded to on the district website within 72 hours following each meeting.

Educational Partner(s)	Process for Engagement
SELPA	Two Resource Specialist Program (RSP) teachers provided weekly consultative services to support individualized learning plans, intervention strategies, accommodations, and academic progress for students with disabilities. Additionally, speech and language services were provided to eligible students to support communication development and access to instruction.

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

The adopted LCAP has been influenced by the feedback provided by educational partners and specifically through surveys disseminated in conjunction with re-certifying for WASC accreditation. Student and parent feedback tell CAC that additional enrichment is desired to increase student engagement and connectivity to school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Chawanakee Academy Charter will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Chawanakee Unified School District will provide a collaborative educational environment that effectively recruits, trains, supports, and retains highly effective teachers and support staff that provides all students the services and materials needed to participate successfully in a 21st Century educational experience. Based on state and local assessment data, educational partner consultation, and other collected data the District identifies this Goal and subsequent Actions as priorities for the District. Goal 1 is a broad goal in support of providing high-quality fully credentialed teachers, services and materials for our students. Chawanakee Unified does not receive concentration funding, is located in a rural setting spread across 687 square miles, and competes with larger urban districts for the same teacher pool. Students need sufficient access to standards-aligned instructional materials, instructional technology, connectivity, and a safe, clean environment within which students and learn and thrive.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percentage of appropriately assigned and fully credentialed teachers	100% Fully Credentialed 0% Misassignments 0 Vacancies Fully Credentialed Metric: Data Year: 2022-23	100% Fully Credentialed 0% Misassignments 0 Vacancies Fully Credentialed Metric:	100% Fully Credentialed 0% Misassignments 0 Vacancies Fully Credentialed Metric:	100% Fully Credentialed 0% Misassignments 0 Vacancie	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: 2023 CA Dashboard Misassignments & Vacancies Metrics: Data Year: 2023-2024 Data Source: District Calculated based on CBEDS 2023	Data Year: 2023-24 Data Source: 2024 CA Dashboard Misassignments & Vacancies Metrics: Data Year: 2024-2025 Data Source: District Calculated based on CBEDS 2024	Data Year: 2024-25 Data Source: 2025 CA Dashboard Misassignments & Vacancies Metrics: Data Year: 2025-2026 Data Source: District Calculated based on CBEDS 2025		
1.2	Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2023-24 Data Source: Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2024-25 Data Source: Facilities Inspection Tool (FIT)	All school sites were rated as being maintained in "good or exemplary" repair. Data Year: 2025-26 Data Source: Facilities Inspection Tool (FIT)	All facilities will be continue to be maintained in "good or exemplary" repair.	
1.3	100% of students with access to standards-aligned instructional materials	100% Data Year: 2022-23 Data Source: 2023 CA Dashboard	100% Data Year: 2023-24 Data Source: 2024 CA Dashboard	100% Data Year: 2024-25 Data Source: 2025 CA Dashboard	Maintain 100%	
1.4	Broad Course of study for all students, including unduplicated pupils and pupils with exceptional needs	Students enrolled in advanced academic courses: All XXX% Low-income XXX%	Students enrolled in advanced academic courses: All 24.3%	Students enrolled in advanced academic courses: All 0% Low-income 0%	Students enrolled in advanced academic courses: 40%	Students enrolled in advanced academic courses: All 0% Low-income 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students enrolled in VAPA courses: All XXX% Low-income XXX% Data Year: 2023-24 Data Source: CALPADS Fall 2	Low-income 30.77% Students enrolled in VAPA courses: All 30% Low-income 10.4% Data Year: 2024-25 Data Source: District Calculator	Students enrolled in VAPA courses: All 11% Low-income 58% Data Year: 2024-25 Data Source: District Calculator	Students enrolled in VAPA courses: 40%	Students enrolled in VAPA courses: All declined 19% Low-income increased 47.6% Data Year: 2024-25 Data Source: District Calculator
1.5	Level of implementation of state standards for all students	Full Implementation & Sustainability Data Year: 2022-23 Data Source: 2023 CA Dashboard	Full Implementation & Sustainability Data Year: 2023-24 Data Source: 2024 CA Dashboard	Full Implementation & Sustainability Data Year: 2024-25 Data Source: 2025 CA Dashboard	Maintain Full Implementation & Sustainability levels	
1.6	Local iReady Benchmarks (K-8, ELA)	iReady ELA scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 60 2 50 3 40 4 29	iReady ELA scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 36 2 100 3 30 4 25	iReady ELA scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 50, increase 14 2 34, decrease 66 3 50, increase 20 4 29, increase 4	55% of students in each grade assessing at or above grade level on the spring administration of iReady	iReady ELA scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the difference in percentage from the baseline. 1 increased 10 2 decreased 16 3 increased10 4 no change 5 increased 67

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		5 13 6 73 7 57 8 41 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. Low-Income - 31% NON-Low-Income - 58%	5 40 6 48 7 53 8 65 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. Low-Income - 45% NON-Low-Income - 50%	5 80, increase 40 6 50, increase 2 7 35, decrease 18 8 50, decrease 15 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. Low-Income - 43.9%, drecease 1.1% NON-Low-Income - 57.7%, increase of 7.7%		6 decreased 23 7 decreased 22 8 increased 9 Numbers below represent the difference in percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA from baseline. SED increased 12.9% NON-SED decreased 0.3%
1.7	Local iReady Benchmarks (K-8, Math)	iReady Math scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 80 2 38 3 23	iReady Math scores based upon the final administration of the assessment in Spring 2025. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 50 2 50	iReady Math scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 66, increase by 16	40% of students in each grade assessing at or above grade level on the spring administration of iReady	iReady Math scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the difference in percentage from the baseline. 1 decreased 12 2 increased 12 3 decreased 6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		4 29 5 22 6 36 7 38 8 26 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math. SED 37.2% NON-SED 34.6%	3 18 4 38 5 20 6 28 7 13 8 58 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math. SED 21% NON-SED 46% SED - 27% NON-SED - 38%	2 50 3 17, decrease by 1 4 13, decrease by 25 5 60, increase by 40 6 28 7 10, decreased by 3 8 12, decreased by 32 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math. SED: 33% NON-SED 48% NON-SED: 30.8%, decrease by 7.2%		4 decreased 16 5 increased 38 6 decreased 8 7 decreased 28 8 decreased 14 Numbers below represent the difference in percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math from baseline. SED decreased 4.2% NON-SED Increased by 13.4%
1.8	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA: 9th - 225 10th - 232.42 11th - 233.55 12th - 228.78	Reading score averages on the spring administration of NWEA: 9th: 225.67 10th : 225.24 11th: 227.74 12th: 234.15	Reading score averages on the spring administration of NWEA: 9th: 235.13 10th: 226.89 11th: 229.67 12th: 236.75	Average Scores on the NWEA assessments (spring administration): 9th: 235 10th: 240 11th: 240 12th: 240	Reading score averages on the spring administration of NWEA: 9th: increased10.13 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: NWEA	Data Year: 2024-25 Data Source: NWEA	Data Year: 2025-26 Data Source: NWEA		10th: decreased 5.53 points 11th: decreased 3.88 points 12th: increased 7.97 points Data Year: 2025-26 Data Source: NWEA
1.9	Local NWEA Benchmarks (9-12, Math)	Math score averages on the spring administration of NWEA: 9th - 232.17 10th - 239.83 11th - 237.75 12th - 238.22 Data Year: 2023-24 Data Source: NWEA	Math score averages on the spring administration of NWEA: 9th - 223.92 10th - 238.51 11th - 244.83 12th - 234.15 Data Year: 2024-25 Data Source: NWEA	Math score averages on the spring administration of NWEA: 9th - 247.13 10th - 236.89 11th - 235.41 12th - 238.55 Data Year: 2025-26 Data Source: NWEA	Average Scores on the NWEA assessments (spring administration): 9th- 235 10th- 240 11th- 240 12th- 240	Reading score averages on the spring administration of NWEA: 9th: increased 14.96 points 10th: decreased 2.94 points 11th: decreased 2.34 points 12th: increased 0.33 points Data Year: 2025-26 Data Source: NWEA
1.10	CA Dashboard for grades 3-8 and 11 in ELA: Distance from Standard	2023 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 25.2 points below grade-level standard	2024 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 15.2 points below	2025 CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: 47.1 points below	0 points below standard	CA Dashboard for grades 3-8 and 11 in ELA: ALL Students: Declined by 21.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED (low-income) students: 39.4 points below grade-level standard Data Year: 2022-23 Data Source: 2023 CA Dashboard	grade-level standard SED (low-income) students: 3.8 points below grade-level standard Data Year: 2023-24 Data Source: 2024 CA Dashboard	standard, declined 31.9 Points SED (low-income) students: 61.8 points below standard, Declined 58 Points Data Year: 2024-25 Data Source: 2025 CA Dashboard		SED (low-income) students: Declined by 22.4 points Data Year: 2024-25 Data Source: 2025 CA Dashboard
1.11	CA Dashboard for grades 3-8 and 11 in Math: Distance from Standard	2023 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 80.9 points below grade-level standard SED (low-income) students: 99.8 points below grade-level standard Data Year: 2022-23 Data Source: 2023 CA Dashboard	2023 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 76.3 points below grade-level standard SED (low-income) students: 88.9 points below grade-level standard Data Year: 2023-24 Data Source: 2024 CA Dashboard	2025 CA Dashboard for grades 3-8 and 11 in Math: ALL Students: 96.3 points below standard, Declined 20 Points SED (low-income) students: 48.7 points below standard, Declined 22 Points Data Year: 2024-25 Data Source: 2025 CA Dashboard	0 points below standard	CA Dashboard for grades 3-8 and 11 in Math: ALL Students: Declined by 15.4 points SED (low-income) students: Increased by 51.1 points Data Year: 2024-25 Data Source: 2025 CA Dashboard

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.

Chawanakee Academy continued to implement actions focused on improving academic achievement through professional development, instructional alignment, technology access, staff retention, and safe learning environments within the independent study and homeschool model. CAC successfully integrated teachers into districtwide Professional Learning Communities (PLCs), allowing teachers to collaborateacross school sites to identify priority standards, develop common assessments, analyze student data, and strengthen instructional practices. PLC collaboration also supported teachers in improving timely and effective communication with parents to better support student learning at home.

Additional successes included facility upgrades and classroom improvements designed to support enrichment opportunitis, intervention services, and flexible learning environments. CAC maintained a 1:1 student-to-device ratio and continued to provide updated technology and supplemental instructional resources to support instruction and intervention. CAC also maintained 100% fully credentialed teachers with no vacancies or misassignments, providing continuity and stability for students and families.

Challenges continued to include the inherent limitations within the homeschool and independent study model regarding the amount of instructional time students spend directly with credentialed teachers and intervention specialists. Student success often depends on strong family engagement and follow-through with individualized learning plans, intervention supports, and independent work expectations. Additionally, staff continued to work closely with families to address individualized academic and social-emotional needs, particularly for low-income students requiring additional intervention and support.

Action 1.1- Competitive Salary and Benefits- Implemented. CAC maintained competitive salary and benefits packages to support recriutment and retention of highly qualified staff.

Action 1.2- Facilities Maintenance and Repairs- Implemented. Facility upgrades and classroom improvements supported safe and engaging learning environments.

Action 1.3- Technology and Device Replacement- Implemented. CAC maintained a 1:1 student-to-device ratio and prioritized technology replacements and instructional technology supports.

Action 1.4- Professional Development and Instructional Coaching- Implemented. Teachers participated in district PLCs, curriculum alignment work, and instructional coaching focused on intervention, supplemental curriculum, and instructional practices within a non seat-based educational environment.

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.

No material differences

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

ACTION 1.1- Competitive Salary and Benefits- EFFECTIVE. Chawanakee Academy maintained a competitive salary and benefits package to support the recruitment and retention of highly qualified certificated staff. During the 2025-26 school year, all teachers remained fully credentialed, with 0% misassignments and 0 vacancies. Additionally, all teachers were retained from the previous school year, demonstrating strong staff stability and continuity of instruction for students. These results indicate that maintaining competitive compensation and benefits positively supported staff retention and the district's ability to maintain highly qualified teachers within the independent study program.

ACTION 1.2- School Facilities Maintenance and Repairs- EFFECTIVE. Chawanakee Academy continued to maintan school facilities that supported safe, clean, and functional learning environments for students and staff. Parent survey responses reflected positive perceptions regarding school facilities and the learning environment, indicating that facility maintenance and repairs supported student engagement and access to learning opportunities.

ACTION 1.3- Technology and Device Replacement- EFFECTIVE. Chawanakee Academy maintained a 1:1 student-to-device ratio to support instruction within the independent study and homeschool model. Parent survey responses indicated that families believe students have access to technology supports learning, and continued technology replacements and upgrades ensured students and staff had reliable access to instructional resources, communication systems, and digital learning platforms.

ACTION 1.4- Professional Development and Instructional Coaching- SOMEWHAT EFFECTIVE. Chawanakee Academy provided professional development focused on curriculum alignment, instructional coaching, supplemental curriculum implementation, and intervention practices within the independent study and homeschool model. Curriculum Associates provided training and coaching in Ready Reading, Ready Math, and Ready Writing through group support, classroom observations, and individualized feedback for teachers.

Local assessment data demonstrated areas of academic growth for low-income students. Spring 2026 i-Ready data indicated that 43.9% of low-income students were performing at or above grade level in ELA and 35.1% were performing at or above grade level in Math. Several grade levels also demonstrated growth from Spring 2025 to Spring 2026, including significant increases in Grade 5 ELA and Math performance. Additionally, CAASPP college and career readiness indicators improved in both ELA and Math during the 2024-25 school year.

However, CA Dashboard results continued to indicate ongoing academic needs for low-income students, particularly in Mathematics. Due to Chawanakee Academy's small student population of 164 students, including 105 low-income students, and grade-level cohorts often containing fewer than 20 students, assessment percentages may fluctuate significantly from year to year. These mixed results indicate that this action was somewhat effective.

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.

Action 1.4 will include professional development from multiple sources, not solely curriculum associates.

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	Hire and Retain Highly-Qualified Teachers	Maintain a competitive salary and benefits package for certificated staff to increase the district's ability to recruit highly-qualified candidates, to retain experienced teachers, and reduce overall teacher turnover.	$627,109.00	No
1.2	School Facilities Maintenance and Repairs	Maintain all CAC school facilities to continue to achieve "good" or "exemplary" repair status for all school sites on the most recent Facilities Inspection Tool (FIT) report.	$185,945.00	No
1.3	Technology Integration	CAC will maintain a 1:1 student to device ratio district-wide through device refreshments to ensure students have the most recent and reliable technology. CAC will continue to prioritize equipment replacement, additional cameras and supplies, chargers, projectors, etc.	$5,550.00	No
1.4	Professional Development	This action will provide professional development to include a focus on alignment, site-based coaching from the State and Federal Coordinator, and training specifically for supplemental curriculum in a non seat-based school environment.	$26,248.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Chawanakee Academy Charter and Chawanakee Unified will provide opportunities to increase the level of participation from students, parents, families, and staff so they are connected and engaged to their school to ensure student success.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data CAC identifies this Goal and subsequent Actions as priorities. Goal 2 is a broad goal focused on improving performance cross the wide range of metrics listed below. Opportunities parents and community to participate and communicate effectively need to continue to grow in order for students to reach their academic and social-emotional goals. Parents also need to be supported in their efforts to become informed and educated so that they can promote educational success for their children. Students need to be supported in their efforts to be more connected to their school through enrichment opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate	98.89% ADA rate Data Source: P-2 2023-24	98.78% ADA rate Data Source: P-2 2024-25	99.7% ADA rate Data Source: P-2 2025-26	99% ADA rate	+0.81 ADA rate
2.2	Chronic Absenteeism Rate	5.8% Chronically Absent Rate (Orange) Data Source: 2023 CA Dashboard Data Year: 2022-23	0% Chronically Absent Rate Data Source: 2024 CALPADS Data Year: 2024-25	7.3% Chronically absent Data Source: 2025 CALPADS Data Year: 2025-26	0% Chronically Absent	Increase 1.5% Data Source:CALPADS Data Year: 2025-26

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Middle School Dropout Rate	0% Data Source: Manually calculated Data Year: 2023-24	0% Data Source: Manually calculated Data Year: 2024-25	0% Data Source: Manually calculated Data Year: 2025-26	0%	
2.4	High School Dropout Rate	0% Data Source: CALPADS Data Year: 2023-24	0% Data Source: CALPADS Data Year: 2024-25	0% Data Source: CALPADS Data Year: 2025-26	0%	
2.5	High School Graduation Rate	92.6% Data Source: 2023 CA Dashboard Data Year: 2022-23	100% Data Source: 2024 CA Dashboard Data Year: 2023-24	100% Data Source: 2025 CA Dashboard Data Year: 2024-25	100%	
2.6	Suspension Rate	0.7% Data Source: 2023 CA Dashboard Data Year: 2022-23	0 % Data Source: 2024 CA Dashboard Data Year: 2023-24	0 % Data Source: 2025 CA Dashboard Data Year: 2024-25	0%	
2.7	Expulsion Rate	0% Data Source: Manually calculated Data Year: 2023-24	0% Data Source: Manually calculated Data Year: 2024-25	0% Data Source: Manually calculated Data Year: 2025-26	0%	
2.8	Points Above or Below Standard in ELA and Math (CAASPP)	ALL Students: ELA: 25.2 points below standard	ALL Students: ELA: 15.2 points below standard	ALL Students: ELA: 47.1 points below standard	0 points below standard	ALL Students: ELA: Declined by 21.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math: 80.9 points below standard Low-Income (SED) Students: ELA: 39.4 points below standard Math: 99.8 points below standard Data Source: 2023 CA Dashboard Data Year: 2022-23	Math: 76.3 points below standard Low-Income (SED) Students: ELA: 3.8 points below standard Math: 88.9 points below standard Data Source: 2024 CA Dashboard Data Year: 2023-24	Math: 96.3 points below standard Low-Income (SED) Students: ELA: 61.8 points below standard Math: 121.2 points below standard Data Source: 2025 CA Dashboard Data Year: 2024-25		Math: Declined by 15.4 points Low-Income (SED) Students: ELA: Declined by 22.4 points Math: Declined by 21.4 points Data Source: CA Dashboard
2.9	Annual Student Survey Data	NEED SOMETHING HERE. See Action 4 of this Goal. Need questions about connectivity to school, happy at school, happy with enrichment offered.	98% of students reported they want to do well in school. 95% of students reported they come to class prepared. 88% reported that they are motivated to learn 82% reported that they like coming to school Data Source: 2025 Annual Student Survey	86.4% of students reported they want to do well in school. 77.3% of students reported they come to class prepared. 83.3% reported that they are motivated to learn 77.3% reported that they like coming to school Data Source: 2026 Annual Student Survey	>90% of students reported they want to do well in school. >90% of students reported they come to class prepared. >90% reported that they are motivated to learn >90% reported that they like coming to school	Declined by 11.6% of students reported they want to do well in school. Declined by 17.7% of students reported they come to class prepared. Declined by 4.7% reported that they are motivated to learn Declined by 4.7% reported that they like coming to school

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25	Data Year: 2025-26		Data Source: Annual Student Survey

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.

Chawanakee Academy continued to increase parent participation, student engagement, and connectedness to school through enrichment opportunities, intervention supports, communication systems, and expanded learning experiences within the independent study and homeschool model. CAC provided enrichment days, field trips, hands-on learning experiences, advanced coursework opportunities, intervention supports, and community-building activities to support both academic and social-emotional growth for students across grade spans. Additional in-person small-group math interventions were implemented across multiple grade levels to provide targeted support from credentialed teachers for students struggling to master grade-level standards. CAC also expanded opportunities for field trips and enrichment activities on multiple campuses to provide increased flexibility and accessibility for families.

Challenges during implementation included the inherent difficulties within the homeschool and independent study model in consistently supporting struggling students who were not regularly attending on-campus intervention opportunities. Parent engagement and follow-through with intervention supports and independent work expectations also continued to present challenges for some families. Additionally, socioeconomic barriers for low-income families impacted student participation in some enrichment opportunities and access to outside academic supports. Despite these challenges, CAC continued to demonstrate strong attendance and engagement through flexible programming, individualized support, and relationship-centered practices.

Action 2.1- Communication- Implemented. Communication was consistently provided through Aeries, Canvas, ParentSquare, Class Dojo, Edlio, and Raptor to support school-home communication and family engagement.

Action 2.2- Health Services- Implemented. The district nurse provided vision and hearing screenings, wellness monitoring, referrals, and support for student health needs.

Action 2.3- Expanded Electives and Advanced Coursework- Implemented. Students participated in advanced coursework, electives, and high school credit opportunities through Minarets High School.

Action 2.4- Enrichment Opportunities- Implemented. CAC provided enrichment opportunities, field trips, hands-on learning experiences, and small-group intervention supports across grade levels.

Action 2.5- Expansion of Co-Curricular Activities- Implemented. Unduplicated students participated in districtwide 6th grade overnight science camp and the 8th grade capstone science trip at no cost to families.

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.

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

ACTION 2.1- Communication- EFFECTIVE. This action was determined to be Effective in making progress toward Goal 2. Chawanakee Academy continued to utilize multiple communication platforms, including Aeries, Canvas, ParentSquare, Class Dojo, Edlio, and Raptor, to support consistent communication between school and home. Parent survey responses indicated that families value the school's communication systems, individualized support, and strong relationships with staff and administration. Parents frequently referenced teacher accessibility, responsiveness, and the positive partnership between home and school as strengths of the program. Students also identified supportive staff and strong relationships with teachers as positive aspects of the school environment. These results indicates that the communication systems supported positive school-family engagement and student connectedness throughout the school year.

ACTION 2.2- Registered Nurse and Wellness Services- EFFECTIVE. This action was determined to be Effective in making progress toward Goal 2. Chawanakee Academy continued to provide access to a registered nurse to oversee student wellness services, including routine vision and hearing screenings, health monitoring and support for student health needs. During the 2025-26 school year, the number of students passing hearing and vision screenings increased slightly, indicating improved identification and support of student wellness needs.

Additionally, CAC maintained strong student engagement and attendance throughout the school year, including a 99.7% ADA rate. The continued focus on student wellness, early identification of health concerns, and access to health-related supports contributed positively to student attendance and participation within the independent study model. These outcomes indicate that wellness services and nursing supports were effective in supporting student access to learning and reducing barriers related to health and attendance.

ACTION 2.3- Expanded Electives and Advanced Coursework for 8th Grade Students- EFFECTIVE. Chawanakee Academy continued to provide opportunities for 8th grade students to participate in advanced coursework and elective classes at Minarets High School while earning high school credits. This action increased access to enrichment opportunities, expanded course options, and supported college and career readiness for middle school students within the independent study model.

Student survey responses reflected positive perceptions regarding future preparation, opportunities for advanced learning, and flexible educational pathways. Students frequently referenced appreciation for electives, career preparation, life skills courses, and opportunities to take advanced or college-level coursework. Additionally, graduation outcomes remained strong, with the 2025 CA Dashboard reporting a 95.7% graduation rate for Chawanakee Academy students.

Although this action is principally directed toward low-income 8th grade students, allstudents benefited from increased access to advanced classes, electives, and early high school credit opportunities. These results indicate that expanded course access positively supported student engagement, preparation for high school, and long-term academic success.

ACTION 2.4- Enrichment Opportunities- EFFECTIVE. Chawanakee Academy continued to provide enrichment opportunities through the support of a Roving Enrichment Teacher and sub-contracted enrichment activities both on and off campus. Enrichment opportunities included hands-on learning experiences, electives, career exploration activities, college preparation opportunities, and flexible learning experiences aligned to student interests.

Student and parent survey responses reflected positive feedback regarding enrichment opportunities, individualized learning experiences, and student engagement. Students frequently identified electives, hands-on learning, career exploration, field trips, art, college classes, and flexible learning opportunities as positive aspects of the program. Parents also identified enrichment opportunities, field trips, individualized learning, and flexible scheduling as strengths of Chawanakee Academy. These survey responses indicate that enrichment opportunities positively supported student engagement, school connectedness, and individualized learning experiences within the independent study model.

Action 2.5- Expansion of Co-Curricular Activities- EFFECTIVE. Action 2.5- Unduplicated students were supported in attending the District's 6th grade overnight science camp and 8th grade capstone science trip at no cost to families. Student and parent survey responses demonstrated strong appreciation for field trips, hands-on learning experiences, enrichment opportunities, and opportunities for students to build relationships with peers and staff. Parents and students identified these experiences as valuable components of the Chawanakee Academy program. By removing financial barriers to participation, this action increased equitable access to enrichment opportunities and supported student engagement, school connectedness, and experiential learning for unduplicated students.

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.

Planned Change: Action 2.3 will no longer be "8th Grade" only, but will include opportunties ofr 7th graders as well.

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	Communication	CAC will provide multiple methods for communication. The communication systems (Aeries, Canvas, ParentSquare, Class Dojo, Edlio, and Raptor) will be used to monitor school-to-home communications. District and school websites will provide current and emergency information.	$9,366.00	No

Action #	Title	Description	Total Funds	Contributing
		Annual Parent Survey responses will help to gauge if current communication practices translate to more favorable survey responses.		
2.2	Health Services	CAC will provide a registered nurse to oversee wellness for the entire student population to include routine vision and hearing screenings.	$33,562.00	Yes
2.3	Middle School Enrichment	This action will provide for prep-buyout costs at Minarets High School to enable 8th grade students to participate in electives and advanced classes and will enable students to obtain high school credits in middle school. Based upon 90 days/year (block schedule).	$98,533.00	Yes
2.4	Enrichment Opportunities	This action will provide the following (1) FTE Roving Enrichment Teacher and sub-contracted enrichment on and off-site.	$57,995.00	Yes
2.5	Expansion of Co-Curricular Activities	CUSD will provide funding so that all Unduplicated Students in the 6th grade may attend the overnight science trip at no cost (this 6th grade trip is a District standard for all elementary sites) as well as the 8th grade capstone science trip.	$3,423.00	Yes
2.6	Special Education	All costs associated with the LEA's SPED program.	$13,758.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CUSD is a district of academic excellence that provides equity and access for all students in all student groups, utilizing academic rigor through best first instruction and systematic intervention to ensure that all students graduate college and career ready.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Based on state and local assessment data, educational partner consultation, and other collected data the district identifies this goal and subsequent actions as priorities for the district. Goal 3 is a broad goal, focused on improving performance across a wide range of metrics including, but not limited to: ELA and Math scores on the California Assessment of Student Performance and Progress (CAASPP) System, increases in the percentage of students demonstrating college preparedness as measured by the EAP, and for those students not taking the CAASPP (grades TK-2, 9-10, and 12 grades) increases on internal assessments (iReady for elementary students and NWEA for high school students).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Access to standards aligned instructional materials	100% Data Year: 2022-23 Data Source: Dashboard Fall 2023	100% Data Year: 2023-24 Data Source: Dashboard Fall 2024	100% Data Year: 2024-25 Data Source: Dashboard Fall 2025	100% access to standards aligned instructional materials	
3.2	CAASPP (ELA)	40% of CAC students met or exceeded standard. 33% of Socioeconomically	41% of CAC students met or exceeded standard.	32.3% of CAC students met or exceeded standard.	80% of CAC students met or exceeded standard.	Decrease of 7.7% of CAC students met or exceeded standard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Disadvantaged students met or exceeded standards. Data Year: 2022-2023 Data Source: CAASPP Results, CA Dashboard CA Dashboard	39% of Socioeconomically Disadvantaged students met or exceeded standards. Data Year: 2023-2024 Data Source: CAASPP Results, CA Dashboard CA Dashboard	24.6% of Socioeconomically Disadvantaged students met or exceeded standards. Data Year: 2024-2025 Data Source: CAASPP Results, CA Dashboard CA Dashboard	70% of Socioeconomically Disadvantaged students met or exceeded standards.	Decrease of 8.4% of Socioeconomically Disadvantaged students met or exceeded standards. Data Source: CAASPP Results, CA Dashboard CA Dashboard
3.3	CAASPP (Math)	18% of CUSD students met or exceeded standard. 7% of Socioeconomically Disadvantaged students met or exceeded standards. Data Year: 2022-2023 Data Source: 2023 CAASPP Results	18% of CUSD students met or exceeded standard. 14% of Socioeconomically Disadvantaged students met or exceeded standards. Data Year: 2023-2024 Data Source: 2023 CAASPP Results	15% of CUSD students met or exceeded standard. 9.6% of Socioeconomically Disadvantaged students met or exceeded standards. Data Year: 2024-2025 Data Source: 2025	60% of CUSD students met or exceeded standard. 50% of Socioeconomically Disadvantaged students met or exceeded standards.	Decrease of 3% of CAC students met or exceeded standard. Increase of 2.6% of Socioeconomically Disadvantaged students met or exceeded standards. Data Source: CAASPP Results, CA Dashboard
3.4	EL students making progress toward English Proficiency	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	100% of EL students making progress toward English Proficiency	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	EL Reclassification Rate	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	Due to the low amount of EL students in the District there is no data to report (less than 11).	100% EL Reclassification Rate	
3.6	AP Passage Rate	CAC students do not take part in AP courses or subsequent AP exams.	CAC students do not take part in AP courses or subsequent AP exams.		40% AP Passage Rate	
3.7	Percentage of pupils demonstrating college preparedness as measured by the EAP	33.33% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 7.25% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2022-2023 Data Source: 2023 CAASPP Results	35.6% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 7.8% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2023-2024 Data Source: 2023 CAASPP Results	75% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 25% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Year: 2024-2025 Data Source: 2024 CAASPP Results	60% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) 50% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math)	Increase of 41.67% college ready or conditionally ready (Level 3 or 4 on CAASPP, ELA) Increase of 17.75% college ready or conditionally ready (Level 3 or 4 on CAASPP, Math) Data Source: CAASPP Results
3.8	Percentage of pupils who have successfully completed a-g requirements	All Students: XX% SED Students: XX% Data Year: 2023-24 Data Source: District calculation	All Students: 42% SED Students: 24% Data Year: 2024-25 Data Source: District calculation		52% completed a-g requirements	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Percentage of pupils who have successfully completed CTE course requirements	All Students: XX% SED Students: XX% Data Year: 2023-24 Data Source: District calculation	All Students: 32% SED Students: 21% Data Year: 2024-25 Data Source: District calculation		The percentage of students who completed CTE course requirements increased from the prior year.	
3.10	Percentage of pupils who have successfully completed a-g and CTE course requirements	All Students: XX% SED Students: XX% Data Year: 2023-24 Data Source: District calculation	All Students: 32% SED Students: 21% Data Year: 2024-25 Data Source: District calculation		The percentage of students who completed CTE course requirements increased from the prior year.	
3.11	CAASPP Results (Points Above or Below Standard in ELA and Math)	All Students: ELA: 25.2 points below standard Math: 80.9 points below standard Low-Income Students: ELA: 39.4 points below standard Math: 99.8 points below standard Data Year: 2022-23 Data Source: 2023 Dashboard	All Students: ELA: 15.2 points below standard Math: 76.3 points below standard Low-Income Students: ELA: 3.8points below standard Math: 88.9 points below standard Data Year: 2023-24 Data Source: 2024 Dashboard	All Students: ELA: 47.1 points below standard Math: 96.3 points below standard Low-Income Students: ELA: 61.8 points below standard Math: 121.2 points below standard Data Year: 2024-25 Data Source: 2025 Dashboard	0 points below standard	All Students: ELA: Declined 21.9 points from baseline Math: Declined 15.4 points from baseline Low-Income Students: ELA: Declined 22.4 points from baseline Math: Declined 21.4 points from baseline Data Source: CA Dashboard
3.12	Local iReady Benchmarks (K-8, ELA)	iReady ELA scores based upon the final	iReady ELA scores based upon the	iReady ELA scores based upon the	55% of students in each grade	iReady ELA scores based upon the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 60 2 50 3 40 4 29 5 13 6 73 7 57 8 41 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED - 31% NON-SED - 58% Data Source: iReady Spring Benchmark	final administration of the assessment in Spring 2025. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 36 2 100 3 30 4 25 5 40 6 48 7 53 8 65 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. SED - 45% NON-SED - 50% Data Source: iReady Spring Benchmark	final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing at or above grade level in ELA. 1 50, increase 14 2 34, decrease 66 3 50, increase 20 4 29, increase 4 5 80, increase 40 6 50, increase 2 7 35, decrease 18 8 50, decrease 15 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA. Low-Income - 43.9%, drecease 1.1% NON-Low-Income - 57.7%, increase of 7.7%	assessing at or above grade level on the spring administration of iReady	final administration of the assessment in Spring 2026. Numbers below represent the difference in percentage from the baseline. 1 increased 10 2 decreased 16 3 increased10 4 no change 5 increased 67 6 decreased 23 7 decreased 22 8 increased 9 Numbers below represent the difference in percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in ELA from baseline. SED increased 12.9% NON-SED decreased 0.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Data Source: iReady Spring Benchmark		Data Source: iReady Spring Benchmark
3.13	Local iReady Benchmarks (K-8, Math)	iReady Math scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 80 2 38 3 23 4 29 5 22 6 36 7 38 8 26 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math. SED 37.2% NON-SED 34.6%	iReady Math scores based upon the final administration of the assessment in Spring 2024. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 50 2 50 3 18 4 38 5 20 6 28 7 13 8 58 Numbers below represent the percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math. SED 21%	iReady Math scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the percentage of ALL students assessing at or above grade level in Math. 1 66, increase by 16 2 50 3 17, decrease by 1 4 13, decrease by 25 5 60, increase by 40 6 28 7 10, decreased by 3 8 12, decreased by 32 Numbers below represent the percentage of SED (low-income) students compared	40% of students in each grade assessing at or above grade level on the spring administration of iReady	iReady Math scores based upon the final administration of the assessment in Spring 2026. Numbers below represent the difference in percentage from the baseline. 1 decreased 12 2 increased 12 3 decreased 6 4 decreased 16 5 increased 38 6 decreased 8 7 decreased 28 8 decreased 14 Numbers below represent the difference in percentage of SED (low-income) students compared to non-SED students assessing at or above grade level in Math from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: iReady Spring Benchmark	NON-SED 46% Data Source: iReady Spring Benchmark SED - 27% NON-SED - 38%	to non-SED students assessing at or above grade level in Math. SED 33% NON-SED 48% Data Source: iReady Spring Benchmark NON-SED: 30.8%, decrease by 7.2%		SED decreased 4.2% NON-SED Increased by 13.4% Data Source: iReady Spring Benchmark
3.14	Local NWEA Benchmarks (9-12, ELA)	Reading score averages on the spring administration of NWEA: 9th-12th 229.83 RIT score Data Year: 2023-24 Data Source: NWEA	Reading score averages on the spring administration of NWEA: 9th-12 228.13 Data Year: 2024-25 Data Source: NWEA	Reading score averages on the spring administration of NWEA: 9th: 235.13 10th: 226.89 11th: 229.67 12th: 236.75 Data Year: 2025-26 Data Source: NWEA	Average Scores on the NWEA assessments (spring administration): 9th-12th 230 RIT score	Reading score averages on the spring administration of NWEA: 9th: increased10.13 points 10th: decreased 5.53 points 11th: decreased 3.88 points 12th: increased 7.97 points Data Source: NWEA
3.15	Local NWEA Benchmarks (9-12, Math)	Math score averages on the spring administration of NWEA: 9th-12th grade	Math score averages on the spring administration of NWEA:	Math score averages on the spring administration of NWEA:	Average Scores on the NWEA assessments (spring administration):	Reading score averages on the spring administration of NWEA:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		238.32 RIT score Data Year: 2023-24 Data Source: NWEA	234.87 RIT score Data Year: 2024-25 Data Source: NWEA	9th - 247.13 10th - 236.89 11th - 235.41 12th - 238.55 Data Year: 2025-26 Data Source: NWEA	9th-12th 240 RIT score	9th: increased 14.96 points 10th: decreased 2.94 points 11th: decreased 2.34 points 12th: increased 0.33 points Data Source: NWEA

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.

Chawanakee Academy Charter (CAC) continued to provide equitable access to rigorous academic instruction, intervention supports, and individualized learning opportunities within the independent study model to support students in becoming college and career ready. CAC implemented systems focused on assessment, intervention, curriculum alignment, and credit recovery to support student achievement and monitor progress toward district goals.

Action 3.1- Local Assessment Systems- Implemented. i-Ready and NWEA assessments were administered and utilized by teachers and administration to monitor student achievement, identify academic needs, and guide intervention supports. Local assessment systems supported ongoing progress monitoring and individualized learning plans.

Action 3.2- Student Information and Intervention Dashboard- Implemented. The Parsec dashboard system was consistently utilized throughout the year to monitor student academic, attendance, and intervention data. Staff utilized real-time data to support student intervention planning and communication with families.

Action 3.3- Supplemental Intervention Materials- Implemented. Supplemental intervention materials, software, and instructional resources were purchased and utilized to support targeted intervention in both ELA and Mathematics. These resources supported one-on-one and small-group intervention within the homeschool and independent study model.

Action 3.4- Curriculum and Instructional Alignment- Implemented. Educational Leads and subject-focused coordinators supported curriculum alignment, assessment development, intervention planning, and instructional consistency across grade spans and subject areas. Staff collaboration supported alignment to district goals and California state standards.

Action 3.5- Credit Recovery- Implemented. CyberHigh continued to be utilized for students in grades 10-12 needing credit recovery. This provided students with flexible opportunities to recover credits and remain on track for graduation.

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.

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

ACTION 3.1- Local Assessment Systems- SOMEWHAT EFFECTIVE. This action was determined to be Somewhat Effective in making progress toward Goal 3. Chawanakee Academy continued to utilize multiple online assessment programs, including i-Ready, NWEA, and other digital progress monitoring tools, to monitor student achievement and guide instructional decisions. Local assessment data demonstrated evidence of student growth over time, particularly within secondary reading and mathematics performance. NWEA Reading scores increased from 2024-25 to 2025-26 in all grade levels, including a significant increase in 9th grade from 225.67 to 235.13. Additionally, NWEA Math scores demonstrated substantial growth in 9th grade from 223.92 to 247.13. Local i-Ready data also demonstrated areas of improvement, including Grade 5 ELA increasing from 40% to 80% of students at or above grade level and Grade 5 Math increasing from 20% to 60% from Spring 2025 to Spring 2026.

CAASPP college readiness indicators also improved. In 2024-25, 75% of students were identified as college ready or conditionally ready in ELA, compared to 35.6% in 2023-24. Mathematics college readiness increased from 7.8% to 25% during the same time period.

However, despite evidence of local growth and improved college readiness indicators, overall CA Dashboard performance declined in both ELA and Math during 2024-25. All students declined to 47.1 points below standard in ELA and 96.3 points below standard in Math. Socioeconomically disadvantaged students also declined in both content areas. These mixed outcomes indicate that the assessment systems were effective in identifying student needs and monitoring progress, but continued intervention, differentiation, and instructional support are necessary to improve overall statewide assessment performance.

ACTION 3.2- Student Information and Intervention Dashboard- EFFECTIVE. This action was determined to be Effective in making progress toward Goal 3. Chawanakee Academy continued implementation of the Parsec Education dashboard system to provide staff and administrators with real-time access to student academic, attendance, behavioral, and social-emotional data. Staff and principal feedback indicated that the dashboard improved the ability to monitor student progress proactively and increased the effectiveness of intervention planning within the independent study model.

ACTION 3.3- Supplemental Intervention Materials- SOMEWHAT EFFECTIVE. This action is determined to be Somewhat Effective in making progress toward Goal 3. Chawanakee Academy continued to provide supplemental intervention materials and supports in both ELA and

mathematics to assist students identified through local assessments and progress monitoring systems. These intervention supports aligned closely with Goal 2, Action 6 and were used to provide targeted academic assistance for students within the independent study model.

Local assessment data demonstrated areas of academic growth that suggest intervention materials positively supported student learning. i-Ready results showed significant improvement in several grade levels from Spring 2025 to Spring 2026, including Grade 5 ELA increasing from 40% to 80% of students at or above grade level and Grade 5 Math increasing from 20% to 60%. NWEA data also demonstrated growth across multiple secondary grade levels, including a substantial increase in Grade 9 Math scores from 223.92 to 247.13 and Grade 9 Reading scores from 225.67 to 235.13.

Additionally, CAASPP college readiness indicators improved significantly during 2024-25. Students identified as college ready or conditionally ready increased to 75% in ELA and 25% in Math, demonstrating improved readiness outcomes for secondary students. *This metric is limited due to the small number of students in the program who are in testing grades.

Graduation rates also remained strong, with the 2025 CA Dashboard reporting a 95.7% graduation rate.

However, despite evidence of local growth and strong graduation outcomes, CA Dashboard performance in ELA and Math declined overall during 2024-25, indicating continued academic needs, particularly in mathematics and among socioeconomically disadvantaged students. These results suggest that while intervention materials supported progress for many students, continued support is necessary, which makes this action somewhat effective.

Action 3.4- Curriculum and Instructional Alignment- SOMEWHAT EFFECTIVE.This action was determined to be Somewhat Effective in making progress toward Goal 3. Chawanakee Academy continued to utilize Educational Leads and subject-focused coordinators to support curriculum alignment, assessment systems, intervention planning, and instructional practices aligned to district and state standards. Staff collaboration and alignment efforts supported the implementation of common assessments, progress monitoring systems, and targeted intervention supports across grade spans.

Local assessment data demonstrated evidence of growth in several grade levels and content areas. i-Ready and NWEA results showed improvement in multiple cohorts, including significant gains in Grade 5 ELA and Math as well as increased secondary reading and mathematics performance in select grade levels. CAASPP college readiness indicators also improved during the 2024-25 school year, particularly in ELA.

However, statewide assessment data continued to demonstrate ongoing academic needs in both ELA and Math, indicating that curriculum alignment and intervention systems are still developing and require continued refinement.

ACTION 3.5- Credit Recovery- EFFECTIVE- This action was effective in making progress toward Goal 3. Chawanakee Academy continued to offer credit recovery opportunities for students in grades 10-12 through the use of CyberHigh, allowing students to recover credits, remain on track for graduation, and access flexible coursework within the independent study model.The effectiveness of this action was demonstrated through strong graduation outcomes. The 2025 CA Dashboard reported a graduation rate of 95.7% for Chawanakee Academy students.

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.

Action 3.3 will increase allocated funding to add an additional paraprofessional to support academic intervention.

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	Local Assessment Systems	Multiple online assessment programs (ESGI, iReady, NWEA, etc.) allow the District to support and monitor the academic achievement in reading, math, and learning progress of all students. CAC will continue to provide supplemental online academic assessment programs and software for all students. This action will result in increased academic achievement and the enhanced learning for all students.	$8,246.00	No
3.2	Student Information and Intervention Dashboard	CUSD will work with Parsec Education to create and monitor a customized data dashboard to align with LCAP-related actions and metrics. This will provide CAC leaders and staff with real-time student performance data. CAC will use Parsec Education's Student Information and Intervention Dashboard to make informed, proactive decisions for student interventions for academics, attendance, behavior, and social emotional learning.	$4,500.00	No
3.3	Supplemental Intervention Materials	CUSD will provide supplemental intervention materials and support staff to provide additional acadmeic support to students in all grades in both ELA and math. These materials will also be used to support Goal 2, Action 6: Special Education.	$64,805.00	Yes
3.4	Curriculum and Instructional Alignment	This action will provide (3) grade span (K-5, 6-8, HS) Educational Leads and (2) subject-focused coordinators (one in science, one in math) to work on aligning curriculum, intervention, and assessment with overall District and state standards.	$13,611.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.5	Credit Recovery	CAC will offer credit recovery for incoming students in grades 10-12 through the use of CyberHigh. High school graduation rates will be used to assess the effectiveness of this action.	$1,990.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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.

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.

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

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.

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

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
$$250,067	$

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
11.936%	3.825%	$76,887.00	15.761%

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
1.4	**Action:** Professional Development **Need:** Current assessment data demonstrates that low-income, foster youth, and homeless students at Chawanakee Academy continue to require targeted academic support and differentiated instructional practices in both English Language Arts and Mathematics. On the 2025 CA Dashboard, socioeconomically	Site-based coaching and collaboration support consistent instructional practices across grade spans and strengthen teachers' ability to provide targeted intervention and differentiated instruction for students experiencing academic challenges. Professional development focused on curriculum alignment, supplemental instructional materials, intervention strategies, and engagement practices isnecessary to support teachers in addressing the unique academic and social-emotional needs of unduplicated pupils in a non seat-based	The effectiveness of this action will be measured by increased academic achievement of low-income students as measured by the spring administration of iReady in reading and math as well as the CAASPP testing results.

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
	disadvantaged students were identified as 61.8 points below standard in ELA and 121.2 points below standard in Math. Additionally, Spring 2026 i-Ready data indicated that only 43.9% of low-income students were proficient in ELA and only 35.1% were proficient in Math. Within the independent study and homeschool model, low-income, foster youth, and homeless students often require increased academic intervention, individualized instructional strategies, flexible learning supports, and consistent progress monitoring to address gaps in learning and inconsistent access to instructional support outside of school. Teachers must be equipped to implement supplemental curriculum, intervention strategies, and engagement practices specifically designed for a non seat-based educational environment. Professional development focused on curriculum alignment, intervention systemsinstructional coaching, and supplemental instructional materials is necessary to support teachers in meeting the academic and socialemotional needs of low income pupils. **Scope:** LEA-wide	educational environment. Research supports the impact of sustained professional development on student achievement. Studies show that teachers who receive substantial professional development can significantly improve student outcomes, with students demonstrating achievement gains of approximately 21 percentile points (Yoon et al., 2007). Professional development and instructional coaching support teachers in implementing effective instructional strategies, intervention practices, and supplemental curriculum aligned to district goals and California state standards. For the 2026-27 school year, professional development will continue to be provided to teachers and support staff TK-12 with a focus on curriculum alignment, intervention systems, instructional coaching, and implementation of supplemental curriculum materials in both ELA and Mathematics. This action is provided on an LEA-wide basis because academic needs for low-income, foster youth, and homeless students are not isolated to a single grade span or content area. While this action is principally directed towards the academic needs for low-income students, all students may benefit from the focused and increased time allocated for professional development. Sources Cited: Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects	

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
		student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Southwest. Retrieved from http://ies.ed.gov/ncee/edlabshttp://ies.ed.gov/ncee/edlabs	
2.2	**Action:** Health Services **Need:** Current student wellness and attendance data demonstrate a continued need to provide health and wellness services to support unduplicated pupils at Chawanakee Academy. Approximately 64% of CAC students are identified as low-income, and many students within the independent study and homeschool model require additional support accessing health resources, screenings, and wellness services that directly impact school participation and academic success. Access to routine vision and hearing screenings, health monitoring, and nursing services helps identify barriers to learning early and supports improved student attendance and engagement. Within the independent study model, families often rely on school staff to assist in connecting students to wellness resources and ensuring students are healthy and prepared to access instruction. A registered nurse supports unduplicated pupils by providing preventative health services, monitoring	Research supports the connection between student wellness and academic success. Basch (2010) found that health-related barriers significantly impact a student's ability to attend school, remain engaged, and successfully learn. Healthier students are better able to participate in instruction and maintain consistent attendance, both of which directly support improved academic outcomes. This action addresses the needs of unduplicated pupils by providing access to a registered nurse to oversee student wellness services, including routine vision and hearing screenings, health monitoring, referrals, immunization support, and other health-related services. Within the independent study and homeschool model, many low-income families rely on school-based supports to help identify health concerns that may impact student learning and participation. Early identification of hearing, vision, and other wellness needs helps reduce barriers to learning and supports improved attendance and engagement for unduplicated pupils. While this action is principally directed toward the needs of unduplicated pupils, all students may benefit from access to school wellness services	The effectiveness of this action will be measured by a reduction in the percentage of Unduplicated Students failing vision and/or hearing screenings and a reduction in chronic absenteeism of low-income 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
	student wellness needs, and supporting attendance and participation in school programs. Student wellness services are particularly important for students experiencing barriers related to health access, attendance, or social-emotional needs. **Scope:** LEA-wide	and nursing support. This action is provided on an LEA-wide basis because health and wellness needs impact students across all grade levels. Cited Source: Basch, C. E. (2010). Healthier students are better learners: A missing link in school reforms to close the achievement gap (Research Review No. 6). New York: Campaign for Educational Equality, Teachers College, Columbia University. Retrieved from https://files.eric.ed.gov/fulltext/ED523998.pdf	
2.3	**Action:** Middle School Enrichment **Need:** According to recent student and parent surveys, there is a desire for additional elective and advanced class options. CAC administration and staff want to provide additional options for students to increase engagement and connectivity at school, something particularly difficult in a non seat-based school. **Scope:** LEA-wide	Providing access to advanced coursework and electives during middle school supports long-term academic success and college and career readiness for unduplicated pupils. Through participation in the District's Middle High program at Minarets High School, 8th grade students are able to enroll in advanced classes, participate in electives, and begin earning high school credits prior to entering 9th grade. This opportunity increases access to rigorous coursework, supports academic motivation, and allows students additional flexibility to pursue electives, career pathways, and advanced opportunities during high school. Within the independent study and homeschool model, low-income and unduplicated students may have fewer opportunities to access expanded coursework and enrichment experiences outside of the school setting. Early access to advanced classes and high school credit opportunities helps students build confidence, remain engaged in school, and develop a stronger pathway toward graduation and postsecondary readiness.	The effectiveness of this action will be measured by improved responses on Annual Student Surveys and increases in Graduation Rates based upon the CA Dashboard.

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
		Research supports the importance of preparing students academically before high school. ACT (2008) found that when students' skills are strengthened during middle school, outcomes related to college and career readiness and graduation rates improve significantly by the end of high school. Providing access to advanced coursework and high school credit opportunities during middle school helps reduce the likelihood that students will fall behind in credits and supports long-term graduation success. While this action is principally directed toward supporting low-income and unduplicated students, all students may benefit from expanded access to advanced coursework, electives, and early high school credit opportunities. Source Cited: ACT. (2008). The forgotten middle: Ensuring that all students are on target for college and career readiness before high school. Iowa City, IA: Author. Retrieved from https://www.act.org/content/dam/act/unsecured/documents/ForgottenMiddleSummary.pdf	
2.4	**Action:** Enrichment Opportunities **Need:** Current student and parent survey data demonstrate that students value hands-on learning experiences, electives, enrichment opportunities, career exploration activities, field trips, and flexible learning opportunities connected to student interests. Students frequently identified art, electives, college	This action will provide students with additional enrichment opportunities both during scheduled on-site enrichment days and through off-site experiences such as workshops, career exploration activities, field trips, and hands-on learning opportunities. An additional FTE Roving Enrichment Teacher will support the coordination and implementation of enrichment activities for students across grade spans and will help facilitate on-campus and off-site enrichment opportunities for all students.	The effectiveness of this action will be measured by improved responses on Annual Surveys.

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
	classes, career-focused learning, hands-on activities, and field trips as positive aspects of their school experience and expressed interest in additional enrichment opportunities. Parents also identified enrichment opportunities, field trips, individualized learning experiences, intervention support, and flexible scheduling as strengths and priorities for the program. **Scope:** LEA-wide	Within the independent study and homeschool model, unduplicated pupils may have fewer opportunities to participate in enrichment activities, extracurricular learning experiences, and career exploration opportunities outside of the school setting. Providing a Roving Enrichment Teacher and sub-contracted enrichment opportunities increases student engagement and encourages students to participate in on-campus learning opportunities where credentialed teachers are able to provide academic intervention, individualized support, and direct assistance for students and families struggling to master grade-level standards. Research supports the connection between student engagement and academic success. Fredricks, Blumenfeld, and Paris (2004) found that behavioral, emotional, and cognitive engagement in school positively impacts student achievement and overall academic outcomes. Providing engaging, hands-on, and relationship-centered enrichment opportunities supports student motivation, school connectedness, and participation in learning. While this action is principally directed towards the academic and engagement needs for low-income students, all CAC students may benefit from this action. Source Cited: Fredricks, J. A., Blumenfeld, P. C., & Paris, A. H. (2004). School engagement: Potential of the concept, state of the evidence. Review of	

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
		Educational Research, 74(1), 59–109. https://doi.org/10.3102/00346543074001059	
2.5	**Action:** Expansion of Co-Curricular Activities **Need:** Current student and parent survey data demonstrate that students value hands-on learning experiences, field trips, science activities, enrichment opportunities, and opportunities to build relationships with peers and staff. Students frequently identified field trips, creative activities, and hands-on learning as positive aspects of their school experience and expressed interest in additional enrichment opportunities. Parents also identified academic field trips, enrichment opportunities, and social-emotional supports as priorities for the program. Within the independent study and homeschool model, low-income and unduplicated students may face financial barriers that limit access to overnight science camps and enrichment experiences outside of the school setting. **Scope:** LEA-wide	Children who participate in school trips have better grades, higher graduation rates from high school and college, and greater long-term outcomes. Field trips also provide diverse and financially disadvantaged students equitable access to experiences outside of the classroom that their families may not otherwise be able to afford (Beckett et al., 2009). This action removes existing financial barriers for low-income and unduplicated students to participate in academic science trips and enrichment opportunities. Providing funding for 6th grade overnight science camp and the 8th grade capstone science trip ensures that unduplicated pupils are able to participate alongside other students across the district regardless of family income or financial circumstances. Participation in districtwide science trips promotes equitable access to enrichment opportunities, strengthens school connectedness, and allows students from Chawanakee Academy to collaborate and build relationships with peers across school sites. These experiences also support student engagement, hands-on science learning, social-emotional growth, and exposure to real-world educational experiences that may otherwise be inaccessible for low-income families. While this action is principally directed toward the needs of low-income and unduplicated students, all students may benefit from access to academic field trips, collaborative learning experiences, and hands-on science opportunities.	The effectiveness of this action will be measured by increases in improved responses on Annual Student Surveys and qualitative feedback from site administrators.

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
		Source Cited: Beckett, M., Borman, G., Capizzano, J., Parsley, D., Ross, S., Schirm, A., & Taylor, J. (2009). Structuring out-of-school time to improve academic achievement: A practice guide. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.	
3.3	**Action:** Supplemental Intervention Materials **Need:** Current assessment data demonstrates that socioeconomically disadvantaged students at Chawanakee Academy continue to experience academic achievement gaps in both English Language Arts and Mathematics. On the 2025 CA Dashboard, socioeconomically disadvantaged students were identified as 61.8 points below standard in ELA and 121.2 points below standard in Math. Additionally, local i-Ready assessment data from Spring 2026 indicated that only 43.9% of low-income students were performing at or above grade level in ELA and 35.1% were performing at or above grade level in Math. While local data demonstrated growth in several grade levels and cohorts, statewide and local assessment results continue to indicate a need for supplemental intervention materials, targeted academic supports, and differentiated instruction for unduplicated pupils.	This action will provide supplemental instructional materials necessary for teachers, intervention staff, students, and families to implement targeted academic intervention supports in both English Language Arts and Mathematics. Within the independent study and homeschool model, unduplicated pupils often require individualized academic support, differentiated instructional resources, and flexible intervention materials that can be utilized in both the home and school setting. Providing access to a variety of supplemental intervention materials allows teachers and families to collaboratively address learning gaps through one-on-one instruction, small-group support, and targeted intervention aligned to individual student needs. Research supports the effectiveness of tutoring and intervention programs when paired with appropriate instructional materials. Nickow, Oreopoulos, and Quan (2020) found that one-on-one and small-group tutoring programs yield consistent and substantial positive impacts on student learning outcomes, particularly for students requiring additional academic support. Although this action is principally directed toward	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, 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
	Scope: LEA-wide	unduplicated pupils to address academic achievement gaps and provide targeted intervention support, the action will benefit all students by increasing access to supplemental instructional resources and individualized academic support across grade levels. Cited Sources: Nickow, A. J., Oreopoulos, P., & Quan, V. (2020). The impressive effects of tutoring on preK–12 learning: A systematic review and meta-analysis of the experimental evidence [EdWorkingPaper: 20–267]. Annenberg Institute at Brown University. https://doi.org/10.26300/eh0c-pc52	
3.4	**Action:** Curriculum and Instructional Alignment **Need:** Current assessment data demonstrates that unduplicated pupils at Chawanakee Academy continue to experience academic achievement gaps in both English Language Arts and Mathematics and require targeted instructional support aligned to district and state standards. On the 2025 CA Dashboard, socioeconomically disadvantaged students were identified as 61.8 points below standard in ELA and 121.2 points below standard in Math. Local assessment data, including i-Ready, NWEA, and CAASPP, also demonstrated inconsistent performance across grade spans, indicating a continued need for aligned curriculum, intervention systems, and progress monitoring practices.	Alignment with district goals, state and district standards and assessments, and other professional learning activities, including formative teacher evaluation, support teacher learning and lead to improved student outcomes. (Archibald et al., 2011) Within the independent study and homeschool model, unduplicated pupils often require individualized intervention plans, differentiated instructional strategies, and targeted academic supports that are consistent across grade spans and subject areas. Educational Leads and subject-focused coordinators support teachers by aligning curriculum, assessments, intervention materials, and instructional practices to district goals and California state standards. This alignment helps ensure that unduplicated pupils receive consistent academic support, targeted intervention, and equitable access to high-quality instruction regardless of grade level or instructional setting.	This effectiveness of this action will be measured through increased academic achievement on student performance on iReady, NWEA, 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
	Scope: LEA-wide	While this action is principally directed toward low-income and foster/homeless students, providing curriculum, instruction, and assessment alignment will benefit all students. Cited Sources: Archibald, S., Coggshall, J., Croft, A., & Goe, L. (2011, January 31). High-Quality Professional Development for All Teachers: Effectively Allocating Resources. Research & Policy Brief. Retrieved April 5, 2019, from https://eric.ed.gov/?id=ED520732.	

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.

Not applicable.

Additional Concentration Grant Funding

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

CAC does not receive additional concentration grant funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	n/a	n/a, all direct services at CAC are providing currently by certificated staff
Staff-to-student ratio of certificated staff providing direct services to students	n/a	1:22

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,094,995	$250,067	11.936%	3.825%	15.761%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,075,625.00	$39,333.00	$0.00	$0.00	$1,154,641.00	$910,729.00	$243,912.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Hire and Retain Highly-Qualified Teachers	All	No			All Schools	Ongoing	$627,109.00	$0.00	$627,109.00				$627,109.00	
1	1.2	School Facilities Maintenance and Repairs	All	No			All Schools	Ongoing	$45,464.00	$140,481.00	$185,945.00				$185,945.00	
1	1.3	Technology Integration	All	No			All Schools	Ongoing	$0.00	$5,550.00	$5,550.00				$5,550.00	
1	1.4	Professional Development	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$0.00	$26,248.00	$10,039.00	$16,209.00			$26,248.00	
2	2.1	Communication	All	No			All Schools	Ongoing	$0.00	$9,366.00		$9,366.00			$9,366.00	
2	2.2	Health Services	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$33,562.00	$0.00	$33,562.00				$33,562.00	
2	2.3	Middle School Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools 8th Grade	Ongoing	$89,513.00	$9,020.00	$98,533.00				$98,533.00	
2	2.4	Enrichment Opportunities	Low Income	Yes	LEA-wide	Low Income		Ongoing	$54,140.00	$3,855.00	$57,995.00				$57,995.00	
2	2.5	Expansion of Co-Curricular Activities	Low Income	Yes	LEA-wide	Low Income	All Schools 6th & 8th grade	Ongoing	$0.00	$3,423.00	$3,423.00				$3,423.00	
2	2.6	Special Education						Ongoing	$13,758.00	$0.00		$13,758.00			$13,758.00	
3	3.1	Local Assessment Systems	All	No			All Schools	Ongoing	$0.00	$8,246.00	$8,246.00				$8,246.00	
3	3.2	Student Information and Intervention Dashboard	All	No			All Schools	Ongoing	$0.00	$4,500.00	$4,500.00				$4,500.00	
3	3.3	Supplemental Intervention Materials	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$40,222.00	$24,583.00	$64,805.00				$64,805.00	
3	3.4	Curriculum and Instructional Alignment	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$6,961.00	$6,650.00	$13,611.00				$13,611.00	

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
3	**3.5**	Credit Recovery	All	No			All Schools	Ongoing	$0.00	$1,990.00	$1,990.00				$1,990.00	

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
$2,094,995	$250,067	11.936%	3.825%	15.761%	$281,968.00	0.000%	13.459 %	**Total:**	$281,968.00
								LEA-wide Total:	$281,968.00
								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	**1.4**	Professional Development	Yes	LEA-wide	Low Income	All Schools	$10,039.00	
2	**2.2**	Health Services	Yes	LEA-wide	Low Income	All Schools	$33,562.00	
2	**2.3**	Middle School Enrichment	Yes	LEA-wide	Low Income	All Schools 8th Grade	$98,533.00	
2	**2.4**	Enrichment Opportunities	Yes	LEA-wide	Low Income		$57,995.00	
2	**2.5**	Expansion of Co-Curricular Activities	Yes	LEA-wide	Low Income	All Schools 6th & 8th grade	$3,423.00	
3	**3.3**	Supplemental Intervention Materials	Yes	LEA-wide	Low Income	All Schools	$64,805.00	
3	**3.4**	Curriculum and Instructional Alignment	Yes	LEA-wide	Low Income	All Schools	$13,611.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,520,383.00	$1,358,725.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Hire and Retain Highly-Qualified Teachers	No	$1,065,366.00	$1,033,677
1	**1.2**	School Facilities Maintenance and Repairs	No	$213,879.00	$120,669
1	**1.3**	Technology Integration	No	$5,550.00	$0
1	**1.4**	Professional Development	Yes	$22,330.00	$22,330
2	**2.1**	Communication	No	$9,366.00	$7,365
2	**2.2**	Health Services	Yes	$28,197.00	$28,307
2	**2.3**	Middle School Enrichment	Yes	$22,649.00	$22,649
2	**2.4**	Enrichment Opportunities	Yes	$33,442.00	$33,442
2	**2.5**	Expansion of Co-Curricular Activities	Yes	$2,532.00	$2,532
2	**2.6**	Special Education		$41,879.00	$40,695
3	**3.1**	Local Assessment Systems	No	$15,040.00	$10,086

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**	Student Information and Intervention Dashboard	No	$4,000.00	$4,000
3	**3.3**	Supplemental Intervention Materials	Yes	$34,473.00	$13,283
3	**3.4**	Curriculum and Instructional Alignment	Yes	$19,690.00	$19,690
3	**3.5**	Credit Recovery	No	$1,990.00	$0

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)
$229,100	$163,313.00	$152,213.00	$11,100.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Professional Development	Yes	$22,330.00	$22,330.00		
2	2.2	Health Services	Yes	$28,197.00	$28,307.00		
2	2.3	Middle School Enrichment	Yes	$22,649.00	$22,649.00		
2	2.4	Enrichment Opportunities	Yes	$33,442.00	$33,442.00		
2	2.5	Expansion of Co-Curricular Activities	Yes	$2,532.00	$2,532.00		
3	3.3	Supplemental Intervention Materials	Yes	$34,473.00	$23,283.00		
3	3.4	Curriculum and Instructional Alignment	Yes	$19,690.00	$19,670.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,009,971	$229,100	0%	11.398%	$152,213.00	0.000%	7.573%	$76,887.00	3.825%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024