LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feather River Charter School
CDS Code: 51 71456 0133934
School Year: 2026-27
LEA contact information:
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Executive Director
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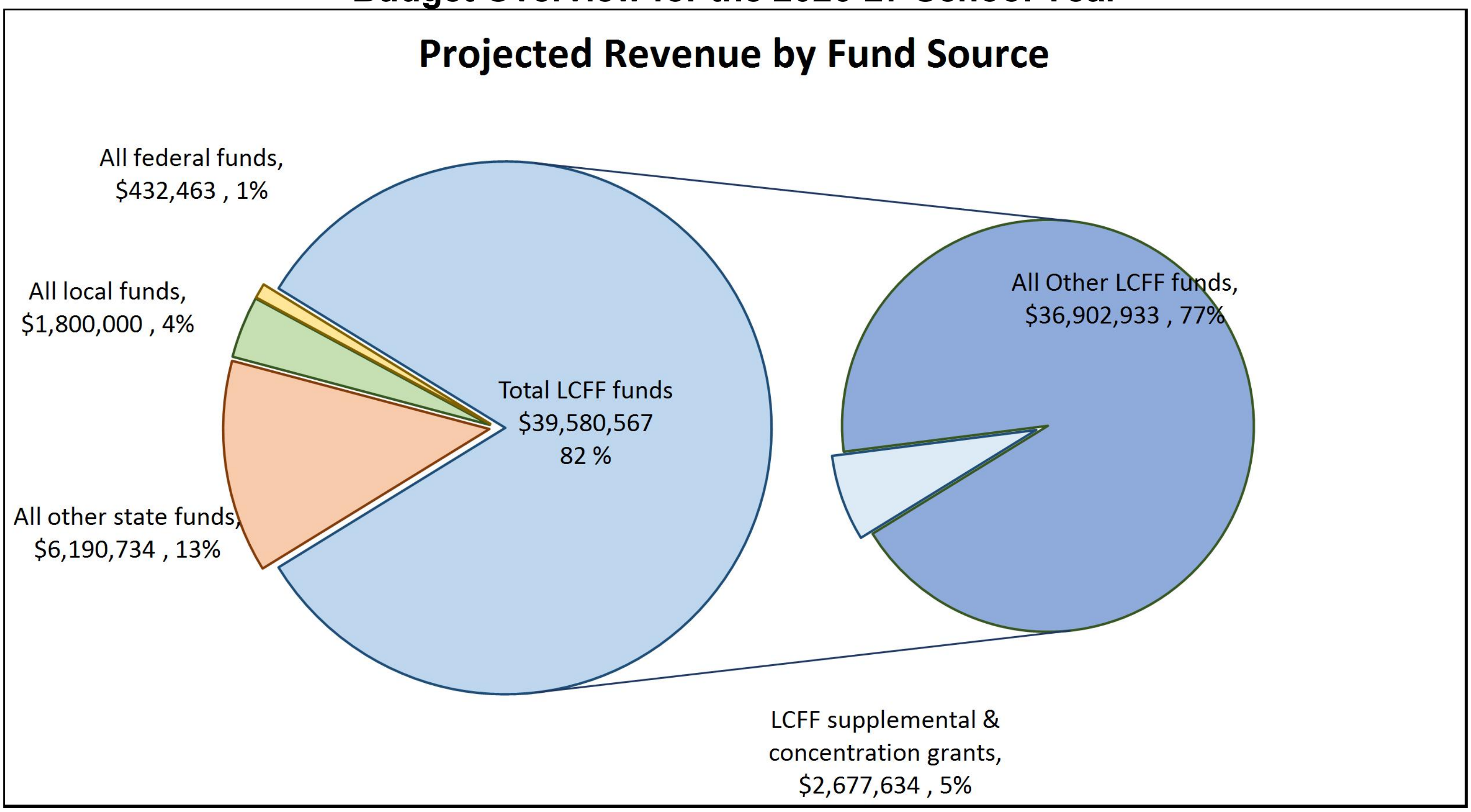
916-526-3794

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

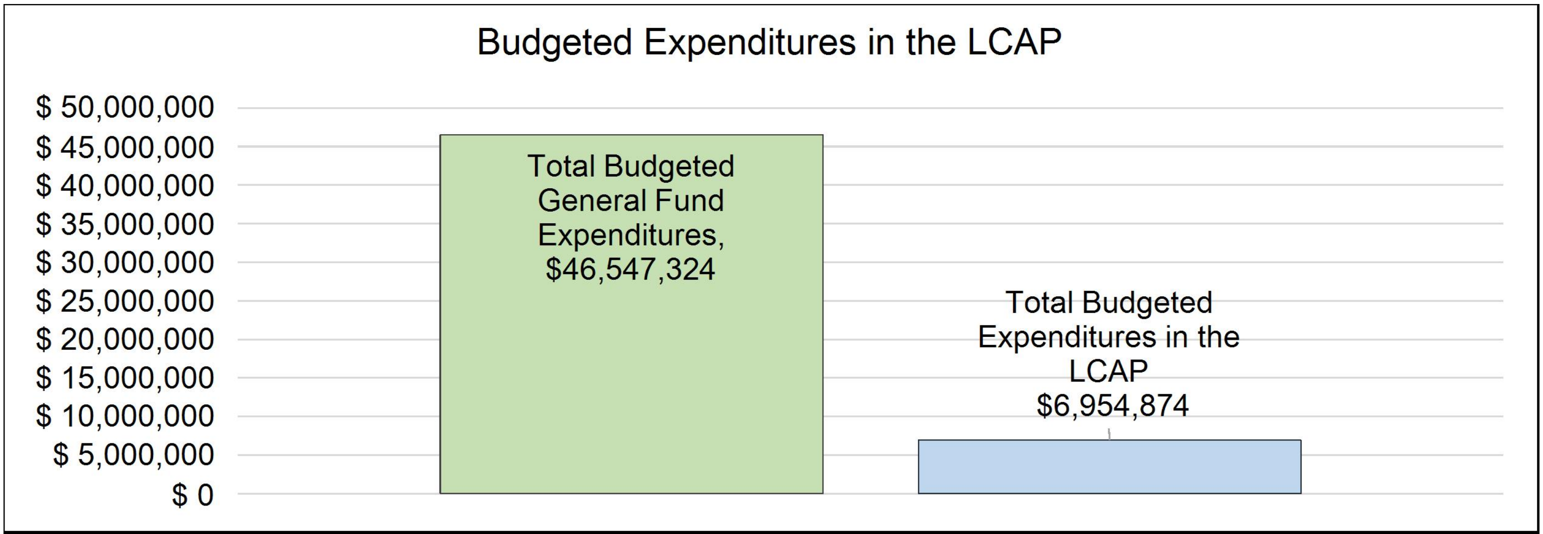


This chart shows the total general purpose revenue Feather River Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Feather River Charter School is $48,003,764, of which $39,580,567 is Local Control Funding Formula (LCFF), $6,190,734 is other state funds, $1,800,000 is local funds, and $432,463 is federal funds. Of the $39,580,567 in LCFF Funds, $2,677,634 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 Feather River Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Feather River Charter School plans to spend $46,547,324 for the 2026-27 school year. Of that amount, $6,954,874 is tied to actions/services in the LCAP and $39,592,450 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

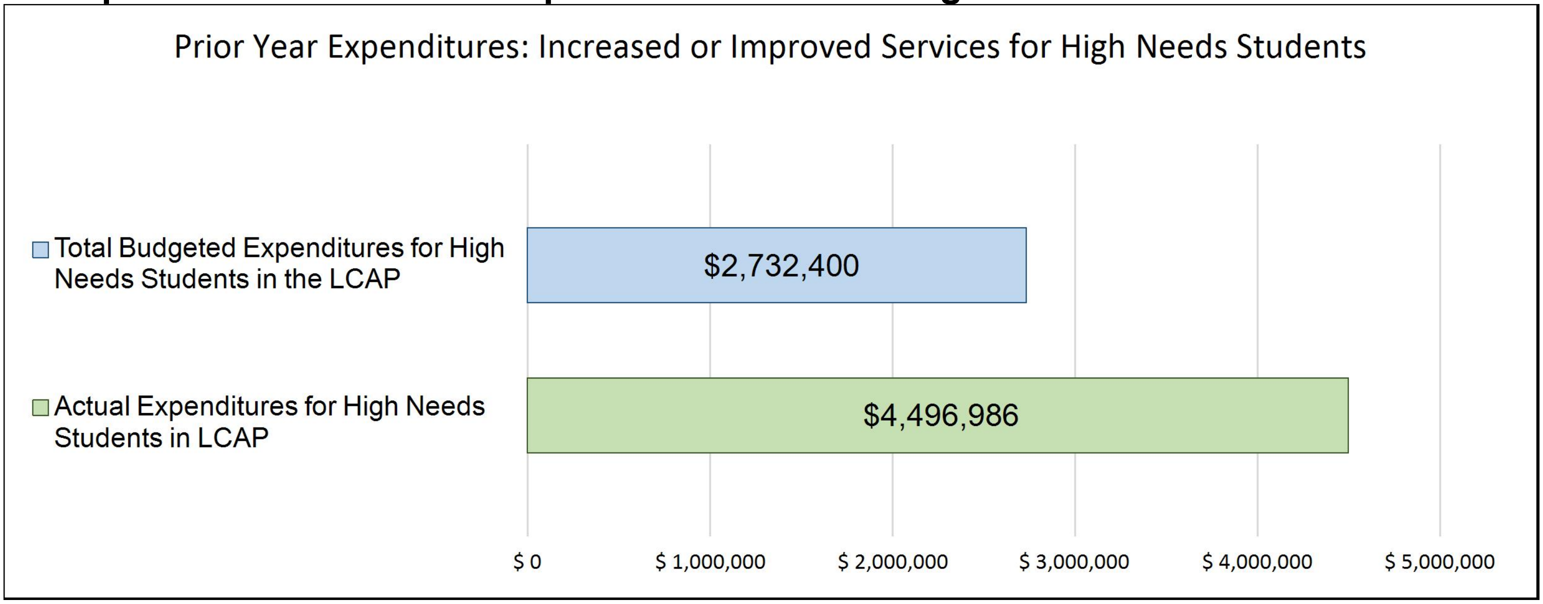
Operating expenses, District oversight fees, Management fees, staff not listed within the LCAP actions, staff software and non-cap equipment, expenditures above and beyond LCAP goals and actions

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

In 2026-27, Feather River Charter School is projecting it will receive $2,677,634 based on the enrollment of foster youth, English learner, and low-income students. Feather River Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Feather River Charter School plans to spend $4,496,343 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Feather River Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Feather River Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Feather River Charter School's LCAP budgeted $2,732,400.00 for planned actions to increase or improve services for high needs students. Feather River Charter School actually spent $4,496,986.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

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

Plan Summary [2026-27]

General Information

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

Feather River Charter School (FRCS) opened in the 2016–17 school year and is a WASC-accredited, non-classroom-based public charter school authorized by the Winship-Robbins Elementary School District. FRCS serves students throughout Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer counties, providing personalized educational opportunities for students in transitional kindergarten through grade twelve.

As of the 2025–26 school year, FRCS serves approximately 2,985 students. The student population includes 36.0% socioeconomically disadvantaged students, 5.7% English learners, 6.8% students with disabilities, 0.4% homeless youth, and 0.2% foster youth. The school's unduplicated pupil percentage is approximately 37.4%. FRCS serves a diverse student population that is 70.3% White, 15.3% Hispanic or Latino, 7.1% Two or More Races, 2.3% Asian, 1.4% African American, 0.6% Filipino, 0.4% Pacific Islander, and 0.2% American Indian or Alaska Native.

FRCS was founded to meet the needs of families seeking a flexible, individualized educational experience that supports student choice, family involvement, and personalized pathways to success. The school serves students with a wide range of academic, social-emotional, and enrichment needs, including students who thrive in independent learning environments, students pursuing accelerated coursework, and students who benefit from alternative approaches to traditional classroom instruction.

The educational program is grounded in FRCS's Schoolwide Learner Outcomes (SLOs), which emphasize critical thinking, digital literacy, independent learning, responsible citizenship, and effective communication. Students are encouraged to become navigators of the digital world, personalized learners, independent critical thinkers, responsible citizens, and effective communicators prepared for success in college, career, and life.

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

To support student achievement, FRCS administers benchmark assessments three times annually to monitor academic growth and inform instructional decisions. Students have access to a robust lending library and a variety of instructional options, including homeschool-based instruction, virtual courses, direct instruction through Middle School and High School Virtual Academies, a-g coursework, special-interest electives, dual enrollment opportunities, concurrent enrollment with local community colleges, and Career Technical Education (CTE) pathways.

Equity and access remain central priorities at FRCS. The school is committed to ensuring that English learners, foster youth, homeless youth, low-income students, and students with disabilities receive the support necessary to fully participate and succeed in the educational program. Targeted supports include one-to-one technology access, virtual English Language Development (ELD) instruction, academic intervention services, counseling supports, supplemental instructional resources, and services coordinated through a dedicated Foster and Homeless Liaison. These efforts are designed to reduce barriers to learning and promote equitable outcomes for all students.

Family engagement is a cornerstone of the FRCS educational model. Parents and Educational Coaches play an active role in their students' education through participation in Individualized Learning Plan development, regular communication with staff, workshops, advisory committees, newsletters, podcasts, field trips, park days, and school-sponsored events. The Parent Advisory Committee (PAC) and annual educational partner surveys provide valuable input that informs school planning and continuous improvement efforts.

FRCS also prioritizes staff growth and wellness through ongoing professional learning opportunities focused on instructional effectiveness, diversity, equity, inclusion, and student support practices. Staff wellness initiatives and counseling resources help foster a positive and supportive work environment. To address increasing student social-emotional and mental health needs, FRCS provides support services through Marriage and Family Therapists (MFTs) and Licensed Clinical Social Workers (LCSWs). These professionals provide counseling, mental health support, intervention services, crisis response, and consultation designed to promote student well-being, strengthen school connectedness, and remove barriers to learning.

Through continuous educational partner engagement, data analysis, and program evaluation, FRCS remains committed to providing innovative, responsive, and student-centered educational opportunities that support the academic, social, emotional, and future success of every student.

Equity Multiplier Schools: Feather River Charter School does not receive Equity Multiplier funding and does not operate any schools generating Equity Multiplier funds.

Reflections: Annual Performance

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

Feather River Charter School (FRCS) reviewed state and local data, including the 2025 California School Dashboard, local benchmark assessments, student achievement data, attendance data, graduation data, educational partner input, and internal program measures to evaluate progress toward improving student outcomes.

Overall, FRCS demonstrated strong performance across multiple state indicators. The school earned a Green performance level in English Language Arts (ELA), with students performing 2.8 points above standard and increasing 24.1 points from the prior year. Student growth data further demonstrated strong academic progress, with 79.6% of students improving their ELA performance from the previous year. Mathematics performance also improved substantially, increasing 22.6 points from the prior year and earning a Yellow performance level. Mathematics growth data showed that 75.0% of students improved their performance compared to the prior year. Science achievement remained a notable strength, with students scoring 58.9 points above standard and earning a Green performance level. In addition, both ELA Growth and Mathematics Growth were rated Accelerated, reflecting strong academic growth and suggesting that FRCS's personalized learning model, benchmark assessment system, targeted interventions, and individualized learning plans are positively impacting student achievement.

FRCS also maintained strong outcomes in student engagement and school climate. Chronic absenteeism was 0.6%, earning a Blue performance level, while the suspension rate remained at 0.0%, also earning a Blue performance level. Graduation rates remained high at 93.6%, exceeding the state average despite a slight decline from the prior year. Local indicators for Basic Services, Implementation of State Academic Standards, Parent and Family Engagement, School Climate, and Access to a Broad Course of Study were all reported as Met. These results reflect the school's continued commitment to providing a safe, supportive, and engaging learning environment for students and families.

The review of student group performance revealed several successes. English learners, socioeconomically disadvantaged students, and students with disabilities demonstrated improvement in both English Language Arts and Mathematics. Science achievement remained a strength across multiple student groups, including English learners, socioeconomically disadvantaged students, Hispanic students, and students with disabilities, all of whom performed above standard. Growth data also indicated that many student groups demonstrated Accelerated growth in ELA and Mathematics, reflecting positive academic progress across the school.

While the school experienced many successes, areas for continued improvement were identified. The English Learner Progress Indicator declined by 11 percentage points and received an Orange performance level, indicating a need to strengthen English language acquisition and language development supports. The College/Career Indicator also declined from 53.8% Prepared in 2024 to 50.4% Prepared in 2025 and received an Orange performance level, highlighting the need to expand opportunities that support postsecondary readiness. Although Mathematics performance improved significantly, overall performance remains at the Yellow level, indicating the need for continued focus on mathematics achievement and targeted support for student groups performing below standard.

Educational partner feedback, local survey results, and ongoing program evaluation also identified opportunities to strengthen family engagement, increase participation in state assessments, expand support for English learners and students with disabilities, and continue enhancing student connectedness through field trips, enrichment opportunities, virtual academies, counseling services, and social-emotional supports. FRCS will continue to prioritize English language development services, targeted academic interventions, college and career readiness opportunities, Career Technical Education pathways, dual enrollment opportunities, individualized counseling supports, and family engagement efforts to address these identified needs. These priorities are reflected throughout this LCAP through actions designed to improve academic achievement, student engagement, school connectedness, college and career readiness, and equitable access to educational opportunities for all students.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent Advisory Committee (PAC)	Feather River Charter School's Parent Advisory Committee (PAC) played an important role in the development of the 2026–27 Local Control and Accountability Plan (LCAP). The PAC met during the 2025–26 school year to review student performance data, monitor progress toward LCAP goals, and provide feedback regarding priorities, actions, and services included in the 2026–27 LCAP. During the first meeting, PAC members reviewed progress toward implementation of the current LCAP, including updates on goal progress, action implementation, student achievement data, attendance outcomes, student engagement measures, and educational partner feedback. Members discussed areas of success as well as opportunities for continued improvement, particularly in the areas of academic achievement, student connectedness, family engagement, and support services for student groups. During the second meeting, PAC members reviewed the 2025 California School Dashboard, local assessment data, annual survey results, and a draft of the 2026–27 LCAP. The committee analyzed schoolwide performance trends, reviewed outcomes for student groups, and discussed areas of strength and opportunities for growth. Particular attention was given to English Language Arts achievement, mathematics performance, English learner progress, college and career readiness, student engagement, family involvement, and support services for socioeconomically disadvantaged students,

Educational Partner(s)	Process for Engagement
	English learners, foster youth, homeless youth, and students with disabilities. PAC members emphasized the importance of maintaining strong academic supports, expanding opportunities for college and career exploration, strengthening communication with families, increasing participation in state assessments, and continuing to provide student engagement, enrichment, counseling, and wellness supports. Feedback provided by the PAC was considered during the development of the goals, actions, services, and expenditures included in the 2026–27 LCAP.
Teachers, Administrators, and Staff	Throughout the 2025–26 school year, teachers, administrators, counselors, Homeschool Teachers (HSTs), and other school personnel played an integral role in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Staff participated in ongoing data analysis, program evaluation, leadership meetings, and collaborative planning discussions designed to assess student outcomes and identify priorities for continuous improvement. Staff reviewed multiple sources of student performance data, including California Assessment of Student Performance and Progress (CAASPP) results, benchmark assessment data, attendance data, graduation data, college and career readiness indicators, educational partner feedback, and the 2025 California School Dashboard. Particular attention was given to English Language Arts and Mathematics achievement, student growth outcomes, English Learner Progress Indicator results, chronic absenteeism, graduation rates, college and career readiness outcomes, and performance among student groups, including English learners, socioeconomically disadvantaged students, foster youth, homeless youth, and students with disabilities. Through staff meetings, professional learning communities, leadership team discussions, and department collaboration, staff analyzed schoolwide and student group performance data to identify strengths, challenges, and areas requiring additional support. Staff celebrated significant gains in English Language Arts and

Educational Partner(s)	Process for Engagement
	Mathematics achievement, strong growth outcomes, low rates of chronic absenteeism, and positive school climate indicators. Staff also identified the need for continued focus on English learner progress, mathematics achievement, college and career readiness outcomes, support for students with disabilities, and strategies to increase participation in state assessments. Staff members provided feedback regarding the effectiveness of current programs and services and offered recommendations for strengthening academic interventions, English language development services, college and career readiness opportunities, counseling and wellness supports, student engagement activities, family communication, and professional development. Staff also reviewed draft LCAP goals, actions, metrics, and expenditures and provided input regarding implementation priorities and resource allocation. In addition to collaborative discussions, staff members participated in surveys, reflection activities, and planning processes that provided valuable input regarding current programs, emerging student needs, and future priorities. Feedback consistently emphasized the importance of maintaining personalized learning supports, benchmark assessment systems, intervention services, Marriage and Family Therapist (MFT) and Licensed Clinical Social Worker (LCSW) services, student engagement opportunities, college and career readiness programs, and professional learning focused on improving student outcomes. Input from teachers, administrators, counselors, Homeschool Teachers, and other school personnel directly informed the development of the 2026–27 LCAP and contributed to decisions regarding goals, actions, services, metrics, and expenditures. Their ongoing involvement helps ensure that the LCAP remains responsive to student needs, grounded in data, and aligned with FRCS's commitment to continuous improvement, equity, and student success.
Students	Feather River Charter School values student voice as an important component of the Local Control and Accountability Plan (LCAP) development process. During the 2025–26 school year, students were

Educational Partner(s)	Process for Engagement
	provided multiple opportunities to share feedback regarding their educational experiences, academic needs, school climate, student supports, and priorities for future improvement. A primary source of student input was the annual LCAP survey, which was distributed to students across grade levels. Students were encouraged to provide feedback regarding academic programs, school connectedness, counseling and wellness supports, enrichment opportunities, college and career readiness, communication, and overall satisfaction with their educational experience. Student survey responses provided valuable insight into areas of strength as well as opportunities for growth. Students shared positive feedback regarding academic support services, virtual and in-person learning opportunities, enrichment activities, school events, and social-emotional supports. Student input also highlighted the importance of maintaining flexible learning options, access to counseling and mental health services, college and career readiness opportunities, and activities that promote student connectedness and engagement. In addition to survey participation, students provided ongoing feedback through regular interactions with Homeschool Teachers, counselors, administrators, support staff, and other school personnel. As a personalized learning charter school, FRCS maintains frequent communication with students through learning period meetings, counseling sessions, academic planning discussions, and school-sponsored activities, creating ongoing opportunities for students to share their perspectives and needs. Student feedback was reviewed alongside academic achievement data, attendance data, California School Dashboard results, and other educational partner input during the LCAP development process. Information gathered from students helped inform decisions regarding academic interventions, MFT and LCSW services, student engagement activities, college and career readiness supports, enrichment opportunities, and other actions included in the 2026–27 LCAP.

Educational Partner(s)	Process for Engagement
	Student participation provided valuable perspectives that helped ensure the LCAP reflects student needs, priorities, and experiences. Their feedback contributed to FRCS's ongoing commitment to continuous improvement, meaningful student engagement, and equitable outcomes for all students.
Parents/Families	Parents and families played an essential role in the development of the 2026–27 Local Control and Accountability Plan (LCAP). Throughout the 2025–26 school year, Feather River Charter School actively sought family input through the annual LCAP survey, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, workshops, school events, podcasts, newsletters, ongoing communication with staff, and opportunities for public feedback. A primary source of family input was the annual LCAP survey, which provided parents and families with an opportunity to share feedback regarding academic programs, school climate, student supports, communication, family engagement, college and career readiness opportunities, and overall satisfaction with the school. Survey results reflected a high level of parent satisfaction and confidence in the school's educational program. Families shared positive feedback regarding school safety, individualized learning opportunities, academic support services, communication practices, enrichment activities, counseling and wellness supports, and the strong relationships developed between families and school staff. Parents and families provided feedback regarding instructional quality, English learner services, support for students with disabilities, college and career readiness programs, student engagement opportunities, enrichment activities, counseling and mental health services, and family communication systems. Families also emphasized the importance of maintaining personalized academic support, expanding opportunities for student engagement and connectedness, strengthening college and career exploration opportunities, and continuing strong communication between the school and families.

Educational Partner(s)	Process for Engagement
	The Parent Advisory Committee met during the school year to review progress toward LCAP goals, analyze student achievement and Dashboard data, and provide feedback regarding priorities for the 2026–27 LCAP. In addition, ELAC members provided input regarding services and supports for English learners, English language development opportunities, communication with families, and strategies to improve educational outcomes for multilingual learners. Parent and family feedback was reviewed alongside student achievement data, California School Dashboard results, attendance data, graduation data, local assessment results, and other educational partner input during the LCAP development process. Family input helped inform decisions regarding academic intervention programs, English learner services, counseling and wellness supports, college and career readiness opportunities, family engagement activities, communication systems, student enrichment opportunities, and resources designed to support students with the greatest needs. The ongoing partnership between families and the school continues to play a vital role in the continuous improvement process. Parent and family input helped ensure that the 2026–27 LCAP reflects the priorities, needs, and perspectives of the families served by Feather River Charter School and supports the school's commitment to equitable outcomes, student success, meaningful educational partner engagement, and continuous improvement.
Board/Community	The Feather River Charter School Governing Board and community members were actively engaged throughout the development of the 2026–27 Local Control and Accountability Plan (LCAP). Consistent with the school's commitment to transparency, accountability, and meaningful educational partner engagement, the Governing Board received regular updates regarding student performance, LCAP implementation, budget priorities, and progress toward school goals. During the 2025–26 school year, the Governing Board reviewed progress toward LCAP goals and examined multiple sources of

Educational Partner(s)	Process for Engagement
	student performance data, including California School Dashboard results, CAASPP assessment data, local benchmark assessment results, attendance data, graduation data, college and career readiness indicators, English Learner Progress data, and educational partner survey results. These discussions provided opportunities for board members to evaluate the effectiveness of current programs and services, monitor student outcomes, and identify priorities for continuous improvement. Board meetings included opportunities for public participation, questions, discussion, and feedback from parents, students, staff, and community members. Community input was also gathered through surveys, Parent Advisory Committee (PAC) meetings, English Learner Advisory Committee (ELAC) meetings, workshops, podcasts, school events, and ongoing communication with school leadership. Educational partners were provided opportunities to review student outcome data, discuss school priorities, and offer recommendations regarding programs, services, and resource allocation. To support informed decision-making, the Governing Board received information regarding the Local Control Funding Formula (LCFF), school budgeting processes, LCAP requirements, and the alignment between financial resources, student needs, and school goals. Board members reviewed the draft 2026–27 LCAP, considered educational partner feedback, and discussed proposed goals, actions, services, metrics, and expenditures prior to adoption. Feedback received from the Governing Board and community members helped inform decisions related to academic intervention programs, English learner services, counseling and wellness supports, college and career readiness opportunities, Career Technical Education pathways, dual enrollment opportunities, student engagement activities, family engagement initiatives, and services designed to support students with the greatest needs. Particular attention was given to improving English learner outcomes, strengthening mathematics achievement, expanding college and career readiness opportunities, increasing student engagement, and maintaining strong academic growth and achievement outcomes.

Educational Partner(s)	Process for Engagement
	Through ongoing communication, public meetings, data review, and opportunities for feedback, the Governing Board and community contributed to a collaborative planning process that supports continuous improvement, transparency, accountability, and equitable outcomes for all students.

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

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

Goal 1: Academic Achievement

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

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

Goal 2: Student Engagement, Wellness, and School Connectedness

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

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

Goal 3: Family Engagement and Educational Partner Partnerships

Parent and family feedback highlighted the importance of maintaining strong communication, meaningful opportunities for involvement, and continued collaboration between families and the school. Educational partners emphasized the value of ongoing communication through newsletters, podcasts, social media, the school website, the parent portal, advisory committees, and direct communication with school staff. Families also expressed support for maintaining opportunities to participate in school decision-making processes and educational planning.

Feedback from parents, PAC members, ELAC participants, and community members supported continued investments in family engagement activities, communication systems, parent education opportunities, advisory committee participation, and resources designed to strengthen partnerships between families and the school. As a result, the LCAP continues actions focused on increasing educational partner engagement and ensuring that families remain active participants in supporting student success.

Educational Partner Influence on the Adopted LCAP

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

The adopted LCAP reflects a shared commitment to improving academic achievement, strengthening student engagement and wellness, enhancing family partnerships, increasing college and career readiness, and ensuring equitable access to programs and services. Through ongoing educational partner engagement, Feather River Charter School continues to align resources and actions with the needs, priorities, and aspirations of the students, families, staff, and community it serves.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed based on a review of multiple measures of student performance, including the California School Dashboard, local benchmark assessment data, state assessment results, graduation data, attendance data, educational partner feedback, and other local indicators. The review of these data sources identified several areas of strength, including strong growth in English Language Arts and Mathematics, positive science achievement outcomes, high graduation rates, low rates of chronic absenteeism, and positive school climate indicators. At the same time, the analysis identified opportunities for continued growth in mathematics achievement, English learner progress, college and career readiness, and outcomes for student groups performing below standard.

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

The development of this goal was also informed by educational partner feedback gathered from students, parents, staff, advisory committees, and the Governing Board. Educational partners emphasized the importance of maintaining strong academic supports, expanding college and career readiness opportunities, strengthening interventions for struggling students, supporting English learners and students with disabilities, and ensuring equitable access to educational opportunities.

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

Through the implementation of this goal, Feather River Charter School will continue to strengthen academic achievement, support student growth, expand postsecondary readiness opportunities, and ensure that all students are equipped with the knowledge, skills, and support necessary for future success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	% of students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups	2023-24 (2022-23) Schoolwide: 43.01% English Learners: 9.76% Socioeconomically Disadvantaged: 38.01% Students with disabilities: 23.07%	2024-25 Schoolwide: 43.21% English Learners: 8.75% Socioeconomically Disadvantaged: 37.78% Students with disabilities: 26.67%	2025-26 Schoolwide: 51.41% English Learners: 20.46% Socioeconomically Disadvantaged: 44.53% Students with disabilities: 32.59%	2026-27 Schoolwide: 48% English Learners: 15% Socioeconomically Disadvantaged: 43% Students with disabilities: 28%	Schoolwide: +8.4% English Learners: +10.7% Socioeconomically Disadvantaged: +6.52% Students with disabilities: +9.52%
1.2	% of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups	2023-24 (2022-23) Schoolwide: 29.94% English Learners: 19.05% Socioeconomically Disadvantaged: 25.05% Students with disabilities: 17.58%	2024-25 Schoolwide: 29.48% English Learners: 16.05% Socioeconomically Disadvantaged: 26.26% Students with disabilities: 14.44%	2025-26 Schoolwide: 37.88% English Learners: 28.58% Socioeconomically Disadvantaged: 34.56% Students with disabilities: 11.23%	2026-27 Schoolwide: 35% English Learners: 25% Socioeconomically Disadvantaged: 30% Students with disabilities: 22%	Schoolwide: +7.94% English Learners: +9.53% Socioeconomically Disadvantaged: +9.51% Students with disabilities: -6.35%
1.3	% of students who score at standards Met/Exceeded on California Science Test (CAST)	2023-24 (2022-23) 34.63%	2024-25 36.26%	2025-26 45.03%	2026-27 40%	+10.4%
1.4	Academic Indicator ELA: Schoolwide Distance	2023-24 (2022-23)	2024-25 Schoolwide: -21.3	2025-26 Schoolwide: +2.8	2026-27 Schoolwide: -15	Schoolwide: +21.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	from standard (DFS), including all significant subgroups	Schoolwide: -18.7 English Learners: -59.7 Socioeconomically Disadvantaged: -30.8 Students with disabilities: -73.6	English Learners: -70.4 Socioeconomically Disadvantaged: -31 Students with disabilities: -67.1	English Learners: -36.2 Socioeconomically Disadvantaged: -14 Students with disabilities: -30.4	English Learners: -56 Socioeconomically Disadvantaged: -25 Students with disabilities: -69	English Learners: +23.5 Socioeconomically Disadvantaged: +16.8 Students with disabilities: +43.2
1.5	Academic Indicator Math: Schoolwide Distance from standard (DFS), including all significant subgroups	2023-24 (2022-23) Schoolwide: -53.5 English Learners: -61.3 Socioeconomically Disadvantaged: -64.3 Students with disabilities: -105.9	2024-25 Schoolwide: -56.4 English Learners: -74.1 Socioeconomically Disadvantaged: -64.8 Students with disabilities: -101.9	2025-26 Schoolwide: -33.8 English Learners: -74.1 Socioeconomically Disadvantaged: -64.8 Students with disabilities: -83.5	2026-27 Schoolwide: -53.5 English Learners: -56 Socioeconomically Disadvantaged: -60 Students with disabilities: -100	Schoolwide: +19.7 English Learners: -12.8 Socioeconomically Disadvantaged: -0.5 Students with disabilities: +22.4
1.6	% Participation Rate on CAASPP ELA	2023-24 (2022-23) 97%	2024-25 99%	2025-26 99%	2026-27 99%	+2%
1.7	% Participation Rate on CAASPP Math	2023-24 (2022-23) 97%	2024-25 99%	2025-26 99%	2026-27 99%	+2%
1.8	% - Reclassification Rate	2023-24 (2022-23) 56.2%	2024-25 59.9%	2025-26 58.5%	2026-27 25%	+2.3%
1.9	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI)	2023-24 (2022-23) 50.9%	2024-25 59.8%	2025-26 48.8%	2026-27 55%	-2.1%
1.10	% of teachers are properly credentialed	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of ELs with access to ELD Standards-Based Curriculum	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%
1.12	% Completed a-g Requirements	2023-24 (2022-23) 31.2%	2024-25 24.8%	2025-26 31.2%	2026-27 36%	0%
1.13	% Completed CTE Course Requirements	2023-24 (2022-23) 3.7%	2024-25 2.3%	2025-26 1.4%	2026-27 5%	-2.3%
1.14	% Completed a-g Requirements and CTE Course Requirements	2023-24 (2022-23) 1.8%	2024-25 0%	2025-26 0%	2026-27 3%	-1.8%
1.15	% of students scoring at ready or conditionally ready on the EAP for ELA	2023-24 (2022-23) Schoolwide: 43.01%	2024-25 Schoolwide: 43.21%	2025-26 Schoolwide: 51.41%	2026-274 8%	+8.4%
1.16	% of students scoring at ready or conditionally ready on the EAP for Math	2023-24 (2022-23) Schoolwide: 29.94%	2024-25 Schoolwide: 29.48%	2025-26 Schoolwide: 37.88%	2026-27 35%	+7.9%
1.17	% Passed AP with 3 or higher	2023-24 (2022-23) 83.33%	2024-25 83.33%	2025-26 88.88%	2026-27 85%	+5.5%
1.18	% High School Graduation Rate	2023-24 (2022-23) 89.9%	2024-25 96.2%	2025-26 93.6%	2026-27 95%	+3.7%
1.19	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%
1.20	100% of students will have home access to	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	technology and the internet					

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.

Overall, Goal 1 was successfully implemented during the 2025–26 school year. The school implemented the majority of planned actions and services, including professional development for instructional staff, standards-aligned curriculum and instructional resources, benchmark and state assessment administration, Multi-Tiered System of Support (MTSS) interventions, English Learner services, special education supports, technology access, college and career readiness programs, and targeted services for unduplicated student groups. Implementation also included ongoing support through curriculum coordinators, instructional coaches, English Learner staff, intervention personnel, Student Study Team (SST) processes, and Family Resource Specialists serving foster youth and homeless students.

Implementation was supported through continuous review of student achievement data, benchmark assessments, California School Dashboard outcomes, English Learner Progress Indicator (ELPI) results, and regular progress monitoring. Staff utilized assessment data to identify student needs, provide targeted interventions, adjust instructional supports, and monitor progress for students requiring additional academic assistance. Targeted interventions were provided through MTSS systems, small-group instruction, literacy intervention programs, English Language Development services, and individualized supports for students with disabilities and other student groups demonstrating lower levels of achievement.

One of the greatest successes associated with Goal 1 was the substantial improvement in academic achievement. The 2025 California School Dashboard reflected significant gains in both English Language Arts and Mathematics. English Language Arts improved by 24.1 points and achieved a Green performance level with students performing 2.8 points above standard. Mathematics improved by 22.6 points and remained Yellow, with students performing 33.8 points below standard. Science performance remained a strength, earning a Green performance level with students performing 58.9 points above standard. Additionally, the new Growth Model results demonstrated strong academic growth, with English Language Arts rated Accelerated and 79.6% of students improving their performance, while Mathematics was also rated Accelerated with 75.0% of students improving from the prior year.

Additional successes included strong outcomes for student engagement and school climate. Chronic Absenteeism remained exceptionally low at 0.6%, earning a Blue performance level, while the Suspension Rate remained at 0.0%, also earning a Blue performance level. The school maintained high levels of student access to curriculum, instructional technology, college and career readiness opportunities, and specialized supports for English Learners, Students with Disabilities, Foster Youth, and Homeless Youth.

While overall implementation was successful, challenges remain in addressing persistent achievement gaps among student groups. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to perform below standard in both English

Language Arts and Mathematics despite notable improvement. Additionally, the English Learner Progress Indicator declined to 48.8% making progress and received an Orange performance level, indicating a continued need to strengthen English language acquisition supports, targeted intervention services, and progress monitoring for English Learners. College and Career readiness also remains an area of focus, as the College/Career Indicator declined to 50.4% Prepared and earned an Orange performance level. These results demonstrate the need for continued investment in academic interventions, English Learner supports, college and career readiness pathways, and differentiated instructional strategies.

Overall, the actions and services associated with Goal 1 were implemented substantially as planned and contributed to improved academic outcomes, accelerated student growth, and positive school climate outcomes. The school will continue refining and strengthening supports to accelerate achievement, improve English Learner outcomes, expand college and career readiness opportunities, and close achievement gaps for student groups performing below schoolwide levels.

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

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

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

Overall, the actions associated with Goal 1 were effective in supporting progress toward improved student achievement, academic growth, and student engagement. The school successfully implemented key actions, including Staff Professional Development (Action 1.1), Staff Professional Development on Students with Disabilities (Action 1.2), assessments and progress monitoring systems (Action 1.3), standards-based curriculum and instructional resources (Actions 1.4 and 1.6), student technology and connectivity supports (Action 1.5), English Learner services (Action 1.9), Multi-Tiered System of Support (MTSS) interventions and Student Study Team services (Action 1.12), and college and career readiness programs (Actions 1.10 and 1.11).

Evidence of the effectiveness of these actions can be seen in the 2025 California School Dashboard results. English Language Arts performance improved by 24.1 points from the prior year and moved to a Green performance level, with students performing 2.8 points above standard. Mathematics performance improved by 22.6 points and remained at the Yellow performance level. Science performance remained a strength, earning a Green performance level with students performing 58.9 points above standard. Additionally, the California Growth Model demonstrated strong student growth, with English Language Arts rated Accelerated and 79.6% of students improving their performance, while Mathematics was also rated Accelerated with 75.0% of students improving their performance.

Actions 1.1 and 1.2 were particularly effective in strengthening instructional capacity across the organization. Ongoing professional development, mentor teacher support, instructional coaching, curriculum coordination, specialized training for Students with Disabilities, and support provided through SELPA resources helped staff implement evidence-based instructional strategies, improve compliance practices, and better address the academic needs of diverse student groups. These efforts contributed to improved academic outcomes for both schoolwide and student subgroup populations.

Action 1.3 supported continuous improvement through the use of benchmark, formative, interim, and state assessment data. Staff utilized assessment results to identify learning gaps, monitor student progress, and provide targeted interventions. Actions 1.4 and 1.6 ensured students had access to standards-aligned curriculum, grade-level coursework, supplemental instructional programs, and personalized learning opportunities, supporting improved student achievement across multiple content areas.

Actions 1.9 and 1.12 were effective in providing targeted support for English Learners and students requiring additional academic interventions. Through English Language Development instruction, ELPAC support, MTSS interventions, literacy programs, SST processes, and small-group instructional opportunities, the school increased support for students performing below standard. These actions contributed to substantial gains for English Learners in both English Language Arts and Mathematics. English Learners improved 34.2 points in English Language Arts and 29.6 points in Mathematics compared to the prior year.

Several student engagement and school climate indicators also demonstrated positive outcomes. Chronic Absenteeism remained exceptionally low at 0.6%, earning a Blue performance level, while the Suspension Rate remained at 0%, also earning a Blue performance level. These results suggest that the school’s comprehensive support systems, individualized learning model, and family engagement efforts continue to positively impact student participation and school connectedness.

While the actions were generally effective, the data also demonstrate areas requiring continued attention. The English Learner Progress Indicator declined by 11% to 48.8% making progress and earned an Orange performance level. Additionally, the College and Career Indicator declined to 50.4% Prepared and earned an Orange performance level. Although achievement improved for many student groups, English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities continue to perform below standard in English Language Arts and Mathematics. These results indicate a continued need to strengthen English Learner services, targeted interventions, and college and career readiness supports.

The school will continue implementing and refining the actions associated with Goal 1, with an increased emphasis on professional development, differentiated instructional strategies, targeted intervention services, English Learner supports, and college and career readiness opportunities. Overall, the available data indicate that the actions implemented under Goal 1 contributed positively to student outcomes and established a strong foundation for continued academic improvement.

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

Based on a review of California School Dashboard results, local assessment data, and educational partner feedback, no substantive changes were made to Goal 1, as the goal continues to address the school's identified academic priorities. However, several refinements have been made to actions and implementation strategies for the coming year to better address areas of need identified through the annual review process.

The 2025 California School Dashboard demonstrated improvement in English Language Arts and Mathematics, as well as positive academic growth across grade levels. Despite these gains, achievement gaps persist for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students. Additionally, challenges remain in English Learner progress and college and career readiness outcomes. As a result, the school will continue and strengthen targeted academic intervention services, progress monitoring practices, English Learner supports, and differentiated instructional strategies designed to accelerate achievement and reduce performance gaps for students performing below standard.

To strengthen intervention services and improve academic outcomes, the school will implement a new screening tool to improve the accuracy of student placement into intervention programs and small-group instruction. Additional refinements include expanded one-to-one intervention support, increased use of student performance data to plan and adjust intervention classes, and the expansion of intervention opportunities for students in lower grade levels. To support these efforts, the school will hire additional intervention teachers to provide targeted academic assistance and reduce student-to-teacher ratios within intervention settings. The school will also implement a new class registration system designed to make information about intervention programs more accessible to families and streamline the registration process, improving parent awareness of and participation in available academic support services. These refinements are intended to improve early identification of academic needs, increase access to targeted support, and accelerate learning for students performing below standard, particularly English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students.

The school will continue to enhance the use of benchmark assessment data, progress monitoring systems, and intervention programs to identify student needs earlier and provide timely academic support. Additional emphasis will be placed on improving outcomes for English Learners through strengthened English Language Development services, increased monitoring of English Learner progress, strategic use of ELPAC data, and targeted language acquisition supports. The school will also continue strengthening collaboration between general education, special education, intervention, and English Learner staff to ensure students receive coordinated and effective academic support.

In response to College and Career Indicator data and educational partner feedback regarding expanded career preparation opportunities, the school has added two new in-house Career Technical Education (CTE) pathways and hired two appropriately credentialed CTE teachers to provide direct instruction and pathway development. These additions are intended to increase student access to career-focused coursework, expand participation in career pathway programs, and improve college and career readiness outcomes. The school will also continue to expand access to dual enrollment opportunities, A-G aligned coursework, college awareness activities, and career exploration experiences through its College Awareness and Advancement Program (CAAP) and other college and career readiness initiatives.

No changes were made to the overall goal or its intended outcomes. Rather, refinements to implementation strategies, intervention supports, English Learner services, college and career readiness opportunities, and Career Technical Education pathways were made to ensure that resources remain focused on improving academic achievement, accelerating student growth, increasing English Learner progress, closing achievement gaps, and expanding postsecondary readiness opportunities for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Staff Professional Development	We are committed to offering professional development and support within our organization. This includes programs like New Teacher Training and Mentor Teachers, both supported via stipends. These programs are aimed at providing teachers with vital skills and guidance. Moreover, our budget allows for participation in Annual Conferences, which feature specialized training sessions and memberships to professional bodies like CSDC. We also support staff professional development with annual school-wide Google Classroom pre-recorded trainings, live virtual, and in-person professional development opportunities. Specifically, we allocate resources for UC and CSU conferences, acknowledging the importance of partnerships with higher education institutions in promoting continual learning and collaboration. In line with this commitment, we have introduced new Curriculum, Instructional, and Programmatic Coaches/Coordinators who will work closely with teachers and parents to provide personalized support, coaching, and resources tailored to individual professional growth. These initiatives strive to foster a supportive atmosphere that fosters skill development, networking, and ongoing improvement among our staff, ultimately enhancing the overall success of our organization.	$338,698.00	No
1.2	Staff Professional Development on Students with Disabilities	Offer professional development opportunities for staff that emphasize instructional strategies tailored for Students with Disabilities (SWDs). Recognizing the significance of catering to the unique academic needs of our SWDs, we aim to equip our teachers and support staff with the necessary skills and knowledge to facilitate their academic success. Additionally, we have special education coaches to provide our Special Education teachers and other instructional staff in developing strategies, techniques, and compliance practices to effectively teach all students and ensure adherence to district, state, and federal requirements. The School utiizes the training resources provided by the SELPA as well as the Diagnostic Center. Our staff will engage in specialized trainings and conferences aimed at enhancing support services and employing effective strategies to maximize the academic potential of this subgroup.	$344,484.00	No
1.3	Assessments, supports, and training	As a school, we offer a comprehensive assessment program that includes informal, interim, benchmark, formative, and formal assessments. We	$270,342.00	Yes

Action #	Title	Description	Total Funds	Contributing
		provide structured testing supports and strategies for students, parents, and staff members. Additionally, we allocate resources for staff salaries and stipends, including the employment of two testing coordinators. We have various examiners designated for specific assessments. We utilize assessments such as Renaissance, NWEA, and CAASPP, with allocated budgets for each assessment type and testing site locations. Overall, our aim is to ensure effective assessment practices and support the needs of our students to reach academic success.		
1.4	TK-8 standards based, grade-level courses	The school is implementing several key initiatives aimed at enhancing its educational programs and support systems. These include the development of TK-8 standards-based grade-level courses, ensuring curriculum alignment with established educational standards. Additionally, the school is investing in staffing to effectively support these courses, particularly focusing on adding staffing costs to meet the demands of the new programs. In response to modern educational needs, we have provided our students with a Junior High Virtual Academy to provide online learning opportunities for junior high students. Stipends are being allocated to recognize and incentivize staff's additional efforts. Furthermore, the utilization of online programs indicates a commitment to incorporating interactive digital standards-based resources into teaching and learning, enhancing student engagement and comprehension. These initiatives collectively demonstrate the school's proactive approach to improving educational quality, supporting staff, and integrating technology into the learning environment.	$376,688.00	No
1.5	Student technology and connectivity	In an effort to ensure that all students have access to essential technology resources, we provide WiFi hotspots and deploy 1:1 Chromebooks. Students with disabilities receive support in the form of assistive technology as specified in their Individualized Education Programs (IEPs) and devices to facilitate their access to education. Additionally, students are able to utilize their instructional funds to access devices such as laptops and tablets, further enriching their learning experiences. Access to student technology equipment ensures that all students, regardless of their circumstances, have the necessary tools to engage effectively with modern educational methods and technologies. These initiatives not only bridge	$200,000.00	No

Action #	Title	Description	Total Funds	Contributing
		geographical and socioeconomic barriers but also empower students to fulfill their educational needs effectively. By fostering equitable access to educational opportunities, we strive to support every student in reaching their full potential. With reliable internet access through hotspots, students can complete homework assignments, conduct research, participate in virtual classes, and collaborate with peers on projects, ensuring equitable access to educational opportunities for all.		
1.6	Standards based/aligned curriculum, resources, and supports	Our school is committed to standardizing and aligning curriculum, resources, and supports across all grade levels and subjects. With dedicated Curriculum Coordinators overseeing this initiative, we ensure that our educational offerings meet established standards and seamlessly integrate into instruction. We've embraced a diverse array of standards-aligned curriculum resources, including Subject.com, Bright Thinker, Edgenuity Imagine, and Edmentum. These resources offer students access to high-quality educational materials across a wide range of subjects. In addition to our core curriculum, we've allocated resources to supplementary programs such as Math Seeds, Reading Eggs, Prodigy Math & ELS, Accelerated Reader, Grammarly, and Keyboarding without Tears, among others. These programs are tailored to specific areas of student learning, enriching their educational experience. Through these proactive measures, we strive to deliver a comprehensive and standardized curriculum, supported by tailored resources and tools, to meet the diverse needs of our students and ensure their academic success.	$754,436.00	Yes
1.7	Resources and support for unduplicated students	We have implemented several initiatives aimed at providing resources and support for unduplicated students, with a focus on addressing barriers to learning, improving student well-being, and supporting academic success. The school employs a Licensed Social Worker who provides social-emotional support, family outreach, attendance interventions, resource coordination, and individualized case management services for students experiencing academic, behavioral, social-emotional, or personal challenges that may impact educational success. Through collaboration with families, teachers, and community agencies, the Licensed Social	$55,983.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Worker helps connect students to appropriate resources and interventions designed to improve engagement, attendance, and overall student outcomes. Additionally, the school utilizes the Lexia program to strengthen literacy development and support student achievement in English Language Arts. Lexia provides personalized, research-based instruction that supplements classroom learning through targeted reading and language skill development. Student progress is monitored through program data, allowing staff to identify learning needs and provide timely interventions. By combining social-emotional supports, family engagement services, and evidence-based literacy interventions, the school seeks to reduce barriers to learning, improve academic outcomes, and increase student confidence and engagement, particularly for English Learners, Low-Income students, and other unduplicated student groups.		
1.8	Special Education Curriculum and resources	To enhance support for our special education students we offer specialized curricula and resources like Sonday, Edmark Reading, SIPPS, and Unique.The school has adopted Kami and Reading A-Z for supplementary support. The School is aligning curriculum to support the alternate graduation pathway plan for students with disabilities. To monitor student progress toward Individualized Education Program (IEP) goals, the school has introduced Ablespace and Goalbook, providing tracking, monitoring, and scaffolding for IEP objectives and progress. Ablespace serves as a comprehensive system designed to track and monitor student progress specifically towards their IEP goals. Goalbook offers a comprehensive set of tools and resources to scaffold IEP goals, streamline assessment nts processes, and facilitate progress monitoring. These actions collectively aim to improve the educational experience and outcomes for special education students across the school, promoting individualized learning experiences and fostering academic success and personal growth for each student within the special education program. LREBG Funding used to support personnel in this action: $32,282	$184,211.00	No

Action #	Title	Description	Total Funds	Contributing
1.9	English Language Development Instruction and Support	For our English Learner (EL) students, we offer a comprehensive system of support that includes coordinated efforts from EL Coordinators who oversee English Language Development (ELD) instruction, dedicated ELD Live teachers who provide targeted language instruction, stipends for EL teachers recognizing their commitment to supporting multilingual learners, qualified staff to administer assessments such as the ELPAC, and supplemental instructional resources including Creative Ideas and Language Live Workbooks. In addition, EL students have access to individualized 1:1 tutoring opportunities designed to provide personalized academic and language support based on their specific learning needs. Students are also encouraged to reflect on their language learning journey, fostering self-awareness and progress monitoring. This comprehensive approach is intended to ensure that EL students receive the linguistic, academic, and individualized support necessary to achieve English proficiency and academic success.	$189,301.00	Yes
1.10	College & Career Courses, Resources & Support	The school provides a comprehensive selection of College and Career Readiness courses, resources, and support services designed to prepare students for postsecondary education, workforce opportunities, and successful transitions to adulthood. Students have access to a continuum of academic options, including College Credit Courses, Advanced Placement (AP) courses, High School Virtual Academy (HSVA) courses, Dual Enrollment opportunities, and A-G aligned coursework. These opportunities support students in meeting graduation requirements while preparing for college and career pathways. Students also receive assistance and resources for AP Exam preparation, PSAT participation, ACT/SAT preparation, college exploration, and college and university tours. In addition to these initiatives, the school maintains a partnership with CaliforniaColleges.edu to enhance college and career readiness. Through this partnership, students gain access to planning tools, career exploration resources, college application guidance, and a streamlined UC/CSU application process that supports informed postsecondary decision-making.	$1,253,577.00	Yes

Action #	Title	Description	Total Funds	Contributing
		To strengthen Career Technical Education (CTE) opportunities, the school has expanded its college and career programming through the addition of two new in-house Career Technical Education pathways and the hiring of two appropriately credentialed CTE teachers. These additions provide students with increased access to career-focused coursework, industry-relevant skills, career exploration opportunities, and workforce readiness experiences. The school continues to support CTE programming through dedicated coordinators, teachers, instructional resources, and pathway development activities designed to increase student participation and improve College and Career Indicator outcomes. The High School Virtual Academy provides students with a flexible four-year curriculum that includes both synchronous and asynchronous learning opportunities taught by experienced, appropriately credentialed teachers. Through rigorous coursework, individualized learning opportunities, and ongoing instructional support, students are able to meet graduation requirements while preparing for postsecondary education and career pathways. The use of credentialed educators ensures students receive high-quality instruction aligned with state standards while benefiting from the flexibility of an online learning environment. Transition planning and support for students with disabilities remains a high priority. The school provides individualized transition services, career exploration opportunities, postsecondary planning, and educational supports designed to assist students as they prepare for adulthood, employment, training, and higher education opportunities. To facilitate implementation of these programs, the school invests in necessary supplies, instructional resources, assessment materials, professional memberships, scheduling software, and other tools that support college and career readiness initiatives. Staff are also supported through professional development opportunities, stipends for specialized roles, mentoring programs, and training designed to strengthen college and career readiness programming across the school. Overall, these programs and services are designed to provide comprehensive academic, career, and postsecondary preparation		

Action #	Title	Description	Total Funds	Contributing
		opportunities that equip students with the knowledge, skills, experiences, and supports necessary to achieve success beyond high school. LREBG Funding used to support personnel in this action: $237,143		
1.11	CAAP Program	Our school's College Awareness and Advancement Program (CAAP) is dedicated to supporting our unduplicated 7th to 12th grade students in their pursuit of higher education. Through CAAP, students receive counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Alongside providing stipends as incentives for academic achievement, we collaborate with Blackbird, an educational platform offering coding courses, to provide additional resources for students interested in developing technical skills. Additionally, we have a High School Virtual Academy which offers a flexible curriculum spanning four years of core subjects and electives. Taught by experienced online educators, HSVA provides synchronous and asynchronous learning options via Zoom, Schoology, and Edgenuity.Through these initiatives, our school aims to empower students and increase college awareness and readiness among all student populations.	$35,000.00	Yes
1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	We are providing comprehensive support through various initiatives tailored to address the needs of students within the framework of the Multi-Tiered System of Support (MTSS), the Student Study Team (SST), and Section 504. Under the guidance of SST specialists and MTSS Tech personnel, we ensure that interventions are effectively implemented across different tiers to cater to diverse student needs. Additionally, our dedicated 504 Specialist offers specialized assistance to students covered under Section 504 plans, ensuring equitable access to resources and accommodations. Our support programs encompass a range of resources designed to enhance student learning and development. This includes targeted interventions provided through direct instruction by credentialed educators in live small-group virtual classrooms, aimed at addressing the specific academic or behavioral challenges students may face.	$845,196.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We also utilize evidence-based programs like SIPPS and NESSY to enhance literacy skills and support struggling readers. Additionally, platforms like Quill are leveraged to improve writing proficiency and promote literacy across various grade levels. By integrating these initiatives and resources, we strive to create a supportive environment that fosters academic success and holistic development for all students within our educational community.		

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

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

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

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

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain safe facilities as demonstrated in CA Facilities Inspection Tool	2023-24 (2022-23) Exemplary	2024-25 Good	2025-26 Exemplary	2026-27 Exemplary	Same as Baseline
2.2	% of students feel safe at school during activities and classes (as measured by student climate survey)	2023-24 (2022-23) 90% Strongly Agree/Agree	2024-25 85.71% Strongly Agree/Agree	2025-26 100% Strongly Agree/Agree	2026-27 95% Strongly Agree/Agree	+5% Strongly Agree/Agree
2.3	% of families feel the school is a safe place for their child (as measured by parent climate survey)	2023-24 (2022-23) 86% Strongly Agree/Agree	2024-25 92.62% Strongly Agree/Agree	2025-26 100% Strongly Agree/Agree	2026-27 90% Strongly Agree/Agree	+14% Strongly Agree/Agree
2.4	% of students feel connected to at least one staff member (as measured by student survey)	2023-24 (2022-23) 90% Strongly Agree/Agree	2024-25 86.61% Strongly Agree/Agree	2025-26 86.6% Strongly Agree/Agree	2026-27 95% Strongly Agree/Agree	-3.4% Strongly Agree/Agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	% Suspension rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0% English Learners: 0.5% Socioeconomically Disadvantaged: 0.1% Students with disabilities: 0%	2024-25 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2025-26 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	Schoolwide: 0% English Learners: -0.5% Socioeconomically Disadvantaged: -0.1% Students with disabilities: 0%
2.6	% Expulsion rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2024-25 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2025-26 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%	Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0%
2.7	% Middle School Dropout Rate	2023-24 (2022-23) 0%	2024-25 0%	2025-26 0%	2026-27 0%	0%
2.8	% High School Dropout Rate	2023-24 (2022-23) 5.6%	2024-25 1.5%	2025-26 2.8%	2026-27 2%	-2.8%
2.9	% Average Daily Attendance	2023-24 (2022-23) 98%	2024-25 98%	2025-26 98%	2026-27 100%	0%
2.10	% Chronic Absenteeism Rate for all students and all significant subgroups	2023-24 (2022-23) Schoolwide: 0.9% English Learners: 2.2% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 1.2%	2024-25 Schoolwide: 0.9% English Learners: 0% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 2.5%	2025-26 Schoolwide: 0.6% English Learners: 0% Socioeconomically Disadvantaged: 1.1% Students with disabilities: 1.9%	2026-27 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 1.1% Students with disabilities: 1.9%	Schoolwide: -0.3% English Learners: -2.2% Socioeconomically Disadvantaged: -0.3% Students with disabilities: +0.7%

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.

Overall, Goal 2 was successfully implemented during the 2025–26 school year. The school implemented the majority of planned actions and services designed to promote student engagement, social-emotional development, school connectedness, and positive school climate. Students participated in a variety of Outdoor Education and Community Experiences, Academic Enrichment opportunities, socialization activities, and student recognition events that supported both academic and personal growth. Activities such as community events, park days, student showcases, field trips, Adventure Academy courses, Science Fairs, Academic Decathlon and Pentathlon competitions, Spelling Bee activities, school dances, Prom, and graduation celebrations provided students with meaningful opportunities to build relationships, develop leadership skills, strengthen peer connections, and engage with their school community.

The school also implemented a variety of social-emotional supports, wellness initiatives, and evidence-based social-emotional learning resources designed to support student well-being and success. Programs such as EverFi, Centervention, and Character Strong were utilized to promote self-awareness, self-management, relationship skills, responsible decision-making, and resilience across grade levels. The annual Student Health and Wellness Fair, attendance support efforts, family outreach activities, and staff professional development focused on student wellness further supported a positive and inclusive learning environment.

Implementation was supported through ongoing review of attendance, school climate, engagement, and local survey data. School leadership, Student Achievement personnel, Data Analysts, and School Systems Analysts utilized multiple measures to evaluate program effectiveness, monitor student outcomes, and guide continuous improvement efforts. This data-informed approach helped ensure that enrichment activities, wellness initiatives, and student support services remained responsive to student needs.

One of the greatest successes associated with Goal 2 was the continued strength of student engagement and school climate outcomes. Student perceptions of safety increased from 90% to 100%, while parent perceptions of safety increased from 86% to 100%. The school also maintained a 0% suspension rate and 0% expulsion rate across all reported student groups. Chronic Absenteeism improved from 0.9% to 0.6%, and the High School Dropout Rate decreased from 5.6% to 2.8%, reflecting the positive impact of the school's efforts to promote student engagement, belonging, and support.

While overall implementation was successful, opportunities for continued growth remain. Student connectedness remained relatively stable, with 86.6% of students reporting that they felt connected to at least one staff member. Although this reflects a strong level of connection, the result remains below the established target of 95%. As a result, the school will continue strengthening opportunities for student engagement, relationship building, leadership development, and meaningful participation in school activities to further enhance students' sense of belonging and connection to the school community.

Overall, the actions and services associated with Goal 2 were implemented substantially as planned and contributed positively to student well-being, engagement, school climate, and social-emotional growth. The school will continue building upon these successes while refining strategies designed to strengthen student connectedness and support the development of well-rounded, self-motivated learners.

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.

Most expenditures associated with Goal 2 remained reasonably aligned with the original budget; however, several areas experienced increases in actual expenditures. Additional expenditures supported expanded academic enrichment opportunities, outdoor education and community activities, and schoolwide incentive program supplies used to support student participation, recognition, and engagement in community experiences.

Expenditures also increased in the area of Student and School Achievement and Accountability due to enhanced data tracking systems, improved monitoring and reporting practices, and additional personnel support. These investments strengthened the school's ability to track student outcomes, evaluate program effectiveness, and support continuous improvement efforts.

Overall, expenditure differences reflected the school's commitment to expanding academic enrichment opportunities, increasing outdoor and community-based experiences, supporting student engagement through schoolwide incentive programs, strengthening accountability systems, improving data tracking practices, and providing additional personnel resources to support these efforts. There were no material differences between planned and actual percentages of improved services, as all expenditures remained aligned with the goal of promoting student engagement, school connectedness, and positive school climate outcomes.

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

Overall, the actions associated with Goal 2 were effective in supporting progress toward creating a positive school climate, increasing student engagement, and promoting social-emotional growth. The school successfully implemented key actions including Outdoor Education and Community Experiences, Academic Enrichment opportunities, Social Emotional Supports, Resources and Learning, and Student and School Achievement and Accountability systems. These actions provided students with opportunities to build relationships, develop leadership skills, participate in enrichment activities, and strengthen their connection to the school community.

Evidence of the effectiveness of these actions can be seen in the school's local indicator and engagement data. Student perceptions of safety increased from 90% to 100%, while parent perceptions of safety increased from 86% to 100%. These results suggest that the school's efforts to provide a safe, supportive, and inclusive environment through community events, wellness initiatives, social-emotional learning resources, and student support programs were effective in strengthening school climate and fostering a positive educational experience.

Additional evidence of effectiveness is reflected in student engagement outcomes. The school maintained a 0% suspension rate and a 0% expulsion rate across all reported student groups. Chronic Absenteeism improved from 0.9% to 0.6%, and the High School Dropout Rate decreased from 5.6% to 2.8%. These results indicate that efforts to increase student engagement, provide meaningful enrichment opportunities, and support student well-being contributed positively to student participation and school success.

Programs such as virtual academies, Academic Decathlon and Pentathlon competitions, Science Fair activities, Spelling Bee competitions, field trips, community events, student recognition programs, and school social activities provided students with opportunities to engage in meaningful learning experiences beyond traditional classroom instruction. Social-emotional learning resources, wellness initiatives, and family engagement activities further supported the development of well-rounded students and contributed to positive school climate outcomes.

While these results indicate that the actions were generally effective, the data also demonstrate an area requiring continued attention. The percentage of students reporting that they feel connected to at least one staff member remained at 86.6%, below the established target of 95%. Although this reflects a strong level of student connectedness, it suggests a continued need to strengthen student-adult relationships, expand opportunities for student voice and leadership, and increase participation in activities that foster belonging and engagement.

The school will continue implementing and refining the actions associated with Goal 2, with an increased emphasis on student connectedness, relationship-building opportunities, social-emotional supports, and student engagement activities. Overall, the available data indicate that the actions implemented under Goal 2 contributed positively to student well-being, school climate, attendance, and engagement, while establishing a strong foundation for continued growth and improvement.

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

Based on a review of local indicator data, attendance outcomes, school climate survey results, and educational partner feedback, no substantive changes were made to Goal 2, as the goal continues to address the school's identified priorities related to student engagement, social-emotional well-being, school climate, and student connectedness. However, several refinements have been made to actions and implementation strategies for the coming year to better support student wellness and increase student engagement.

The 2025–26 results demonstrated strong outcomes in school climate and student engagement. Student perceptions of safety increased to 100%, parent perceptions of safety increased to 100%, suspension and expulsion rates remained at 0%, Chronic Absenteeism improved to 0.6%, and the High School Dropout Rate decreased to 2.8%. Despite these positive outcomes, the percentage of students reporting that they feel connected to at least one staff member remained at 86.6%, below the established target of 95%. As a result, the school will continue to strengthen efforts focused on relationship-building, student engagement, and school connectedness.

To further support student well-being, the school has expanded Action 2.3 by increasing access to mental health and social-emotional support services through Licensed Clinical Social Workers (LCSWs) and Marriage and Family Therapists (MFTs). These services will provide students and families with additional counseling, case management, intervention, and wellness supports designed to address barriers to learning and improve student engagement and overall well-being.

The school will also continue expanding opportunities for student participation through community events, Adventure Academy courses, field trips, student showcases, dances, wellness activities, and other enrichment opportunities designed to strengthen peer relationships, leadership skills, and school connectedness. Additionally, a student check-in system will be implemented during outdoor education and community events to strengthen student safety procedures and improve monitoring of student participation during school-sponsored activities.

No changes were made to the overall goal, metrics, or intended outcomes. Rather, refinements to student wellness supports, mental health services, student engagement opportunities, and school safety procedures were made to ensure resources remain focused on promoting

student well-being, strengthening school connectedness, increasing engagement, and supporting the development of well-rounded, self-motivated learners.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Outdoor Education and Community Experiences	Our school prioritizes Outdoor Education and Community Experiences to enrich the educational journey of our students. We offer a diverse range of activities and events aimed at fostering community engagement and social development. This includes organizing Community Events, Student Showcases, and Park Days to bring together students, families, and community members. Additionally, we celebrate milestones like 8th grade promotion, High School Graduation and seasonal festivities such as the Harvest Festival. Our school also provides memorable experiences like Prom, Fall High School Dances, and Middle School Dances, creating opportunities for students to socialize, celebrate, and form lasting bonds. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth. In our commitment to ensuring school safety of all participants in our outdoor education events, we are implementing a student check-in system. Moreover, our commitment to student recognition extends to our English Learner department's RFEP recognition program. This initiative honors students who have successfully reclassified from English Learner status, acknowledging their dedication to language acquisition and academic success. Each recognized student receives a certificate of achievement, a medal, and a gift certificate (generously donated), emphasizing their hard work and perseverance. This system will ensure that we are aware of all students participating, enhancing our ability to oversee and manage these enriching experiences. Through these initiatives, we aim to create a comprehensive educational environment that promotes community involvement, outdoor exploration, and personal growth.	$216,694.00	No
2.2	Academic Enrichment	To foster academic enrichment among our students, we organize Field Trips, Fall events, and Science Fairs. Students also have opportunities to	$873,725.00	Yes

Action #	Title	Description	Total Funds	Contributing
		participate in various activities such as Academic Decathlon & Pentathlon competitions, Spelling Bee contests, and Adventure Academies. These initiatives are aimed at fostering intellectual growth, encouraging teamwork, and enhancing critical thinking skills. Additionally, we provide Adventure Academy, Spelling Bee, Fall event, and Science Fair Stipends to staff and access to essential resources to support students to thrive academically beyond the limitations of traditional classroom settings.		
2.3	Social Emotional Supports, Resources, and Learning	Our school is committed to supporting the social-emotional well-being and mental health of our students through a comprehensive range of services and initiatives. To promote physical, mental, and emotional wellness, the school hosts an annual Student Health and Wellness Fair that provides students and families with information, resources, and access to community support services. Students have access to counseling, mental health, and intervention services provided by Marriage and Family Therapists (MFTs) and Licensed Clinical Social Workers (LCSWs). These professionals work collaboratively with students, families, and staff to support student well-being, address barriers to learning, and promote positive school engagement. The school also utilizes evidence-based resources and digital curricula, including EverFi, Centervention, and CharacterStrong, to support the development of social-emotional competencies across grade levels. These programs help students build skills related to self-awareness, self-management, responsible decision-making, relationship building, and resilience. In addition, staff participate in professional learning opportunities focused on student wellness, mental health, and social-emotional development to strengthen their ability to support students effectively. By remaining informed about best practices and implementing targeted supports, the school strives to foster a positive school climate and enhance the overall well-being and academic success of all students.	$388,891.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Student and School Achievement & Accountability	In our efforts to enhance student achievement and accountability, we facilitate roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC Coordinator. Additionally, we are providing resources like contracts for LCAP support, specialized software for analysis and reporting, and DTS (document tracking services). This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations.	$168,236.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of parents feel included in school decision-making.	2023-24 (2022-23) 97% Strongly Agree/Agree	2024-25 96% Strongly Agree/Agree	2025-26 100%	2026-27 99%	+3%
3.2	% of parents who are satisfied with their school (reporting as agreeing or strongly agreeing on the parent survey)	2023-24 (2022-23) 91% Strongly Agree/Agree	2024-25 94% Strongly Agree/Agree	2025-26 100%	2026-27 95%	+9%
3.3	% of parents who feel connected	2023-24 (2022-23) 97% Strongly Agree/Agree	2024-25 94% Strongly Agree/Agree	2025-26 91.7%	2026-27 99%	-5.3%
3.4	% of parents who provide feedback on survey specific to our LCAP actions and goals (as measured by student climate survey)	2023-24 (2022-23) 100%	2024-25 100%	2025-26 100%	2026-27 100%	0%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

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

Overall, Goal 3 was successfully implemented during the 2025–26 school year. The school implemented the majority of planned actions and services designed to strengthen communication, family engagement, and collaboration between families and educators. Key actions included Parent Education opportunities, Family Communication initiatives, Family Engagement activities, English-language Parent Supports, and Special Education Parent Education sessions. Through these actions, the school sought to ensure that families remained informed, connected, and actively involved in their children's educational experience.

The school maintained a variety of communication platforms to support meaningful family engagement, including podcasts, social media, newsletters, parent meetings, and the school website. Podcasts were used to provide families with information regarding curriculum, instructional strategies, educational resources, and school updates, helping parents support student learning at home. Social media platforms served as a communication tool while also celebrating student accomplishments, staff achievements, school events, and positive school culture. During the year, the school also implemented a secure parent portal to provide families with improved access to important information, resources, announcements, and school documents.

Family engagement efforts were further supported through Parent Advisory Committee (PAC) meetings, climate survey participation, parent education opportunities, orientation meetings, park days, family events, and ongoing outreach efforts. English-language parent supports and Special Education parent education sessions provided targeted resources and information to help families better support student learning and actively participate in educational planning and decision-making.

One of the greatest successes associated with Goal 3 was the continued strength of family engagement outcomes. Parent satisfaction increased from 91% to 100%, and the percentage of parents reporting that they feel included in school decision-making increased from 97% to 100%. In addition, participation in providing feedback on LCAP actions and goals remained at 100%, demonstrating a high level of family involvement and engagement in the continuous improvement process.

While overall implementation was successful, the percentage of parents reporting that they feel connected decreased from 97% to 91.7%. Although this remains a strong result, it suggests an opportunity to further strengthen family engagement efforts, expand opportunities for meaningful participation, and continue building relationships that foster a strong sense of connection within the school community.

Overall, the actions and services associated with Goal 3 were implemented substantially as planned and contributed positively to family engagement, communication, and collaboration. The school will continue building upon these successes while refining strategies designed to strengthen parent connectedness and further enhance partnerships between families and educators.

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.

Most expenditures associated with Goal 3 remained aligned with the original budget; however, several areas experienced increases in actual expenditures due to expanded family engagement and communication efforts. Additional expenditures were incurred to support English-language parent supports, parent education workshops, classes, and clubs, as well as the expansion of family communication efforts through podcasts, website enhancements, social media outreach, newsletters, and other communication platforms designed to increase family access to information and engagement opportunities.

Expenditures also increased due to additional personnel resources necessary to support family communication, outreach efforts, parent engagement activities, and implementation of communication systems designed to improve family participation and responsiveness. These investments were aligned with the school's efforts to maintain high levels of parent engagement and communication, as reflected in family survey results showing 100% parent satisfaction, 100% parent participation in school decision-making, and 100% participation in providing feedback regarding LCAP actions and goals.

Overall, expenditure differences reflected the school's commitment to strengthening communication systems, expanding parent education opportunities, increasing support for English-language parent engagement, and providing the personnel and resources necessary to maintain strong family-school partnerships. There were no material differences between planned and actual percentages of improved services, as all expenditures remained aligned with the goal of enhancing family engagement, communication, and collaboration between families and educators.

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

Overall, the actions associated with Goal 3 were effective in supporting progress toward strengthening family engagement, communication, and collaboration between families and educators. The school successfully implemented key actions including Parent Education opportunities, Family Communication initiatives, Family Engagement activities, English-language Parent Supports, and Special Education Parent Education sessions. These actions provided families with increased access to information, educational resources, communication tools, and opportunities to actively participate in their children's educational experience.

Evidence of the effectiveness of these actions can be seen in the school's family engagement survey results. Parent satisfaction increased from 91% to 100%, indicating that families continue to view the school positively and value the educational services and support provided. Additionally, the percentage of parents reporting that they feel included in school decision-making increased from 97% to 100%, demonstrating the effectiveness of outreach efforts, communication systems, Parent Advisory Committee participation, and opportunities for family feedback.

The school's communication efforts also contributed positively to family engagement. Through podcasts, newsletters, social media, parent meetings, the school website, and the newly implemented parent portal, families had access to timely information regarding school programs, curriculum, instructional strategies, educational resources, and student opportunities. These communication tools helped strengthen partnerships between home and school while supporting parents in their role as active participants in their children's education.

Additional evidence of effectiveness is reflected in the continued participation of families in the school's continuous improvement process. Family participation in providing feedback regarding LCAP actions and goals remained at 100%, indicating strong engagement and a high level of family involvement in shaping school programs and services. Parent education opportunities, family events, PAC meetings, English-language parent supports, and Special Education parent education sessions further strengthened communication, increased family awareness of available resources, and supported meaningful family involvement.

While these results indicate that the actions were generally effective, the data also demonstrate an area requiring continued attention. The percentage of parents reporting that they feel connected decreased from 97% to 91.7%. Although this remains a strong result and exceeds many comparable engagement measures, it suggests a continued need to strengthen opportunities for relationship-building, family participation, and community connection. The school will continue exploring additional strategies to increase parent connectedness while maintaining the high levels of parent satisfaction, participation, and inclusion reflected in the survey results.

Overall, the available data indicate that the actions implemented under Goal 3 contributed positively to family engagement, communication, and collaboration. The school's continued focus on transparent communication, parent education, meaningful feedback opportunities, and family partnership has established a strong foundation for ongoing success and continuous improvement.

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

Based on a review of family engagement survey results, educational partner feedback, and communication data, no substantive changes were made to Goal 3, as the goal continues to address the school's identified priorities related to family engagement, communication, and collaboration between families and educators. However, several refinements have been made to actions and implementation strategies for the coming year to strengthen family connectedness and expand opportunities for meaningful engagement.

The 2025–26 results demonstrated strong family engagement outcomes. Parent satisfaction increased to 100%, the percentage of parents reporting that they feel included in school decision-making increased to 100%, and participation in providing feedback regarding LCAP actions and goals remained at 100%. These results indicate that the school's communication systems, parent education opportunities, and family engagement efforts continue to be effective in promoting meaningful family involvement.

Despite these positive outcomes, the percentage of parents reporting that they feel connected decreased from 97% to 91.7%. Although this remains a strong result, it suggests an opportunity to further strengthen family relationships, increase engagement opportunities, and expand efforts to build a stronger sense of community among families. As a result, the school will continue refining family engagement strategies designed to increase participation, foster meaningful connections, and improve overall family connectedness.

To support these efforts, the school will continue expanding communication and engagement opportunities through podcasts, social media, newsletters, parent meetings, family events, Parent Advisory Committee activities, and parent education opportunities. Additional emphasis will be placed on increasing utilization of the parent portal to improve family access to information, resources, announcements, and school communications. The school will also continue supporting parents in their role as educators by providing information regarding curriculum, instructional strategies, educational resources, and ways to support student learning at home through ongoing communication efforts.

No changes were made to the overall goal, metrics, or intended outcomes. Rather, refinements to communication systems, family engagement opportunities, and parent outreach efforts were made to ensure resources remain focused on strengthening family-school partnerships, increasing parent connectedness, promoting meaningful family involvement, and supporting student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent Education, i.e. Workshops, Classes, and Clubs	We are dedicated to equipping parents with valuable tools through our Parent Education program. We offer a diverse range of opportunities including workshops, classes, and clubs designed to empower parents in supporting their children's development. These initiatives serve as platforms for parents to gain essential skills and knowledge, fostering a collaborative community where they can learn and grow together. By prioritizing Parent Education, we aim to strengthen the bond between home and school, ultimately benefiting the overall growth and success of our students.	$53,474.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Family Communication i.e Podcasts, Social Media, Website, etc	Our commitment is to enhance family communication and engagement through various platforms, including podcasts, social media, and our website. Through podcasts, we aim to provide informative and engaging content that shares school updates, important information, curriculum highlights, and instructional strategies, helping parents and caregivers support student learning and serve as active partners in their child's education. Social media platforms serve as a dynamic space for sharing news, celebrating student and staff achievements, highlighting school events, and fostering community engagement. These platforms help strengthen connections between families and the school while recognizing the accomplishments and contributions of our educational community. Our website serves as a centralized hub for accessing resources, announcements, and important school information. In addition, a secure parent portal has been incorporated into the website to provide families with protected access to relevant resources, communications, and information that supports student success and family involvement. Utilizing these communication platforms demonstrates our commitment to fostering transparent, accessible, and meaningful communication between the school and families. Through these efforts, we strive to strengthen family-school partnerships, build community connections, and enrich the educational experience for all students and their families.	$102,976.00	No
3.3	Family Engagement	Our school is committed to building strong partnerships with families and fostering meaningful family engagement as an essential component of student success. To support this commitment, the school actively seeks family input and feedback through a variety of engagement opportunities designed to strengthen communication, promote transparency, and support continuous improvement. One of the primary ways the school gathers family feedback is through the annual Climate Survey. By encouraging families to share their perspectives regarding school programs, services, communication, and overall satisfaction, the school ensures that family voices play an important role in shaping educational experiences and informing decision-making. This collaborative approach strengthens trust, promotes transparency, and	$300,462.00	No

Action #	Title	Description	Total Funds	Contributing
		helps ensure that school programs remain responsive to the needs of students and families. The Parent Advisory Committee (PAC) serves as an important partnership between families and school leadership by providing opportunities for collaborative discussion, feedback, and shared decision-making. Through regular communication and engagement opportunities, the PAC helps strengthen connections between families and the school while supporting continuous improvement efforts. The school also utilizes multiple communication platforms to keep families informed and engaged. Through podcasts, newsletters, social media, parent meetings, and the school website, families receive timely information regarding school programs, educational opportunities, student supports, and important updates. School podcasts help support parents in their role as educators by providing information about curriculum, instructional strategies, educational resources, and ways to support student learning at home. Social media platforms serve as an additional communication tool while celebrating student accomplishments, staff achievements, school events, and positive school culture. To further strengthen communication and accessibility, the school has implemented a parent portal that provides families with a secure and centralized location to access important information, resources, announcements, and school documents. This enhanced communication system helps ensure families have convenient access to the information necessary to actively support their children's educational experience. Family engagement is further supported through community-building opportunities, parent education activities, orientation meetings, park days, family events, and ongoing outreach efforts designed to connect families with school resources and one another. These opportunities help foster a strong sense of community and encourage active participation in the educational process. Through these combined efforts, the school seeks to ensure that families feel informed, valued, connected, and empowered as partners in their children's education. By strengthening communication, increasing		

Action #	Title	Description	Total Funds	Contributing
		engagement opportunities, and promoting meaningful family involvement, the school continues to build a collaborative educational environment that supports student achievement and overall school success.		
3.4	English-language parent supports	To enhance support for English Language Learners (ELLs) and their families, the school has established a comprehensive action plan. This initiative encompasses the offering of English Learner Advisory Committee (ELAC) meetings throughout the academic calendar. These sessions serve as a forum for parents, teachers, staff, and community members to engage in discussions pertaining to English Language Development (ELD) programs, curriculum, and student support services. Furthermore, the implementation of interpretation-facilitated family meetings supports those with limited English proficiency or those who are deaf or hard of hearing. This measure ensures equitable access to vital information regarding academic progress, school policies, and available resources. Translation services, for languages other than English and for American Sign Language (ASL) interpretation, will be leveraged to facilitate effective communication with linguistically diverse families. Student Success meetings will be convened to monitor the progress of ELL students in meeting their ELD goals and standards. Input from teachers, administrators, and support staff will inform adjustments to instruction and support strategies as necessary. Ongoing evaluations and feedback gathering will drive the refinement of support services, fostering stronger partnerships between our school and the community. This strategic approach underscores our commitment to providing comprehensive support for ELL students and their families, while maintaining standards of professionalism and inclusivity throughout our engagement efforts.	$1,000.00	Yes
3.5	Special Education Parent Ed i.e IEP accommodations and	As part of our commitment to inclusive education, our school provides specialized parent education sessions focusing on Special Education, specifically addressing Individualized Education Program (IEP) accommodations and curriculum scaffolding. These sessions aim to equip	$1,500.00	No

Action #	Title	Description	Total Funds	Contributing
	curriculum scaffolding	parents with the necessary knowledge and skills to better understand and advocate for their child's unique educational needs. Through a series of workshops, we will delve into the intricacies of IEP development, exploring how to identify appropriate accommodations and modifications to support diverse learners. Additionally, we will provide insights into effective curriculum scaffolding techniques, empowering parents to actively participate in their child's educational journey and foster a supportive learning environment both at home and within our school community.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$2,677,634	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.891%	0.000%	$0.00	7.891%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Assessments, supports, and training **Need:** Unduplicated student groups, including English Learners, Foster Youth, Homeless students, and those from low-income families, continue to demonstrate academic disparities compared to schoolwide results.	Our comprehensive assessment program, including informal, interim, benchmark, formative, and formal assessments, is utilized to identify and monitor the specific academic needs and progress of unduplicated student groups. Targeted training is provided to staff on using assessment data to inform differentiated instruction and interventions specifically for English Learners, Foster Youth, and Low-Income students, thereby increasing the quality and intensity of support for these groups compared to the general student population.	1.1 % of students who score at standards Met/Exceeded on CAASPP ELA including alll significant subgroups 1.2: % of students who score at standards Met/Exceeded

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	In English Language Arts (ELA), the schoolwide Distance from Standard (DFS) was +2.8. English Learners scored 39.0 points below the schoolwide average (DFS: -36.2). Socioeconomically Disadvantaged students scored 16.8 points below the schoolwide average (DFS: -14.0). Homeless students scored below the schoolwide average and continue to require targeted academic support. In Mathematics, the schoolwide DFS was -33.8. English Learners scored 40.3 points below the schoolwide average (DFS: -74.1). Socioeconomically Disadvantaged students scored 31.0 points below the schoolwide average (DFS: -64.8). Homeless students scored below the schoolwide average and continue to require targeted academic support. In addition, the English Learner Progress Indicator declined to 48.8% making progress and earned an Orange performance level, indicating a continued need to strengthen English language acquisition supports and interventions designed to accelerate progress toward English proficiency.	Structured testing support and strategies are important in empowering students, parents, and staff members to navigate the assessment process effectively. Allocating resources for staffing, including hiring testing coordinators and designated examiners, is crucial to ensure that assessments are administered accurately and with sensitivity to the needs of all students. We use various assessment tools, such as Renaissance, NWEA, and CAASPP, with allocated budgets for each assessment type and testing site locations, to meet the specific needs of our diverse student population. By providing these assessment-related supports and resources on a schoolwide basis, we aim to create a supportive learning environment where all students, regardless of background, have the tools and opportunities to thrive academically and achieve success.	on CAASPP Math including all signifcant subgroups 1.4: Academic Indicator ELA: Schoolwide Distance from standard (DFS) including alll significant subgroups 1.5: Academic Indicator Math: Schoolwide Distance from standard (DFS) including alll significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These differences highlight the continued need for targeted academic supports, differentiated instruction, English Language Development services, progress monitoring, and systemic interventions aimed at closing achievement gaps and improving outcomes for unduplicated student groups. **Scope:** LEA-wide		
1.6	**Action:** Standards based/aligned curriculum, resources, and supports **Need:** The unduplicated student groups for whom this action is principally directed include economically disadvantaged students, English language learners, and foster youth. Economically disadvantaged students often require additional support and resources to access high-quality educational materials and achieve academic success. English language learners need curriculum resources that facilitate language acquisition while also covering standard curriculum content. Foster youth frequently face disruptions in their education and benefit from a stable, standardized curriculum that supports their learning continuity and academic achievement. **Scope:**	To address these needs, our school standardizes and aligns curriculum, resources, and supports across all grade levels and subjects, with oversight from dedicated Curriculum Coordinators. We utilize a variety of standards-aligned curriculum resources, including Subject.ocm, Bright Thinker, Edgenuity Imagine, and Edmentum, to provide high-quality educational materials in various subjects. Additionally, we offer supplementary programs such as Math Seeds, Reading Eggs, Prodigy Math & ELS, Accelerated Reader, Grammarly, and Keyboarding without Tears, which are tailored to specific learning areas and enhance the educational experience. Implementing these initiatives on a schoolwide basis ensures consistency and inclusivity, providing all students with the necessary tools and support to succeed academically. This comprehensive approach allows for scalability and efficient resource allocation, ensuring that every student, regardless of background or specific needs, benefits from a well-rounded and standardized curriculum.	% of students with access to a broad course of study, including unduplicated students and students with exceptional needs

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	**Action:** College & Career Courses, Resources & Support **Need:** This action primarily targets the unduplicated student groups of economically disadvantaged students, English learners, and foster youth. These students face unique and significant challenges. Economically disadvantaged students often lack access to advanced coursework, test preparation resources, and crucial college and career guidance, which are essential for post-secondary success. Without these resources, they are at a disadvantage in meeting college admission requirements and competing for scholarships. English learners face additional hurdles due to language barriers, which can make understanding college and career planning processes more complex and daunting. This can result in missed opportunities and lower participation in advanced academic programs. Foster youth typically experience instability and a lack of consistent support systems, which can disrupt their educational progress and hinder their ability to focus on long-term academic and career goals. These students often need additional guidance and resources to navigate the complexities of college applications and career planning successfully. **Scope:**	To address these needs, the school provides an extensive selection of college and career courses, resources, and support, including College Credit Courses, AP courses, High School Virtual Academy courses, and Dual Enrollment options to help students meet A-G requirements. Students also receive assistance with AP exam preparation, PSAT exams, and ACT/SAT preparation. The partnership with CaliforniaColleges.edu enhances college and career readiness, streamlining the UC/CSU application process and offering valuable planning resources. Additionally, the school supports Career Technical Education (CTE) programs with dedicated coordinators, teachers, and resources, including stipends for various roles and funds for CTE-related expenses. Implementing these initiatives on an LEA-wide basis ensures that all students, regardless of their background, have equitable access to the necessary resources and support to prepare for their academic and professional futures. This comprehensive support structure promotes inclusivity and consistency in educational opportunities, enabling all students, including those from economically disadvantaged backgrounds, English learners, and foster youth, to make informed decisions about their college and career paths. By providing these resources schoolwide, the LEA ensures scalability and efficient resource allocation, ultimately aiming to equip all students with the tools and guidance required for future success.	% - Completed a-g Requirements % - Completed CTE Course Requirements % - Completed a-g Requirements AND CTE Course Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.11	**Action:** CAAP Program **Need:** The College Awareness and Advancement Program (CAAP) is designed to support students in grades 7–12, with a particular focus on increasing college and career readiness for all students, including those from historically underserved backgrounds such as English Learners, Foster Youth, Homeless Youth, and Socioeconomically Disadvantaged students. According to the 2025 California School Dashboard, the College and Career Indicator declined to 50.4% Prepared and earned an Orange performance level, indicating a continued need to expand access to postsecondary planning, career exploration, and college readiness opportunities. These results highlight the importance of continued investment in academic counseling, career readiness programs, A-G completion support, and targeted interventions designed to increase equitable access to postsecondary opportunities. To address these needs, the CAAP provides comprehensive support and resources to help students prepare for and pursue higher education and career pathways. This includes individualized counseling support, access to A-G teacher-supported curriculum, college and university tours, and participation in experiential learning opportunities designed to	The CAAP is designed to address these needs by providing comprehensive support and resources to help students prepare for and pursue higher education and career pathways. This includes individualized counseling support, access to A-G teacher-supported curriculum, college and university tours, and participation in experiential learning opportunities designed to foster confidence, leadership, teamwork, and student connectedness. Students also have opportunities to participate in Camp Blackbird, an outdoor experiential learning program that promotes personal growth, resilience, collaboration, and social-emotional development through hands-on learning experiences. Stipends are offered as incentives for academic achievement and participation in college and career readiness activities, encouraging students to engage in opportunities that support their future goals. In addition, the High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options taught by experienced, appropriately credentialed teachers. Through rigorous coursework, individualized learning opportunities, and ongoing instructional support, students are able to meet graduation requirements while preparing for postsecondary education and career pathways. The use of credentialed educators ensures students receive high-quality instruction aligned with state standards while benefiting from the flexibility of an online learning environment.	%: Completed a-g Requirements %: Completed CTE Course Requirements %: Completed a-g Requirements AND CTE Course Requirements

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	foster confidence, leadership, teamwork, and student connectedness. Students also have opportunities to participate in Camp Blackbird, an outdoor experiential learning program that promotes personal growth, resilience, collaboration, and social-emotional development through hands-on learning experiences. In addition, the High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options taught by experienced, appropriately credentialed teachers. Through rigorous coursework, individualized learning opportunities, and ongoing instructional support, students are able to meet graduation requirements while preparing for postsecondary education and career pathways. The use of credentialed educators ensures students receive high-quality instruction aligned with state standards while benefiting from the flexibility of an online learning environment. To further strengthen college and career readiness opportunities, the school has added two new in-house Career Technical Education (CTE) pathways and hired two appropriately credentialed CTE teachers to provide direct instruction, pathway development, and increased access to career-focused coursework. These additions are intended to expand student participation in career pathway programs, increase exposure to industry-relevant skills, strengthen workforce	To further expand college and career readiness opportunities, the school has added two new in-house Career Technical Education (CTE) pathways and hired two appropriately credentialed CTE teachers to provide direct instruction and pathway development. These additions increase student access to career-focused coursework, workforce readiness experiences, and career exploration opportunities designed to strengthen future college and career outcomes. These initiatives, provided on a schoolwide basis, ensure that all students, regardless of background or circumstances, have access to the resources, experiences, and support necessary to increase college awareness, academic preparedness, career readiness, and postsecondary success. By implementing these actions schoolwide, the program promotes equity by expanding opportunities and access for all students while providing additional support to student groups that have historically experienced barriers to college and career readiness.	

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
	readiness, and improve future College and Career Indicator outcomes. These initiatives, provided on a schoolwide basis, ensure that all students, regardless of background or circumstances, have access to the resources, experiences, and support necessary to increase college awareness, academic preparedness, career readiness, and postsecondary success. By implementing these actions schoolwide, the program promotes equity by expanding opportunities and access for all students while providing additional support to student groups that have historically experienced barriers to college and career readiness. The data continues to demonstrate a need for targeted support in preparing students for postsecondary education and career pathways. Some student groups continue to face barriers related to college awareness, access to career exploration opportunities, A-G completion, and workforce readiness experiences. Through the continued implementation of CAAP, HSVA, CTE pathway expansion, college counseling services, and experiential learning opportunities, the school seeks to increase college and career readiness outcomes while ensuring all students are prepared for success beyond high school. **Scope:** LEA-wide		

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
1.12	**Action:** Multi-Tiered System of Support, Student Study Team, & Section 504 **Need:** Despite the implementation of comprehensive support systems through the Multi-Tiered System of Support (MTSS), Student Study Team (SST) processes, English Language Development services, and targeted intervention programs, achievement gaps remain evident in student performance data. According to the 2025 California School Dashboard, English Learners performed 39.0 points below the schoolwide average in English Language Arts, with a Distance from Standard (DFS) of -36.2 compared to the schoolwide DFS of +2.8. Socioeconomically Disadvantaged students performed 16.8 points below the schoolwide average, with a DFS of -14.0. In Mathematics, achievement gaps also persist. English Learners performed 40.3 points below the schoolwide average, with a DFS of -74.1 compared to the schoolwide DFS of -33.8. Socioeconomically Disadvantaged students performed 31.0 points below the schoolwide average, with a DFS of -64.8. Additionally, the English Learner Progress Indicator declined to 48.8% making progress and earned an Orange performance level, indicating a continued need to strengthen English language acquisition supports and targeted interventions.	Under the guidance of SST Specialists and MTSS Tech personnel, interventions are effectively implemented across different tiers to cater to diverse student needs, including those of socioeconomically disadvantaged (SED), English learners (EL), foster, and homeless students. The involvement of a dedicated 504 Specialist ensures specialized assistance for students covered under Section 504 plans, promoting equitable access to resources and accommodations tailored to their circumstances. These support programs encompass targeted interventions provided through direct instruction by credentialed educators in live small group virtual classrooms, addressing specific academic or behavioral challenges students from these underserved groups may face. Evidence-based programs like SIPPS and NESSY are utilized to enhance literacy skills and support struggling readers, while platforms like Quill are leveraged to improve writing proficiency across various grade levels. By integrating these initiatives and resources, a supportive environment is created to foster academic success and holistic development for all students within the educational community. Providing these comprehensive support initiatives on an LEA or schoolwide basis ensures that all students have access to the necessary resources and interventions, promoting equity and inclusivity in the educational system.	% of students who score at standards Met/Exceeded on CAASPP ELA, including all significant subgroups % of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These disparities highlight the need for continued academic interventions, differentiated instructional strategies, English Language Development services, progress monitoring, and data-driven decision-making to accelerate achievement and reduce performance gaps. Although data for Foster Youth and Homeless students may not be reported due to small student populations, the school remains committed to providing proactive supports and equitable access to academic, social-emotional, and college and career readiness services to ensure all students have the opportunity to succeed. **Scope:** LEA-wide		
2.2	**Action:** Academic Enrichment **Need:** Within our virtual learning charter school community, there exists a critical need for academic enrichment, especially among students from unduplicated groups such as economically disadvantaged students, English learners, and foster youth. These students have diverse learning needs and can significantly benefit from experiences that extend beyond the confines of virtual classrooms, fostering intellectual growth, teamwork, and critical thinking skills. Economic barriers, language proficiency challenges, and the unique circumstances faced by foster youth highlight the importance	To effectively address this identified need, our flex-based charter school has developed a comprehensive approach that offers a wide range of activities and events accessible to all students. These include virtual Academic Decathlon & Pentathlon competitions, online Spelling Bee contests, Adventure Academies, virtual Field Trips, Fall events, and Science Fairs conducted through our digital platform. By engaging in these initiatives, students not only gain valuable hands-on learning experiences but also develop essential skills such as collaboration, critical thinking, and adaptability within the virtual learning environment. Moreover, our charter school demonstrates its commitment to supporting educators in facilitating enriching experiences by providing stipends for Adventure Academy, Spelling Bee, Fall event, and	% of students feel safe at school during activities and classess (as measured by student climate survey) % of students feel connected to at least one staff member (as measured by student survey)

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
	of providing tailored opportunities for academic enrichment and holistic development within the virtual learning environment. **Scope:** LEA-wide	Science Fair coordinators who organize and oversee these virtual activities. By offering these opportunities schoolwide, we ensure that all students, regardless of their background or circumstances, have equitable access to academic enrichment experiences within the virtual learning environment. Implementing these initiatives within our charter school's framework ensures that we prioritize the academic and holistic development of all students, particularly those from unduplicated groups. By fostering a culture of inclusivity, innovation, and excellence in virtual learning, we aim to prepare our students for future success in college, career, and life, leveraging the unique opportunities afforded by virtual education.	
2.3	**Action:** Social Emotional Supports, Resources, and Learning **Need:** The action targets the social and emotional well-being of unduplicated students, recognizing the importance of addressing their diverse needs in this aspect. Unduplicated students encompass various groups, including those who are socioeconomically disadvantaged, English learners, and foster youth. These students may face various social and emotional challenges, including stress, mental health issues, and difficulties in coping with academic and personal pressures. It's crucial to provide comprehensive support to ensure unduplicated students feel valued,	action is designed to address identified student needs through a comprehensive approach that supports the social-emotional well-being, engagement, and overall success of all students, with particular benefits for unduplicated student groups. The school provides a variety of wellness-focused initiatives, including an annual Student Health and Wellness Fair, designed to promote physical, mental, emotional, and social well-being while increasing student awareness of available support services and community resources. A Licensed Social Worker provides direct support to students and families through case management, social-emotional services, attendance interventions, family outreach, resource coordination, and individualized student support. Through collaboration with students, families, school staff, and community agencies,	% of students feel connected to at least one staff member (as measured by student survey) % Suspension rate for all students and all significant subgroups % - Chronic Absenteeism Rate for all students and all significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	supported, and equipped with the necessary skills to navigate these challenges effectively. **Scope:** LEA-wide	the Licensed Social Worker helps address barriers to learning and connects students with services designed to improve academic engagement, attendance, and overall well-being. The school also utilizes evidence-based digital social-emotional learning resources, including EverFi, Centervention, and Character Strong, to support the development of self-awareness, self-management, relationship skills, responsible decision-making, and social awareness across grade levels. These resources provide targeted support for students while helping to foster a positive school climate and strengthen social-emotional competencies. To ensure the continued effectiveness of these supports, select staff members participate in professional development opportunities focused on student wellness, mental health, trauma-informed practices, and social-emotional learning. Wellness stipends and training opportunities support ongoing staff development and strengthen the school's capacity to provide effective support to students and families. Providing these initiatives on a schoolwide basis ensures that all students, regardless of background or circumstance, have access to the resources, services, and support necessary to promote social-emotional well-being, school connectedness, and academic success. This comprehensive approach helps create a safe, supportive, and inclusive learning environment that fosters student growth, resilience, and positive educational outcomes.	

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
2.4	**Action:** Student and School Achievement & Accountability **Need:** The action primarily targets the unique needs of unduplicated student groups within our school community, including those who are socioeconomically disadvantaged, English learners, and foster youth. Unduplicated students often face various challenges that can hinder their academic success and overall well-being. These challenges may include limited access to resources, language barriers, and social-emotional needs. Recognizing and addressing these needs is crucial for ensuring equitable opportunities and support for all students. Furthermore, despite achieving a blue performance level for Suspension rate and a green performance level score for Chronic Absenteeism, indicating the highest performance scores achievable for these state indicators, our school maintains a consistent commitment to maintaining these exceptional performance scores. With a suspension rate of 0% and a chronic absenteeism rate of 0.9%, we acknowledge the importance of continuing efforts to support students' social-emotional well-being and attendance to sustain these remarkable achievements. This underscores the ongoing need to provide comprehensive support to unduplicated student groups to ensure their continued success and to	The action is designed to address the identified needs of unduplicated student groups through a comprehensive approach that includes robust monitoring and targeted interventions. By facilitating roles such as Data Analysts, School Systems Analysts, Student Achievement Personnel, LCAP Writers/Monitors, and a WASC Coordinator, we ensure that there is dedicated support and oversight in place to address the specific needs of unduplicated students. These roles involve continuous data analysis, closely monitoring student progress, and implementing targeted interventions to support academic achievement and accountability for unduplicated student groups. Furthermore, providing resources such as contracts for LCAP support and specialized software for analysis and reporting (e.g., DTS) enables us to effectively track and monitor the progress of unduplicated student groups in real-time. This financial commitment underscores our dedication to establishing a robust framework for monitoring and enhancing achievement while ensuring transparency and adherence to standards and regulations. Through regular monitoring and analysis of data, we can identify trends, challenges, and areas of improvement specific to unduplicated student groups. This allows us to tailor interventions and allocate resources more effectively to address the unique needs of these students. By providing these resources and roles on an LEA or schoolwide basis, we ensure that all unduplicated students have access to the necessary support	% Suspension rate for all students and all significant subgroups % - Chronic Absenteeism Rate for all students and all significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	maintain the positive performance levels attained. **Scope:** LEA-wide	and resources to thrive academically and holistically. This comprehensive approach fosters a culture of equity, accountability, and continuous improvement throughout our school community, ultimately benefiting all students, especially those from unduplicated groups.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Resources and support for unduplicated students **Need:** In response to the unique challenges faced by unduplicated students, our school recognized the need for targeted support. Specifically, students experiencing housing instability or navigating the foster care system required specialized assistance to thrive academically and personally. To address this need, we implemented the role of a licensed social worker. This individual acts as a central point of contact for unduplicated students, offering assistance and advocacy to ensure they receive the necessary support to overcome	To address the diverse needs of unduplicated students within our school community, we have implemented strategic initiatives aimed at providing comprehensive support to address barriers to learning and foster academic success. At the heart of these efforts is a Licensed Social Worker who provides direct support to students and families through case management, social-emotional services, attendance interventions, family outreach, and coordination of community resources. Through personalized relationships and targeted interventions, the Licensed Social Worker works collaboratively with students, families, school staff, and outside agencies to address academic, behavioral, social-emotional, and environmental factors that may impact student success. By helping students and families access needed resources and supports, the Licensed	% of students who score at standards Met/Exceeded on CAASPP ELA including alll significant subgroups Academic Indicator ELA: Schoolwide Distance from standard (DFS) including alll significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	obstacles and succeed in their academic pursuits. **Scope:** Limited to Unduplicated Student Group(s)	Social Worker plays an important role in improving student engagement, well-being, attendance, and academic outcomes. In tandem with the support provided by the Licensed Social Worker, the school has implemented the Lexia program, an innovative literacy intervention designed to strengthen reading and language skills among students who require additional academic support. Through personalized learning pathways and technology-based instruction, Lexia provides targeted support to students struggling with foundational literacy skills, language development, or grade-level reading expectations. The program enables students to progress at their own pace while providing educators with real-time data and progress monitoring tools to inform instructional decisions and interventions. By leveraging Lexia as part of the school's comprehensive intervention system, we are committed to narrowing achievement gaps, improving literacy outcomes, and increasing student confidence and academic success. In summary, through the combined efforts of the Licensed Social Worker and the implementation of the Lexia program, the school is dedicated to providing comprehensive academic, social-emotional, and family supports designed to address the unique needs of unduplicated students and improve educational outcomes.	
1.9	**Action:** English Language Development Instruction and Support	Our approach to addressing the unique needs of English Learner (EL) students encompasses several key actions. Coordinated efforts from EL Coordinators overseeing English Language	% English learners who are making progress towards English proficiency on English

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: The unduplicated student group being served, English Learner (EL) students, present several unique identified needs within the educational context. Firstly, EL students require specialized language support tailored to their diverse linguistic backgrounds and varying proficiency levels in English. This tailored instruction is essential for fostering language development and ensuring academic success. Secondly, personalized learning experiences are crucial for EL students, allowing for individualized instruction that caters to their specific needs and proficiency levels. By providing interactive and dynamic learning opportunities, educators can engage EL students effectively in their language acquisition journey. Furthermore, ensuring retention and stability in support systems is vital for EL students to maintain progress and navigate their academic journey successfully. Accurate assessment measures, such as the English Language Proficiency Assessments for California (ELPAC), are necessary for gauging EL students' progress accurately and tailoring instruction accordingly. Additionally, offering supplementary materials and resources outside the classroom provides EL students with further opportunities to enhance their language acquisition skills and practice. Lastly, encouraging self-awareness and reflection among EL students fosters accountability and progress tracking, empowering them to take ownership of their language learning journey. In summary, addressing these unique identified needs	Development (ELD) instruction ensure tailored and effective language instruction, focusing on areas such as grammar, vocabulary, and communication skills. Additionally, dedicated ELD Live teachers provide personalized language instruction in real-time, offering interactive learning experiences that cater to individual student needs. Recognizing the dedication of EL teachers, stipends are provided to ensure retention and stability in the support system. Qualified staff administer assessments like the English Language Proficiency Assessments for California (ELPAC), enabling accurate measurement of student progress and targeted instruction. Supplementary materials such as Creative Ideas and Language Live Workbooks further support language acquisition efforts. Moreover, encouraging students to reflect on their language learning journey fosters self-awareness and accountability, promoting active engagement and progress tracking.	Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ensures that EL students receive the necessary support for their linguistic, academic, and personal growth. **Scope:** Limited to Unduplicated Student Group(s)		
3.4	**Action:** English-language parent supports **Need:** The unique identified needs of English Language Learners (ELLs) and their families encompass several key areas. Firstly, language access and communication present significant challenges, as ELLs and their families may encounter barriers in accessing information and engaging with the school community due to limited English proficiency or other language-related challenges. Secondly, understanding academic progress and resources is essential, as ELL families may require additional support in comprehending their child's academic progress, school policies, and available resources to support their education effectively. Lastly, fostering inclusivity and engagement within the school community is crucial. It's imperative to create an environment where ELLs and their families feel welcomed, valued, and included, thus promoting a sense of belonging and ensuring active participation in the educational process. These identified needs highlight the importance of tailored support and resources to address the unique challenges faced by	The action of English Language Parent Support is intricately designed to address the unique identified needs of English Language Learners (ELLs) and their families across multiple dimensions. Firstly, in terms of language access and communication, the establishment of Interpretation-facilitated family meetings ensures equitable access to vital information for families with limited English proficiency or those who are deaf or hard of hearing. Through the utilization of translation services for languages other than English and American Sign Language (ASL) interpretation, effective communication channels are established, overcoming language barriers and allowing all families to actively engage with the school community. Secondly, the action addresses the need for understanding academic progress and resources by implementing initiatives such as the English Learner Advisory Committee (ELAC) meetings and Student Success meetings. These platforms provide opportunities for families to delve deeper into matters concerning academic progress, school policies, and available resources. By fostering discussions on English Language Development (ELD) programs, curriculum, and student support services, families can voice concerns, share insights, and collaborate with	% English learners who are making progress towards English proficiency on English Learner Progress Indicator (ELPI) % Reclassification Rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	ELLs and their families in navigating the educational landscape. **Scope:** Limited to Unduplicated Student Group(s)	educators and stakeholders to optimize support for ELL students. Lastly, the action is designed to enhance inclusivity and engagement within the school community. By strategically convening ELAC meetings, Interpretation-facilitated family meetings, and Student Success meetings, the initiative underscores a commitment to fostering a sense of belonging and involvement among ELL families. Through the promotion of open dialogue, collaboration, and feedback gathering, the action aims to strengthen partnerships between the school and ELL families, ensuring they feel welcomed, valued, and actively engaged in their child's education. In summary, the action of English Language parent supports is tailored to meet the multifaceted needs of ELLs and their families, promoting inclusivity, communication, and academic success within the school community.	

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

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

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

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

Feather River Charter School's projected LCFF Supplemental and Concentration Grant funding for 2026–27 is $2,677,634. The LEA's required percentage to increase or improve services for unduplicated pupils is 7.891%, and the LEA plans to meet this requirement through contributing actions funded with LCFF Supplemental and Concentration Grant resources. All limited contributing actions identified above are principally directed toward and effective in meeting the needs of unduplicated pupils and are supported through identified expenditures.

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

Additional Concentration Grant Funding

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

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

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	$33,934,637	$2,677,634	7.891%	0.000%	7.891%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$6,316,499.00	$638,375.00	$0.00	$0.00	$6,954,874.00	$6,296,174.00	$658,700.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Staff Professional Development	All	No			All Schools		$326,698.00	$12,000.00	$338,698.00				$338,698.00	
1	1.2	Staff Professional Development on Students with Disabilities	Students with Disabilities	No			All Schools		$339,484.00	$5,000.00	$208,664.00	$135,820.00			$344,484.00	
1	1.3	Assessments, supports, and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$225,342.00	$45,000.00	$270,342.00				$270,342.00	
1	1.4	TK-8 standards based, grade-level courses	All	No			All Schools		$340,688.00	$36,000.00	$376,688.00				$376,688.00	
1	1.5	Student technology and connectivity	All	No			All Schools		$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.6	Standards based/aligned curriculum, resources, and supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$574,436.00	$180,000.00	$754,436.00				$754,436.00	
1	1.7	Resources and support for unduplicated students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income			$47,983.00	$8,000.00	$55,983.00				$55,983.00	
1	1.8	Special Education Curriculum and resources	All	No			All Schools		$163,211.00	$21,000.00	$21,000.00	$163,211.00			$184,211.00	
1	1.9	English Language Development Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$188,301.00	$1,000.00	$189,301.00				$189,301.00	
1	1.10	College & Career Courses, Resources & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth			$1,253,577.00	$0.00	$1,016,434.00	$237,143.00			$1,253,577.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
1	1.11	CAAP Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$35,000.00	$35,000.00				$35,000.00	
1	1.12	Multi-Tiered System of Support, Student Study Team, & Section 504	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$841,196.00	$4,000.00	$845,196.00				$845,196.00	
2	2.1	Outdoor Education and Community Experiences	All	No			All Schools		$188,294.00	$28,400.00	$216,694.00				$216,694.00	
2	2.2	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$866,925.00	$6,800.00	$873,725.00				$873,725.00	
2	2.3	Social Emotional Supports, Resources, and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$343,891.00	$45,000.00	$286,690.00	$102,201.00			$388,891.00	
2	2.4	Student and School Achievement & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$162,236.00	$6,000.00	$168,236.00				$168,236.00	
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	All	No			All Schools		$43,474.00	$10,000.00	$53,474.00				$53,474.00	
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	All	No			All Schools		$88,976.00	$14,000.00	$102,976.00				$102,976.00	
3	3.3	Family Engagement	All	No			All Schools		$300,462.00	$0.00	$300,462.00				$300,462.00	
3	3.4	English-language parent supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$1,000.00	$0.00	$1,000.00				$1,000.00	
3	3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	

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
$33,934,637	$2,677,634	7.891%	0.000%	7.891%	$4,496,343.00	0.000%	13.250 %	**Total:**	$4,496,343.00
								LEA-wide Total:	$4,250,059.00
								Limited Total:	$246,284.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Assessments, supports, and training	Yes	LEA-wide	English Learners Foster Youth Low Income		$270,342.00	
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$754,436.00	
1	**1.7**	Resources and support for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$55,983.00	
1	**1.9**	English Language Development Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$189,301.00	
1	**1.10**	College & Career Courses, Resources & Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,016,434.00	
1	**1.11**	CAAP Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$35,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.12**	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	LEA-wide	English Learners Foster Youth Low Income		$845,196.00	
2	**2.2**	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		$873,725.00	
2	**2.3**	Social Emotional Supports, Resources, and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$286,690.00	
2	**2.4**	Student and School Achievement & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income		$168,236.00	
3	**3.4**	English-language parent supports	Yes	Limited to Unduplicated Student Group(s)	English Learners		$1,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,753,100.00	$8,589,652.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Staff Professional Development	No	$49,000.00	$446,555
1	**1.2**	Staff Professional Development on Students with Disabilities	No	$251,000.00	$290,159
1	**1.3**	Assessments, supports, and training	Yes	$330,000.00	$409,222
1	**1.4**	TK-8 standards based, grade-level courses	No	$216,000.00	$505,673
1	**1.5**	Student technology and connectivity	No	$200,000.00	$707,375
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	$995,000.00	$1,446,099
1	**1.7**	Resources and support for unduplicated students	Yes	$43,000.00	$113,461
1	**1.8**	Special Education Curriculum and resources	No	$21,000.00	$184,335
1	**1.9**	English Language Development Instruction and Support	Yes	$51,000.00	$231,329
1	**1.10**	College & Career Courses, Resources & Support	Yes	$1,050,000.00	$1,162,519
1	**1.11**	CAAP Program	Yes	$44,500.00	$126,334

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.12**	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	$419,000.00	$910,798
2	**2.1**	Outdoor Education and Community Experiences	No	$273,400.00	$673,060
2	**2.2**	Academic Enrichment	Yes	$121,800.00	$481,966
2	**2.3**	Social Emotional Supports, Resources, and Learning	Yes	$345,000.00	$269,031
2	**2.4**	Student and School Achievement & Accountability	Yes	$41,000.00	$229,800
3	**3.1**	Parent Education, i.e. Workshops, Classes, and Clubs	No	$10,000.00	$34,189
3	**3.2**	Family Communication i.e Podcasts, Social Media, Website, etc	No	$47,000.00	$164,091
3	**3.3**	Family Engagement	No	$240,000.00	$193,530
3	**3.4**	English-language parent supports	Yes	$3,900.00	$9,226
3	**3.5**	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	No	$1,500.00	900

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$ 2,599329	$2,732,400.00	$4,496,986.00	($1,764,586.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.3**	Assessments, supports, and training	Yes	$330,000.00	$408,986		
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	$845,000.00	$1,273,682		
1	**1.7**	Resources and support for unduplicated students	Yes	$43,000.00	$113,461		
1	**1.9**	English Language Development Instruction and Support	Yes	$51,000.00	$231,329		
1	**1.10**	College & Career Courses, Resources & Support	Yes	$800,000.00	$1,178,681		
1	**1.11**	CAAP Program	Yes	$44,500.00	70047		
1	**1.12**	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	$109,000.00	$234,263		
2	**2.2**	Academic Enrichment	Yes	$120,000.00	$481,966		
2	**2.3**	Social Emotional Supports, Resources, and Learning	Yes	$345,000.00	$269,031		
2	**2.4**	Student and School Achievement & Accountability	Yes	$41,000.00	$229,800		
3	**3.4**	English-language parent supports	Yes	$3,900.00	$5,740		

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)
$ 33,281,681	$ 2,599329	0	7.810%	$4,496,986.00	0.000%	13.512%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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