LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Feather River Charter School
CDS Code: 51 71456 0133934
School Year: 2025-26
LEA contact information:
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Executive Director
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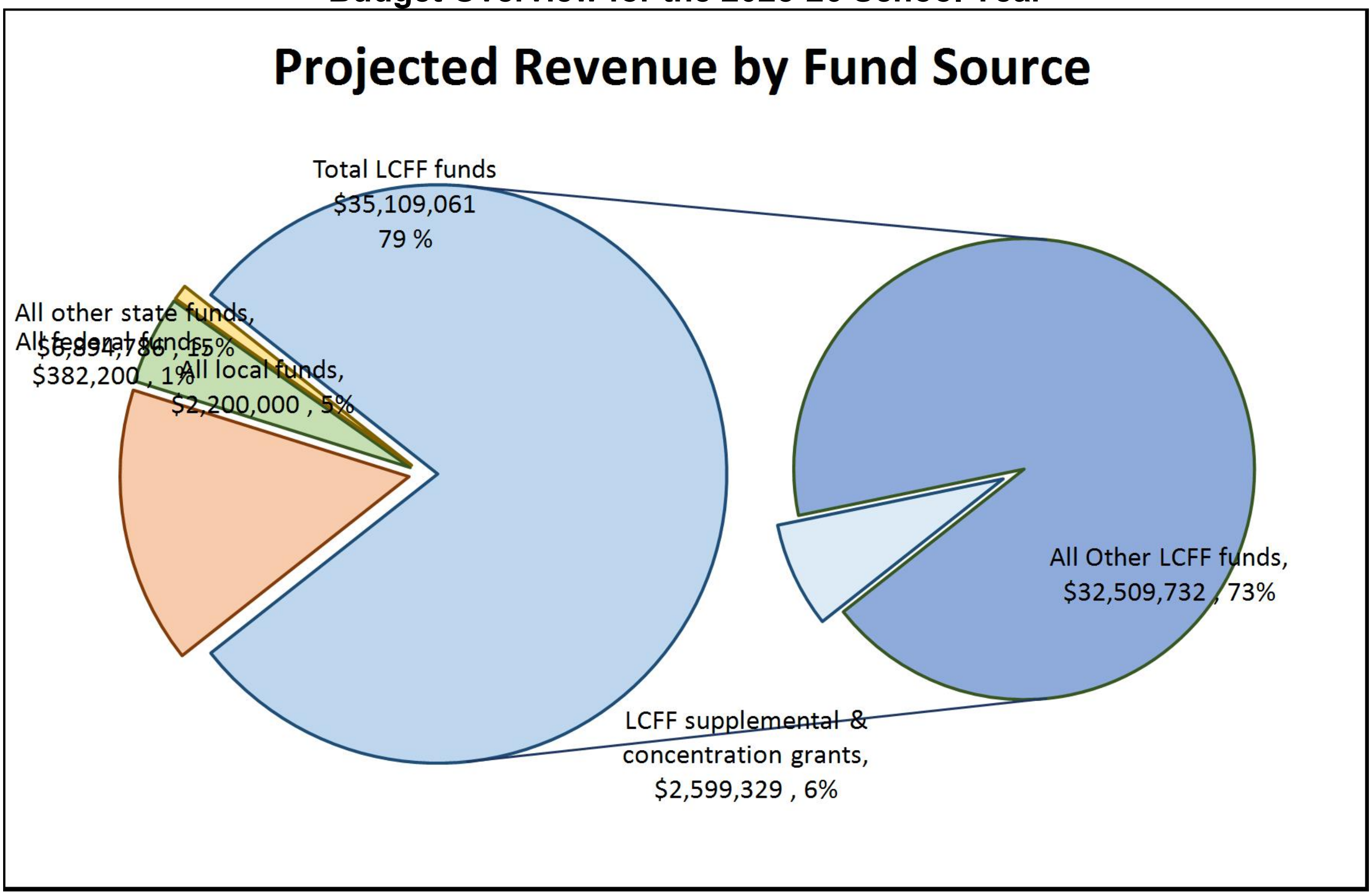
School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

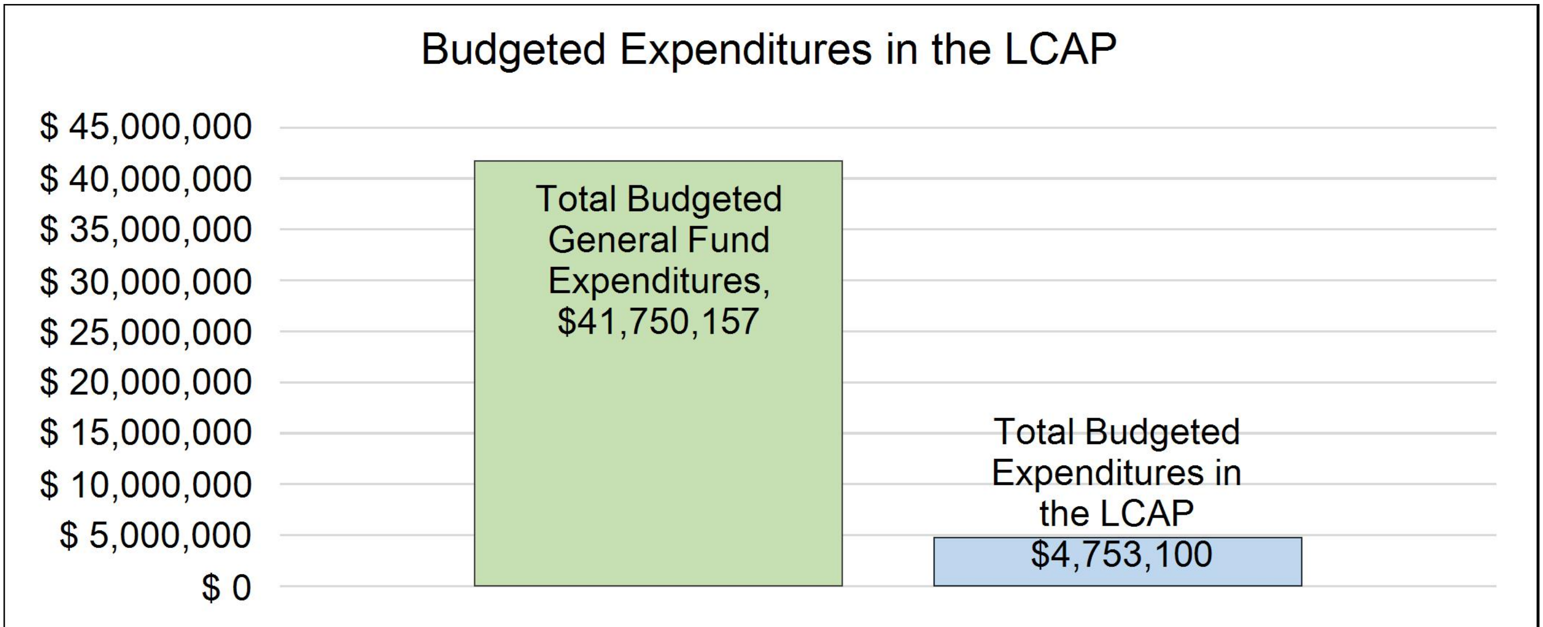


This chart shows the total general purpose revenue Feather River Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Feather River Charter School is $44,586,047, of which $35,109,061 is Local Control Funding Formula (LCFF), $6894786 is other state funds, $2,200,000 is local funds, and $382,200 is federal funds. Of the $35,109,061 in LCFF Funds, $2599329 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 2025-26. 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 $41,750,157 for the 2025-26 school year. Of that amount, $$4,753,100.00 is tied to actions/services in the LCAP and $36,997,057 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 oversignt 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 2025-26 School Year

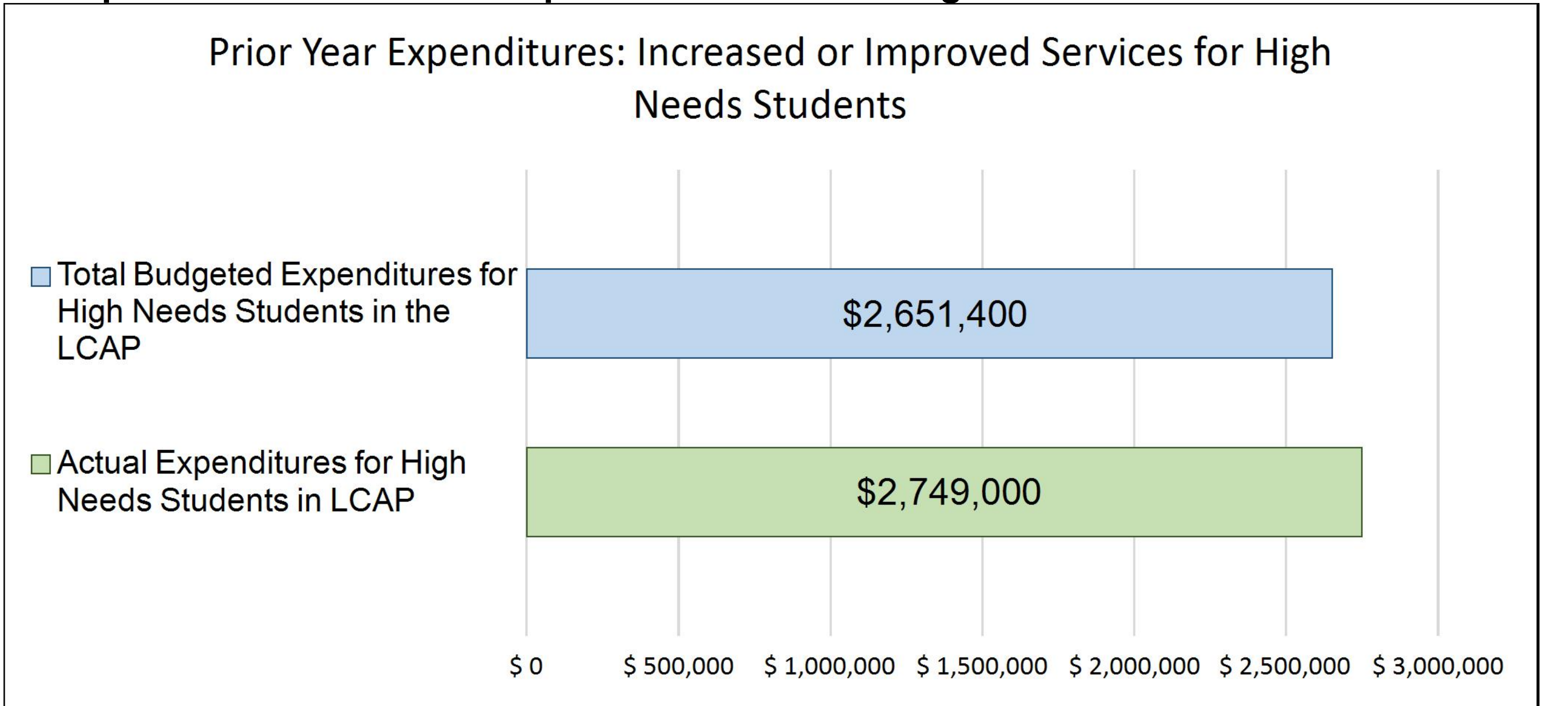
In 2025-26, Feather River Charter School is projecting it will receive $2599329 based on the enrollment of foster youth, English learner, and low-income students. Feather River Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Feather River Charter School plans to spend $$2,732,400.00 towards meeting this requirement, as described in the LCAP.

FRCS will continue to improve services for high-needs students through a comprehensive approach designed to promote equity, access, and whole-child development. Personalized Learning Plans are developed and reviewed every 20 days by credentialed Home School Teachers to ensure each student receives tailored academic support. Benchmark assessments are administered three times per year to guide targeted instruction and timely interventions. To ensure equitable access to technology, students receive 1:1 Chromebooks, with loaner laptops and hotspots provided as needed. English learners benefit from designated English Language Development (ELD) instruction and curriculum. The school offers academic and social-emotional counseling services, including support from a dedicated SEL counselor. Foster and homeless youth receive additional support through a Foster/Homeless

Liaison and access to emergency preparedness resources. Family and student engagement is encouraged through parent workshops, community events, and a virtual academy offering a-g, core, and elective courses. These services are principally directed toward and effective in addressing the needs of foster youth, English learners, and low-income students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Feather River Charter School's LCAP budgeted $$2,651,400.00 for planned actions to increase or improve services for high needs students. Feather River Charter School actually spent $$2,749,000.00 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $$97,600.00 had the following impact on Feather River Charter School’s ability to increase or improve services for high needs students:

This additional expenditure positively impacted the school’s ability to support foster youth, English learners, and low-income students by expanding access to key services. The increased funding enabled FRCS to enhance academic interventions, increase availability of technology and instructional resources, and strengthen social-emotional and mental health supports. These improvements ensured more comprehensive and responsive services, reinforcing the school’s commitment to educational equity and whole-child development for its high-needs population.

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 [2025-26]

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 proudly operates as a WASC-accredited, non-classroom-based public charter school authorized by Winship-Robbins Elementary School District. FRCS serves students in Sacramento, Yolo, Yuba, Sutter, Colusa, and Placer counties, providing educational opportunities for transitional kindergarten through 12th grade. As of the 2024-25 school year, FRCS serves approximately 2,731 students. Of these, 34.5% qualify for free or reduced-price meals, 5.8% are English Learners (ELs), and 6.6% are students with exceptional needs. The unduplicated student percentage stands at approximately 37.4%. Our diverse student population includes 69.4% White, 14.9% Hispanic or Latino, 7.3% identifying as Two or More Races, 2.3% Asian, and 1.6% African American.

FRCS is driven by a commitment to personalized learning, and our Schoolwide Learner Outcomes (SLOs) form the foundation of every student's educational journey. We focus on educating the whole child by emphasizing critical thinking, digital literacy, independent learning, responsible citizenship, and effective communication.

Personalized Learning Approach

Students at FRCS are:

- Navigators of the Digital World, skilled in technology and online resources.
- Personalized Learners, thriving through customized learning pathways.
- Independent Critical-Thinkers, capable of solving problems and applying knowledge.

- Responsible Citizens, aware of local and global issues.
- Effective Communicators, articulating ideas confidently.

Each student benefits from an Individualized Learning Plan (ILP), developed and monitored through regular 20-day meetings with credentialed Homeschool Teachers (HSTs). During these meetings, academic progress, curriculum, assessments, and learning goals are reviewed collaboratively with the student and parent (Educational Coach).

Academic Supports and Opportunities

FRCS has adopted internal benchmark assessments administered three times annually (fall, winter, and spring) to closely monitor student progress and adjust instruction as needed. A robust lending library ensures students have free access to a wide range of curricular and enrichment resources across subjects. To meet the needs of diverse learners, FRCS offers multiple learning options, including homeschool-based instruction, virtual courses, and direct instruction through our Middle School and High School Virtual Academies, providing access to a-g coursework and special-interest electives. We also offer dual enrollment and concurrent enrollment programs in partnership with local community colleges, preparing students for college and career pathways. High school students have access to Career and Technical Education (CTE) pathways supported by both internal instructors and community partnerships, ensuring exposure to college and career readiness skills.

Equity, Access, and Family Engagement

Equity remains a guiding focus at FRCS. Students from underserved backgrounds, including foster youth, homeless students, and English Learners, are supported through:

- 1:1 Chromebooks and technology access
- Lending library materials
- Academic and social-emotional counseling
- Virtual English Language Development (ELD) classes and supplemental interventions
- A Foster/Homeless Liaison dedicated to ensuring access to essential resources
- Emergency preparedness backpacks for students facing displacement or emergencies

Family connectedness is fostered through multiple channels, including:

- Weekly Parent Newsletters
- YouTube educational content
- Parent Podcasts
- Parent Education Workshops
- School-sponsored Field Trips, Park Days, and special events
- A proactive Parent Advisory Committee (PAC)

Professional Growth and Wellness Initiatives

FRCS prioritizes the growth and wellness of its staff:

- Staff Professional Development focuses on equity, diversity, and inclusion through initiatives such as the Diversity, Equity, and Inclusion Book Club and PLCs.
- A Staff Wellness Coach offers monthly sessions and wellness resources to promote work-life balance and mental health.
- Counseling support is available to staff through employer-sponsored insurance plans.

To meet growing social-emotional needs among students, FRCS employs a full-time Social Emotional Learning (SEL) Counselor, who offers SEL curriculum support (K-12), live SEL group counseling, and crisis intervention services.

Commitment to Continuous Improvement

Feather River Charter School continuously seeks input from Educational Partners through annual surveys, feedback sessions, and governance participation. This input fuels strategic planning and program enhancement, ensuring that every decision is centered around the needs of our students and families.FRCS is committed to providing flexible, responsive, and innovative educational opportunities that nurture the academic, social, and emotional growth of every student.

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) has demonstrated a combination of strengths and areas for continued growth, as evidenced by state and local performance data. The school's 2024 California School Dashboard results highlight several key successes. FRCS maintained Blue performance levels in both Chronic Absenteeism (0.9%) and Suspension Rate (0%), reinforcing the strength of the school's positive behavior supports and commitment to fostering a safe, inclusive learning environment. The Graduation Rate increased to 96.2%, a 6.3 percentage point gain, demonstrating the effectiveness of FRCS's progress monitoring systems, academic counseling, and personalized graduation plans.

The school also earned Green ratings in both the College and Career Indicator, with 53.8 percent of students classified as prepared, and the English Learner Progress Indicator, with 59.8 percent of English Learners making progress. These improvements reflect investments in CTE and dual enrollment pathways, as well as enhanced English Language Development (ELD) supports that have contributed to student growth and reclassification readiness.

At the same time, the school recognizes that academic achievement in English Language Arts (ELA) and Mathematics remains a key area for improvement. Students performed 21.3 points below standard in ELA and 56.4 points below standard in Math, earning Orange ratings in both areas. Subgroup data revealed continued performance gaps for English Learners, Students with Disabilities, Socioeconomically Disadvantaged students, and Hispanic students, with many of these groups remaining in the Yellow or Orange performance bands. Additionally, 2024 marked the first year FRCS received results for the California Science Test (CAST). Students scored an average of 9.7 points below standard, establishing a baseline for science performance in grades five, eight, and high school.

Local data collected through Renaissance STAR assessments supported these findings and provided real-time insight into student proficiency and instructional impact. Between the 2023–2024 and 2024–2025 school years, FRCS saw substantial gains in both Reading and Math benchmark performance. In Reading, At or Above Benchmark rates rose from 70.3 percent to 81.6 percent in the Fall, from 65.5 percent to 83.6 percent in Winter, and from 73.4 percent to 81.5 percent in Spring. Math results followed a similar trend, with growth from 75.1 percent to 78.8 percent in the Fall, from 70.2 percent to 81.1 percent in Winter, and from 76.5 percent to 77.5 percent in Spring. These gains, especially during the Winter window, suggest that targeted interventions, instructional pacing adjustments, and small group supports are effectively contributing to student learning.

In addition to academic and engagement indicators, all Local Indicators were rated as “Standard Met,” including Basics (Teachers, Materials, Facilities), Implementation of State Standards, Access to a Broad Course of Study, Local Climate Survey, and Parent and Family Engagement. These ratings reflect the school’s compliance with state requirements and its commitment to creating a strong instructional foundation, inclusive learning environment, and ongoing engagement with families and educational partners.

Through this reflection process, FRCS has identified key priorities for continued improvement. These include closing subgroup achievement gaps, strengthening Tier 1 instruction, utilizing of data to inform practice, and ensuring early access to intervention. The school will also continue to invest in professional development, culturally responsive teaching, and collaborative instructional planning to support high levels of achievement 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)	During the first year of implementing the newly developed Local Control and Accountability Plan (LCAP), the Parent Advisory Committee (PAC) continued to play a critical role in supporting the plan’s execution and monitoring. Building on their collaborative involvement in the development of the LCAP the previous year, PAC members remained actively engaged in reviewing progress, analyzing student data, and offering actionable feedback to strengthen implementation. Key Areas of PAC Engagement LCAP Implementation Review: PAC members reviewed LCAP goals, actions, and measurable outcomes, focusing on progress monitoring and the effectiveness of strategies. Data Analysis: The committee examined data from the California School Dashboard and state assessments (e.g., CAASPP, STAR) to assess alignment with LCAP goals and identify student needs. Schoolwide Progress Discussions: Members analyzed school performance trends across student groups to ensure equity remained central to implementation. Identification of Strengths and Needs: The PAC highlighted early successes while identifying areas requiring additional support or adjustment.

Educational Partner(s)	Process for Engagement
	Actionable Recommendations: Ongoing collaboration resulted in targeted suggestions to reinforce successful practices and address implementation challenges. Feedback Mechanisms: PAC members completed LCAP feedback surveys, contributing valuable insights for mid-year reflection and future planning. The PAC's involvement was instrumental in ensuring the LCAP remained responsive, transparent, and focused on student outcomes. Their contributions helped align school initiatives with stakeholder input and supported the school's commitment to equity, continuous improvement, and student success.
Staff	Throughout the 2024–25 school year, staff played a pivotal role in advancing the goals of the Local Control and Accountability Plan (LCAP). As front-line implementers of instructional and programmatic strategies, teachers and support staff contributed to a culture of continuous improvement by analyzing data, offering feedback, and aligning daily practice with schoolwide goals. Key Areas of Staff Engagement Assessment and Data Review: CAASPP Analysis: Staff reviewed student performance data in English Language Arts/Literacy and Mathematics to establish baseline trends under the new LCAP. STAR Assessments: Ongoing monitoring of reading and math progress through STAR data supported instructional adjustments and targeted interventions. California School Dashboard: Staff examined state accountability metrics—including academic performance, chronic absenteeism, and English learner progress—to ensure alignment between classroom practices and schoolwide priorities.

Educational Partner(s)	Process for Engagement
	LCAP Goal Alignment: Discussions centered on how instructional strategies and program initiatives connected to the measurable outcomes outlined in the LCAP. Collaboration and Reflection Schoolwide and Departmental Review: Teachers and program leads engaged in data-driven discussions, identifying both successes and gaps in performance across student groups. Equity Lens: Staff used disaggregated data to assess whether all student populations were equitably supported through existing actions and services. Action Planning and Feedback Strengths and Areas for Growth: Celebrating Successes: Effective practices and early wins were recognized and shared across departments. Identifying Needs: Staff pinpointed areas requiring mid-course adjustments or additional support. Idea Generation and Collaboration: Staff developed actionable recommendations for strengthening LCAP implementation, including suggestions for improving student services and enhancing instructional practices. Feedback Presentation: Staff feedback was compiled and presented to school and department leadership to directly inform next steps and planning. Feedback Surveys Reflection Tools: LCAP-specific surveys offered an additional channel for educators to provide detailed input on current goals, actions, and emerging needs.

Educational Partner(s)	Process for Engagement
	Through regular data analysis, collaborative planning, and open dialogue, staff ensured that the LCAP remained grounded in classroom realities and responsive to student needs. Their contributions supported a unified approach to educational improvement and reinforced the school's commitment to equity, accountability, and student success.
Students	Recognizing students as key partners in school improvement, the 2024–25 school year emphasized student voice as a core component of Local Control and Accountability Plan (LCAP) implementation. Through surveys, advisory participation, and governance engagement, students contributed meaningful feedback that shaped planning efforts and ensured initiatives reflected their lived experiences and needs. Key Areas of Student Engagement School Climate Surveys: Students shared their views on safety, inclusivity, and the overall learning environment. Input was gathered on the quality and relevance of instruction, availability of academic supports, and perceptions of mental health and wellness resources. Feedback included student perspectives on the adequacy of school facilities, technology, and learning materials. Feedback Opportunities and Student Voice Anonymous Survey Responses: Students completed surveys anonymously to support honest, open participation and accurate reflection of the student experience. Improvement Ideas: Students were encouraged to suggest changes that would enhance their educational environment, building ownership and involvement in shaping the school experience.

Educational Partner(s)	Process for Engagement
	Participation in Advisory and Governance Structures Parent Advisory Committee (PAC): Student Membership: Select students participated in the PAC, offering their perspectives on school initiatives and educational priorities. Policy Input: Student members contributed insights on issues impacting learning, wellness, and school culture. School Board Meetings: Students were invited to attend public meetings, gaining exposure to school governance processes and opportunities to share their voices with decision-makers. Integration of Student Feedback Feedback Sharing with Staff: Survey results and direct input from students were reviewed during staff planning and data review sessions to ensure student needs were centered in LCAP implementation. Planning Alignment: Student feedback informed adjustments to goals, actions, and supports within the LCAP, reinforcing the school's commitment to inclusivity and responsiveness. Continuous Improvement: Ongoing engagement of students created a feedback loop that supported real-time reflection, adaptation, and accountability in school improvement efforts. Students played a meaningful role in guiding the implementation of the LCAP by contributing insights that helped shape a more inclusive, supportive, and effective school environment. Their engagement not only informed mid-year planning and long-term goals but also fostered a culture of collaboration where student voice remains central to educational decision-making.
Parents	Parents played an essential role in shaping and supporting the implementation of the Local Control and Accountability Plan (LCAP) during the 2024–25 school year. Through climate surveys, advisory

Educational Partner(s)	Process for Engagement
	committees, and community engagement channels, families offered insights that helped guide school improvement efforts and ensured that the educational program remained responsive to student and community needs. Key Areas of Parent Engagement School Climate and Academic Experience Surveys: Parents shared feedback on school safety, inclusivity, instructional quality, and the availability of academic support services. Surveys also gathered input on students' social-emotional well-being and access to wellness resources. Facilities and Resources: Parents evaluated the adequacy of campus facilities, technology access, and learning materials. Feedback Channels and Advisory Participation Anonymous Surveys: Conducted to promote open and honest feedback, reinforcing parent trust and participation. Improvement Suggestions: Parents were invited to share actionable ideas to strengthen school programs and supports. Advisory Committees: Parent Advisory Committee (PAC): Provided parents with a platform to contribute to schoolwide planning and offer input on LCAP implementation. English Learner Advisory Committee (ELAC): Engaged families of English learners in shaping targeted supports and multilingual program improvements. School Board Meetings: Parents were encouraged to attend and offer public comments, contributing their perspectives to governance-level decisions.

Educational Partner(s)	Process for Engagement
	Integration of Parent Voice in Planning Feedback Collection: Input from surveys, committee meetings, and informal conversations was gathered through multiple platforms, including digital tools and direct communication with staff. Planning Alignment: Parent feedback was reviewed by school leadership and integrated into decision-making processes, supporting mid-year adjustments and strategic planning aligned with the LCAP. Collaborative Reflection: Parent perspectives were considered during staff planning sessions, helping to identify strengths and areas for growth across school programs. Parent engagement remained a driving force behind the school's commitment to equitable, community-informed improvement. By partnering with families through structured feedback loops and advisory participation, the school ensured that its actions were transparent, inclusive, and aligned with the real needs of students. This partnership fostered a culture of shared responsibility and continuous growth.
Leadership/Admin	To ensure a cohesive and data-informed launch of the newly developed LCAP, school leadership focused on building strategic alignment and capacity across departments during the 2024–25 school year. Leaders engaged in targeted professional development, in-depth data analysis, and collaborative planning sessions to support implementation that was both responsive to stakeholder input and aligned with the school's mission and state accountability priorities. Key Areas of Leadership Engagement LCAP Orientation and Alignment: Administrators participated in comprehensive training on LCAP goals and actions, emphasizing alignment with department-level initiatives and the broader school vision. Understanding State Priorities: Leadership reviewed California's eight state priority areas and associated metrics, including academic

Educational Partner(s)	Process for Engagement
	achievement, school climate, and student engagement, to guide implementation and evaluation. Data Analysis and Strategy Development Root Cause and Trend Analysis: The leadership team conducted deep data dives to uncover performance trends, identify strengths and gaps, and determine areas requiring targeted support. Evidence-Based Planning: Sessions focused on using data insights to inform department strategies, allocate resources effectively, and monitor the impact of LCAP actions. Stakeholder Feedback Integration: Feedback from prior staff, student, and parent engagement activities was reviewed and incorporated into planning discussions. Collaboration and Internal Dissemination School LCAP Team Coordination: The LCAP team worked closely with site and department leadership to facilitate shared data review and ensure alignment with schoolwide priorities. Departmental Communication: Leadership shared performance data, survey results, and stakeholder feedback with departments to guide programmatic planning and reinforce alignment with LCAP goals. Informed Planning and Decision-Making Real-Time Data Use: Leadership made decisions grounded in current performance data and stakeholder input to ensure responsive, student-centered planning. Alignment with State Goals: A consistent focus was placed on connecting departmental actions with the overarching LCAP goals and California's state priorities. Through strategic training, collaborative data analysis, and the integration of community feedback, school leadership helped establish a strong foundation for effective LCAP implementation. This intentional and structured approach fostered coherent planning,

Educational Partner(s)	Process for Engagement
	responsive leadership, and a continuous improvement cycle that supports student success across all operational areas.
Board/Community	To promote transparency, shared accountability, and inclusive decision-making, the school actively engaged the school board and broader community throughout the 2024–25 school year as part of the first year of implementing the newly developed Local Control and Accountability Plan (LCAP). Developed collaboratively with educational partners the previous year, the LCAP served as a central focus in data reviews, presentations, and structured feedback opportunities that supported informed planning and continuous improvement. Key Areas of Engagement LCAP Overview and Implementation: The school presented clear and detailed overviews of the LCAP's goals, actions, services, and expenditures to the school board and community, emphasizing alignment with student needs and state priorities. Mid-Year Progress Review: A progress update was shared midway through the year, highlighting achievements and identifying areas needing additional focus. Performance Data Review: Local Indicators: Provided additional context around school-specific metrics and strengths not fully captured by state data. CAASPP Results: Shared English Language Arts and Mathematics performance data, showing how results informed LCAP strategies. California School Dashboard: Reviewed key state indicators, including academic performance, graduation rates, and chronic absenteeism. Climate Surveys: Feedback from students, staff, and families offered insights into school climate, wellness supports, and community satisfaction.

Educational Partner(s)	Process for Engagement
	Training and Capacity Building Start-of-Year Training: The school board and community members participated in foundational sessions that included: School Budgeting Processes: Focused on financial planning and how funding supports instructional goals. Local Control Funding Formula (LCFF): Explained how resources are allocated to serve high-need student groups. LCAP Components and Metrics: Provided a deep dive into the structure of the LCAP and how it connects to schoolwide planning and performance indicators. Feedback and Participation Mechanisms Board Meetings and Community Forums: Included opportunities for public comment, questions, and discussion during regularly scheduled meetings. Surveys and Input Tools: Structured tools were used to collect feedback from parents and community members on key priorities and initiatives. Interactive Workshops: The school hosted sessions to support collaborative discussion and allow for in-depth engagement on LCAP topics. Integration of Feedback Informed Planning: Input from the school board and community was collected, synthesized, and used to inform adjustments to LCAP strategies and services. Ongoing Communication: The school maintained regular communication about progress and showed how community feedback directly influenced planning and implementation.

Educational Partner(s)	Process for Engagement
	Engagement with the school board and community strengthened the foundation for transparent, responsive LCAP implementation. Through open dialogue, shared review of performance data, and accessible feedback opportunities, the school ensured that all voices were heard and that educational planning remained inclusive, equitable, and focused on student success.
SELPA	As part of a continued commitment to equity and inclusive education, the school worked closely with the Special Education Local Plan Area (SELPA) throughout the 2024–25 school year to support students with disabilities. Building on collaborative planning from the prior year, the school and SELPA focused on reviewing student progress, refining services, and aligning supports with the broader goals of the Local Control and Accountability Plan (LCAP). Key Areas of Collaboration Regular Strategic Meetings: The school and SELPA met consistently to review student data, evaluate services, and co-develop action steps to strengthen outcomes for students with disabilities. Comprehensive Data Review: Data Collection: Academic, behavioral, and social-emotional progress data was collected throughout the year. Joint Analysis: SELPA representatives and school staff analyzed data to identify trends, celebrate growth, and address areas of need. Focus Areas of Discussion Student Performance Metrics: Progress in academics, behavior, and attendance was regularly reviewed to ensure students with disabilities were making meaningful gains. Effectiveness of Supports: Services such as specialized instruction, related supports, and interventions were evaluated for quality and impact.

Educational Partner(s)	Process for Engagement
	Compliance and Best Practices: Meetings also addressed regulatory alignment and implementation of best practices in special education service delivery. Alignment with LCAP Goals Improvement Plan Integration: The improvement plan for students with disabilities, developed with SELPA input, was intentionally aligned with the LCAP to ensure coherence and shared accountability. Unified Strategy: Special education goals, actions, and resources were embedded within the school's overall improvement efforts to promote inclusive progress. Plan Components and Monitoring Specific Goals and Actions: Academic and Behavioral Targets: Measurable goals were established to improve learning outcomes. Targeted Interventions: Strategies included professional development, inclusive instructional practices, and enhanced support models. Ongoing Monitoring: Progress Tracking: Student- and group-level data were reviewed regularly to assess impact and guide adjustments. Real-Time Adjustments: Data insights informed responsive changes to services and supports as needed. Capacity Building and Support Collaborative Decision-Making: The school and SELPA maintained an open, solutions-focused partnership through ongoing dialogue and joint planning.

Educational Partner(s)	Process for Engagement
	Professional Learning: Staff received targeted training in inclusive practices, behavior interventions, and differentiated instruction to support all learners effectively. The collaborative model between the school and SELPA has been essential in creating a data-driven, inclusive, and responsive approach to serving students with disabilities. By embedding special education supports within the broader LCAP framework, the school ensured that improvement efforts were both equitable and systemic—advancing progress for all students and reinforcing a culture of continuous improvement.

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

The adopted Local Control and Accountability Plan (LCAP) for the 2024–25 school year reflects the culmination of a year-long collaborative process, during which input from staff, parents, students, the Board of Education, SELPA, and advisory committees shaped every stage of its development. This inclusive process ensured that the LCAP was grounded in the shared priorities of the school community. As the school entered the first year of implementation, each goal in the adopted plan directly aligned with the feedback and needs expressed by educational partners.

Goal 1: Academics
Goal 1, focused on academic achievement, was heavily influenced by feedback gathered during staff idea-generation sessions, student surveys, and Board input. Staff emphasized the importance of standards-aligned instruction and targeted support for unduplicated pupils and students with disabilities. Special attention was given to strengthening academic interventions in English Language Arts and Math. As a result, adopted actions and expenditures under Goal 1 prioritize instructional support, data-driven practices, and access to high-quality curriculum materials.

Goal 2: Social-Emotional Learning and Socialization
Feedback from students, staff, and families consistently highlighted the need to foster a school environment that supports emotional well-being and social connection. Student climate survey responses pointed to the importance of belonging and safe spaces for interaction, while staff and parents stressed the need for increased mental health support and opportunities for peer engagement. This collective input directly informed the structure of Goal 2, which includes actions centered on social-emotional learning, wellness support, and community-building activities.

Goal 3: Parent Collaboration
Parent engagement emerged as a top priority in feedback from the Parent Advisory Committee (PAC), English Learner Advisory Committee (ELAC), and staff discussions. Climate survey data and advisory input underscored the value of strengthening partnerships with families

through education programs, accessible communication, and structured involvement opportunities. Goal 3 was created in direct response to this feedback, with resources allocated to support parent education, multilingual outreach, and active participation in school decision-making.

Specific Contributions and Alignments
The Special Education Local Plan Area (SELPA) contributed critical insight during the development of the LCAP, particularly in the shaping of Actions 1.2, 1.8, 1.10, and 3.5. These actions support inclusive education, targeted professional development, and alignment with SELPA's broader improvement plan for students with disabilities. This collaborative alignment ensures that the LCAP not only reflects schoolwide priorities but also addresses specialized student needs with fidelity.

The adopted LCAP represents a shared vision shaped by a broad spectrum of educational partners. Through surveys, committee meetings, staff sessions, and Board engagement, the goals and actions of the plan were built to reflect the real needs and aspirations of the school community. The three strategic goals—academic achievement, social-emotional well-being, and parent collaboration—are supported by targeted actions and resources designed to deliver meaningful outcomes. As the school implements the LCAP throughout the 2024–25 year, the foundational feedback from educational partners continues to guide progress and drive continuous improvement.

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.

Our school has developed this goal in response to a thorough analysis of various educational data sources, including the California School Dashboard. This analysis has highlighted both areas of achievement and areas in need of improvement within our educational system. While our school has demonstrated commendable performance in certain metrics such as chronic absenteeism, suspension rates, and graduation rates, there are clear opportunities for growth in academic achievement, particularly in core subjects like English Language Arts and Mathematics. Recognizing the critical importance of preparing all students for future success in college and the workforce, our school has prioritized the development of a goal that emphasizes providing a challenging educational experience. This experience is aimed at equipping our students with the necessary skills, knowledge, and support to transition seamlessly into higher education and the workforce. Our goal reflects our commitment to ensuring that every student receives a high-quality education that prepares them for success in an increasingly competitive and rapidly evolving global economy. Furthermore, the development of this goal is driven by our dedication to equity and inclusion. We understand the importance of addressing the diverse needs of all our students, including those with disabilities, English learners, and unduplicated students facing unique challenges. By implementing targeted interventions, providing specialized support services, and offering resources tailored to individual student needs, we aim to create a more equitable and inclusive educational environment where every student has the opportunity to thrive. Overall, the development of this goal reflects our school's commitment to continuous improvement and ensuring that all students have access to the resources and support they need to achieve academic success and reach their full potential. Through data-driven decision-making, collaboration with stakeholders, and a focus on equity and inclusion, our school is dedicated to realizing its vision of providing a challenging and supportive educational experience that prepares students for success in college, the workforce, and beyond.

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	2022-23 Schoolwide: 43.01% English Learners: 9.76% Socioeconomically Disadvantaged: 38.01% Students with disabilities: 23.07% Homeless: 31.82% Foster Youth: NA	2023-24 Schoolwide: 43.21% English Learners: 8.75% Socioeconomically Disadvantaged: 37.78% Students with disabilities: 26.67% Homeless: 41.94% Foster Youth: NA		Schoolwide: 48% English Learners: 15% Socioeconomically Disadvantaged: 43% Students with disabilities: 28% Homeless: 35% Foster Youth: NA	
1.2	% of students who score at standards Met/Exceeded on CAASPP Math, including all significant subgroups	2022-23 Schoolwide: 29.94% English Learners: 19.05% Socioeconomically Disadvantaged: 25.05% Students with disabilities: 17.58% Homeless: 4.55% Foster Youth: NA	2023-24 Schoolwide: 29.48% English Learners: 16.05% Socioeconomically Disadvantaged: 26.26% Students with disabilities: 14.44% Homeless: 22.58% Foster Youth: NA		Schoolwide: 35% English Learners: 25% Socioeconomically Disadvantaged: 30% Students with disabilities: 22% Homeless: 8% Foster Youth: NA	
1.3	% of students who score at standards Met/Exceeded on California Science Test (CAST)	2022-23 34.63%	2023-24 36.26%		40%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Academic Indicator ELA: Schoolwide Distance from standard (DFS), including all significant subgroups	2022-23 Schoolwide: -18.7 English Learners: -59.7 Socioeconomically Disadvantaged: -30.8 Students with disabilities: -73.6 Homeless: -97.4 Foster Youth: NA	2023-24 Schoolwide: -21.3 English Learners: -70.4 Socioeconomically Disadvantaged: -31 Students with disabilities: -67.1 Homeless: -44.7 Foster Youth: NA		Schoolwide: -15 English Learners: -56 Socioeconomically Disadvantaged: -25 Students with disabilities: -69 Homeless: -92 Foster Youth: NA	
1.5	Academic Indicator Math: Schoolwide Distance from standard (DFS), including all significant subgroups	2022-23 Schoolwide: -53.5 English Learners: -61.3 Socioeconomically Disadvantaged: -64.3 Students with disabilities: -105.9 Homeless: -142.4 Foster Youth: NA	2023-24 Schoolwide: -56.4 English Learners: -74.1 Socioeconomically Disadvantaged: -64.8 Students with disabilities: -101.9 Homeless: -93.9 Foster Youth: NA		Schoolwide: -53.5 English Learners: -56 Socioeconomically Disadvantaged: -60 Students with disabilities: -100 Homeless: -137 Foster Youth: NA	
1.6	% Participation Rate on CAASPP ELA	2022-23 97%	2023-24 99%		99%	
1.7	% Participation Rate on CAASPP Math	2022-23 97%	2023-24 99%		99%	
1.8	% - Reclassification Rate	2022-23 21%	2023-24 15%		25%	
1.9	% English learners who are making progress towards English	2022-23 50.9%	2023-24 59.8%		55%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	proficiency on English Learner Progress Indicator (ELPI)					
1.10	% of teachers are properly credentialed	2022-23 100%	2023-24 100%		100%	
1.11	% of ELs with access to ELD Standards-Based Curriculum	2022-23 100%	2023-24 100%		100%	
1.12	% Completed a-g Requirements	2022-23 31.2%	2023-24 24.8%		36%	
1.13	% Completed CTE Course Requirements	2022-23 3.7%	2023-24 2.3%		5%	
1.14	% Completed a-g Requirements and CTE Course Requirements	2022-23 1.8%	2023-24 0%		3%	
1.15	% of students scoring at ready or conditionally ready on the EAP for ELA	2022-23 Schoolwide: 43.01%	2023-24 Schoolwide: 43.21%		48%	
1.16	% of students scoring at ready or conditionally ready on the EAP for Math	2022-23 Schoolwide: 29.94%	2023-24 Schoolwide: 29.48%		35%	
1.17	% Passed AP with 3 or higher	2022-23 83.33%	2023-24 83.33%		85%	
1.18	% High School Graduation Rate	2022-23 89.9%	2023-24 96.2%		95%	
1.19	% of students with access to a broad	2023-24 100%	2023-24 100%		100%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	course of study, including unduplicated students and students with exceptional needs					
1.20	100% of students will have home access to technology and the internet	2023-24 100%	2023-24 100%		100%	

Goal Analysis [2024-25]

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.

All actions for Goal 1 were implemented as planned in the 2024–25 academic year. While the initial implementation established foundational structures, ongoing monitoring and reflection throughout the year revealed areas where implementation could be strengthened to achieve more consistent outcomes across all student groups, particularly in academic achievement.

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.

While most expenditures under Goal 1 aligned closely with original budget projections, there were a few material differences between budgeted and actual amounts, primarily due to strategic adjustments made during implementation to meet emerging student and operational needs.

Action 1.5 – Student Technology and Connectivity showed the most significant variance, with actual expenditures reaching $500,000 compared to the budgeted $95,000. This increase reflects a substantial investment in technology infrastructure to ensure equitable digital access. The school expanded its 1:1 device program, deployed additional WiFi hotspots, and upgraded student and staff devices in response to increased virtual learning demands and evolving instructional models.

Action 1.7 – Resources and Support for Unduplicated Students also saw higher-than-anticipated expenditures ($80,000 actual vs. $60,400 planned). This difference stems from the increased need for targeted literacy interventions (e.g., expanded Lexia licenses), more robust outreach through the Foster/Homeless Liaison, and supplemental academic support for high-need student groups.

Action 1.8 – Special Education Curriculum and Resources was adjusted upward (from $94,800 to $110,000) to accommodate expanded use of tools like Ablespace and Goalbook, and to pilot additional programs supporting alternate pathways to graduation.

In other areas, such as Assessment (1.3) and TK–8 Curriculum Implementation (1.4), actual spending was slightly under budget, largely due to cost savings in conference travel, vendor agreements, or staffing efficiencies. However, all actions were fully implemented as planned.

There were no material differences between the planned and actual percentages of improved services for unduplicated students. All identified actions were executed as planned, and in some cases, services were expanded beyond the original scope due to additional expenditures (e.g., in technology access and differentiated instructional support). The actual percentage of improved services remains consistent with the planned commitment, as each contributing action directly targeted increased and improved services for unduplicated students through specialized instruction, access to curriculum and technology, and personalized academic supports.

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

All planned actions under Goal 1 were fully implemented in the 2024–25 academic year, establishing the foundational structures necessary for student academic success. These actions included professional development for teachers, implementation of standards-aligned curriculum, expanded assessment systems, and increased access to technology and instructional supports for all students. As this is the first year of implementation, effectiveness is being measured against 2023–24 baseline data.

The data reveals mixed effectiveness to date. Foundational actions such as achieving 100% teacher credentialing, 99% CAASPP participation, and 100% student access to technology were highly successful and created equitable learning conditions. Additionally, 59.8% of English Learners made progress toward English proficiency, and the graduation rate reached 96.2%, indicating a promising impact in specific areas.

However, academic performance on standardized assessments suggests that additional support is needed to achieve the goal's broader outcomes. For example, only 43.21% of students met or exceeded standards in ELA, and 29.48% in Math. Performance was significantly lower among other priority student groups, such as English Learners (ELA: 8.75%, Math: 16.05%) and Students with Disabilities (ELA: 26.67%, Math: 14.44%). Furthermore, a–g completion (24.8%) and CTE completion (2.3%) remain well below desired levels, highlighting the need to strengthen college and career readiness pathways.

In summary, while structural and access-based actions have been effectively implemented, the full academic impact has not yet materialized for all student groups. Continued data monitoring, instructional refinement, and targeted intervention are essential to ensure the actions translate into improved academic outcomes and equitable progress for all learners.

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.

The 2024–25 academic year marks the first year of implementation for Goal 1. At this time, no formal changes have been made to the planned goal, metrics, target outcomes, or associated actions. However, implementation is being closely monitored, and student progress is being continuously tracked to evaluate the effectiveness of the strategies currently in place.

We are actively exploring potential changes that would enhance our implementation and ensure more equitable academic outcomes for all student groups. These considerations include:

- Expanding curriculum options in writing and mathematics to support differentiated student needs.
- Enhancing college and course offerings to provide broader opportunities for student success.
- Implementing early reading screeners to identify and support students through a Multi-Tiered System of Supports (MTSS).
- Strategically aligning staff development with student achievement goals to strengthen instructional practices.

Ongoing analysis and reflection throughout the year will continue to guide these efforts. Any future changes will be strategically designed to deepen the effectiveness of implementation and promote equitable academic progress across all student populations.

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	$49,000.00	No

Action #	Title	Description	Total Funds	Contributing
		atmosphere that fosters skill development, networking, and ongoing improvement among our staff, ultimately enhancing the overall success of our organization.		
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.	$251,000.00	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 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.	$330,000.00	Yes
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	$216,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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 the NearPod curriculum 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.		
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 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.	$200,000.00	No
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 classroom instruction.	$995,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		We've embraced a diverse array of standards-aligned curriculum resources, including Acellus, Aleks, 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.		
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 aiding their academic progress and addressing their unique needs. We have a Foster/Homeless Liaison, who serves as a Family Resource Specialist. This individual acts as a dedicated point of contact for students facing housing instability or foster care situations, offering assistance and advocacy to ensure they receive the necessary support to thrive academically and personally. Additionally, the school has introduced the Lexia program to enhance English literacy skills among its diverse student population. This program serves as a valuable tool to supplement traditional classroom instruction, offering tailored exercises and activities to help students improve their reading and language abilities. By incorporating such technology-based resources into the curriculum, the school aims to provide targeted support for students who may benefit from additional literacy assistance, ultimately fostering greater academic success and confidence among all learners.	$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$21,000.00	No
1.9	English Language Development Instruction and Support	For our English Learner (EL) students we offer various support services, which includes coordinated efforts from EL Coordinators overseeing English Language Development (ELD) instruction, dedicated ELD Live teachers providing tailored language instruction, stipends for EL teachers recognizing their commitment, qualified staff for administering assessments like ELPAC, and supplementary materials such as Creative Ideas and Language Live Workbooks. Students are also encouraged to reflect on their language learning journey, fostering both self-awareness and progress tracking. This comprehensive approach aims to ensure that EL students receive the necessary support for their linguistic and academic growth.	$51,000.00	Yes
1.10	College & Career Courses, Resources & Support	"The school provides an extensive selection of College & Career courses, resources, and support to prepare students for their academic and professional pathways. A continuum of choices offered includes College Credit Courses, AP courses, High School Virtual Academy courses, and courses through Dual Enrollment all aiding students in meeting their A-G requirements. Additionally, students receive assistance and resources for preparing for AP Exams. The school further supports students by	$1,050,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		facilitating PSAT exams through a dedicated PSAT Proctor and offering resources such as College Tours and ACT/SAT preparation. In addition to these initiatives, the school has established a valuable partnership with CaliforniaColleges.edu to enhance college and career readiness for students. Through this partnership, students gain access to a powerful college and career readiness tool, providing them with valuable insights and guidance as they plan their academic and professional journeys. One of the significant benefits of this partnership is the streamlined UC/CSU application process. To support Career Technical Education (CTE) programs, the school has dedicated coordinators, teachers, and resources. Additionally, positions and stipends are provided for various roles within the CTE program, including the CTE Coordinator and CTE teachers. The school also allocates funds for specific CTE-related expenses, such as Military Cadet supplies. The staff is supported through various means, including stipends for roles like PSAT Proctors, New Teacher Training & Mentors, as well as teaching of an additional course, etc. Transitioning to adulthood for our students with disabilities is a high priority for the School. Support and services aid in the educational journey students experience as they move through high school to adulthood. To facilitate the implementation of these programs, the school invests in necessary supplies and resources, such as exam materials for PSAT and AP exams, as well as rental expenses for testing locations like the Citrus Heights Community Center. Additionally, memberships to professional organizations like ASCA and CASC are maintained, and software scheduling tools. Overall, the school's offerings aim to provide comprehensive support to students as they navigate their academic and career pathways, ensuring they are well-prepared for future success."		

Action #	Title	Description	Total Funds	Contributing
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.	$44,500.00	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. We also utilize evidence-based programs like SIPPS and NESSY to enhance literacy skills and support struggling readers. Additionally,	$419,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 and learning experiences that support their social and emotional growth. We recognize the importance of offering a comprehensive educational environment that goes beyond traditional academics to nurture the holistic development of our students. To achieve this goal, we have implemented several key actions. Firstly, we prioritize Outdoor Education and Community Experiences to enrich the educational journey of our students. Through a variety of activities and events, such as Community Events, Park Days, and seasonal festivities like the Harvest Festival, we aim to foster community engagement, social development, and personal growth. Additionally, memorable experiences like Prom and school dances provide opportunities for students to socialize, celebrate, and form lasting bonds, contributing to their overall well-being and sense of belonging. Furthermore, our commitment to Academic Enrichment is demonstrated through initiatives such as Field Trips, Academic Decathlon & Pentathlon competitions, Spelling Bee contests, and Science Fairs. These activities not only foster intellectual growth but also encourage teamwork and enhance critical thinking skills, preparing students for success beyond the classroom. Our Adventure Academy program offers short project-based academic and socialization courses. These courses provide students with hands-on learning experiences that deepen their academic knowledge and foster social connections. Students engage in projects that not only enhance their academic skills but also develop important interpersonal skills such as teamwork, communication, and problem-solving. This holistic approach to education ensures that students are well-rounded and equipped with the skills they need to succeed both academically and socially. In addition to academic enrichment, our school is dedicated to supporting the social and emotional well-being of our students. We provide a range of Social Emotional Supports, Resources, and Learning initiatives, including a dedicated SEL Counselor, digital Social emotional learning curricula tailored to various grade levels, and professional development opportunities for staff. By implementing evidence-based interventions and staying informed about effective strategies, we strive to enhance both the well-being and academic success of our students. Lastly, in our efforts to enhance student achievement and accountability, we have established roles such as Data Analysts, School Systems Analysts, and Student Achievement Personnel. We invest in resources such as contracts for LCAP support and specialized software for analysis and reporting. 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. In summary, our school's actions reflect our commitment to providing a comprehensive educational experience that promotes not only academic excellence but also social,

emotional, and personal growth. Through diverse socialization and learning experiences, along with dedicated support and resources, we aim to create well-rounded, self-motivated students who are prepared to succeed in all aspects of 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	2022-23 Exemplary	2023-24 Good		Exemplary	
2.2	% of students feel safe at school during activities and classes (as measured by student climate survey)	2023-24 90% Strongly Agree/Agree	2024-25 85.71% Strongly Agree/Agree		95%	
2.3	% of families feel the school is a safe place for their child (as measured by parent climate survey)	2022-23 86% Strongly Agree/Agree	2024-25 92.62% Strongly Agree/Agree		90%	
2.4	% of students feel connected to at least one staff member (as measured by student survey)	2022-23 90% Strongly Agree/Agree	2024-25 86.61% Strongly Agree/Agree		95%	
2.5	% Suspension rate for all students and all significant subgroups	2022-23 Schoolwide: 0% English Learners: 0.5% Socioeconomically Disadvantaged: 0.1% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	2023-24 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA		Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	% Expulsion rate for all students and all significant subgroups	2022-23 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	2023-24 Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA		Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	
2.7	% Middle School Dropout Rate	2022-23 0%	2023-24 0%		0%	
2.8	% High School Dropout Rate	2022-23 5.6%	2023-24 1.5%		2%	
2.9	% Average Daily Attendance	2022-23 98%	2023-24 98%		100%	
2.10	% Chronic Absenteeism Rate for all students and all significant subgroups	2022-23 Schoolwide: 0.9% English Learners: 2.2% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 1.2% Homeless: 0% Foster Youth: NA	2023-24 Schoolwide: 0.9% English Learners: 0% Socioeconomically Disadvantaged: 1.4% Students with disabilities: 2.5% Homeless: 1.5% Foster Youth: NA		Schoolwide: 0% English Learners: 0% Socioeconomically Disadvantaged: 0% Students with disabilities: 0% Homeless: 0% Foster Youth: NA	

Goal Analysis [2024-25]

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.

All actions for Goal 2 were fully implemented as planned in the 2024–25 academic year. There were no substantive differences between the planned actions and the actual implementation of these actions. As this is the first year the goal has been implemented, there is no comparative data or implementation record from the previous year (2023–24).

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 for Goal 2 were closely aligned with the original budget, with only minor variations across planned actions. Action 2.2 – Academic Enrichment experienced an increase, rising from a planned $625,400 to $675,000 in actual expenditures. This difference reflects the school’s commitment to expanding field trips, academic competitions, and enrichment events like the Adventure Academy, Science Fair, and Spelling Bee, ensuring all students particularly those from underserved groups had access to meaningful, engaging learning opportunities.

Other actions such as Outdoor Education (2.1), Social-Emotional Supports (2.3), and Achievement & Accountability Systems (2.4) were implemented within a reasonable margin of their projected budgets, with slight increases that allowed for greater access to student recognition events, SEL curriculum licenses, and staff wellness training. There were no material differences between planned and actual percentages of improved services, as all actions contributed directly to improving supports for students.

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

All actions aligned with Goal 2 have been fully implemented and have contributed meaningfully to creating a positive school climate and promoting student social-emotional growth. The effectiveness of these actions is evidenced by consistently low suspension (0%) and expulsion (0%) rates across all student groups, strong average daily attendance (98%), and a significant reduction in the high school dropout rate from 5.6% to 1.5%. Programs such as Outdoor Education, Community Events, Academic Enrichment activities, and SEL supports—including access to a full-time counselor and digital SEL curricula—have been instrumental in supporting student engagement and well-being. While the percentage of families who feel the school is a safe place for their child increased from 86% to 92.62%, student perceptions of safety and staff connectedness showed slight declines, indicating areas for focused improvement. It is important to note, however, that there was reduced participation in the LCAP survey this year compared to last year, and a high number of students and staff selected “neutral” as their response. These factors may have contributed to the observed decline and should be considered when interpreting the data. Overall, the actions taken under this goal have proven effective in fostering student connection, reducing chronic absenteeism among key student groups, and supporting the development of well-rounded, self-motivated learners

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.

As the 2024–25 academic year marks the first year of implementation for Goal 2, no formal changes have been made to the planned goal, metrics, target outcomes, or actions at this time. However, ongoing monitoring of student survey data and climate indicators has highlighted important areas for continuous improvement. Specifically, slight declines in student perceptions of safety and staff connectedness have emerged as areas for reflection. It is important to note that this year's LCAP survey had lower student participation compared to the previous year, and a high number of students selected “neutral” in response to key questions. These factors may have influenced the overall results and will be taken into consideration as part of ongoing data analysis. In response, plans are being developed to strengthen relationship-building strategies and expand opportunities for authentic student voice and engagement. These efforts will focus on increasing student connectedness and ensuring that all students feel safe, supported, and included. Reflections from this year will guide future adjustments to enhance the implementation of Goal 2 and further promote equitable social-emotional growth across all student groups.

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	$273,400.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
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 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.	$121,800.00	Yes
2.3	Social Emotional Supports, Resources, and Learning	Our school is committed to supporting the social and emotional well-being of our students through a range of initiatives. To ensure this, we host an annual Student Health and Wellness Fair aimed at promoting physical, mental, and emotional wellness among our students. We have a dedicated SEL counselor who offers personalized guidance and support. Utilizing resources from EverFi, Centervention, and Character Strong, we provide digital curricula tailored to various grade levels to enhance social and emotional skills. Furthermore, select members of our staff attend a Wellness conference to learn about evidence-based interventions for students facing social and emotional challenges. To ensure ongoing professional development, we allocate wellness stipends to our staff. By staying informed and implementing effective strategies, we strive to enhance the well-being and academic success of our students.	$345,000.00	Yes
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, including	$41,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		PARSEC 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.		

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 97% Strongly Agree/Agree	2024-25 96% Strongly Agree/Agree		99%	
3.2	% of parents who are satisfied with their school (reporting as agreeing or strongly agreeing on the parent survey)	2023-24 91% Strongly Agree/Agree	2024-25 94% Strongly Agree/Agree		95%	
3.3	% of parents who feel connected	2023-24 97% Strongly Agree/Agree	2024-25 94% Strongly Agree/Agree		99%	
3.4	% of parents who provide feedback on survey specific to our LCAP actions and goals (as measured by student climate survey)	2023-24 100%	2024-25 100%		100%	

Goal Analysis [2024-25]

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.

All actions for Goal 2 were fully implemented as planned in the 2024–25 academic year. There were no substantive differences between the planned actions and the actual implementation of these actions. As this is the first year the goal has been implemented, there is no comparative data or implementation record from the previous year (2023–24).

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.

For Goal 3, all actions aimed at enhancing family engagement, communication, and partnership were successfully implemented and met or exceeded expectations in terms of reach and quality. Several initiatives were completed under budget, demonstrating the school’s ability to deliver strong outcomes with cost-efficiency. For instance, Parent Education (Action 3.1) came in at $55,000 compared to the planned $60,600, and Family Engagement (Action 3.3) concluded at $205,000, below the original $225,000. These variances reflect thoughtful spending and the school’s ability to leverage internal expertise, community donations, and free or low-cost digital tools without compromising the quality or accessibility of services.

All planned activities such as parent workshops, clubs, and educational classes were offered, and the school maintained robust communication with families through podcasts, social media, weekly newsletters, and a redesigned website. The Parent Advisory Committee (PAC) and Family Liaisons played a critical role in ensuring that families felt connected, heard, and supported across a range of topics and needs.

The school continues to build on its strong foundation of family engagement by expanding outreach efforts, personalizing engagement strategies, and refining communication tools to ensure that all families feel confident and empowered to participate in their child’s education. These ongoing refinements reflect a proactive and responsive approach to continuous improvement.

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

All actions under Goal 3 were fully implemented during the 2024–25 academic year and have been effective in fostering a strong culture of family-school partnership. A variety of initiatives including Parent Education workshops, climate survey participation, communication via podcasts and social media, and EL and Special Education-focused engagement—have strengthened the connection between families and educators. The impact of these efforts is reflected in consistently high levels of parental satisfaction and involvement. For instance, 94% of parents reported satisfaction with the school, up from 91% the previous year, and 96% felt included in school decision-making, only slightly below the previous baseline. The percentage of parents who feel connected remained strong at 94%, demonstrating sustained community engagement. Additionally, 100% of families continued to participate in the LCAP survey process, confirming the effectiveness of outreach and communication strategies. Collectively, these results affirm that the school’s actions have meaningfully supported family engagement and contributed to a more inclusive and responsive school culture.

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.

We are looking to continuously expand parent engagement for Goal 3. As 2024–25 marks the first year of full implementation for Goal 3, no changes have been made to the planned goal, metrics, or actions at this time. However, reflections on this year’s outcomes have identified opportunities for deeper impact, particularly in increasing the percentage of parents who feel connected and included. Although current results remain high, small declines from baseline in these areas signal a need for continued investment in two-way communication and opportunities for authentic engagement. Future planning will prioritize expanding family-led initiatives, increasing outreach to underserved family groups, and continuing to build capacity through targeted workshops, book clubs, interpretation services, and community-building events. These strategic refinements will help sustain momentum and ensure that engagement efforts remain inclusive, relevant, and impactful.

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.	$10,000.00	No
3.2	Family Communication i.e Podcasts, Social Media, Website, etc	Our commitment is to enhance family communication through various platforms, including podcasts, social media, and our website. Through podcasts, we aim to provide informative and engaging content that directly addresses updates and important information for families. Social media platforms serve as a dynamic space for sharing news, and events, and fostering community engagement. Lastly, our website acts as a centralized hub for accessing resources, announcements, and personalized communication channels. Being able to utilize these platforms ensures our commitment to fostering transparent, accessible, and meaningful communication channels between the school and families, thereby strengthening our community bonds and enriching the educational experience for all involved.	$47,000.00	No
3.3	Family Engagement	Our school is committed to building strong relationships with families and constantly improving the school environment. To achieve these goals, we have initiated a program to increase family involvement by encouraging them to participate in our annual climate survey. By seeking feedback and insights through the survey, we aim to promote transparency, empower families, strengthen community partnerships, and drive continuous improvement. This collaborative approach ensures that the voices of families are heard and valued in shaping the educational experiences of our students. Additionally, the Parent Advisory Committee (PAC) serves as a vital link between the school administration and families, facilitating collaborative decision-making and enriching the educational experience for	$240,000.00	No

Action #	Title	Description	Total Funds	Contributing
		all students through transparent communication and shared responsibility. Our Family Liaisons further enhance family engagement by connecting families with resources within the school, community, and homeschooling world. They are both homeschooling parents and staff members, able to serve prospective and current families alike. The liaisons offer park days at various locations throughout the region, host meetups and parent book clubs, provide support for families during the summer months, hold new family orientation meetings, create and share a weekly school newsletter, and actively monitor and engage with families on social media to cultivate a connected homeschool community. Through their dedicated efforts, the PAC and Family Liaisons ensure that parent voices are heard and valued, guiding initiatives to further enrich our school community.		
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.	$3,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	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 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.	$1,500.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$2599329	$

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
7.590%	0.000%	$0.00	7.590%

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 significant 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 -21.3. English Learners scored 49.1 points below the schoolwide average (DFS: -70.4) Socioeconomically Disadvantaged students scored 9.7 points below (DFS: -31.0) Homeless students scored 23.4 points below (DFS: -44.7) In Mathematics, the schoolwide DFS was -56.4. English Learners scored 17.7 points below the schoolwide average (DFS: -74.1) Socioeconomically Disadvantaged students scored 8.4 points below (DFS: -64.8) Homeless students scored 37.5 points below (DFS: -93.9) These differences highlight the continued need for targeted academic supports, differentiated instruction, and systemic interventions aimed at closing equity gaps. **Scope:** LEA-wide	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
1.6	**Action:**	To address these needs, our school standardizes and aligns curriculum, resources, and supports	% of students with access to a broad course of study,

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
	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:** LEA-wide	across all grade levels and subjects, with oversight from dedicated Curriculum Coordinators. We utilize a variety of standards-aligned curriculum resources, including Acellus, Aleks, 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.	including unduplicated students and students with exceptional needs
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	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	% - 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
	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:** LEA-wide	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.	
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 those from historically underserved backgrounds, including English learners and foster youth. According to the 2024 California School Dashboard, only 42.9% of socioeconomically disadvantaged students at Feather River Charter School are considered	The CAAP is designed to address these needs by providing comprehensive support and resources to help students prepare for and pursue higher education. This includes counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Stipends are offered as incentives for academic achievement, motivating students to excel. Collaboration with Blackbird, an educational platform offering coding courses, provides additional technical skill development. The High School Virtual Academy (HSVA) offers a flexible	%: 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
	prepared for college and career, reflecting a persistent equity gap. Additionally, only 24.6% of these students meet the A–G requirements necessary for admission to the University of California or California State University systems. Data for English learners meeting A–G criteria is not reported due to the small sample size. These figures highlight the need for continued investment in academic counseling, career readiness programs, and targeted interventions to ensure equitable postsecondary opportunities for all students. To address these needs, the CAAP offers comprehensive support and resources to help students prepare for and pursue higher education. This includes counseling support, access to A-G teacher-supported curriculum, college tours, and participation in a camp designed to foster confidence, teamwork, and connectedness. Stipends are offered as incentives for academic achievement, and there is collaboration with Blackbird, an educational platform offering coding courses, to provide additional technical skill development. The High School Virtual Academy (HSVA) offers a flexible four-year curriculum with both synchronous and asynchronous learning options, taught by experienced online educators. These initiatives, provided on a schoolwide basis, ensure that all students have the resources and support needed to increase college awareness and readiness, promoting equity.	four-year curriculum with both synchronous and asynchronous learning options, taught by experienced online educators. These initiatives, provided on a schoolwide basis, ensure that all students, regardless of their background, have the resources and support needed to increase college awareness and readiness. By implementing these actions schoolwide, the program promotes equity, ensuring that all students have the opportunity to succeed academically and pursue higher education.	

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
	The data also highlights the need for targeted support in preparing students for various career pathways, especially in Career Technical Education (CTE). Foster students are currently not represented in the data, and these groups often face barriers such as limited access to college preparation resources, lack of exposure to higher education opportunities, and insufficient academic support to meet college admission requirements. Additionally, they may lack the confidence, skills, and guidance necessary to pursue higher education and succeed in a competitive academic environment. **Scope:** LEA-wide		
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), and Section 504, achievement gaps remain evident in student performance data. In the 2023–24 CAASPP assessments, only 8.75% of English learners and 37.78% of socioeconomically disadvantaged students met or exceeded standards in English Language Arts, compared to the schoolwide average of 43.21%. Similarly, in Mathematics, just 16.05% of English learners and 26.26% of	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.	% 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
	socioeconomically disadvantaged students met or exceeded standards, while the schoolwide average was 29.48%. These disparities highlight the need for continued, targeted academic interventions and equity-driven instructional practices. Although academic data for foster youth is unavailable due to low or no student representation in the assessment group, their inclusion in proactive support planning remains essential to ensuring equitable educational opportunities for all learners. **Scope:** LEA-wide	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.	
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 of providing tailored opportunities for academic	To effectively address this identified need, our virtual learning 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 Science Fair coordinators who organize and oversee these virtual activities. By offering these	% 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
	enrichment and holistic development within the virtual learning environment. **Scope:** LEA-wide	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, supported, and equipped with the necessary skills to navigate these challenges effectively.	The action is designed to address these needs through a multifaceted approach, benefiting all students in our school community, especially unduplicated students. Hosting an annual Student Health and Wellness Fair promotes physical, mental, and emotional wellness for every student, creating a culture of holistic well-being throughout the school. The presence of a dedicated SEL counselor ensures that all students, including unduplicated ones, have access to personalized guidance and support when needed. Utilizing digital curricula from EverFi, Centervention, and Character Strong provides tailored resources to enhance social and emotional skills for all students across various grade levels, with a particular focus on supporting the needs of unduplicated students. Moreover, sending select staff members to a wellness conference ensures that the support provided is informed by the latest research and	% 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
	Scope: LEA-wide	best practices, benefiting the entire student body. Allocating wellness stipends for staff encourages ongoing professional development, enhancing their ability to support all students effectively. Providing these initiatives on a schoolwide basis ensures that every student, regardless of background or circumstances, has access to the resources and support necessary to promote their social and emotional well-being. This comprehensive approach fosters a nurturing environment conducive to academic success and personal growth for all students in our school.	
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	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., PARSEC and 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	% 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
	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 maintain the positive performance levels attained. **Scope:** LEA-wide	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 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	In response to the diverse needs of unduplicated students within our school community, we have implemented strategic initiatives aimed at providing comprehensive support to address their	% of students who score at standards Met/Exceeded on CAASPP ELA 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
	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 Foster/Homeless Liaison, who serves as a dedicated Family Resource Specialist. 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 obstacles and succeed in their academic pursuits. **Scope:** Limited to Unduplicated Student Group(s)	unique circumstances and foster their academic success. At the heart of our efforts stands the Foster/Homeless Liaison, a dedicated Family Resource Specialist tasked with serving as a central point of contact and advocate for unduplicated students experiencing housing instability or navigating the foster care system. Through personalized relationships and targeted interventions, the Liaison offers practical assistance in navigating complex bureaucratic systems, such as securing stable housing and accessing essential resources. Additionally, the Liaison provides invaluable emotional support, offering a compassionate ear and fostering a sense of belonging during times of upheaval or uncertainty. By addressing the multifaceted needs of unduplicated students, the Liaison empowers them to overcome obstacles and thrive academically and personally. In tandem with the role of the Foster/Homeless Liaison, we have introduced the Lexia program, an innovative initiative designed to enhance English literacy skills among unduplicated students. Through personalized learning paths and technology-based resources, the program offers targeted support to students grappling with language barriers or struggling to keep pace with their peers in English literacy. By providing supplemental learning opportunities outside of the traditional classroom setting, the Lexia program enables students to progress at their own pace, receive immediate feedback, and engage in interactive activities designed to reinforce literacy	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
		skills. Moreover, the program empowers educators with real-time data and insights into student progress, enabling them to adapt instruction and provide personalized support based on individual needs. By leveraging the Lexia program, we are committed to narrowing achievement gaps and fostering a culture of literacy proficiency and confidence among unduplicated students. In summary, through the combined efforts of the Foster/Homeless Liaison and the implementation of the Lexia program, we are dedicated to providing comprehensive support to unduplicated students, addressing their unique needs, and empowering them to succeed academically and personally.	
1.9	**Action:** English Language Development Instruction and Support **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	Our approach to addressing the unique needs of English Learner (EL) students encompasses several key actions. Coordinated efforts from EL Coordinators overseeing English Language 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	% 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
	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 ensures that EL students receive the necessary support for their linguistic, academic, and personal growth. **Scope:** Limited to Unduplicated Student Group(s)	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.	
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	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	% 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
	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 ELLs and their families in navigating the educational landscape. **Scope:** Limited to Unduplicated Student Group(s)	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 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	

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

The planned quantitative increase in services of 7.59% based on LCFF Supplemental and Concentration Grant funding totaling $2,599,329 reflects Feather River Charter School's commitment to ensuring equity and access for its unduplicated student populations. This percentage represents the extent to which services for foster youth, English learners, and low-income students will be increased or improved in comparison to the services provided to all students, consistent with Education Code requirements and state regulations.

This increase is supported by a combination of schoolwide and limited actions that are strategically designed and implemented to address the unique needs of unduplicated students. The percentage was determined using a quantitative methodology, with each contributing action tied to an LCFF dollar amount that reflects the estimated cost of the service being provided. Together, these actions collectively fulfill the required proportionality obligation and aim to remove barriers, expand access, and accelerate academic and social-emotional outcomes for our highest-need students.

Among these, the following limited actions specifically contribute to meeting the increased or improved services requirement. These actions are not implemented schoolwide but are instead targeted directly toward one or more unduplicated student groups. Each action is grounded in identified student needs, informed by data and stakeholder feedback, and includes clearly defined implementation strategies and metrics to measure effectiveness.

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

Additional information regarding the purpose and intended impact of these actions can be found in the Goals and Actions section of this LCAP.

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.

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

2025-26 Total 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	34247007	2599329	7.590%	0.000%	7.590%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$4,013,900.00	$739,200.00	$0.00	$0.00	$4,753,100.00	$4,093,400.00	$659,700.00

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		$37,000.00	$12,000.00	$49,000.00				$49,000.00	
1	1.2	Staff Professional Development on Students with Disabilities	Students with Disabilities	No			All Schools		$245,000.00	$6,000.00	$248,000.00	$3,000.00			$251,000.00	
1	1.3	Assessments, supports, and training	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$285,000.00	$45,000.00	$330,000.00				$330,000.00	
1	1.4	TK-8 standards based, grade-level courses	All	No			All Schools		$180,000.00	$36,000.00	$216,000.00				$216,000.00	
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			$815,000.00	$180,000.00	$845,000.00	$150,000.00			$995,000.00	
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			$35,000.00	$8,000.00	$43,000.00				$43,000.00	
1	1.8	Special Education Curriculum and resources	All	No			All Schools		$0.00	$21,000.00		$21,000.00			$21,000.00	
1	1.9	English Language Development Instruction and Support	English Learners	Yes	Limited to Unduplicated Student Group(	English Learners			$50,000.00	$1,000.00	$51,000.00				$51,000.00	

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
					s)											
1	1.10	College & Career Courses, Resources & Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$1,050,000.00	$0.00	$800,000.00	$250,000.00			$1,050,000.00	
1	1.11	CAAP Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$9,500.00	$35,000.00	$44,500.00				$44,500.00	
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			$415,000.00	$4,000.00	$109,000.00	$310,000.00			$419,000.00	
2	2.1	Outdoor Education and Community Experiences	All	No			All Schools		$245,000.00	$28,400.00	$270,000.00	$3,400.00			$273,400.00	
2	2.2	Academic Enrichment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$115,000.00	$6,800.00	$120,000.00	$1,800.00			$121,800.00	
2	2.3	Social Emotional Supports, Resources, and Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$300,000.00	$45,000.00	$345,000.00				$345,000.00	
2	2.4	Student and School Achievement & Accountability	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$35,000.00	$6,000.00	$41,000.00				$41,000.00	
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	All	No			All Schools		$0.00	$10,000.00	$10,000.00				$10,000.00	
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	All	No			All Schools		$33,000.00	$14,000.00	$47,000.00				$47,000.00	
3	3.3	Family Engagement	All	No			All Schools		$240,000.00	$0.00	$240,000.00				$240,000.00	
3	3.4	English-language parent supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			$3,900.00	$0.00	$3,900.00				$3,900.00	
3	3.5	Special Education Parent Ed i.e IEP	All	No			All Schools		$0.00	$1,500.00	$1,500.00				$1,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		accommodations and curriculum scaffolding														

2025-26 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
34247007	2599329	7.590%	0.000%	7.590%	$2,732,400.00	0.000%	7.979 %	**Total:**	$2,732,400.00
								LEA-wide Total:	$2,634,500.00
								Limited Total:	$97,900.00
								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		$330,000.00	
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	LEA-wide	English Learners Foster Youth Low Income		$845,000.00	
1	**1.7**	Resources and support for unduplicated students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$43,000.00	
1	**1.9**	English Language Development Instruction and Support	Yes	Limited to Unduplicated Student Group(s)	English Learners		$51,000.00	
1	**1.10**	College & Career Courses, Resources & Support	Yes	LEA-wide	English Learners Foster Youth Low Income		$800,000.00	
1	**1.11**	CAAP Program	Yes	LEA-wide	English Learners Foster Youth Low Income		$44,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.12**	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	LEA-wide	English Learners Foster Youth Low Income		$109,000.00	
2	**2.2**	Academic Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income		$120,000.00	
2	**2.3**	Social Emotional Supports, Resources, and Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		$345,000.00	
2	**2.4**	Student and School Achievement & Accountability	Yes	LEA-wide	English Learners Foster Youth Low Income		$41,000.00	
3	**3.4**	English-language parent supports	Yes	Limited to Unduplicated Student Group(s)	English Learners		$3,900.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$4,535,430.00	$5,012,380.00

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	$294,200.00	300000
1	**1.2**	Staff Professional Development on Students with Disabilities	No	$359,200.00	370000
1	**1.3**	Assessments, supports, and training	Yes	$162,100.00	147000
1	**1.4**	TK-8 standards based, grade-level courses	No	$319,900.00	310000
1	**1.5**	Student technology and connectivity	No	$95,000.00	500000
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	$555,900.00	556000
1	**1.7**	Resources and support for unduplicated students	Yes	$60,400.00	80000
1	**1.8**	Special Education Curriculum and resources	No	$94,800.00	110000
1	**1.9**	English Language Development Instruction and Support	Yes	$163,900.00	170000
1	**1.10**	College & Career Courses, Resources & Support	Yes	$767,200.00	770000
1	**1.11**	CAAP Program	Yes	$38,600.00	50000

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	$178,900.00	179000
2	2.1	Outdoor Education and Community Experiences	No	$149,500.00	155000
2	2.2	Academic Enrichment	Yes	$625,400.00	675000
2	2.3	Social Emotional Supports, Resources, and Learning	Yes	$143,200.00	145000
2	2.4	Student and School Achievement & Accountability	Yes	$158,900.00	160000
3	3.1	Parent Education, i.e. Workshops, Classes, and Clubs	No	$60,600.00	55000
3	3.2	Family Communication i.e Podcasts, Social Media, Website, etc	No	$76,200.00	69000
3	3.3	Family Engagement	No	$225,000.00	205000
3	3.4	English-language parent supports	Yes	$5,000.00	5000
3	3.5	Special Education Parent Ed i.e IEP accommodations and curriculum scaffolding	No	$1,530.00	1380

2024-25 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)
2486334	$2,651,400.00	$2,749,000.00	($97,600.00)	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	$162,100.00	147000		
1	**1.6**	Standards based/aligned curriculum, resources, and supports	Yes	$555,900.00	556000		
1	**1.7**	Resources and support for unduplicated students	Yes	$60,400.00	80000		
1	**1.9**	English Language Development Instruction and Support	Yes	$163,900.00	170000		
1	**1.10**	College & Career Courses, Resources & Support	Yes	$610,100.00	610000		
1	**1.11**	CAAP Program	Yes	$38,600.00	45000		
1	**1.12**	Multi-Tiered System of Support, Student Study Team, & Section 504	Yes	$129,700.00	179000		
2	**2.2**	Academic Enrichment	Yes	$623,600.00	660000		
2	**2.3**	Social Emotional Supports, Resources, and Learning	Yes	$143,200.00	137000		
2	**2.4**	Student and School Achievement & Accountability	Yes	$158,900.00	160000		
3	**3.4**	English-language parent supports	Yes	$5,000.00	5000		

2024-25 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)
29826468	2486334	0	8.336%	$2,749,000.00	0.000%	9.217%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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