

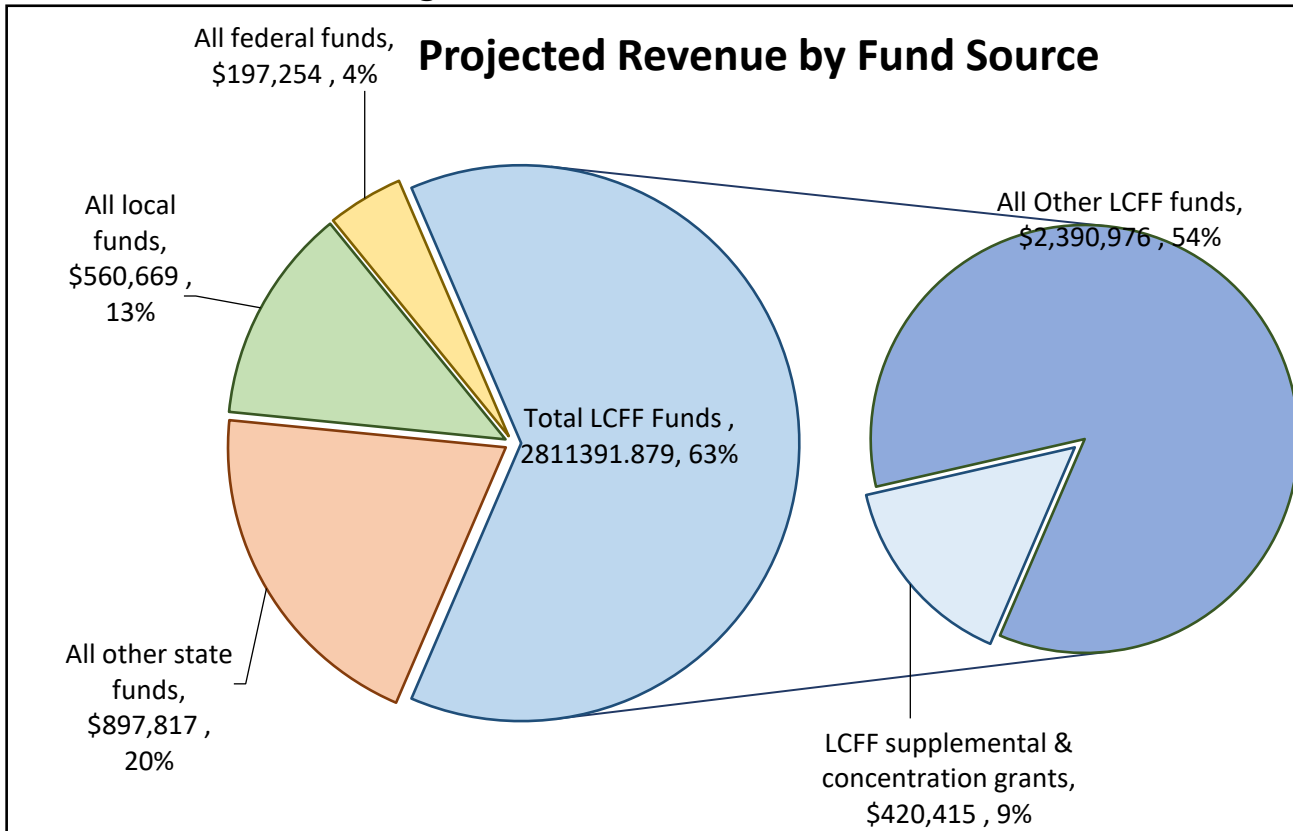
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tomorrow's Leadership Collaborative Charter School
CDS Code: 30 10306 0137976
School Year: 2025-26
LEA contact information: Jessica Tunney, (657) 284-5228, jessica.tunney@tlccharter.org

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

Projected Revenue by Fund Source

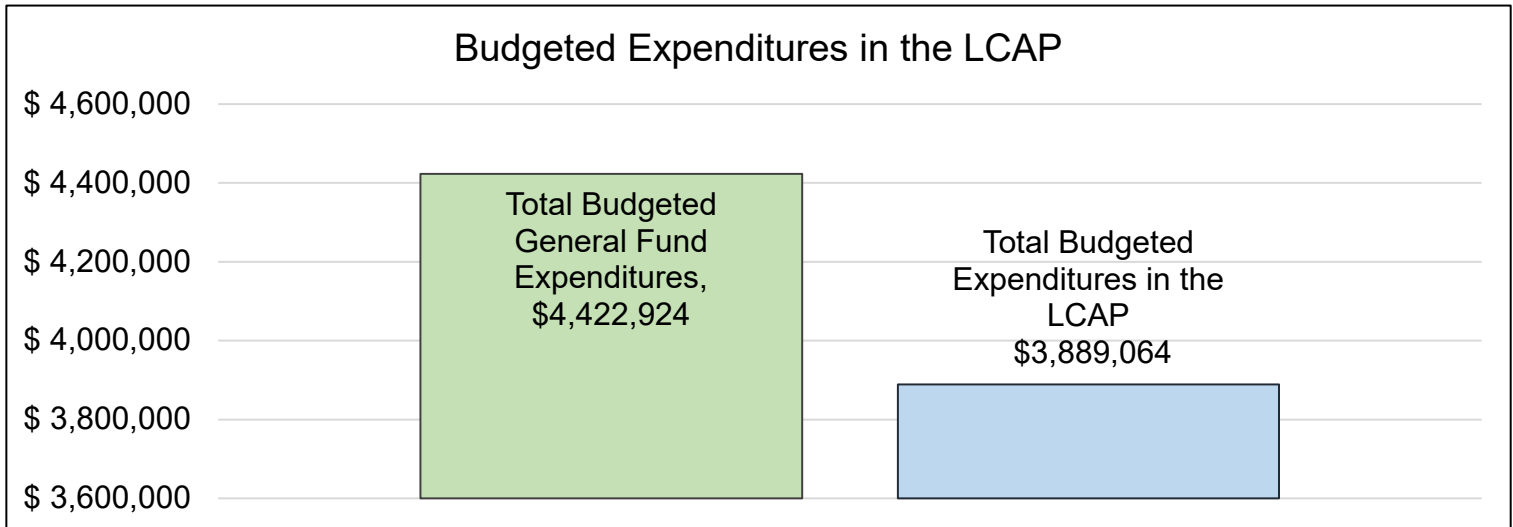


This chart shows the total general purpose revenue Tomorrow's Leadership Collaborative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tomorrow's Leadership Collaborative Charter School is \$4,467,131.29, of which \$2,811,391.88 is Local Control Funding Formula (LCFF), \$897,817.02 is other state funds, \$560,668.68 is local funds, and \$197,253.72 is federal funds. Of the \$2,811,391.88 in LCFF Funds, \$420,415.40 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 Tomorrow's Leadership Collaborative 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: Tomorrow's Leadership Collaborative Charter School plans to spend \$4,422,923.60 for the 2025-26 school year. Of that amount, \$3,889,063.79 is tied to actions/services in the LCAP and \$533,859.81 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

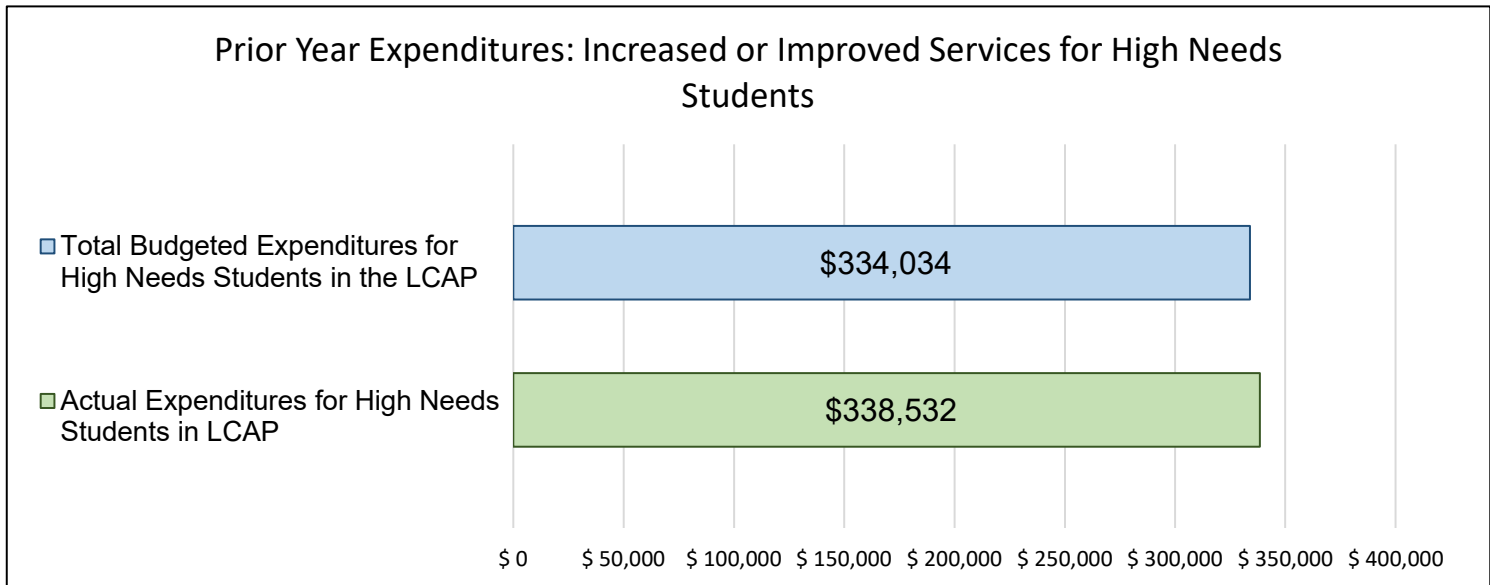
Administrative and operational expenses

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Tomorrow's Leadership Collaborative Charter School is projecting it will receive \$420,415.40 based on the enrollment of foster youth, English learner, and low-income students. Tomorrow's Leadership Collaborative Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tomorrow's Leadership Collaborative Charter School plans to spend \$420,415.00 towards meeting this requirement as described in the LCAP. The additional improved services described in

LCFF Budget Overview for Parents

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



This chart compares what Tomorrow's Leadership Collaborative 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 Tomorrow's Leadership Collaborative 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, Tomorrow's Leadership Collaborative Charter School's LCAP budgeted \$334,033.87 for planned actions to increase or improve services for high needs students. Tomorrow's Leadership Collaborative Charter School actually spent \$338,532.17 for actions to increase or improve services for high needs students in 2024-25.

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
Tomorrow's Leadership Collaborative (TLC) Charter School	Jessica Tunney, Ph.D., Executive Director	jessica.tunney@tlccharter.org 646.483.9808

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.

Tomorrow's Leadership Collaborative (TLC) Charter School is a public school authorized by the Orange County Department of Education in 2018. TLC models best practices for inclusive education through university partnerships and a constructivist, project-based learning approach with culturally relevant pedagogy to meet the needs of diverse learners. Modeled after the acclaimed CHIME Institute Schwarzenegger Community School in Los Angeles and WISH Charter Schools in LAUSD, TLC provides an inclusive learning community where all students, including those with disabilities and learning differences, their families, and the school's staff appreciate and value diversity in all its forms, taught through the prism of 21st century learning.

Tomorrow's Leadership Collaborative (TLC) Charter School currently serves 192 students in grades TK-6 with the following demographics: 81% Hispanic, 11% White, 3% African American, 4% Asian, 1% Pacific Islander, 20% Students with Disabilities (SWD), 16% English Learners (EL), 6% Homeless Youth, and 72% Socioeconomically Disadvantaged (SED).

Several studies have explored the impact of inclusion on students without disabilities and have found that nondisabled students achieve improved academic outcomes as a result of being in an inclusive class. Sailor has noted that implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching have the potential to result in reduced special education referrals school-wide, because struggling students receive assistance before they fall too far behind. Evidence also suggests that students with disabilities demonstrate improved academic and social outcomes as a result of increased time spent in general education classes. Social outcomes, such as improved social skills, communication skills, and increased interactions with typical peers are also attributed to inclusive settings.

TLC serves a uniquely diverse population of students by design. Within our inclusive model classrooms, our school provides rich and rigorous academic learning opportunities to all students along with social supports and close attention to positive social development. For many families with children in chronically underserved groups (such as English Language Learners and Students with Disabilities), our philosophy and approach to education offers a highly appealing option to the more traditional pedagogical strategies prevalent in many other local schools.

MISSION The mission of TLC is to educate diverse students through a rigorous, standards-based, college-preparatory program to become conscientious, caring, and responsible 21st Century citizens. TLC is grounded in an inclusive vision of teaching and learning in which the

diverse experiences and spectrum of abilities students bring to the school are honored. Through a rich educational program based upon constructivist and project-based approaches to learning, students at TLC will be guided to develop 21st Century knowledge and skills such as problem-solving, critical thinking, creativity, communication, and cooperation and collaboration with diverse peers.

VISION Our vision is that TLC will serve as a model site for demonstrating and understanding the ways inclusive educational settings can enhance the communities they serve and advance research and practice in the field of education.

FUNDING AND PROGRAM ALIGNMENT Tomorrow's Leadership Collaborative (TLC) Charter School is the recipient of the CA Community Schools Partnership Program Implementation Grant and the Community Engagement Initiative (CEI) Grant. The CEI Grant supports extensive training in a professional learning network to increase and improve community and family engagement and identifies effective models of community engagement and metrics to evaluate those models. TLC has developed an LCAP that aligns to the CA Community School Framework and MTSS Framework. TLC Charter School will continue to align and strengthen its MTSS, Community Schools, and PBIS Initiative with Expanded Learning Opportunities Program (ELOP) and the Universal Transitional Kindergarten program (UTK).

TLC Charter School has expended its Learning Recovery Emergency Block Grant (LREBG) Funds; and is not eligible for Equity Multiplier Funds (EMF).

ACADEMIC EXCELLENCE AND RECOGNITION TLC's commitment to innovative, project-based learning was showcased during the Diorama Showcase Day held March 27 at the school's Orange campus. This event highlighted the school's interdisciplinary approach, where students presented three-dimensional models they created as part of trimester-long projects that integrated English language arts, math, social sciences, science, art, and technology.

Notable student achievements included third-graders who studied the novel "Nothing Rhymes with Orange" while learning Orange County history, creating detailed Disneyland dioramas showing different eras of the park's evolution, complete with PowerPoint presentations and written summaries. Upper-grade students recreated the Mount Vesuvius eruption and ancient Pompeii in a unit called "I Survived Pompeii," showing life before, during, and after the disaster.

County Superintendent Dr. Stefan Bean and OCDE Chief of Staff Dennis Cole attended the showcase and were impressed by the depth of knowledge students displayed. Principal Stacy Lee praised the event as an example of how collaborative, project-based learning enhances students' educational experiences while developing critical thinking, problem-solving, and presentation skills.

TLC Charter School has developed a one-year LCAP that will also serve as the School Plan for Student Achievement (SPSA), meeting the stakeholder engagement requirements outlined in CA EC 64001(j) including the following requirements per CA EC 52062(a):

- Consultation with SELPA per CA EC 52062(a)(5)
- Parent Advisory Committee (PAC): CA EC 52062(a)(1)
- English Learner PAC: CA EC 52062(a)(2)
- Providing written response to each of the committees regarding their comments

Reflections: Annual Performance

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

The following table reflects Tomorrow’s Leadership Collaborative (TLC) Charter School's performance on the **2023 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Orange	Blue	N/A	Yellow	Yellow
English Learners	--	Orange	Blue	N/A	--	--
Socioeconomically Disadvantaged	N/A	Orange	Blue	N/A	Yellow	Yellow
Students with Disabilities	N/A	Red	Blue	N/A	--	--
African American	N/A	--	--	N/A	--	--
Asian	N/A	--	--	N/A	--	--
Hispanic	N/A	Orange	Blue	N/A	Yellow	Yellow
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	Red	Blue	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Chronic Absenteeism & ATSI: TLC received a RED performance level for the Chronic Absenteeism Indicator for the Students with Disabilities (SWD) (48.5%) and White student groups (42.9%) on the 2023 CA School Dashboard. Based on the needs assessment and root cause analysis absences among SWD which also were identified as the White ethnic student group, are primarily due to illness, and/or medically fragile due to a disability. To improve daily attendance rates Independent Study option will be provided for students up to 13 days. (Goal 1, Action 5)

To keep classrooms clean and safe, the janitorial team has and will continue to implement deep cleaning methods, including disinfection and sanitization, to minimize the spread of germs.

The following chart provides the total count of students identified as chronically absent schoolwide and by student group. Addressing and improving chronic absenteeism has been a schoolwide initiative this year and will continue in the 2024-25 school year.

2022-23: Chronic Absenteeism		
Student Group	Total	Rate
All Students	58	29.9%
Hispanic	37	25.7%
White	15	42.9%
EL	10	21.3%
SED	38	29.5%
SWD	16	48.5%

TLC Charter School will also communicate with all families the school's attendance policy prior to the start of the school year, during orientation. The Community School Coordinator and key staff will conduct home visits for at-risk families, meet with families to identify barriers to daily attendance and connect them to resources as needed. Families have identified transportation, housing insecurity, parents with work schedule conflict, and an inoperable car.

Using the Alliance for Resource Equity - 10 Dimensions of Education Resource Equity Tool, TLC Charter School identified the following **resource inequities**:

1. School Funding (Dimension 1): Addressing learning loss post-pandemic combined with high chronic absenteeism rates has been ongoing area for growth. With daily attendance tied to funding, experiencing very high chronic absenteeism rates has detrimentally impacted school funding, since it is tied to funding. Another unintended consequence is the impact of absences exacerbating learning gaps, resulting in the need to allocate resources to provide additional intervention through staff and training. Chronic absenteeism has also impacted the development of desirable social skills and behaviors, including disengagement which impacts school climate. To address this the leadership will implement the school's Attendance Policy which includes a tiered system of supports, a multi-tiered approach to reduce chronic absenteeism, establish routines, identify barriers to school attendance and re-engage students/families. (Addressed in Goal 1, Action 5)
2. Positive & Inviting School Climate (Dimension 6): An identified need is to strengthen MTSS regarding Tier 2 behavior intervention and Trauma Informed Practices. (Goal 1, Action 5)
3. Student Supports & Intervention (Dimension 7): There is a need to provide professional development on tiered intervention including co-planning and co-teaching. (Goal 2, Action 2)

2024 CA School Dashboard

The following table reflects Tomorrow's Leadership Collaborative (TLC) Charter School's performance on the **2024 California School Dashboard**, organized by State/Academic Indicators and student groups. This data demonstrates the school's academic achievement levels across different metrics and student populations.

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics
All Students	N/A	Yellow	Blue	N/A	Yellow	Orange
English Learners	--	Red	Blue	N/A	--	--
Homeless	N/A	--	--	N/A	--	--
Socioeconomically Disadvantaged	N/A	Yellow	Blue	N/A	Yellow	Red
Students with Disabilities	N/A	Orange	Blue	N/A	--	--
African American	N/A	--	--	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	--	N/A	N/A	N/A
Asian	N/A	--	--	N/A	--	--
Filipino	N/A	--	--	N/A	N/A	N/A
Hispanic	N/A	Red	Blue	N/A	Yellow	Red
Native Hawaiian or Pacific Islander	N/A	--	--	N/A	N/A	N/A
White	N/A	--	Blue	N/A	--	--
Two or More Races	N/A	--	--	N/A	--	--

Chronic Absenteeism Indicator: Needs Assessment

Focus Area: Chronic Absenteeism - EL, Hispanic, and SWD Student Groups

IDENTIFIED GAPS

The 2024 CA School Dashboard reveals significant chronic absenteeism challenges across three key student subgroups at TLC Charter School. English Learners (EL) received a RED performance level with 25.5% chronically absent, representing a concerning deterioration from their previous ORANGE status at 21.3%, marking a 4.2% increase. Hispanic students also received RED status at 25.6% chronically absent, maintaining their previous concerning performance level with minimal change from 25.7% to 25.6%. Students with Disabilities (SWD) received an ORANGE performance level at 27.8% chronically absent, which represents significant improvement from their previous RED status at 48.5%, showing a remarkable 20.7% decline.

This performance trend analysis reveals that while SWD students demonstrated substantial progress, both EL and Hispanic students either worsened or failed to improve, indicating the need for targeted, culturally responsive interventions for these specific populations.

DATA ANALYZED (Quantitative & Qualitative)

Quantitative Data Sources

The comprehensive data analysis draws from multiple sources spanning the 2023 and 2024 CA School Dashboard results, local attendance tracking, and ongoing enrollment metrics. The 2023 Dashboard showed SWD students at RED status with 48.5% chronic absenteeism, EL students at ORANGE with 21.3%, Hispanic students at ORANGE with 25.7%, and socioeconomically disadvantaged students at ORANGE with 29.5%.

The 2024 Dashboard data reveals the current status with SWD students improved to ORANGE at 27.8%, EL students declined to RED at 25.5%, Hispanic students maintained RED status at 25.6%, and Socioeconomically Disadvantaged (SED) students improved to YELLOW at 26.1%. Additional quantitative metrics include the overall attendance rate of 93.2% for the 2023-24 school year and the operational structure across two sites, with TK-K students at Site #1 and Grades 1-6 students at Site #2.

Qualitative Data Sources

Qualitative data sources include comprehensive climate surveys administered in Fall 2024 and Spring 2025, ongoing family feedback collected through Parent Advisory Committee and English Learner Advisory Committee meetings, detailed staff observations from classroom teachers and support personnel, home visit reports from the Community Schools Coordinator, and assessments from community partnership providers including mental health and social services organizations.

EDUCATIONAL PARTNERS ENGAGED

- **Internal Stakeholders:** The needs assessment process engaged a comprehensive network of internal and external stakeholders to ensure multiple perspectives informed the analysis. Internal stakeholders included the administrative team comprising the Executive Director, Principal, and Community Schools Coordinator, who provided leadership perspective on systemic challenges and resource allocation. Teaching staff and classified personnel contributed frontline observations about student attendance patterns and family circumstances, while students themselves provided input through structured climate surveys examining their sense of safety, belonging, and school connectedness.
- **Family and Community Partners:** Family and community engagement occurred through multiple channels, including formal Parent Advisory Committee meetings where parents representing all student subgroups, including unduplicated pupils and students with disabilities, provided feedback on attendance barriers and potential solutions. The English Learner Advisory Committee specifically addressed language and cultural factors affecting attendance for multilingual families. Community partners contributed essential perspectives, particularly Mariposa Women & Family Center regarding mental health and trauma factors, and OC Food Bank representatives regarding economic challenges facing families.
- **External Educational Partners:** External educational partners included the El Dorado Charter SELPA, which provided specialized insight into attendance challenges faced by students with disabilities, and various community service providers who work directly with TLC families and understand the broader social and economic context affecting student attendance.

STRENGTHS AND DEMONSTRATED GROWTH

- TLC Charter School demonstrates significant capacity for improving chronic absenteeism outcomes, as evidenced by the remarkable 20.7% decline in chronic absenteeism among Students with Disabilities, moving from RED status at 48.5% to ORANGE status at 27.8%. This improvement represents one of the most substantial positive changes reflected in the 2024 Dashboard data and indicates that the school's intervention strategies can be highly effective when properly targeted and implemented.
- The overall chronic absenteeism rate declined by 4% between 2023 and 2024, demonstrating schoolwide progress in attendance improvement efforts. Socioeconomically disadvantaged students also showed meaningful improvement, declining 3.3% and moving from ORANGE to YELLOW status, indicating that economic support and wraparound services are making a positive impact on attendance outcomes.
- Several specific interventions have proven effective and represent institutional strengths to build upon. The independent study option for up to 13 days has been particularly beneficial for medically fragile students, allowing them to maintain educational engagement while managing health challenges. The Extended Learning Opportunity Program providing wraparound care from 7:30 AM to 5:30 PM addresses childcare and transportation barriers that commonly contribute to chronic absenteeism. Weekly attendance celebrations and classroom incentive programs have created positive school culture around attendance, while the schoolwide focus on belonging, play, and friendship has enhanced students' desire to be present at school.
- Mental health support through counseling services has addressed underlying emotional and psychological barriers to attendance, and parent workshops focusing on attendance policies and mental health have strengthened family engagement in attendance improvement efforts. These successes provide a strong foundation for expanding effective interventions to address the ongoing challenges with EL and Hispanic student populations.

GREATEST NEEDS BY STUDENT GROUP

English Learners (25.5% - RED Status)

English Learners face a complex set of interconnected barriers that have contributed to their declining performance, moving from ORANGE to RED status with chronic absenteeism increasing to 25.5%. Transportation challenges are particularly acute for this population, as many EL families have limited access to reliable transportation and may be unfamiliar with available options or lack the economic resources to secure consistent transportation to both school sites. Language barriers significantly impact communication between families and school staff regarding attendance policies, expectations, and available support services, leading to misunderstandings and missed opportunities for intervention.

Family work schedules present another significant challenge, as many EL families work in positions with limited flexibility, often in service industries or agricultural settings where absence from work can result in job loss. Cultural factors may also influence attendance patterns, as families may prioritize different values around education, family obligations, or responses to illness and crisis. The greatest needs for this population include developing multilingual family engagement strategies that respect cultural values while emphasizing the importance of consistent school attendance, implementing culturally responsive attendance interventions that understand and address specific barriers faced by immigrant and refugee families, enhancing translation services for all attendance-related communication, and providing comprehensive EL-specific family support services that address the interconnected challenges of language, culture, and economic stability.

Hispanic Students (25.6% - RED Status)

Hispanic students maintain RED status with 25.6% chronic absenteeism, representing persistent challenges that require sustained, targeted intervention. Economic hardship represents the primary barrier for many Hispanic families, as financial instability affects transportation access, housing stability, and the ability to prioritize school attendance when immediate survival needs take precedence. Transportation barriers are particularly pronounced given the split campus configuration and the lack of public transportation serving both school sites.

Work schedule conflicts create ongoing challenges as many Hispanic families work in positions requiring weekend work, shift work, or jobs that begin very early or end very late, making it difficult to ensure children are prepared for school and arrive on time. The specific needs for Hispanic students include developing targeted family engagement approaches that are conducted in Spanish and culturally appropriate, implementing economic support coordination that connects families with community resources for basic needs, providing flexible scheduling options for family engagement activities and conferences, and strengthening community-based support services that address the root causes of economic instability affecting attendance.

Students with Disabilities (27.8% - ORANGE Status)

Students with Disabilities, while showing remarkable improvement from RED to ORANGE status, still face unique challenges that require specialized attention to maintain and accelerate progress. Medical fragility remains the primary factor affecting attendance for this population, as students with disabilities are more likely to experience illness-related absences, require medical appointments during school hours, and need recovery time following medical procedures or health crises. Specialized care needs may require families to travel to distant medical facilities or coordinate complex care schedules that conflict with school attendance.

The specific needs for Students with Disabilities include enhanced re-entry supports for medically fragile students returning to school after extended absences, individualized health plans that coordinate medical and educational needs, specialized transportation accommodations that address mobility and health requirements, and extended independent study options that provide educational continuity during health-related absences while maintaining connection to the school community and social relationships that support overall well-being.

ISSUES IDENTIFIED THIS YEAR

- The analysis reveals several systemic challenges that have emerged or intensified during the current school year, creating complex barriers to consistent attendance across all student populations. The split campus configuration has created ongoing logistical complications, as families with children in different grade levels must navigate transportation to two separate locations, doubling transportation costs and time requirements. This configuration particularly impacts families with limited transportation resources and creates scheduling conflicts when siblings have different school schedules or special events.
- The lack of accessible public transportation represents a fundamental infrastructure challenge affecting multiple student populations. TLC's school sites are not served by reliable public transportation routes, leaving families entirely dependent on private transportation options that may be financially unsustainable or logistically challenging to maintain. This transportation gap disproportionately affects low-income families and those experiencing economic instability.
- Economic instability has intensified throughout the current school year, with numerous families experiencing job loss, reduced work hours, housing instability, and increased financial stress. These economic pressures force families to prioritize immediate survival needs over school

attendance and create ongoing crisis situations that disrupt normal routines and attendance patterns. Housing instability, in particular, has led to frequent address changes, temporary living situations, and commute challenges that directly impact attendance consistency.

- Childcare coordination challenges have become more pronounced as families struggle to align work schedules with school day schedules. Many families lack access to before and after-school childcare options, leading to situations where older siblings miss school to provide childcare for younger children, or where transportation timing conflicts prevent consistent attendance.
- Mental health and trauma factors have emerged as significant contributors to chronic absenteeism, with students and families experiencing anxiety and stress related to economic hardship, housing instability, immigration concerns, and broader socio-political climate factors. These mental health challenges manifest as school avoidance, family crisis situations that prioritize immediate emotional needs over school attendance, and ongoing trauma responses that interfere with normal daily functioning.
- Health-related absences continue to impact attendance patterns, particularly among Students with Disabilities, with ongoing effects of illness, medical appointments, and recovery periods creating extended absence patterns. Family crisis management has become an ongoing challenge as economic and emotional strain affects family stability, leading to irregular attendance patterns and difficulty maintaining consistent routines that support school attendance.

IDENTIFIED RESOURCE INEQUITIES

- Transportation inequities represent the most significant structural barrier affecting chronic absenteeism across all student groups. Limited access to reliable transportation disproportionately affects EL and Hispanic families who may lack financial resources to maintain private vehicles, purchase fuel, or secure alternative transportation options. The absence of public transportation routes serving both school sites creates an insurmountable barrier for some families, while the split campus requirement creates double transportation burdens that strain family resources and time management capabilities.
- Economic barriers prevent many families from securing private transportation solutions, and transportation costs represent a significant portion of limited family budgets, particularly when gas prices fluctuate or vehicle maintenance needs arise. These transportation inequities create cascading effects, as inconsistent transportation leads to chronic absenteeism, which negatively impacts academic progress and social connections that motivate school attendance.
- Family support inequities manifest in multiple areas affecting attendance outcomes. Inconsistent access to quality, affordable childcare during work hours forces families to make difficult choices between work attendance and school attendance, often prioritizing immediate economic needs over educational continuity. Limited flexibility in work schedules disproportionately affects low-income families who work in positions without paid time off, flexible scheduling, or understanding employers, making it difficult to address attendance barriers or participate in school-based interventions. (See Goal 1, Action 5)
- Inadequate economic supports for families experiencing crisis situations mean that temporary financial hardships often become extended periods of instability that disrupt attendance patterns. Insufficient mental health resources accessible to multilingual families create gaps in support for trauma, anxiety, and stress-related factors that contribute to chronic absenteeism, particularly when these services are not provided in families' primary languages or culturally appropriate formats. (See Goal 1, Action 5)
- Communication and engagement inequities significantly impact the effectiveness of attendance interventions. Language barriers limit effective communication about attendance policies, available support services, and intervention opportunities, while limited cultural responsiveness in attendance intervention approaches may fail to address specific barriers faced by immigrant and refugee families. Insufficient family education about attendance policies and the long-term impact of chronic absenteeism on academic and social outcomes

- means that families may not understand the urgency of addressing attendance barriers or the resources available to support improvement. (See Goal 1, Action 5)
- Inadequate coordination between school and community support services creates missed opportunities for comprehensive intervention, as families may need multiple types of support that are not effectively coordinated or communicated between service providers. (See Goal 3, Action 3)

Academic Support and Intervention Inequities

The intersection of chronic absenteeism and academic achievement creates compounding educational disadvantages that require specialized intervention resources. When English Learners miss 25.5% of school days and Hispanic students miss 25.6% of instructional time, they lose critical exposure to foundational mathematics concepts that build sequentially throughout the academic year. These absences create significant learning gaps in mathematical reasoning, problem-solving skills, and computational fluency that cannot be adequately addressed through standard classroom instruction alone.

Current staffing inequities include the absence of a dedicated Math Interventionist to provide intensive, targeted support for chronically absent students who require accelerated learning opportunities to close achievement gaps. Without specialized math intervention support, general education teachers are forced to address complex learning deficits without adequate training, time, or resources, creating an inequitable learning environment where students experiencing the highest rates of chronic absenteeism receive the least intensive academic support when they return to school. (See Goal 1, Action 4)

The lack of culturally responsive math intervention programming represents a critical gap in serving EL and Hispanic student populations who demonstrate the highest chronic absenteeism rates. A full-time Math Interventionist would provide targeted support that bridges language barriers, incorporates culturally relevant pedagogical approaches, and implements systematic progress monitoring to ensure that brief periods of attendance are maximized through intensive, focused instruction addressing individual learning needs. (See Goal 1, Action 4)

School-based support inequities include inconsistent application of independent study options across different student groups, with some families more aware of or able to access these accommodations than others. Limited specialized support for medically fragile students returning to school after extended absences means that transitions back to school may be more difficult than necessary, potentially leading to continued attendance challenges. Insufficient coordination between school sites creates inconsistencies in attendance intervention implementation, and gaps in systematic identification of attendance barriers by student subgroup mean that interventions may not be appropriately targeted to address specific population needs.

ROOT CAUSE ANALYSIS

- Transportation and Access Barriers

The root cause analysis reveals four primary factors contributing to chronic absenteeism among EL, Hispanic, and SWD student populations at TLC Charter School. Transportation barriers represent the most fundamental systemic challenge, as the split campus configuration creates complex transportation needs that many families cannot consistently meet. The loss of income or economic instability directly affects families'

ability to maintain reliable transportation, while the complete absence of local public transportation options leaves families entirely dependent on private transportation solutions that may be financially unsustainable.

Geographic isolation of TLC's sites from residential areas where many families live compounds transportation challenges, requiring longer commute times and higher transportation costs that strain family resources and create logistical complications that can lead to chronic absenteeism when transportation arrangements fail.

- Economic and Employment Conflicts

Economic and work schedule conflicts create ongoing tension between families' immediate survival needs and school attendance requirements. Many families are employed in positions without flexibility, including service industry jobs, agricultural work, and other hourly positions where absence from work can result in job loss or reduced income. When work schedules conflict with school schedules, families often prioritize immediate economic needs over school attendance, particularly during periods of economic crisis or instability.

Economic crisis forces families to prioritize immediate needs for housing, food, and income over educational continuity, while childcare needs that are not aligned with school hours create additional conflicts between work and school attendance. Families may lack access to affordable before and after-school childcare, leading to situations where school attendance is sacrificed to meet childcare needs or where older siblings miss school to provide care for younger children.

- Mental Health and Trauma Factors

Mental health and social-emotional needs represent increasingly significant factors contributing to chronic absenteeism. Students and families are experiencing stress and trauma related to economic hardship, housing instability, immigration concerns, and broader community experiences related to socio-political climate factors. These stressors manifest as anxiety, depression, and trauma responses that interfere with normal daily functioning and school attendance.

Students may feel unwell or anxious and choose to stay home, while parents may keep children home due to their own fears, stress, or inability to manage family crisis situations while maintaining normal routines. Limited access to culturally responsive mental health services means that these underlying issues often go unaddressed, creating ongoing barriers to consistent attendance.

- Systemic and Structural Issues

Systemic and structural barriers within TLC's system and broader community create ongoing challenges that require comprehensive, coordinated intervention. The split campus configuration creates logistical challenges that are particularly difficult for families with limited resources, while insufficient wraparound services coordination means that families may not receive comprehensive support that addresses multiple barriers simultaneously.

Limited systematic identification of attendance barriers by subgroup means that interventions may not be appropriately targeted to address specific population needs, while inadequate family engagement strategies for multilingual families create communication barriers that prevent effective intervention and support. These systemic issues require structural changes and enhanced coordination between school and community partners to address the root causes rather than just the symptoms of chronic absenteeism.

PLAN OF ACTION FOR 2025-26

Priority 1: Transportation Solutions

The comprehensive action plan for addressing chronic absenteeism focuses on five strategic priorities that address the identified root causes while building on demonstrated strengths and successful interventions. The first priority involves addressing transportation barriers through coordinated support programs for families in need, including exploration of partnerships with community organizations for transportation assistance, investigation of shuttle service options between campuses, and provision of transportation vouchers for families experiencing economic hardship.

Implementation will begin in August 2025 with a comprehensive assessment of family transportation needs and continue throughout the school year with ongoing support and resource coordination. Success will be measured by achieving a 20% reduction in transportation-related absences and increased consistency in daily attendance across both school sites.

Priority 2: Enhanced Family Engagement

The second priority focuses on enhancing family engagement and support through expanded multilingual family workshops that address attendance impact and school engagement, implementing flexible meeting times including morning and evening options in both in-person and virtual formats, providing economic support coordination through Community Schools partnerships, and developing culturally responsive attendance intervention protocols that respect family values while emphasizing educational importance.

This priority will launch in September 2025 and continue through May 2026, with success measured by achieving 75% family participation in attendance support programs and demonstrable improvement in family understanding of attendance policies and available resources.

Priority 3: Mental Health and Social-Emotional Support

Strengthening mental health and social-emotional support represents the third priority, building on the successful partnership with Mariposa Women & Family Center for trauma-informed services, expanding counseling services for both students and families, providing comprehensive staff training on trauma-informed attendance practices, and implementing systematic mental health screening and support protocols that identify and address underlying emotional barriers to attendance.

This priority will begin with intensive staff training in August 2025 and continue throughout the school year with ongoing service provision and protocol refinement. Success will be measured by achieving a 15% reduction in mental health-related absences and increased family engagement with mental health support services.

Priority 4: Systematic Monitoring and Intervention

The fourth priority involves improving systematic attendance monitoring and intervention through implementation of a data-driven attendance intervention system with comprehensive subgroup analysis, establishment of weekly attendance monitoring protocols that identify patterns and trigger early intervention, creation of individualized attendance support plans for all chronically absent students, and enhancement of coordination between school sites for consistent intervention implementation.

Implementation will begin immediately in August 2025 with staff training and system development, continuing throughout the school year with regular monitoring and refinement. Success will be measured by ensuring that 90% of chronically absent students receive targeted interventions and demonstrable improvement in early identification and response to attendance concerns.

Priority 5: Extended Learning and Wraparound Services

The fifth priority expands extended learning and wraparound services by continuing the successful Extended Learning Opportunity Program with enhanced attendance incentives, providing additional independent study options for students with attendance barriers, implementing comprehensive re-entry supports for medically fragile students, and coordinating enhanced childcare support during extended hours to address work schedule conflicts.

This priority will launch in August 2025 with expanded programming and continue throughout the school year with ongoing assessment and enhancement. Success will be measured by achieving 80% participation in extended learning opportunities among target populations and demonstrable improvement in attendance consistency among participating families.

IMPLEMENTATION SUPPORT STRUCTURES

Leadership and Accountability

Successful implementation requires clear leadership responsibilities and accountability structures. The Executive Director will provide overall coordination and resource allocation, ensuring that adequate funding and personnel are available to support all intervention strategies while maintaining regular communication with community partners and stakeholders. The Principal will manage daily implementation and staff coordination, providing instructional leadership for attendance intervention strategies and ensuring consistent implementation across both school sites.

The Community Schools Coordinator will focus on family engagement and community partnerships, coordinating wraparound services and maintaining relationships with service providers while conducting home visits and providing direct support to families experiencing attendance barriers. The Bilingual Outreach Coordinator will provide specialized multilingual family support, ensuring that all materials and interventions are culturally appropriate and accessible to Spanish-speaking families while serving as a bridge between families and school personnel.

Resource Allocation and Funding

Resource allocation will draw from multiple funding sources to ensure comprehensive support. LCFF funds will support transportation assistance and family engagement activities, while Community Schools Partnership Program funding will provide resources for wraparound services and community partnerships. Title I funds will support targeted interventions for high-need populations, and mental health partnership funding through Mariposa will ensure continuity of counseling and trauma-informed services.

Monitoring and Assessment

Success monitoring will occur through monthly attendance data review by student group, allowing for rapid identification of trends and adjustment of intervention strategies. Quarterly progress reports will be provided to both Parent Advisory Committee and English Learner Advisory Committee meetings, ensuring ongoing family engagement in monitoring and improvement efforts. Regular family feedback collection will inform program adjustments and ensure that interventions remain responsive to community needs, while staff professional development effectiveness assessment will ensure that training and support are producing desired outcomes in staff capacity and intervention quality.

PROJECTED OUTCOMES

Immediate Targets for 2025-26

The comprehensive intervention plan aims to achieve specific, measurable improvements in chronic absenteeism rates across all target populations. For English Learner students, the goal is to reduce chronic absenteeism from the current 25.5% to 20%, moving from RED to YELLOW status on the California School Dashboard. This represents a realistic but ambitious target that accounts for the complexity of barriers faced by this population while building on successful intervention strategies.

Hispanic students will have a parallel target of reducing chronic absenteeism from 25.6% to 20%, also achieving YELLOW status and representing meaningful progress toward the long-term goal of GREEN status for all student subgroups. Students with Disabilities will maintain their positive trajectory with a target reduction from 27.8% to 22%, achieving GREEN status and representing continued progress in addressing the specialized needs of this population.

The overall school goal is to achieve a 94% daily attendance rate, representing improvement from the current 93.2% and demonstrating schoolwide progress in creating conditions that support consistent attendance for all students. These targets are based on successful intervention models, available resources, and the demonstrated capacity of TLC to implement effective attendance improvement strategies.

Long-term Vision and Sustainable Outcomes

The long-term vision extends beyond immediate numerical targets to encompass systematic change in how TLC approaches attendance challenges. All student subgroups will ultimately perform at GREEN level for chronic absenteeism, indicating that TLC has successfully addressed systemic barriers and created sustainable conditions for consistent attendance. Systematic, culturally responsive attendance support systems will be fully implemented and continuously refined based on data and family feedback.

Strong family-school partnerships will support consistent attendance through ongoing communication, shared decision-making, and collaborative problem-solving when attendance challenges arise. Comprehensive wraparound services will address root causes of absenteeism including transportation, economic stability, mental health, and family support needs, creating a community-wide approach to supporting student success.

The ultimate outcome will be a school community where chronic absenteeism is rare and quickly addressed through coordinated, effective interventions that respect family needs and cultural values while maintaining high expectations for educational engagement and academic success.

Math Academic Indicator: Needs Assessment

Focus Area: Math Achievement - SED, Hispanic, and All Students

IDENTIFIED GAPS

The 2024 CA School Dashboard reveals significant math achievement challenges across multiple student populations at TLC Charter School. Socioeconomically disadvantaged students received a RED performance level at 100.6 points below standard (Distance From Standard), representing a concerning decline from their previous YELLOW status at 84.5 DFS, marking a 16.1 point decrease in performance. Hispanic students also received RED status at 99 points below standard, deteriorating from their previous YELLOW performance at 82.5 DFS, showing a

16.5 point decline. All students collectively received an ORANGE performance level at 78 points below standard, declining from their previous YELLOW status at 71.7 DFS, indicating a 6.3 point decrease in overall math performance.

This performance trend analysis reveals widespread declining math achievement across all measured populations, with the most significant deterioration occurring among the school's highest-need student subgroups. The parallel decline patterns suggest systemic challenges in math instruction and curriculum implementation that require comprehensive, coordinated intervention strategies.

DATA ANALYZED (Quantitative & Qualitative)

Quantitative Data Sources

- The comprehensive data analysis incorporates multiple assessment sources spanning state standardized assessments, local benchmark data, and ongoing progress monitoring tools. The 2023 Dashboard showed all students at YELLOW status with 71.7 points below standard, Hispanic students at YELLOW with 82.5 points below standard, and socioeconomically disadvantaged students at YELLOW with 84.5 points below standard, indicating that while performance was below grade level expectations, students were making some progress toward proficiency.
- The 2024 Dashboard data reveals significant deterioration across all populations, with all students declining to ORANGE at 78 points below standard, Hispanic students falling to RED at 99 points below standard, and socioeconomically disadvantaged students dropping to RED at 100.6 points below standard. This represents the most concerning trend in academic performance across all indicators measured at TLC Charter School.
- Local iReady benchmark data provides additional insight into student math performance patterns. The 2023-24 data showed 92% of students performing below grade level in math, with 84% of students performing at least one grade level below expectations. Winter 2024-25 iReady data demonstrates some within-year growth, showing reductions in students performing two or more grade levels below benchmark and increases in students performing at or above grade level, indicating that current interventions are producing some positive results despite overall state assessment decline.

Qualitative Data Sources

- Qualitative data sources include comprehensive teacher observations regarding student engagement with math content, family feedback collected through Parent Advisory Committee and English Learner Advisory Committee meetings about math homework completion and support needs, detailed classroom walkthroughs documenting math instructional practices and student participation patterns, and staff assessments of current math curriculum effectiveness and implementation challenges.
- Student climate surveys provide insight into math confidence and engagement levels, while teacher professional development feedback reveals ongoing training needs and implementation barriers. Community Schools Coordinator reports document connections between economic hardship and access to math support resources, including technology, materials, and supplemental learning opportunities.

EDUCATIONAL PARTNERS ENGAGED

Internal Stakeholders

The math needs assessment process engaged comprehensive internal stakeholders to ensure multiple perspectives informed the analysis and intervention planning. Administrative leadership including the Executive Director, Principal, and Community Schools Coordinator provided systemic perspective on resource allocation, curriculum adoption needs, and schoolwide math performance patterns across grade levels and student populations.

Teaching staff contributed essential frontline observations about daily math instruction challenges, student engagement patterns, differentiation needs, and effectiveness of current math curriculum and supplemental materials. Education specialists and paraprofessionals provided insights into inclusive math instruction practices and intervention needs for students with disabilities and English learners. Support staff including library and technology coordinators contributed observations about student access to math practice materials and technology tools that support math learning.

Family and Community Partners

Family engagement occurred through multiple formal and informal channels, with Parent Advisory Committee meetings providing structured opportunities for parents representing all student subgroups to share observations about math homework challenges, student confidence levels, and family capacity to support math learning at home. English Learner Advisory Committee meetings specifically addressed language barriers that impact math learning and communication between families and teachers about math progress and intervention needs.

Individual family conferences and home visits conducted by the Community Schools Coordinator revealed specific barriers to math achievement including limited access to quiet study spaces, technology challenges, and family stress factors that impact homework completion and math practice. Community partners including Extended Learning Opportunity staff provided insights into after-school math support needs and student engagement patterns during supplemental math instruction time.

External Educational Partners

External educational partners provided specialized expertise and comparative perspective on math achievement challenges. El Dorado Charter SELPA contributed insights into specialized math instruction needs for students with disabilities and recommendations for inclusive math curriculum and intervention approaches. Regional educational consultants and professional development providers shared research-based best practices for math instruction and intervention strategies specific to student populations served by TLC Charter School.

Community college and university partners provided perspective on math readiness expectations and long-term academic preparation needs, while local business and community leaders contributed insights into real-world math application needs and career preparation considerations that inform math curriculum and instruction priorities.

STRENGTHS AND DEMONSTRATED GROWTH

Positive Trends in Local Assessment Data

Despite concerning state assessment trends, TLC Charter School demonstrates significant capacity for supporting math learning and growth, as evidenced by positive trends in local iReady benchmark data. Winter 2024-25 assessments show meaningful within-year growth, with notable reductions in the percentage of students performing two or more grade levels below benchmark and increases in students performing at or above grade level expectations.

TLC's comprehensive assessment system using iReady benchmarks provides teachers with actionable data for differentiating math instruction and targeting intervention efforts. Fall, Winter, and Spring benchmark administration creates multiple data points throughout the school year, allowing for ongoing progress monitoring and instructional adjustment. This systematic approach to assessment represents a foundational strength that supports effective math instruction and intervention.

Established Support Systems and Infrastructure

TLC Charter School has established several support systems that provide strong foundation for math improvement efforts. The Extended Learning Opportunity Program provides daily before and after-school math support, creating additional learning time for students who need supplemental instruction and practice. The co-teaching model ensures that general education and special education teachers collaborate weekly to plan inclusive math instruction that addresses diverse learning needs within each classroom.

Daily WIN (What I Need) time provides structured intervention opportunities during the school day, allowing teachers to provide targeted math support based on assessment data and individual student needs. The paraprofessional support model ensures that most classrooms have additional adult support to facilitate small group math instruction and provide individualized assistance during math lessons.

The Community Reading Library has been utilized as a space for small group math instruction and family math workshops, creating additional venues for targeted intervention and family engagement. Technology access including individual iPads for all students provides opportunities for differentiated math practice through online platforms including ST Math and iReady math modules.

Professional Learning Culture and Collaborative Practices

TLC's commitment to ongoing professional development creates a strong foundation for improving math instruction. Weekly professional development sessions provide regular opportunities for teachers to collaborate on math instruction strategies, analyze student data, and refine instructional practices. Monthly co-planning sessions between general education and special education teachers ensure that math lessons are designed with universal access principles and appropriate accommodations for diverse learners.

TLC's partnership with higher education institutions provides access to research-based professional development and coaching support. Teacher willingness to engage in collaborative problem-solving and data-driven decision making represents a significant organizational strength that supports sustainable improvement in math instruction and student outcomes.

GREATEST NEEDS BY STUDENT GROUP

Socioeconomically Disadvantaged Students (100.6 DFS - RED Status)

- Socioeconomically disadvantaged students face the most significant math achievement challenges, with performance 100.6 points below standard representing the lowest performance among all measured populations. Economic hardship creates multiple barriers to math learning, including limited access to quiet, well-lit study spaces for homework completion, inconsistent access to technology and internet connectivity for online math practice, and family stress that impacts student focus and engagement with academic tasks.
- Many SED families work multiple jobs or irregular schedules that limit availability to support math homework and practice, while limited educational background among some family members creates challenges in providing math assistance at home. Food insecurity and housing instability create ongoing stress and crisis situations that interfere with consistent school attendance and homework completion patterns essential for math skill development.

- The greatest needs for socioeconomically disadvantaged students include accessible math practice opportunities that do not require extensive home support or technology access, hands-on and manipulative-based math instruction that supports conceptual understanding without relying heavily on abstract reasoning, culturally relevant math instruction that connects to students' lived experiences and community contexts, and comprehensive wraparound services that address basic needs and family stability to create conditions that support academic focus and engagement.

Hispanic Students (99 DFS - RED Status)

- Hispanic students demonstrate similarly concerning math performance at 99 points below standard, representing significant barriers that require targeted, culturally responsive intervention. Language factors significantly impact math learning, as academic vocabulary development in mathematics requires explicit instruction and practice that may not be adequately addressed in current curriculum and instruction approaches.
- Many Hispanic students are English learners or former English learners who continue to need language support for accessing grade-level math content, particularly word problems and mathematical reasoning tasks that require strong reading comprehension skills. Cultural factors may influence math learning approaches and family engagement patterns, as some families may have different cultural frameworks for understanding mathematics education and family roles in supporting academic learning.
- Economic factors overlap significantly with the challenges faced by socioeconomically disadvantaged students, as many Hispanic families experience financial hardship that impacts access to educational resources and creates competing priorities between work and school engagement. The specific needs for Hispanic students include comprehensive English Language Development support that specifically addresses math academic vocabulary and language structures, culturally responsive math instruction that honors different mathematical thinking approaches and cultural knowledge, family engagement strategies that respect cultural values while building understanding of U.S. educational expectations, and supplemental math support that addresses both language and mathematical skill development needs.

All Students (78 DFS - ORANGE Status)

- The overall decline in math performance across all student populations indicates systemic challenges in math curriculum and instruction that require comprehensive intervention. The 6.3 point decline from YELLOW to ORANGE status suggests that current math curriculum and instructional practices are not adequately supporting student learning and progress toward grade-level standards.
- Analysis reveals that 92% of students are performing below grade level in math, with 84% performing at least one grade level below expectations, indicating that math challenges extend across all student populations and are not limited to specific subgroups. This widespread pattern suggests fundamental issues with math curriculum scope and sequence, instructional delivery methods, assessment and intervention practices, and alignment between classroom instruction and state standards expectations.
- The needs for all students include adoption and implementation of a comprehensive, research-based math curriculum that provides clear scope and sequence, differentiation guidance, and intervention materials, intensive professional development for all teachers on effective math instruction including conceptual understanding development, procedural fluency building, and mathematical reasoning skills, systematic progress monitoring and data-driven instruction practices that allow for responsive teaching and timely intervention, and enhanced coordination between classroom instruction and extended learning opportunity programming to ensure consistent math skill development across all learning environments.

ISSUES IDENTIFIED THIS YEAR

Curriculum and Instructional Delivery Challenges

The analysis reveals significant challenges in current math curriculum implementation and instructional delivery that contribute to declining performance across all student populations. Reading comprehension deficits among students prevent access to grade-level math content, particularly word problems and mathematical reasoning tasks that require strong language and literacy skills. This creates compounding challenges as students struggle with both mathematical concepts, and the language demands of math curriculum and assessments.

Insufficient differentiation in core math instruction fails to address the wide range of student performance levels within each classroom, with teachers reporting that students in single classrooms may perform anywhere from kindergarten to eighth grade level in mathematical skills. Current curriculum materials do not provide adequate guidance for addressing such diverse learning needs, leading to instruction that may be too advanced for struggling learners or insufficiently challenging for students performing at or above grade level.

Limited math fluency development for basic math facts and foundational concepts creates ongoing barriers to accessing more complex mathematical content. Students who lack automaticity with basic addition, subtraction, multiplication, and division facts struggle to engage with grade-level problem solving and reasoning tasks, creating cumulative gaps that widen over time.

Assessment and Progress Monitoring Gaps

Inconsistent implementation of progress monitoring tools across classrooms limits teachers' ability to make data-driven instructional decisions and provide timely intervention for struggling students. While iReady benchmark assessments provide three data points per year, daily and weekly formative assessment practices vary significantly across classrooms, creating gaps in understanding student learning needs and progress.

Lack of targeted interventions based on specific math skill deficits identified in assessments means that intervention efforts may not address the precise learning needs of individual students. Current intervention approaches tend to provide general math support rather than systematic, explicit instruction in specific skill areas where students demonstrate gaps.

Limited systematic tracking of intervention effectiveness means that teachers and administrators cannot determine which support strategies are producing positive results and which need modification or replacement. This reduces the efficiency of intervention efforts and may allow students to continue struggling with math skills that could be addressed through more targeted approaches.

Resource Allocation and Support Limitations

Inconsistent implementation of math intervention support across classrooms and school sites creates inequitable access to additional learning opportunities for students who need extra support. While some teachers provide regular small group math instruction and utilize paraprofessional support effectively, other classrooms may not implement these practices consistently.

Limited specialized support for Hispanic and socioeconomically disadvantaged students means that interventions may not address the specific cultural, linguistic, and economic factors that impact math learning for these populations. Support strategies that work effectively for one population may not be appropriate or accessible for students facing different types of barriers.

Insufficient coordination between school day math instruction and Extended Learning Opportunity programming creates missed opportunities for reinforcing and extending math learning. While after-school programming includes math support, the connection between classroom instruction and extended learning activities may not be systematic or aligned to individual student needs.

Insufficient opportunities for students to participate in additional math intervention and practice during the school day limits the intensity of support available for students performing significantly below grade level. Current intervention time may not be adequate for students who need extensive remediation and skill building to access grade-level content.

Engagement and Access Barriers

Low engagement among struggling students in math creates ongoing challenges for instruction and intervention. Students who have experienced repeated difficulty with math may develop negative attitudes and low confidence that interfere with learning new concepts and skills. This creates cycles where lack of engagement leads to continued low performance, which further reduces motivation and engagement.

Limited access to culturally relevant math instructional practices means that instruction may not connect to student experiences and backgrounds in ways that support engagement and understanding. Math instruction that relies heavily on abstract concepts without concrete connections to student lives and communities may be less accessible and meaningful for many students.

Insufficient scaffolding to support conceptual understanding and skill development creates barriers for students who need explicit, systematic instruction to develop math proficiency. Current instructional approaches may assume background knowledge and skills that many students have not yet developed, leading to confusion and frustration that impedes learning progress.

IDENTIFIED RESOURCE INEQUITIES

Instructional Materials and Curriculum Inequities

Based on the needs assessment data and the Resource Equity Diagnostic framework, several key resource inequities have been identified that significantly impact TLC Charter School's ability to address math achievement gaps among Hispanic and socioeconomically disadvantaged students. The lack of a comprehensive math curriculum implemented consistently across grade levels and classrooms represents the most fundamental inequity affecting student learning outcomes.

Current math materials do not provide systematic scope and sequence with clear learning trajectories, differentiation guidance for diverse learners, or intervention materials specifically designed to address learning gaps and low performance. The absence of culturally relevant and differentiated materials for Hispanic and socioeconomically disadvantaged students who are performing significantly below grade level creates additional barriers to accessing appropriate math instruction.

Limited access to high-quality math intervention materials specifically designed to address learning gaps and low performance for diverse learners means that teachers lack resources to provide systematic remediation and support. Insufficient specialized curriculum resources targeting specific deficits in math fluency and conceptual learning create ongoing challenges for teachers attempting to address the wide range of student needs within their classrooms.

Teaching Quality and Support Inequities

Uneven experience and expertise in math instruction, differentiation, data-driven instruction, and intervention across teaching staff creates inconsistent learning opportunities for students depending on classroom placement. Some teachers may have extensive background in math pedagogy and intervention strategies, while others may lack confidence or training in effective math instruction approaches.

Insufficient specialized professional development focused on evidence-based math instructional practices and routines means that teachers may not have access to research-based strategies for improving student engagement and achievement. Limited skill development in use of formative and ongoing assessment to drive decision-making for student grouping, intervention, practice, and extended learning creates gaps in responsive teaching practices.

Limited opportunities for collaboration between classroom teaching staff and Extended Learning Opportunity intervention staff prevents meaningful connection between in-school and supplemental learning opportunities. This lack of coordination reduces the potential impact of additional learning time and may result in inconsistent or conflicting instructional approaches.

Instructional Time and Attention Inequities

Inadequate additional instructional time allocated to students performing significantly below grade level, particularly for math, creates ongoing challenges for closing achievement gaps. Students who are performing multiple grade levels below expectations need intensive intervention and additional practice opportunities that may not be available within current scheduling and resource allocation.

Insufficient small group instruction opportunities for targeted math support based on specific student needs limits teachers' ability to provide differentiated instruction that addresses individual learning gaps. Ineffective scheduling practices limit the ability to provide flexible grouping and extended learning time for students struggling in math, as current co-teaching and extended learning times have focused primarily on reading and literacy rather than mathematics.

Student Support and Intervention Inequities

Gaps in systematic identification and intervention processes for students performing below benchmark in math mean that some students may not receive timely or appropriate support. Current systems for identifying students in need of math intervention may not be comprehensive or may not trigger rapid response to provide necessary support.

Limited coordination between Extended Learning Opportunity programming and core math instruction during the school day creates missed opportunities for reinforcement and skill development. Inconsistent implementation of progress monitoring tools across classrooms to track math progress and growth means that intervention effectiveness cannot be systematically evaluated and improved.

Lack of specialized intervention and supplemental materials for math creates limitations in the types and intensity of support that can be provided to students with significant learning needs. Current intervention resources may be insufficient for addressing the range and severity of math skill gaps present among the student population.

School Leadership Capacity Inequities

Varied levels of instructional leadership expertise related to math instruction across school sites creates inconsistent support for teachers implementing math curriculum and intervention strategies. Leadership capacity for providing math-specific coaching and professional development may be limited, affecting the quality and consistency of instructional improvement efforts.

Limited coaching support for teachers implementing math curriculum and intervention strategies means that professional development may not be followed by ongoing support and feedback that ensures effective implementation. Insufficient structures for data-based decision making focused on math learning and improvement limit TLC's capacity to continuously improve math instruction and intervention practices.

These identified resource inequities provide clear direction for targeted investment and systematic improvement efforts that address both immediate learning needs and long-term capacity building to ensure sustainable improvements in math achievement for all student populations.

ROOT CAUSE ANALYSIS

Instructional Capacity and Curriculum Gaps

The root cause analysis reveals four primary factors contributing to declining math performance among socioeconomically disadvantaged, Hispanic, and all student populations at TLC Charter School. Instructional capacity gaps represent the most fundamental challenge, as most educators lack specialized training in culturally relevant math teaching and intervention strategies specifically targeted for math improvement among Hispanic and socioeconomically disadvantaged learners.

The absence of comprehensive math curriculum implemented consistently across grade levels creates significant barriers to systematic skill development and learning progression. Teachers currently lack access to curriculum materials with clear scope and sequence, built-in differentiation guidance, and intervention resources designed to address the wide range of student performance levels present in each classroom. Without systematic curriculum implementation, math instruction becomes inconsistent and may not provide the sequential skill building necessary for student progress.

Intervention and Systematic Support Deficiencies

Limited attention to targeted math skill development and knowledge building during daily intervention time, homework support, and Extended Learning Opportunity programming means that students are not receiving adequate intensive support in mathematics. While literacy intervention has been prioritized and systematically implemented, mathematics intervention has received less focused attention and resources.

Lack of consistent data-driven instruction and differentiation practices specific to mathematics limits teachers' ability to provide responsive instruction that addresses individual student learning needs. Ongoing assessment, monitoring, and data-driven instructional decision-making practices are lacking across the school, preventing systematic identification of learning gaps and targeted intervention to address specific skill deficits.

Systemic Implementation and Coordination Issues

Insufficient systematic coordination between classroom math instruction and extended learning opportunities creates missed opportunities for reinforcement and skill building. While students have access to additional learning time through Extended Learning Opportunity programming, the connection between classroom learning objectives and extended learning activities is not systematically planned or implemented.

Limited systematic implementation of progress monitoring and intervention protocols means that students experiencing math difficulties may not be identified early or may not receive timely intervention to prevent learning gaps from widening. Current systems for identifying students in need of math support and providing systematic intervention are not comprehensive or consistently implemented across all classrooms and grade levels.

Access and Engagement Barriers

Inadequate access to hands-on, engaging math learning opportunities that connect to student experiences and cultural backgrounds reduces student motivation and engagement with mathematical content. Math instruction that relies primarily on abstract concepts and traditional textbook approaches may not be accessible or meaningful for students who need concrete, culturally relevant learning experiences.

Limited access to intensive math intervention and support opportunities during the school day and through extended learning programming means that students performing significantly below grade level do not receive adequate additional instruction and practice. Current intervention intensity may be insufficient for addressing the magnitude of learning gaps present among many students.

These root causes indicate that addressing math achievement gaps requires comprehensive changes in curriculum adoption, professional development, intervention systems, and instructional coordination rather than isolated improvements in individual areas. Systematic approach to improvement that addresses multiple root causes simultaneously will be necessary to achieve meaningful and sustainable progress in student math achievement.

PLAN OF ACTION FOR 2025-26

Priority 1: Comprehensive Math Curriculum Adoption and Implementation

The strategic action plan for improving math achievement focuses on five interconnected priorities that address identified root causes while building systemic capacity for sustained improvement. The first priority involves adopting and implementing a comprehensive math curriculum that provides systematic scope and sequence, built-in differentiation strategies, and intervention materials targeting learners performing below benchmark.

The GoMath curriculum adoption will provide teachers with consistent instructional materials, assessment tools, and intervention resources designed to address gaps in math knowledge and skills. Professional development will focus on curriculum implementation fidelity, differentiation strategies for diverse learners, and integration of hands-on, culturally relevant instructional approaches that support student engagement and conceptual understanding.

Implementation will begin with intensive summer professional development in June 2025, focusing on curriculum overview, instructional strategies, and assessment protocols. Monthly coaching cycles throughout the 2025-26 school year will provide ongoing support for curriculum implementation, with classroom observations and feedback focused on math instruction quality and student engagement. Success will be measured by achieving 100% of classrooms implementing comprehensive math curriculum with fidelity and demonstrable improvement in lesson planning and instructional delivery quality.

Priority 2: Intensive Math Intervention and Targeted Support Systems

The second priority establishes systematic math intervention and targeted support systems that provide intensive instruction for students performing below benchmark while enhancing math learning opportunities for all students. Daily WIN time will be restructured to include systematic math intervention based on assessment data and individual student needs, with intervention groupings created and adjusted based on trimester benchmark results.

Morning and afternoon Extended Learning Opportunity programming will incorporate dedicated math intervention time, providing additional learning opportunities for students performing significantly below grade level. Systematic progress monitoring protocols will track student growth and intervention effectiveness, allowing for data-driven adjustments to grouping and instructional approaches.

Implementation will begin immediately in August 2025 with staff training on intervention protocols and assessment administration. Weekly professional development sessions will focus on intervention strategies, progress monitoring, and data analysis for instructional decision-making. Success will be measured by ensuring 75% of students performing below grade level participate in systematic math intervention and achieving typical or better growth for 80% of students performing two or more grade levels below benchmark.

Priority 3: Enhanced Professional Development and Instructional Coaching

Strengthening professional development and instructional coaching represents the third priority, focusing on building teacher capacity for effective math instruction, intervention, and assessment. Summer professional development institutes will provide intensive training on math instruction strategies, cultural responsiveness in math education, and intervention approaches for diverse learners.

Ongoing instructional coaching throughout the school year will support curriculum implementation, provide feedback on teaching practices, and facilitate collaborative problem-solving around student learning challenges. Professional development will emphasize data-driven instruction, formative assessment strategies, and systematic intervention protocols that support continuous improvement in student math achievement.

Implementation will begin with 11 days of summer professional development in 2025, continuing with weekly professional development sessions and monthly coaching cycles throughout the school year. Success will be measured by observable improvements in math instruction quality, increased teacher confidence in math teaching, and systematic implementation of assessment and intervention protocols across all classrooms.

Priority 4: Family Engagement and Community Support Enhancement

The fourth priority expands family engagement and community support through multilingual math education workshops, family math nights, and parent education about supporting math learning at home. Workshops will address math homework strategies, understanding math assessments and progress reports, and building math confidence in students and families.

Community partnerships will provide additional math learning opportunities and resources, including access to math tutoring, educational technology, and hands-on math learning materials that families can access outside of school hours. Translation services and culturally responsive programming will ensure that all families can participate meaningfully in math education support activities.

Implementation will begin in September 2025 with monthly family math workshops and quarterly family math nights. Community partnerships will be established to provide ongoing support resources and learning opportunities. Success will be measured by achieving participation from 75% of families in math education activities and demonstrable improvement in family capacity to support math learning at home.

Priority 5: Systematic Data Analysis and Continuous Improvement

The fifth priority establishes systematic data analysis and continuous improvement protocols that ensure ongoing monitoring of student progress, intervention effectiveness, and instructional quality. Monthly data review meetings will analyze student performance by subgroup, identify trends and patterns, and adjust instruction and intervention strategies based on evidence.

Quarterly progress reports will document student growth, intervention outcomes, and program effectiveness, providing transparency and accountability for improvement efforts. Annual curriculum and instruction evaluation will assess program effectiveness and identify areas for continued refinement and improvement.

Implementation will begin immediately in August 2025 with establishment of data review protocols and staff training on data analysis procedures. Regular data collection and analysis will continue throughout the school year with quarterly comprehensive reviews. Success will be measured by systematic use of data for instructional decision-making, documented student progress toward math proficiency targets, and continuous refinement of programs based on evidence of effectiveness.

IMPLEMENTATION SUPPORT STRUCTURES

Leadership and Accountability Framework

Successful implementation requires clearly defined leadership responsibilities and comprehensive accountability structures. The Executive Director will provide overall strategic coordination and resource allocation, ensuring that curriculum adoption, professional development, and intervention programming receive adequate funding and personnel support while maintaining communication with community partners and educational stakeholders.

The Principal will manage daily implementation oversight and instructional leadership, providing curriculum implementation coaching, classroom observation and feedback, and coordination of professional development activities. The Principal will also facilitate monthly data review meetings and ensure consistent implementation of assessment and intervention protocols across both school sites.

The Director of Inclusion and Special Education will coordinate specialized support for students with disabilities, ensuring that math curriculum and intervention approaches are accessible and appropriate for diverse learners. The Community Schools Coordinator will manage family engagement activities and community partnerships that support math learning, while the Bilingual Outreach Coordinator will ensure that all materials and programming are culturally appropriate and accessible to Spanish-speaking families.

Resource Allocation and Funding Strategy

Resource allocation will leverage multiple funding sources to ensure comprehensive support for math improvement initiatives. LCFF funds will support curriculum adoption, professional development activities, and instructional coaching, while Title I funds will provide targeted intervention programming and family engagement activities. Community Schools Partnership Program funding will support wraparound services and community partnerships that address barriers to math learning.

Professional development funding will support summer institutes, ongoing coaching, and teacher stipends for additional training and collaboration time. Technology and materials funding will ensure that all students have access to online math practice platforms, manipulatives, and supplemental learning resources both at school and at home.

Monitoring and Continuous Improvement Systems

Success monitoring will occur through multiple data collection and analysis protocols designed to track student progress, program implementation, and intervention effectiveness. Monthly attendance data review by subgroup will examine connections between attendance and math achievement, while trimester benchmark assessments will provide systematic tracking of student math growth and skill development.

Quarterly progress reports will be presented to Parent Advisory Committee and English Learner Advisory Committee meetings, ensuring family engagement in monitoring improvement efforts and providing feedback on program effectiveness. Regular family feedback collection will inform program adjustments and ensure that interventions remain responsive to community needs and cultural values.

Annual program evaluation will assess overall effectiveness of curriculum implementation, intervention programming, and professional development initiatives, providing data-driven recommendations for continuous improvement and strategic planning for subsequent years.

PROJECTED OUTCOMES

Immediate Academic Targets for 2025-26

The comprehensive math improvement plan aims to achieve significant, measurable improvements in math achievement across all target populations through systematic intervention and support. For socioeconomically disadvantaged students, the goal is to reduce the distance from standard from 100.6 points to 85 points, representing meaningful progress toward grade-level proficiency and movement toward YELLOW status on the California School Dashboard.

Hispanic students will have a parallel target of reducing distance from standard from 99 points to 84 points, also representing substantial progress toward grade-level expectations and improved Dashboard performance. All students collectively will target reduction from 78 points to 65 points below standard, maintaining ORANGE status while demonstrating clear progress toward YELLOW performance level.

Local assessment targets include increasing the percentage of students performing at or above grade level from current levels to 25% by spring 2026, while reducing the percentage of students performing two or more grade levels below benchmark from 84% to 60%. These targets represent realistic but ambitious progress based on comprehensive intervention implementation and systematic support for math learning.

Participation and Engagement Goals

Implementation success will be measured through comprehensive participation and engagement metrics across all program components. Math intervention programming will serve 90% of students performing below benchmark, with systematic tracking of attendance and engagement levels. Family math education activities will achieve 75% participation among target populations, with particular emphasis on engaging Spanish-speaking families and those experiencing economic hardship.

Professional development participation will reach 100% of instructional staff, with ongoing coaching and support ensuring high-quality implementation of new curriculum and intervention strategies. Extended Learning Opportunity math programming will serve 80% of students performing significantly below grade level, providing intensive support and additional practice opportunities.

Long-term Vision and Sustainable Systems

The long-term vision extends beyond immediate numerical improvements to encompass systematic transformation in math education culture and practice at TLC Charter School. All student subgroups will ultimately achieve GREEN performance levels on state assessments, indicating successful elimination of achievement gaps and establishment of equitable access to high-quality math education.

Systematic, research-based math curriculum will be fully implemented with fidelity across all grade levels, supported by ongoing professional development and coaching that ensures sustained instructional quality. Comprehensive intervention systems will provide timely, effective support for students experiencing math difficulties, preventing learning gaps from widening and ensuring that all students have access to grade-level mathematical content.

Strong family-school partnerships will support math learning through ongoing communication, shared understanding of math expectations and standards, and collaborative approaches to supporting student success both at school and at home. Community partnerships will provide sustained access to math learning resources and opportunities that extend beyond school hours and traditional academic programming.

The ultimate outcome will be a school community where math achievement gaps are eliminated through systematic, culturally responsive instruction and intervention that honors student diversity while maintaining high expectations for mathematical reasoning, problem-solving, and proficiency for all students.

NOTE: TLC Charter School has expended its Learning Recovery Emergency Block Grant (LREBG) Funds.

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.

TLC Charter School is not eligible 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.

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

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
Administrators/Principal	<p>Consultation Dates: January – May 2025 (weekly administrative meetings)</p> <p>Additional Data Collection: School climate surveys (Fall 2024/Spring 2025)</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2024-25 LCAP Midyear Update • Local data and assessments • 2024 CA School Dashboard results • 2025-26 LCAP goals, actions, and metrics • Survey findings • Budget considerations <p>Feedback Provided:</p> <p>Academic Achievement:</p> <ul style="list-style-type: none"> • Need to address achievement gaps in ELA and Math through progress monitoring, data-driven instruction, and targeted interventions • Need for targeted instruction in Math across all grade levels • Need for data-driven intervention groupings and supplemental learning opportunities (e.g., Morning Reader's Club) for ELA and Math • Need to provide additional training to teachers to prepare for state and benchmark testing <p>Social-Emotional Learning:</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Need for trauma-informed social-emotional support among upper grades (Grades 3-6) • Need to continue counseling to meet the SEL needs of students • Need to provide additional support for families experiencing stress and trauma related to economic factors and current socio-political climate <p>Professional Development:</p> <ul style="list-style-type: none"> • Need to provide professional development and instructional coaching for teachers on co-planning inclusive instructional strategies • Need to provide additional training for universal design and thematic units of study • Continue with Paraprofessional Academy – training for paraprofessionals to support students academically and behaviorally • Continue to have paraprofessionals participate in teacher professional development <p>Behavior and School Climate:</p> <ul style="list-style-type: none"> • Need for teachers and paraprofessionals to regularly review protocols for managing student behavior at lunch through PBIS • Need to provide additional training for PBIS for all grades
Teachers	<p>Consultation Dates: January – May 2025 (weekly meetings)</p> <p>Additional Data Collection: School climate surveys (Fall 2024/Spring 2025)</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2024-25 LCAP Midyear Update • Local data and assessments • 2024 CA School Dashboard results • 2025-26 LCAP goals, actions, and metrics <p>Feedback Provided:</p> <p>Curriculum and Instruction:</p> <ul style="list-style-type: none"> • Need to continue to provide professional development on Math and adopt new math curriculum and materials

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> • Need to provide training to teachers on thematic unit design connected to Social Studies and Science standards <p>Collaborative Teaching Practices:</p> <ul style="list-style-type: none"> • Need to provide training for teachers on co-planning and co-teaching <p>Assessment and Intervention:</p> <ul style="list-style-type: none"> • Need to provide training on progress monitoring, intervention, and supplemental teaching • Need to provide training to teachers on data-driven decision-making for intervention <p>Behavior and School Climate:</p> <ul style="list-style-type: none"> • Need to provide training to teachers on PBIS <p>Support Staff:</p> <ul style="list-style-type: none"> • Continue to provide paraprofessionals in classrooms to support with student academic and behavioral needs
Other School Personnel	<p>Consultation Dates: September – May 2025 (weekly meetings)</p> <p>Additional Data Collection: School climate surveys (Fall 2024/Spring 2025)</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • Schoolwide initiatives • Input solicitation for 2024-25 LCAP goals, actions, and metrics <p>Feedback Provided:</p> <p>Professional Development Requests:</p> <ul style="list-style-type: none"> • Requested training on behavioral support and guided play • Requested training on understanding and implementing student behavior plans • Requested disability-specific training for individual students
Students	<p>Consultation Dates: March – May 2025 (including student survey)</p> <p>Additional Data Collection: School climate surveys (Fall 2024/Spring 2025)</p>

Educational Partner(s)	Process for Engagement
	<p>Topics Discussed:</p> <ul style="list-style-type: none"> • School climate • Student connectedness • School safety • Student engagement • Educational program <p>Feedback Provided:</p> <p>School Climate and Social-Emotional Support:</p> <ul style="list-style-type: none"> • Continue with the use of CARE cards • Would like more attention to socializing, friendships, and making sure students are positive with each other <p>Enrichment and Engagement:</p> <ul style="list-style-type: none"> • Would like more field trips <p>Extended Learning Opportunities:</p> <ul style="list-style-type: none"> • Continue with afterschool programming, academic support and social enrichment • Continue with access to ST-Math via afterschool (ELOP) programming
<p>Parent Advisory Committee (PAC)</p>	<p>Consultation Dates: October 29, 2024*; March 13, 2025; May 29, 2025 *Note: The original document listed "October 29, 2025" which appears to be a typo and should likely be "October 29, 2024"</p> <p>Special Focus: On May 29, 2025, the 2025-26 LCAP goals were presented to the Parent Advisory Committee for review and approval.</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2025-26 LCAP goals presentation and review • Use of Title and LCFF funds <p>Feedback Provided:</p> <p>Academic Excellence and Differentiation:</p>

Educational Partner(s)	Process for Engagement
	<ul style="list-style-type: none"> Parents requested additional attention to making sure all students are challenged – including students identified as "2E" (twice-exceptional) or performing at or above grade level Parents expressed positivity that TLC individualizes instruction and teaches students at their own "levels" <p>Inclusion and School Climate:</p> <ul style="list-style-type: none"> Parents would like teachers to focus on inclusion for making all students feel welcome at school – including EL (English Learner) students and SED (socioeconomically disadvantaged) students – in addition to SWD (Students with Disabilities) <p>Community Engagement:</p> <ul style="list-style-type: none"> Parents would like more community-building and engagement opportunities for parent networking (e.g., social times, school events) Parents appreciate the varied times for school events to accommodate work schedules, and would like even more notice ahead of time for school events so they can plan <p>Formal Approval:</p> <ul style="list-style-type: none"> Approval of the 2025-26 LCAP and Use of Title and LCFF Funds
<p>English Learner Parent Advisory Committee (EL-PAC)</p>	<p>Consultation Dates: October 29, 2024; March 13, 2025; May 29, 2025</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> Meeting accessibility and participation School safety concerns Communication systems <p>Feedback Provided:</p> <p>Meeting Accessibility:</p> <ul style="list-style-type: none"> Parents requested meetings to be held in various formats (in-person/online) and times (morning/evening) throughout the school year so more can participate <p>Safety and Communication:</p> <ul style="list-style-type: none"> General safety is a continued concern, and parents appreciate frequent ParentSquare updates and communication

Educational Partner(s)	Process for Engagement
<p>Parents including those representing Unduplicated Pupils & Students with Disabilities</p>	<p>Consultation Dates: March 13, 2025; May 29, 2025</p> <p>Additional Data Collection: School climate surveys (Fall 2024/Spring 2025)</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • LCAP goals, actions, and metrics • 2024 CA School Dashboard results <p>Feedback Provided:</p> <p>Social-Emotional Learning:</p> <ul style="list-style-type: none"> • Parents requested information about how staff addresses students' social-emotional needs, and asked for teachers to be trained in recognizing students' needs in this area • Parents requested continued counseling support for students <p>Safety and Security:</p> <ul style="list-style-type: none"> • Safety is a primary concern across both campuses • Site 2 – parents have concerns about parking lot safety during drop-off and asked for a new system <p>Facilities and Campus Improvements:</p> <ul style="list-style-type: none"> • Need for a single site campus • Would like to continue with campus beautification efforts and add a playground with equipment and to paint the blacktop <p>Communication:</p> <ul style="list-style-type: none"> • Parents expressed satisfaction with ParentSquare communication system established this school year
<p>SELPA Administrator</p>	<p>Consultation Dates: Ongoing regular meetings throughout the year; specific consultation on June 3, 2025</p> <p>Process: TLC's SPED Director meets with the El Dorado Charter SELPA regularly throughout the year</p> <p>Topics Discussed:</p> <ul style="list-style-type: none"> • 2024-25 LCAP including Goal 1, Action 2 • Input solicitation on special education programming <p>Feedback Provided:</p>

Educational Partner(s)	Process for Engagement
	<p>LCAP Approval:</p> <ul style="list-style-type: none"> • SELPA Administrator approved the SPED Goal 1, Action 2. No further changes needed <p>Suggested Additions:</p> <ul style="list-style-type: none"> • TLC should provide re-entry supports for medically fragile students returning to school following illnesses or medical issues (to address chronic absenteeism) • Note that TLC will participate in small LEA Cycle C monitoring in 2025-26 school year, based on annual determination letter from 2024 • For 2025, TLC's annual determination letter is compliant

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

The adopted 2025-26 LCAP was significantly influenced by feedback from educational partners across multiple areas:

Academic Programming and Curriculum: Administrator and teacher feedback consistently identified the need for enhanced math instruction and new curriculum materials. This directly influenced Goal 1, Action 4 (Addressing Academic Needs to Accelerate Learning), which includes the adoption of the GoMath curriculum to address declining math performance, the addition of a dedicated Math Interventionist position, and enhanced professional development for math instruction. Educational partners' emphasis on data-driven instruction and progress monitoring shaped Goal 1, Action 1 (Measuring Student Progress), which expanded comprehensive assessment programs including iReady benchmarks and authentic performance showcases.

Professional Development and Staff Support: Teacher and administrator feedback about professional development needs directly influenced Goal 2, Action 2 (Professional Development), which addresses co-planning and co-teaching strategies in response to teacher requests, PBIS training to address behavior management concerns from multiple stakeholder groups, trauma-informed practices responding to administrator and parent concerns about student mental health, and Universal Design for Learning and differentiation addressing requests for inclusive instructional strategies. The Paraprofessional Academy continuation was specifically maintained based on administrator recommendations.

Social-Emotional and Behavioral Support: Parent and administrator feedback about student mental health and trauma support influenced Goal 1, Action 5 (Addressing Social-Emotional & Behavioral Student Needs). This includes the continued partnership with Mariposa Women & Family Center for counseling services addressing parent requests for continued counseling support, enhanced trauma-informed training for staff, and PBIS implementation improvements responding to concerns about behavior management.

Special Education Services: SELPA Administrator feedback directly influenced Goal 1, Action 2 (Services to Support SWD), specifically through the addition of re-entry supports for medically fragile students returning to school, continued focus on addressing chronic absenteeism among students with disabilities, and participation in small LEA Cycle C monitoring as recommended.

Parent and Community Engagement: Parent feedback significantly shaped Goal 3 actions, including flexible meeting formats in Goal 3, Action 2 responding to EL-PAC requests for various meeting times and formats including morning and evening options as well as in-person and online alternatives. Enhanced communication systems continue ParentSquare based on parent satisfaction, while community-building opportunities address PAC requests for more networking opportunities. Language accessibility ensures all materials are provided in English and Spanish based on primary language survey data.

Student Voice Integration: Student feedback influenced programming decisions through the continuation of CARE cards in Goal 1, Action 5 based on student support, enhanced focus on socializing and positive peer relationships, and continued afterschool programming and ST-Math access through ELOP in Goal 3, Action 1.

Safety and Facilities: Parent concerns about safety across both campuses influenced Goal 3, Action 4 (Maintaining Safe & Clean School Facilities), including enhanced security screening installations, improved campus signage and safety protocols, and continued focus on addressing parking lot safety concerns at Site 2.

Differentiation and Academic Excellence: PAC feedback about ensuring all students are challenged, including twice-exceptional students and those performing at or above grade level, influenced the comprehensive approach in Goal 1, Action 4, which emphasizes both intervention for struggling learners and appropriate challenges for advanced students.

TLC's LCAP demonstrates clear responsiveness to input from its educational partners, with specific actions and resource allocations directly addressing the concerns and recommendations provided by each educational partner group. The feedback process resulted in a comprehensive plan that balances academic rigor, social-emotional support, inclusive practices, and community engagement priorities identified by the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	As a Community School, continue to strengthen MTSS Implementation in alignment with the 4 Pillars of Community Schools to ensure integrated student supports (academic, social-emotional, behavioral, mental health) address barriers to learning, to improve outcomes for all students including Students with Disabilities (SWD).	Broad

State Priorities addressed by this goal.

- Priority 4: Student Achievement
- Priority 5: Student Engagement
- Priority 6: School Climate
- Priority 7: Course Access
- Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

TLC Charter School developed Goal 1 in response to comprehensive data analysis and stakeholder feedback demonstrating critical needs for integrated student supports addressing academic and social-emotional barriers to learning.

Performance Data and Identified Gaps: The 2024 California School Dashboard reveals significant challenges requiring systematic intervention. Chronic absenteeism shows English Learners and Hispanic students at RED status (25.5% and 25.6% respectively), while Students with Disabilities, though improved from RED to ORANGE, still experience 27.8% chronic absenteeism. These attendance barriers directly correlate with declining math performance, where Socioeconomically Disadvantaged and Hispanic students received RED performance levels and all students declined to ORANGE status.

MTSS Implementation Needs: While TLC has successfully implemented academic MTSS components, significant gaps exist in social-emotional, behavioral, and mental health supports. Post-pandemic challenges include declining student social skills and emotional maturity levels. Educational partners consistently identified needs for trauma-informed practices, enhanced counseling services, and systematic PBIS implementation to address the intersection of attendance and academic performance challenges.

Stakeholder Priorities: Educational partners emphasized social-emotional learning support, with administrators identifying trauma-informed needs particularly in upper grades, teachers requesting PBIS training, and parents of unduplicated pupils and students with disabilities specifically requesting continued counseling support. Students indicated desire for enhanced peer relationships and positive school climate.

This goal reflects TLC's understanding that sustainable student improvement requires addressing the whole child through coordinated academic, social-emotional, behavioral, and mental health supports rather than isolated interventions, recognizing that academic achievement cannot be separated from students' overall well-being and school engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
1	CAASPP ELA Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 ELA CAASPP DFS All Students -55 Hispanic -69.6 SED -68.4	2023-24 ELA CAASPP DFS All Students -36.5 Hispanic -55.8 SED -55.9		2024-25 ELA CAASPP DFS All Students -34.5 Hispanic -53.8 SED -53.9	All Students: +18.5 Hispanic: +13.8 SED: +12.5
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -71.7 Hispanic -82.5 SED -84.5	2023-24 Math CAASPP DFS All Students -78 Hispanic -99 SED -100.6		2024-25 Math CAASPP DFS All Students -76 Hispanic -98 SED -98.6	All Students: -6.3 Hispanic: -16.5 SED: -16.1
3	% Proficient CAST Source: CAASPP website	2022-23: 7.7%	2023-24: <11 students tested. CDE does not display data for privacy.		2024-25: 8%	N/A
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	44.4% Source: 2023 Dashboard	2023-24: 20%		2024-25: 22%	-24.4%
5	% students English Language Proficiency for Summative ELPAC	2022-23: 7.1%	2023-24: 9.09%		2024-25: 12%	+2.09%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Source: ELPAC website					
6	Reclassification Rate Source: Dataquest	2022-23: 11.5%	2023-24: 15%		2024-25: 10%	+3.5%
7	Attendance Rate Source: CALPADS	2022-23: 92.3%	2023-24: 93.2%		2024-25: 93%	+0.9%
8	Chronic Absenteeism Rates Source: Dataquest	2022-23: Chronic Absenteeism Rate All Students 29.9% Hispanic 25.7% White 42.9% EL 21.3% SED 29.5% SWD 48.5%	2023-24: Chronic Absenteeism Rate All Students 25.9% Hispanic 25.6% EL 25.5% SED 26.1% SWD 27.8%		2024-25 Chronic Absenteeism Rate All Students 25.0% Hispanic 25.0% EL 24.0% SED 26.0% SWD 27.0%	All Students: -4% Hispanic: -0.1% White: NA EL: +4.2% SED: 3-.4% SWD: -20.7%
9	Suspension Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%		2024-25: 0%	0%
11	% students participating in elective course or program, including summer, or after-school enrichment. Source: Master Schedule CALPADS	2023-24: 100%	2023-24: 100%		2024-25: 100%	0%
12	% students participating in in all 5 Components of the	2022-23: 96%	2023-24: 100%		2024-25: 100%	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Physical Fitness Test (PFT): Grade 5 Source: SARC					

NOTE: TLC Charter School currently serves grades TK-6, therefore the following CDE LCAP required metrics do not apply:

- Priority 4:
 - % of pupils who complete courses that satisfy UC A-G
 - % of pupils who complete CTE course from approved pathways
 - % of pupils who have completed both A-G & CTE
 - % of pupils who pass AP exams with a score of 3 or higher.
 - % of pupils prepared for college by the EAP (gr 11 SBAC)
- Priority 5:
 - Middle School dropout rate
 - High School dropout rate
 - High School graduation rates

Goal Analysis for 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.

Action 1: TLC has fully implemented a comprehensive assessment system using multiple diagnostic and benchmark tools to measure student progress and inform instruction. iReady assessments in both English Language Arts and Mathematics (TK-6), combined with Fountas & Pinnell BAS Reading Assessments, (K-2), and Words Their Way (Grades 3-6), each provide detailed data about student achievement and growth. Along with state-mandated assessments, these tools enable our educators to develop targeted annual growth goals, identify achievement gaps, determine appropriate interventions, and evaluate overall program effectiveness. This systematic approach to assessment helps ensure that instructional decisions are data-driven and responsive to student needs.

Action 2: TLC Charter School has successfully implemented its vision of a fully inclusive learning environment. Regular collaboration between our Special Education Coordinator and SELPA (weekly/bi-weekly meetings) which ensures comprehensive support for students with disabilities through co-planning, co-teaching, and appropriate academic challenges within the general education classroom.

Our focus on attendance has shown positive results, particularly for students with disabilities (SWD), who improved from a "red" to "orange" designation on the 2024 dashboard. This improvement was supported by engaging initiatives including weekly attendance celebrations and classroom popcorn parties in Fall 2024, along with an emphasis on belonging, play, and friendship to encourage daily attendance.

We have strengthened our instructional approach through weekly co-planning meetings in Fall 2024, emphasizing differentiated instruction, consistent literacy practices, and individualized support using technology tools like iReady, GetEpic, and AI-assisted text simplification. Our Speech and Language Pathologist and Occupational Therapist provide integrated services within classrooms, helping students progress toward IEP goals while engaging in general classroom work.

Regular weekly meetings between the Special Education Coordinator, Educational Specialist team, and Principal have enhanced consistency in instruction, planning, and student support practices across the school. While our SWD subgroup is too small to report ELA or Math scores on the 2023 and 2024 dashboards, our integrated approach continues to support individual student progress.

Action 3: This action was partially implemented. TLC Charter School is committed to enhancing its English Learner support through comprehensive professional development. Our training initiatives focus on three key areas: (1) Language acquisition strategies; (2) Cultural competency for serving EL students and families; (3) Strengthening both designated and integrated English Language Development (ELD).

Current Professional Development Status: Just Right Literacy consultants have provided instructional coaching and professional development in vocabulary development, written expression, and reading comprehension. While originally planned, California State University Fullerton (CSUF) staff training sessions have not yet been scheduled. The Principal is currently exploring professional learning resources through the Orange County Department of Education (OCDE) for Spring 2025

Instructional Technology Implementation: iReady is being actively used as the primary platform for literacy and reading instruction. Get Epic is currently in use. AI tools are being utilized for text modification and writing support. BrainPop implementation has been postponed as teachers focus on other literacy platforms.

Action 4: This action was fully implemented. TLC Charter School has created a robust learning environment with extensive individualized support. We maintain a low student-to-adult ratio of approximately 10:1 by assigning one to two paraprofessionals per classroom, enabling targeted instruction during both Tier 1 and specialized learning periods. Our academic program integrates personalized technology support through iReady math and literacy practice, tailored to individual student performance based on Fall, Winter, and Spring benchmark assessments. Consistent literacy instruction is delivered across all grade levels using UFLI and Words Their Way methodologies.

The new Community Library, established at site #2 in Fall 2024, serves grades 1-6 through regular programming including parent workshops, special events such as Reading with OUSD Police Officer Sharyn, "Read with a Loved One," activities, and weekly classroom visits for book circulation.

Extended learning opportunities are provided through multiple channels: intersession learning camps during Thanksgiving and Winter breaks, and daily after-school programming until 5:30 p.m. at both sites. The after-school program, which offers academic support through homework help, ST Math, and arts-based activities, is available to all students with a current participation rate of 50%.

Daily instruction is enhanced through WIN (What I Need) time, featuring small group instruction with paraprofessional support in literacy and math. This targeted approach, combined with daily core instruction in these subjects, supports students in reaching and exceeding benchmark standards.

Action 5: This action was partially implemented. Our commitment to student well-being has been demonstrated through multiple initiatives throughout the year. Staff received trauma-informed training during professional development in February 2025, while our counseling program currently serves over 25 students with weekly sessions. School culture is strengthened through our PBIS program, featuring weekly celebration ceremonies recognizing students with "golden tickets" and emphasizing character development. Regular attendance assemblies acknowledge positive attendance patterns, and we've implemented an independent study option for students absent for two or more consecutive days.

Parent engagement has been fostered through targeted workshops covering stress management, healthy eating, mental health awareness, and parenting strategies. Community events such as "Friendship Day," "Friendsgiving," and our Winter Program have created opportunities for students to build positive social relationships and develop a sense of belonging through performance and art.

To ensure continuous improvement, we've administered climate surveys and provided parent volunteer opportunities supporting guided play and community building. These combined efforts reflect our holistic approach to creating a supportive, engaging school environment.

Action 6: This action was partially implemented. We have modified our dance program implementation while maintaining our commitment to arts education. Rather than offering dance instruction schoolwide, we've partnered with OASIS to provide focused 10-week hip-hop dance cycles for upper grades. This targeted approach for grades 3-6 serves a dual purpose: enhancing dance instruction intensity and supporting student mental health through movement-based engagement to prevent maladaptive behaviors. The decision to concentrate dance instruction reflects our goal to provide more intensive and engaging experiences for older students. Meanwhile, our music and art programs continue to operate as established in previous years.

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.

Goal 1: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Action 5 - Partnership Services: TLC Charter School experienced a favorable budget variance in Action 5 due to our strategic partnership with Mariposa Women and Family Center. Through this collaborative relationship, we were able to secure the same scope and quality of services at a significantly reduced cost compared to our original budget projections. This cost reduction did not compromise service delivery, as all planned services were provided to students and families as intended. The partnership allowed for more efficient resource allocation while maintaining program effectiveness.

Action 6 - Arts and Music Instruction: Action 6 resulted in expenditures that exceeded the original budget allocation for Arts and Music instructors. The higher-than-budgeted costs reflect our commitment to securing qualified instructional staff to deliver quality arts and music programming. These additional expenditures were necessary to ensure appropriate compensation for specialized instructors and maintain the integrity of our arts education offerings.

Overall Impact: While Action 6 resulted in increased costs, the significant savings achieved through Action 5 helped offset this variance. The net effect demonstrates TLC's ability to strategically manage resources while maintaining service quality and meeting student needs across all program areas.

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

Action 1 - demonstrates moderate effectiveness with mixed results across different academic areas and student populations.

Positive Outcomes: This action shows strong implementation success with over 95% of students on general curriculum participating in assessments, indicating high engagement and effective execution. The iReady benchmark data is being successfully utilized to differentiate instruction and assign individualized tasks throughout the school year, creating a robust data-driven instructional approach. The Fall-Winter-Spring benchmark cycle with iReady effectively supports preparation for state assessments, establishing a coherent assessment system. Additionally, F&P assessments in grades K-2 are successfully supporting intervention and targeted literacy support groupings, demonstrating practical application of assessment data.

Areas of Concern: Despite comprehensive assessment implementation, math performance shows concerning decline trends, with All Students showing -6.3 DFS, Hispanic students declining -16.5 DFS, and SED students declining -16.1 DFS. While ELA results show some improvements, including +18.5 DFS for All Students, +13.8 for Hispanic students, and +12.5 for SED students, these gains may not be sufficient to close existing achievement gaps. Most notably, English Learner progress toward proficiency declined significantly from 44.4% to 20%, representing a concerning -24.4% decrease.

While the assessment system demonstrates strong implementation and provides valuable data for instructional decision-making, the declining math performance and EL progress indicate that assessment data alone is insufficient to drive student achievement gains. The effectiveness would be significantly enhanced by coupling this robust assessment system with targeted interventions, particularly the addition of a full-time Math Interventionist to address the concerning math achievement gaps clearly identified through these assessments.

The action successfully fulfills its intended purpose of measuring and monitoring student progress, but the data it generates reveals the critical need for more intensive academic intervention support to translate assessment insights into improved student outcomes. The assessment system is working effectively as a diagnostic tool, but additional resources are needed to act upon the identified learning gaps.

Action 2 demonstrates high effectiveness in improving outcomes for Students with Disabilities, representing one of the most successful interventions in the LCAP. This action represents exemplary effectiveness in supporting Students with Disabilities through a comprehensive, well-coordinated approach that addresses both academic and attendance barriers. The 20.7% improvement in chronic absenteeism, combined with successful implementation of full inclusion practices and strong collaborative systems, demonstrates that this action is making substantial progress toward Goal 1. The effectiveness of this model suggests it could serve as a framework for developing similarly intensive support systems for other student populations experiencing chronic absenteeism, particularly English Learners and Hispanic students who continue to show concerning attendance patterns.

Significant Positive Outcomes: The action achieved remarkable success in addressing chronic absenteeism among Students with Disabilities, with attendance improving from a RED performance level at 48.5% chronically absent to an ORANGE designation at 27.8%, representing an

extraordinary 20.7% improvement. This dramatic positive change demonstrates that the comprehensive support system is effectively addressing the root causes of absenteeism for this vulnerable population.

The full inclusion model has been successfully implemented across all grade levels with no students being pulled from general education classrooms for services, except for individual counseling. Co-teaching teams are consistently co-planning instruction weekly, and the collaborative approach has resulted in improved behavior and participation among SWD students. The hiring of a speech pathologist directly for TLC rather than contracting with an agency has significantly improved collaboration and inclusive service provision in classrooms.

Systemic Implementation Success: Weekly co-planning meetings established in Fall 2024 have focused heavily on differentiated instruction, consistent literacy practices, and individualized attention using technology-supported tools including iReady, GetEpic, and AI for simplified text. Inclusive services provided by Speech and Language Pathologist and Occupational Therapist deliver additional small group and individualized support within classrooms, helping students integrate IEP goal work with general classroom tasks, which facilitates progress and solidifies learning.

Contributing Factors to Effectiveness:

The action's success stems from TLC's foundational commitment to the full inclusion model design, including consistent co-planning, collaboration, and ongoing staff training. Weekly paraprofessional trainings and education specialist meetings result in more targeted and responsive training throughout the school year, both during onboarding and ongoing as needed. The collaborative and respectful work environment has contributed to staff retention and attracted a strong pool of new applicants.

Consultation with SELPA Program Specialist for individual cases, staff and specialist trainings, and guidance for school policies and practices has ensured compliance with IEP timelines and requirements while maintaining high-quality service delivery. Extended School Year and ELO-P opportunities for SWD provide additional learning support that contributes to overall success.

Action 3 demonstrates limited effectiveness with significant implementation gaps hindering progress toward supporting English Learners.

Implementation Challenges: The action shows only partial implementation with several key components failing to materialize as planned. CSUF did not provide the promised EL-specific trainings, requiring the Principal to fill this gap with language acquisition professional development. BrainPop EL has not been implemented during the 2024-25 school year, with teachers instead relying on iReady for literacy instruction, GetEpic, and AI for modifying texts. The planned CSUF summer professional development focused on general technology use rather than targeted ELD instruction strategies.

Positive Elements: Despite implementation challenges, some components are showing promise. Consistent ELD instruction occurs daily through WIN (What I Need) intervention groups, and EL student progress is being supported through iReady Spanish rather than the originally planned BrainPop. EL student attendance in ELO-P afterschool programming is high, with students receiving tutoring and learning support using ELD strategies. iPads and technology provide consistent access to Spanish language translation and visual vocabulary support.

Critical Need: The declining EL performance, combined with English Learners showing a 4.2% increase in chronic absenteeism (25.5% total), indicates that current EL support services are insufficient. The action would benefit from more intensive, specialized intervention support, including dedicated staffing such as a Math Interventionist who could provide culturally responsive instruction to address the compounding effects of attendance and academic challenges facing this population.

Action 4 demonstrates solid effectiveness in implementation while revealing significant underlying academic challenges that require additional intervention resources.

Implementation Success: The action has been fully implemented with comprehensive support systems in place. Paraprofessionals are assigned across all grade levels, creating approximately a 1:10 adult-to-student ratio to support individualized learning during targeted instruction and general classroom activities. Daily consistent literacy instruction using UFLI/Words Their Way occurs across all grade levels, and students receive individualized iReady math and literacy practice based on Fall/Winter/Spring benchmark performance.

The Community Library became operational in Fall 2024 at site 2, serving grades 1-6 with two parent workshops, student events including "Reading with OUSD Police" and "Read with a Loved One," and weekly classroom visits for book checkout and return. Extended learning opportunities include intersession "camps" during Thanksgiving and Winter breaks, plus daily afterschool programming until 5:30 p.m. on both sites, with 50% of students participating and 100% offered access.

Academic Challenge Reality: While implementation is strong, the action reveals concerning academic gaps that current interventions cannot adequately address. Fall benchmark data shows 84% of students performing one or more grade levels below benchmark in reading and 92% of students below benchmark in math. Teachers face significant challenges differentiating lessons for students performing across such wide grade-level spans, with sixth-grade classrooms including students performing at levels from kindergarten through eighth grade.

Emerging Effectiveness: Winter iReady benchmark data demonstrates that the comprehensive programming is producing measurable growth in both reading and math, confirming the effectiveness of TLC's approach. Students receive targeted homework help and instruction through afterschool participation, and all students have access to supplemental online learning programs including iReady, ST Math, GetEpic, and Prodigy both at school and at home.

Action 5 demonstrates moderate effectiveness with notable successes in behavioral outcomes but continued challenges in addressing attendance barriers for specific student populations.

Implementation Progress: The action shows partial implementation with several key components successfully operating. Over 25 students receive weekly counseling services, and weekly PBIS celebration ceremonies recognize students with "golden tickets" while focusing on character development. Attendance assemblies and independent study offerings for students absent two or more consecutive days provide targeted attendance support. Parent workshops addressing stress management, healthy eating, mental health basics, and parenting coaching have been delivered, alongside community events including "Friendship Day," "Friendsgiving," and Winter Program celebrations that foster belonging and positive social relationships.

Positive Behavioral Outcomes: The action has achieved significant success in creating a positive school climate with minimal incidents of fighting or bullying and no suspensions or formal disciplinary actions recorded. Student participation in parenting workshops has increased, and the independent study option has helped reduce learning disruption for chronically absent students. Lunchtime and recess guided play opportunities provide positive social experiences, with parent volunteer support strengthening community engagement.

Persistent Attendance Challenges: Despite comprehensive social-emotional supports, chronic absenteeism remains problematic for key student subgroups. English Learners experienced a 4.2% increase in chronic absenteeism, reaching 25.5% total, while Hispanic students maintained

concerning levels at 25.6% chronically absent. These persistent attendance patterns suggest that while the action effectively addresses behavioral and social-emotional needs, underlying barriers to attendance require additional targeted intervention.

Action 6 demonstrates effective implementation with strategic modifications that enhance student engagement and mental health support.

Implementation and Strategic Adjustments: The action shows partial implementation due to a deliberate programmatic change rather than implementation failure. TLC maintained music and art classes as planned while strategically modifying the dance program to better serve student needs. Instead of offering dance to all students schoolwide, TLC partnered with OASIS to provide 10-week cycles of hip-hop dance specifically for upper grades (3-6), focusing on mental health support and preventing maladaptive behaviors.

Enhanced Programming Benefits: The revised approach provides more intensive and engaging dance programming for upper-grade students who can benefit most from this type of intervention. The targeted hip-hop dance program serves dual purposes of arts education and behavioral support, addressing both academic enrichment and social-emotional needs. Music and art classes continue as established in previous years, maintaining consistency in arts education while introducing new opportunities for student showcase through planned art show events.

Effectiveness Assessment: This action effectively maintains TLC's commitment to providing a broad course of study beyond core academic subjects while demonstrating responsive programming that adapts to student needs. The strategic shift in dance programming reflects data-driven decision-making that prioritizes intensive, targeted interventions over broad coverage. The introduction of art show opportunities provides additional venues for student expression and community engagement.

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

Based on comprehensive reflection on prior practice and analysis of 2024-25 implementation data, no changes have been made to the planned goal, metrics, target outcomes, or actions for Goal 1. The goal structure and associated actions remain appropriate and effective for addressing TLC's identified needs in strengthening MTSS implementation and providing integrated student supports.

Goal and Action Continuity: The six actions within Goal 1 continue to address the core areas identified through stakeholder engagement and needs assessment: comprehensive assessment systems, specialized services for students with disabilities, English Learner program enhancement, academic intervention and acceleration, social-emotional and behavioral support, and broad course of study access. Reflection on implementation effectiveness indicates these actions are appropriately designed to address chronic absenteeism challenges, academic achievement gaps, and social-emotional learning needs identified in the school's data analysis.

Metric Considerations: All metrics within Goal 1 remain unchanged and continue to provide meaningful measurement of progress toward the goal. Regarding the California Science Test (CAST), TLC's 2023-24 results could not be reported by the California Department of Education due to fewer than 11 students in grade 5 being administered the assessment, consistent with student privacy protection protocols. TLC anticipates having reportable CAST results for the 2024-25 school year as enrollment and grade-level student numbers have increased, which will provide valuable data for measuring student progress in science achievement.

One-Year LCAP Development Decision: TLC has deliberately developed a one-year LCAP to enhance transparency and responsiveness to educational partner feedback while enabling comprehensive annual assessment of all programs and staff effectiveness. This approach allows the

school to conduct thorough evaluation of student outcomes, program implementation, and resource allocation on an annual basis rather than over a three-year cycle. The one-year timeline facilitates more frequent stakeholder engagement opportunities and enables rapid adjustment of strategies based on student performance data and community needs assessment.

Reflection on Effectiveness: Analysis of Goal 1 implementation demonstrates positive outcomes in several areas, including the remarkable 20.7% improvement in chronic absenteeism among Students with Disabilities and overall chronic absenteeism decline of 4%. These successes validate the comprehensive MTSS approach and integrated student supports framework. Areas requiring continued focus include addressing persistent chronic absenteeism among English Learners and Hispanic students and implementing the new Math Interventionist position to address declining math performance across student populations.

The decision to maintain Goal 1 without modifications reflects confidence in the systematic approach to addressing student needs while recognizing that sustained implementation and refinement of existing strategies will yield continued improvement in student outcomes.

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	<p>TLC will administer comprehensive diagnostic and benchmark assessments to develop annual growth targets, measure student progress, inform instruction, identify student academic needs and achievement gaps, and measure program effectiveness through both standardized and authentic performance-based assessments.</p> <p>Standardized Assessment Program</p> <p>Schoolwide Benchmarks:</p> <ul style="list-style-type: none"> • iReady (Math/ELA) – Fall/Winter/Spring administration across grades TK-6 • Fountas & Pinnell (Reading) – Fall/Winter/Spring administration for grades K-2 • Multitudes (Dyslexia Screener) – Fall administration for grades K-2 <p>State Mandated Assessments:</p> <ul style="list-style-type: none"> • CAASPP – 3rd-6th grade ELA and Math • Physical Fitness Test (PFT) – 5th grade • California Science Test (CAST) – 5th grade 	\$9,755	N

	<ul style="list-style-type: none">• ELPAC – English Learner assessment for identified students <p>School-Based Learning Showcase Summative Assessments</p> <p>Fall – Writing Celebration</p> <ul style="list-style-type: none">• Literacy-focused showcase demonstrating student writing development and expression <p>Winter – Diorama Day</p> <ul style="list-style-type: none">• Interdisciplinary literacy, social studies, and science showcase featuring three-dimensional student projects that integrate research, presentation skills, and academic content mastery <p>Spring – Spring Jam</p> <ul style="list-style-type: none">• Cross-curricular project-based learning showcase featuring arts-based learning demonstrations that synthesize multiple academic disciplines through creative expression <p>Assessment Integration and Data Utilization</p> <p>The State Board of Education (SBE) has approved Curriculum Associates iReady Assessments as a verified data source. iReady is a comprehensive assessment and instruction program that empowers educators with the resources they need to help all students succeed. By connecting diagnostic data and personalized instruction, iReady reduces complexity, saves educators time, and makes differentiated instruction achievable in every classroom for each student.</p> <p>iReady provides user-friendly dashboards and reports with actionable data that give teachers foundational understanding of each student's strengths and areas of need. The platform's online lessons provide tailored instruction and practice for each student to accelerate growth, while the three-times-yearly benchmark cycle supports preparation for state assessments and tracks progress toward annual learning goals.</p> <p>The combination of standardized assessments and authentic performance showcases provides comprehensive measurement of student learning that honors both academic achievement and creative expression, supporting TLC's commitment to whole-child education and project-based learning approaches.</p>	
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2	SERVICES TO SUPPORT SWD	<p>TLC received a RED performance level for the Chronic Absenteeism Indicator for the SWD student group (48.5%) on the 2023 CA School Dashboard.</p> <p>TLC received an ORANGE performance level for the Chronic Absenteeism Indicator for the SWD student group (27.8%) on the 2024 CA School Dashboard, a significant reduction from (48.5%) on the 2023 CA School Dashboard.</p> <p>Based on the needs assessment and root cause analysis absences among SWD are primarily due to illness, and/or medically fragile due to a disability. To improve daily attendance rates, Independent Study option will continue to be provided for students up to 13 days. To address chronic absenteeism supports for medically fragile students, TLC will offer additional supports to integrate back into the school setting (e.g. Individualized Health Plans, re-entry supports, monitoring).</p> <p>TLC's SELPA provider is El Dorado Charter SELPA. TLC provides a full inclusion model school that integrates students with significant support needs into the general education classroom setting. All classrooms are led by co-teaching teams with paraprofessional support staff assigned -- this makes it possible for TLC to provide the full inclusion model program of the charter school design. Supports may include assignment modification and accommodation prep, self-care support (e.g. diapers, feeding), direct academic support (1:1 tutoring and help), behavioral support, social skills development and structured play.</p> <p>TLC Special Education Team will continue to consult with the SELPA Program Specialist to ensure full compliance with IEP timelines, communication, and related services. TLC will participate in Smalls Cycle C Monitoring Activities based on your 2024 Annual Determination Letter Activities. Moreover, the SELPA Program Specialist will advise or attend IEP meetings at TLC Charter School team request to ensure productive outcomes are fully compliant with current law and best practices. The SPED Team, composed of the Executive Director, Special Education Coordinator, Education Specialists, Paraprofessionals, Occupational Therapist, will provide all required services to SWD to ensure the academic, social-emotional, and behavioral needs are met, and support services are provided.</p>	\$628,023	N
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		<p>To ensure that SWD see improved academic outcomes in ELA and Math the Special Education Coordinator will consult with the SELPA regarding training, assessments, and curriculum that TLC can utilize to support students academically. Additionally, it will partner with the SELPA to address chronic absenteeism by providing additional support to families that may be experiencing difficulties ensuring students are present to receive all required services. Also, TLC will provide an Extended School Year (ESY) to prevent learning loss, regression, and recoupment for identified students as well as optional opportunities for students to participate in extended learning opportunities before/after school. In addition, SWD will be fully included in Extended Learning Opportunity (ELO-P) programming, including daily mornings and afternoons as well as non-instructional program days.</p> <p>Moreover, the SPED team will participate in professional learning from its SELPA and other resources to improve student academic outcomes and accelerate student learning including but not limited to:</p> <ul style="list-style-type: none"> • Administrative Leadership Academy • Paraeducator/Teacher Academy • SEIS 101 • NCPI (Non-Violent Crisis Intervention)/Verbal De-Escalation • Brigance Testing System • Bridge Program for Mild/Moderate Credential • Goal Writing for a broad spectrum of student needs with a focus • on BASICS standards. • AAC Devices and Apps Training <p>Special Education Teachers have weekly co-planning session with general education teachers to ensure lessons are universally designed and to address modification/accommodations. They co-teach with general education teachers and coordinate/provide appropriate support in the classroom. Monthly meetings with the Special Education Coordinator are held to analyze data and discuss opportunities for training.</p>		
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3	STRENGTHENING EL PROGRAM & SERVICES	<p>TLC will provide comprehensive professional development and targeted support services to strengthen language acquisition and academic achievement for English Learners through enhanced instructional practices, technology integration, curriculum alignment, and family engagement initiatives.</p> <p>Professional Development and Staff Training</p> <p>All teachers and paraprofessionals will receive additional training focused on language acquisition strategies and cultural competence to better serve EL students and their families. Professional development will emphasize strengthening both designated and integrated English Language Development (ELD) instruction across all subject areas, with particular focus on vocabulary acquisition, written expression, and reading comprehension to support text understanding throughout the curriculum.</p> <p>Through continued partnership with California State University, Fullerton (CSUF), teachers will receive specialized training on using iPad and online applications for delivering integrated ELD through technology tools. These tools include oral language translation for student inputs and responses, written language translation capabilities, and text simplification features that make content more accessible to English Learners. CSUF will equip teachers and students with iPads and other technological resources specifically designed to strengthen language acquisition for EL students.</p> <p>Curriculum Integration and EL Support</p> <p>As GoMath curriculum is adopted and implemented throughout the school year, all materials will be systematically reviewed for EL accessibility and support, with supplementation provided as needed to ensure English Learners can effectively learn and make progress in mathematics. All teachers will receive extensive and ongoing coaching on the GoMath curriculum adoption to ensure seamless implementation that incorporates EL instructional strategies from the outset.</p> <p>To support language acquisition across academic areas, English Learners will utilize Spanish-language materials provided within both iReady and GoMath curricula, ensuring native language support enhances rather than replaces English development. These bilingual resources allow students to access grade-level content while developing English proficiency simultaneously.</p>	\$0	N
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		<p>Student Support Services</p> <p>English Learners will receive additional targeted support during designated ELD instruction periods that complement integrated ELD strategies used throughout the instructional day. EL students will be prioritized for afterschool tutoring through the Expanded Learning Opportunities Program (ELOP), providing extended learning time specifically designed to accelerate both language acquisition and academic achievement.</p> <p>Family Engagement and Community Building</p> <p>TLC Charter School will provide parent workshops focused on early literacy development, college access pathways, and foundations of reading to empower families in supporting their children's educational journey. These workshops will be offered in multiple languages and designed to build cultural bridges between home and school learning environments, recognizing that strong family engagement accelerates English Learner success across all academic areas.</p>		
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>TLC received a RED performance level for the Math Academic Indicator for Socioeconomically Disadvantaged (SED) and Hispanic student groups, and an Orange performance level for "all students" on the 2024 CA School Dashboard. To address these significant learning gaps and accelerate student achievement, TLC will implement a comprehensive, multi-tiered intervention system using a "whole child" approach that coordinates academic, social-emotional, and behavioral supports.</p> <p>Enhanced Math Intervention and Curriculum Support</p> <p>TLC will add a dedicated Math Interventionist to provide intensive Tier 2 math support for struggling learners, specifically targeting the achievement gaps evident in SED and Hispanic student populations. The Principal will provide comprehensive instructional coaching on the GoMath curriculum adoption to ensure consistent, high-quality math instruction across all grade levels. The Math Interventionist (Funded Title I: \$58,673; LCFF S&C: \$6,896) will provide specialized coaching for all paraprofessionals and instructional assistants on evidence-based strategies to improve student understanding and engagement in mathematics.</p> <p>Director of Inclusion and UDL Instructional Coaching</p>	\$802,203	Y

		<p>The Director of Inclusion serves as an instructional coach providing specialized UDL training that principally benefits unduplicated students by ensuring all classroom instruction is accessible and differentiated. UDL principles are particularly crucial for English Learners who need multiple means of representation and expression to access math content, and for SED students who may lack background knowledge or require varied instructional approaches due to inconsistent educational experiences. Schoolwide UDL implementation ensures that every classroom provides the instructional accessibility that unduplicated students require for math success.</p> <p>Tiered Intervention Implementation</p> <p>During the instructional day, teachers will embed Tier 1 intervention strategies within general education instruction, while paraprofessionals provide targeted academic support for struggling learners identified through iReady benchmark assessments. Students requiring additional support will access multiple intervention programs during designated intervention blocks and after-school Extended Learning Opportunities Program (ELOP) sessions.</p> <p>Supplemental Academic Programs</p> <p>Students will have access to comprehensive online supplemental intervention programs including iReady online platform for both reading and math intervention, University of Florida Literacy Institute (UFLI) Phonics Program for foundational reading skills, Words Their Way for vocabulary and spelling development, and ST Math for conceptual mathematics understanding. UFLI Foundations provides explicit and systematic phonics instruction that introduces students to the foundational reading skills necessary for proficient reading development.</p> <p>Data-Driven Instruction and Progress Monitoring</p> <p>The Principal will provide ongoing professional development to support teachers in closely monitoring student academic progress throughout the school year, analyzing benchmark data from multiple sources, and making data-driven instructional decisions for targeted intervention groupings. Intervention support will be delivered during daily WIN (What I Need)</p>		
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		<p>time in classrooms and reinforced during morning and afternoon ELOP programming.</p> <p>Expanded Learning Opportunities</p> <p>TLC will provide students with comprehensive expanded learning opportunities including afterschool programming, intersession learning during school breaks, and summer programming. These extended learning experiences will encompass intensive tutoring, activities designed to develop critical thinking and problem-solving skills, project-based learning opportunities, and engaging strategies specifically designed to accelerate learning for students performing below grade level.</p> <p>Community Reading Library and Family Engagement</p> <p>TLC will continue utilizing the Community Reading Library, established through the CA Community Schools grant, as a dedicated space for teachers to provide small group and individualized instruction to students reading one or more years below grade level. The library will also serve as a venue for parent workshops that provide families with concrete strategies and resources to support their children's reading development at home, creating stronger connections between school and home learning environments.</p>		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>TLC's chronic absenteeism data reveals concerning trends requiring targeted intervention. On the 2023 CA School Dashboard, TLC received RED performance levels for Students with Disabilities at 48.5% chronically absent and White students at 42.9% chronically absent. The 2024 CA School Dashboard shows continued challenges with RED performance levels for English Learner students at 25.5% chronically absent (increased from 21.3%) and Hispanic students at 25.6% chronically absent (slightly decreased from 25.7%).</p> <p>While overall chronic absenteeism rates improved from 29.9% in 2022-23 to 25.9% in 2023-24, the persistent high rates among English Learners and Hispanic students, combined with the 4.2% increase for English Learners, indicate that current interventions require strengthening to address the specific barriers these populations face.</p>	\$500	N

		<p>Root Cause Analysis and Targeted Response: Based on comprehensive needs assessment and root cause analysis, chronic absenteeism among English Learner and Hispanic students stems primarily from structural barriers including lack of reliable transportation, insufficient childcare for working parents, and mental health needs of students and families experiencing trauma and distress. These findings inform TLC's multi-faceted approach to addressing both immediate barriers and underlying social-emotional needs.</p> <p>MTSS Framework and Community Schools Integration: An identified area of concern post-pandemic is the gap in student emotional growth, combined with decline in social skills and emotional maturity levels. To address students' mental health needs, emotional stability, and sense of normalcy, TLC has implemented Positive Behavioral Interventions and Supports (PBIS) in alignment with the Multi-Tiered System of Supports (MTSS) framework.</p> <p>Using the MTSS Framework combined with the Four Pillars of Community Schools, TLC coordinates a comprehensive system of integrated supports that includes trauma-informed health, mental health, and social services. This holistic approach recognizes that academic success requires addressing the whole child and family system.</p> <p>Community Partnerships and Mental Health Services: TLC has partnered with Mariposa Women & Family Center to provide solutions for ending mental health barriers within the school community. This partnership delivers valuable professional learning opportunities for educators, staff, and families on trauma-informed practices and care, while providing direct counseling services through individual and small group sessions for students experiencing emotional challenges.</p> <p>Recognizing that students have experienced significant trauma resulting in high levels of anxiety and adverse childhood experiences, TLC's Community Services Coordinator ensures wraparound services, including referrals to community mental health services, are available to students and families. The Community Services Coordinator collaborates with administrators to develop and implement comprehensive plans to improve overall attendance rates and prevent chronic absenteeism, particularly among students with established patterns of chronic absence.</p>		
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		<p>Professional Development and Capacity Building: TLC provides trauma-informed training to all staff during summer professional development, with ongoing training throughout the school year through the Mariposa Women & Family Center partnership. This sustained approach ensures that trauma-informed practices become embedded in daily interactions and instructional delivery. Parents receive parenting support and trauma-informed workshops through the same partnership, creating consistency between school and home approaches to supporting student mental health.</p> <p>Student Programming and Social-Emotional Learning: TLC provides lunchtime programming including gardening, play, and crafts to create positive and supportive semi-structured social opportunities that promote mental health development. Guided play initiatives continue throughout the school day to address mental health and social-emotional learning needs while building positive peer relationships and emotional regulation skills.</p> <p>PBIS-CARES Program and School Climate Monitoring: TLC's PBIS-CARES Program supports a positive and welcoming school learning environment through activities and services designed to ensure students are well-known so they can be well-served. The program emphasizes building relationships, recognizing positive behaviors, and creating systems that support student success both academically and socially. Student climate surveys using the California Healthy Kids Survey (CHKS) are administered twice per year to measure student connectedness, belonging, and safety, providing data to continuously improve school climate and identify students requiring additional support.</p>		
6	BROAD COURSE OF STUDY	<p>TLC provides all students with courses beyond core academics including Music instruction, Art education, and specialized Dance programming through community partnerships. Arts programming includes partnerships with OASIS providing intensive 10-week hip-hop dance cycles for upper grades (3-6) to support artistic expression and mental health development.</p> <p>Integrated Learning Experiences</p> <p>The course of study incorporates interdisciplinary project-based learning that integrates core content with arts and real-world applications. Students</p>	\$53,844	N

		<p>engage in cross-curricular projects such as the annual Diorama Showcase combining literacy, social studies, science, art, and technology skills.</p> <p>Physical Education and Technology Integration</p> <p>TLC provides comprehensive Physical Education promoting health, fitness, and teamwork while ensuring inclusive participation for all students, including those with disabilities. Students receive technology instruction and digital citizenship training that supports learning across all subject areas and prepares students for 21st-century readiness.</p> <p>This comprehensive approach ensures all students access well-rounded education that develops multiple intelligences, supports diverse learning styles, and prepares students for academic and creative success.</p>		
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Goal

Goal #	Description	Type of Goal
2	Continue to provide robust professional development and instructional coaching on the CA Academic Content Standards and effective evidence-based instructional strategies including differentiation and UDL that supports the unique learning needs of our students. Continue to implement a culture of professional learning to transform school culture and climate that centers on student learning, trauma-informed care, social-emotional learning, and restorative practices as part of our inclusive model.	Broad

State Priorities addressed by this goal.

- Priority 1: Basic
- Priority 2: Implementation of the State Standards

An explanation of why the LEA has developed this goal.

TLC Charter School developed Goal 2 in response to needs assessment findings, dashboard performance data, and educational partner feedback revealing critical gaps in instructional capacity and professional learning systems necessary to address declining academic performance and support the school's inclusive educational model.

Academic Performance and Instructional Gaps: The 2024 California School Dashboard demonstrates significant math achievement declines across all populations, with Socioeconomically Disadvantaged and Hispanic students receiving RED performance levels and all students declining to ORANGE status. With 92% of students performing below grade level in math, widespread achievement gaps indicate systemic challenges in curriculum implementation and instructional delivery. The needs assessment identified uneven teaching expertise in math instruction, differentiation, and data-driven instruction across staff, creating inconsistent learning opportunities depending on classroom placement.

Standards Implementation and Curriculum Needs: Priority 2 self-reflection data indicates areas for growth in ELA, Math, Social Science, and Health standards implementation. The adoption of new GoMath curriculum requires intensive professional development to ensure effective implementation addressing identified achievement gaps. Teachers need enhanced capacity in project-based learning, thematic instruction, and assessment practices aligning with TLC's educational philosophy while meeting state standards requirements.

MTSS and Inclusive Model Requirements: TLC's full inclusion model and MTSS framework require systematic professional learning to serve diverse learners effectively. The intersection of academic struggles and behavioral challenges, evident in chronic absenteeism patterns, necessitates integrated professional development addressing both instructional effectiveness and social-emotional learning approaches. Educational partners consistently identified needs for co-planning and co-teaching strategies, trauma-informed practices, PBIS implementation, and Universal Design for Learning principles.

Educational Partner Priorities: Administrators emphasized needs for professional development on inclusive instructional strategies, universal design, and trauma-informed practices. Teachers specifically requested training on math curriculum implementation, co-planning, progress

monitoring, data-driven decision-making, and PBIS strategies. Support staff requested behavioral support training and disability-specific professional learning.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.3%	2022-23: 90.9%		2023-24: 92%	+7.6%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%		2025-26: 100%	0%
15	Implementation of the State Academic content & performance standards for all students & enable ELs access. <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Priority 2 Self Reflection Tool -	<u>2023-24</u> ELA: 4 ELD: 3 Math: 3 Social Science: 2 Science: 3 CTE: NA Health: 2 PE: 4 VAPA: 4 World Language: NA	<u>2024-25</u> ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA		<u>2025-26:</u> ELA: 5 ELD: 4 Math: 5 Social Science: 4 Science: 4 CTE: NA Health: 4 PE: 4 VAPA: 4 World Language: NA	ELA: +1 ELD: +1 Math: +1 Social Science: +2 Science: +1 CTE: NA Health: +2 PE: 0 VAPA: 0 World Language: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	Local Indicator CA School Dashboard)					

Goal Analysis for 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.

Action 1: This action was fully implemented. TLC Charter School operates two campuses serving grades TK-6. The school is led by an Executive Director and staffed with credentialed teachers who deliver the core curriculum: English Language Arts, Mathematics, Science, Social Studies, and Physical Education. While TLC began the academic year with appropriately credentialed teachers, three educators are currently on Family Medical Leave (FMLA). These positions are temporarily filled by multiple-subject credentialed substitute teachers.

Action 2: This action was fully implemented. TLC Charter School has delivered comprehensive, evidence-based professional development through multiple channels: eleven days of summer training, weekly sessions throughout the academic year, and seven non-instructional development days. The Assistant Principal and Executive Director have provided ongoing instructional coaching and observations while facilitating professional development at each campus site. The professional development program has focused on each of the planned areas of focus.

Action 3: This action was fully implemented. TLC ensures all students have access to standards-aligned curriculum and instructional materials through systematic planning and procurement. TLC has successfully acquired and implemented all planned curricular and instructional materials for the academic year.

Action 4: This action was fully implemented. TLC maintains a one-to-one device program for students, with ongoing monitoring and support to ensure all technology remains fully operational and ready for student use.

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.

Goal 2: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Action 2 - Summer Professional Development: TLC Charter School experienced a favorable budget variance in Action 2 related to summer professional development stipends. The school issued fewer summer professional development stipends than originally budgeted, resulting in

cost savings. This reduction in expenditures may have been due to factors such as lower-than-anticipated staff participation in summer professional development opportunities, changes in professional development delivery methods, or adjustments to the professional development calendar that affected stipend distribution.

Overall Impact: The reduced expenditure for summer professional development stipends represents an efficient use of allocated resources while still supporting staff development needs. These savings provide TLC with additional budgetary flexibility that can be redirected toward other educational priorities or retained to strengthen the school's financial position for future professional development initiatives.

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

Action 1 demonstrates effective implementation with strong staffing foundations and responsive personnel management. The action effectively maintains educational delivery but requires augmentation with specialized intervention positions to address the scale of academic support needs evident throughout Goal 1 outcomes.

Implementation Success: The action has been fully implemented with TLC employing an Executive Director and appropriately credentialed classroom teachers for grades TK-6 across both sites. The school provides instruction in all core subjects while exceeding state requirements with 176 instructional days versus the required 175. All teachers completed 11 days of intensive summer professional development plus ongoing weekly sessions during the academic year.

Personnel Challenges and Response: Despite three teachers requiring Family Medical Leave, TLC effectively maintained educational continuity by securing fully credentialed long-term substitutes with Multiple Subject credentials. The school also promptly resolved a credential lapse identified in November 2024, demonstrating responsive administrative oversight and compliance management.

Effectiveness Assessment: This action successfully provides foundational staffing necessary for TLC's educational program while showing adaptive capacity during personnel challenges. The quality management of staffing transitions ensures continuity for students, particularly important given the school's inclusive co-teaching model requirements.

Action 2 demonstrates **strong effectiveness** in building consistent instructional practices while facing ongoing challenges in meeting diverse student needs.

Implementation Success: The action has been fully implemented with comprehensive professional development delivery including summer training for teachers (11 days) and paraprofessionals (6 days) covering MTSS, inclusion, intervention, ELD, DRDP, and technology tools. Weekly Wednesday trainings for both teachers and paraprofessionals continue throughout the school year, with pupil-free days focused on data-driven instruction, targeted intervention, trauma-informed practices, and inclusion/co-teaching strategies. UDL coaching is provided by the principal, ensuring consistent support for differentiated instruction.

Measurable Impact: The professional development demonstrates clear effectiveness through observable consistency in instructional practices across the school. Evidence includes visible literacy blocks, WIN time implementation, and ELD strategies in all classrooms. Co-teaching schedules and plans are completed weekly and observable throughout the school, while intervention groupings and activities are data-driven based on student learning analysis and progress monitoring. High instructional quality is maintained across all grade levels with documented student progress in ELD, literacy, and math.

Ongoing Challenges: The action faces persistent challenges in ensuring both depth and breadth of training while managing demands on teacher time versus training needs. English Learner student needs present particular complexity with broad skill ranges within each classroom, from newcomers to students approaching reclassification. Training teachers on reclassification procedures and strategies remains an ongoing need, reflecting the diverse and evolving nature of student populations.

Action 3 demonstrates full effectiveness with seamless implementation and no identified challenges. The action efficiently fulfills its intended purpose while highlighting the need for supplementary intervention resources beyond standard curricular materials.

Implementation Success: The action has been fully implemented, ensuring all students have access to standards-aligned curriculum and instructional materials across all disciplines. Annual purchases are made as needed, including consumables, maintaining current and appropriate educational resources for the comprehensive academic program.

Operational Efficiency: The action shows exemplary operational management with no reported challenges, indicating effective planning, procurement, and resource allocation processes. The straightforward implementation suggests well-established systems for identifying curricular needs and securing appropriate materials in a timely manner.

Effectiveness Assessment: This action successfully supports TLC's educational program by providing the foundational curricular resources necessary for instruction. The absence of implementation challenges and full completion status demonstrates effective resource management that enables teachers to focus on instruction rather than materials procurement issues.

Action 4 demonstrates full effectiveness with seamless implementation and comprehensive technology access. The action efficiently establishes the technological prerequisites necessary for comprehensive academic support while highlighting the need for specialized personnel to maximize technology's impact on student learning outcomes.

Implementation Success: The action has been fully implemented, ensuring all students have access to technology devices for instructional and supplemental materials. IT support contracts are maintained, and Zoom continues to be utilized for virtual meetings, providing consistent technology infrastructure across both school sites.

Operational Efficiency: The action shows exemplary execution with no reported challenges, indicating effective technology planning, device management, and technical support systems. The straightforward implementation demonstrates well-established procedures for maintaining device access and technical functionality that supports educational delivery.

Effectiveness Assessment: This action successfully eliminates technology barriers that could impede student learning and family engagement. The comprehensive device access enables students to utilize online intervention programs including iReady, ST Math, GetEpic, and Prodigy both at school and at home, directly supporting other academic interventions described in Goal 1 actions.

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

Based on comprehensive reflection on prior practice and analysis of 2024-25 implementation data, no changes have been made to the planned goal, metrics, target outcomes, or actions for Goal 2. The goal structure and associated actions remain appropriate and effective for addressing TLC's identified needs in providing robust professional development and instructional coaching to support student learning and transform school culture.

Goal and Action Continuity: The four actions within Goal 2 continue to address the core areas identified through stakeholder engagement and needs assessment: employing qualified administrators and educators, comprehensive professional development programming, standards-aligned curricular materials, and technology access for instruction. Reflection on implementation effectiveness indicates these actions are appropriately designed to address declining math performance, support the school's inclusive educational model, and enhance instructional capacity across all staff members.

Professional Development Effectiveness: Analysis of Goal 2 implementation demonstrates strong success in building consistent instructional practices and professional learning culture. The comprehensive professional development program, including 11 days of summer training and weekly sessions throughout the academic year, has resulted in observable improvements in instructional quality, consistent implementation of literacy blocks and WIN time, and enhanced collaboration through co-teaching practices. Teachers report increased confidence in Universal Design for Learning principles and trauma-informed instructional approaches.

Standards Implementation Progress: Priority 2 self-reflection data shows measurable improvement across content areas, with notable advances in ELA (from 4 to 5), Math (from 3 to 4), Social Science (from 2 to 4), and Health (from 2 to 4) implementation levels. These improvements validate the effectiveness of current professional development approaches and curriculum implementation strategies, indicating that continued focus on these areas will yield sustained progress.

Technology and Resource Management: The successful implementation of technology access and curricular resource management demonstrates effective operational systems supporting instructional delivery. The seamless provision of standards-aligned materials and comprehensive technology access has eliminated barriers to instruction and enabled consistent implementation of online intervention programs and assessment systems.

One-Year LCAP Development Decision: TLC has deliberately developed a one-year LCAP to enhance transparency and responsiveness to educational partner feedback while enabling comprehensive annual assessment of all programs and staff effectiveness. This approach allows the school to conduct thorough evaluation of student outcomes, program implementation, and resource allocation on an annual basis rather than over a three-year cycle. The one-year timeline facilitates more frequent stakeholder engagement opportunities and enables rapid adjustment of strategies based on student performance data and community needs assessment.

The decision to maintain Goal 2 without modifications reflects confidence in the systematic approach to professional development and instructional support while recognizing that continued implementation and refinement of existing strategies will enhance educator capacity and improve student outcomes.

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	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	<p>TLC Charter School will employ an Executive Director and appropriately credentialed classroom teachers for students in grades TK-6 to provide comprehensive instruction across both school sites. The Principal will serve as the primary instructional leader, focusing on instructional coaching and supporting the GoMath curriculum adoption across both campuses to ensure consistent, high-quality mathematics instruction schoolwide. Substitute teachers will be employed to maintain continuity of instruction.</p> <p>All teaching staff will deliver instruction in core subject areas including English Language Arts, Mathematics, Science, Social Studies, and Physical Education as part of TLC's comprehensive educational program. This staffing structure ensures that students receive standards-based instruction from qualified educators while maintaining the school's commitment to inclusive, collaborative teaching practices.</p> <p>Enhanced Instructional Calendar</p> <p>TLC Charter School will provide students with 176 instructional days, exceeding the California state requirement of 175 instructional days. This additional instructional time demonstrates the school's commitment to maximizing learning opportunities and providing adequate time for both core instruction and intervention support for struggling learners.</p> <p>Comprehensive Professional Development Program</p> <p>All teachers will participate in an intensive 11-day Summer Professional Development program to prepare for the 2025-26 academic school year, ensuring educators are equipped with current best practices, curriculum knowledge, and instructional strategies before students arrive. The professional development program will include an additional seven non-instructional days throughout the academic year for continued learning, curriculum planning, and data analysis.</p> <p>Weekly professional development sessions during the academic school year will provide ongoing support for teachers, focusing on instructional improvement, student progress monitoring, and implementation of evidence-based strategies. This sustained professional learning approach</p>	\$1,373,894	Y

		<p>ensures that educators continuously refine their practice and respond to evolving student needs throughout the year.</p> <p>Curriculum Implementation and Instructional Coaching</p> <p>The Principal's role as instructional leader includes providing targeted coaching support for the GoMath curriculum adoption, ensuring fidelity of implementation and supporting teachers in delivering effective mathematics instruction that addresses the performance gaps identified in Dashboard data. This leadership structure creates accountability for instructional quality while providing the support necessary for successful curriculum transitions and improved student outcomes.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>TLC Charter School educators will participate in robust, evidence-based professional development including 11 intensive days during the summer, weekly sessions throughout the academic school year, and seven additional non-instructional days during the academic year for focused curriculum planning and data analysis. The Assistant Principal and Executive Director will provide instructional coaching, classroom observation, and facilitate professional development at each site to ensure consistent implementation of best practices across both campuses.</p> <p>Core Professional Learning Focus Areas</p> <p>Professional development will address critical areas of instructional improvement including data-driven decision-making for targeted intervention and instruction through comprehensive review of iReady, CAASPP, and ELPAC assessment results. Mathematics instruction will focus on GoMath curriculum implementation and ST Math integration to address performance gaps evident in Dashboard data.</p> <p>English Language Development (ELD) training will strengthen both designated and integrated ELD practices, while project-based learning and thematic instruction will enhance student engagement and cross-curricular connections. Learning showcases including Fall Writing Celebration, Winter Diorama Day, and Spring Jam will be integrated into curriculum planning and assessment practices.</p> <p>Social-emotional learning components will include trauma-informed practices, Positive Behavioral Interventions and Supports (PBIS), and</p>	\$39,555	N

		<p>Multi-Tiered System of Supports (MTSS) implementation. Inclusion practices will emphasize co-planning and co-teaching strategies to support TLC's full inclusion model, while Universal Design for Learning (UDL) principles will ensure all instruction is accessible to diverse learners.</p> <p>Data-Driven Instructional Planning and Progress Monitoring</p> <p>Professional learning will include comprehensive training on ongoing progress monitoring using multiple data sources including Fall, Winter, and Spring iReady benchmarks, learning showcases, report cards, weekly homework completion, routine assessments, and unit mastery through formative and summative assessments. Teachers will analyze data by subgroups including English Learners, students eligible for Free and Reduced-Price Lunch, Hispanic/Latino students, and Students with Disabilities to identify achievement gaps and plan targeted interventions.</p> <p>Data analysis will inform instructional planning for targeted interventions including morning reading and math clubs, after-school Extended Learning Opportunities Program (ELO-P), and WIN (What I Need) time groupings and activities. Teachers will integrate supplemental programs including BrainPop and ST Math based on individual student needs identified through data review.</p> <p>Specialized Coaching and Support</p> <p>Additional coaching will be provided specializing in Universal Design for Learning (UDL) differentiation for Tier 1 and Tier 2 interventions and individualized assignments to address targeted learning needs. This specialized support will help teachers create inclusive learning environments that accommodate diverse learning styles and abilities while maintaining high expectations for all students.</p> <p>Teacher Development and Retention</p> <p>To support teacher effectiveness and credential clearance, TLC Charter School will fund teacher induction expenses for new educators, ensuring they receive the mentoring and support necessary for successful career development. This investment in teacher growth contributes to staff retention and continuous improvement in instructional quality.</p> <p>Instructional Foundations and SEL Integration</p>		
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		<p>Professional learning will emphasize instructional foundations including UDL, project-based learning, and thematic instruction approaches that align with TLC's educational philosophy. Social-emotional learning integration will include classroom routines and structures that support trauma-informed practices, community meetings for SEL development, classroom jobs and responsibilities that build student ownership, and peer grouping strategies that support collaborative learning.</p> <p>The comprehensive professional learning program ensures that curriculum mapping, unit planning, and summative assessment events are aligned with school goals and student needs, creating a cohesive educational experience that supports both academic achievement and social-emotional development for all students.</p>		
3	CORE CURRICULAR PROGRAM NEEDS	<p>TLC Charter School will provide all students with access to comprehensive, standards-aligned curriculum and instructional materials across all academic disciplines to ensure equitable learning opportunities for grades TK-6. The curriculum program includes core subject areas of English Language Arts, Mathematics, Science, Social Studies, and Physical Education, delivered through research-based instructional materials that support diverse learning styles and abilities.</p> <p>Curriculum Adoptions and Implementation</p> <p>Beginning in the 2025-26 school year, TLC will implement the newly adopted GoMath curriculum to address declining mathematics performance and achievement gaps evident in Socioeconomically Disadvantaged and Hispanic student populations. This curriculum adoption includes comprehensive teacher materials, student textbooks, digital resources, and manipulatives necessary for effective mathematics instruction.</p> <p>The curricular program incorporates project-based learning approaches that integrate multiple subject areas through thematic instruction, supporting TLC's educational philosophy while ensuring standards coverage across all disciplines. Instructional materials are selected to support the school's inclusive model, providing appropriate accommodations and modifications for Students with Disabilities and English Learners.</p>	\$27,212	N

		<p>Resource Management and Sustainability</p> <p>Annual purchases of instructional materials will be made as needed, including consumables such as workbooks, art supplies, science materials, and supplemental resources that support ongoing curriculum implementation. The school maintains an inventory system to ensure adequate materials are available throughout the academic year and that worn or outdated resources are replaced promptly.</p> <p>Digital curriculum resources including iReady, ST Math, and online supplemental programs are maintained through annual licensing agreements to provide students with technology-enhanced learning opportunities that complement traditional instructional materials.</p> <p>Accessibility and Differentiation</p> <p>All curriculum and instructional materials are evaluated for accessibility and alignment with Universal Design for Learning principles to ensure they meet the needs of diverse learners. Materials include appropriate supports for English Learners, Students with Disabilities, and students requiring intervention or acceleration, maintaining TLC's commitment to inclusive education while providing rigorous, grade-level content for all students.</p> <p>The comprehensive curricular program ensures that all students have access to high-quality, standards-based instruction supported by appropriate materials and resources necessary for academic success across all subject areas.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>TLC Charter School will ensure all students have equitable access to technology devices necessary for accessing instructional and supplemental materials across both school sites. Each student will be provided with a personal technology device that supports learning both during school hours and at home, eliminating barriers that could prevent students from participating fully in digital learning opportunities.</p> <p>The technology program provides students with access to online intervention platforms including iReady for math and reading, ST Math for conceptual mathematics understanding, GetEpic for digital reading resources, and Prodigy for supplemental math practice. This</p>	\$31,801	N

		<p>comprehensive digital access ensures that all students can benefit from technology-enhanced learning regardless of their family's economic circumstances.</p> <p>Technical Support and Infrastructure</p> <p>TLC Charter School will maintain contracted IT support services to ensure reliable technology functionality, device maintenance, and technical assistance for students, families, and staff. The IT support includes device repair and replacement, software updates, network maintenance, and troubleshooting to minimize disruptions to learning and instruction.</p> <p>Virtual meeting capabilities through Zoom and other platforms will continue to be utilized for professional collaboration, family conferences, committee meetings, and emergency remote learning situations. This infrastructure ensures that communication and learning can continue effectively regardless of circumstances that might prevent in-person interaction.</p> <p>Digital Equity and Family Support</p> <p>The technology program addresses digital equity by providing devices and internet connectivity support for families who lack adequate home technology access. This includes assistance with setting up home learning environments and technical support for families navigating digital learning platforms and communication tools.</p> <p>Students and families receive training and support on responsible technology use, digital citizenship, and online safety to ensure that increased technology access translates into productive learning experiences. This education component helps families maximize the educational benefits of technology while maintaining appropriate safeguards.</p> <p>Curriculum Integration and Learning Enhancement</p> <p>Technology devices are integrated into daily instruction across all subject areas, supporting differentiated learning through adaptive software that adjusts to individual student needs and learning paces. Teachers utilize technology tools to enhance project-based learning experiences, facilitate collaborative learning opportunities, and provide immediate feedback on student progress.</p>		
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		The comprehensive technology program ensures that digital tools enhance rather than replace high-quality instruction, supporting TLC's inclusive educational model while preparing students with 21st-century skills necessary for academic and career success.		
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Goal

Goal #	Description	Type of Goal
3	Engage parents as partners through education, communication, and collaboration that fosters strong relationships and community. Continue to strengthen relationship-centered student, family, and community engagement to build a positive and nurturing school environment, and our commitment to shared decision-making and participatory practices.	Broad

State Priorities addressed by this goal.

Priority 1: Basic

Priority 3: Parental Involvement & Family Engagement

Priority 6: School Climate

An explanation of why the LEA has developed this goal.

TLC Charter School developed Goal 3 in response to identified needs for strengthening family-school partnerships, enhancing community engagement, and addressing barriers that prevent full participation in students' educational experience, particularly for families representing unduplicated pupils and students with disabilities.

Engagement and Participation Challenges: The needs assessment revealed ongoing challenges in engaging families in meaningful relationship building and advisory group participation. While TLC has established required advisory committees, participation levels remain below pre-pandemic rates, indicating continued barriers to engagement. The school's diverse community, with 81% Hispanic enrollment and significant populations of English Learners and socioeconomically disadvantaged students, requires culturally responsive engagement strategies honoring different family backgrounds and communication preferences.

Communication and Accessibility Barriers: Educational partner feedback identified specific communication challenges affecting family engagement. EL-PAC parents requested meetings in various formats including in-person and online options, as well as morning and evening times to accommodate work schedules. Language barriers impact meaningful participation, necessitating comprehensive translation services and culturally appropriate programming. Parents requested more advance notice for school events to facilitate planning around work obligations.

Safety and Decision-Making Needs: Parent feedback consistently identified safety as a primary concern across both campuses, with specific concerns about parking lot safety during drop-off at Site 2. These concerns directly impact family comfort and engagement willingness. Priority 3 self-reflection data indicates opportunities for enhancement in parent input in decision-making and participation in programs for unduplicated pupils and students with disabilities. Parents requested more community-building opportunities and enhanced attention to making all students feel welcome.

Wraparound Services Integration: The Community Schools Partnership Program framework requires comprehensive family engagement and community partnerships to address barriers to student success. Parent feedback and attendance data reveal many families experience economic

hardship, transportation challenges, and other stressors impacting both student attendance and family engagement capacity. Coordinated wraparound services and family support systems are essential for creating conditions enabling meaningful participation.

This goal recognizes that strong family-school partnerships are fundamental to student success, particularly for students facing challenges such as chronic absenteeism, language barriers, or economic hardship. Meaningful engagement requires removing barriers, providing multiple access points for participation, and creating welcoming environments where all families feel valued as educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Exemplary		2025-26: Exemplary	Exemplary
17	Parent input in decision-making for UP & SWD. (Questions 9-12) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability Source: Score - CDE Priority 3 Self-reflection tool .	<u>2023-24:</u> 9. 3 10.4 11.4 12.4	<u>2024-25:</u> 9. 5 10.4 11.4 12.4		<u>2025-26:</u> 9. 5 10.5 11.4 12.4	9. +2 10.0 11.0 12.0
18	Parent participation in programs for UP & SWD. (Questions 1-4)	<u>2023-24:</u> 1. 4 2. 5 3. 4	<u>2024-25:</u> 1. 4 2. 5 3. 4		<u>2025-26:</u> 1. 5 2. 5 3. 4 4. 5	1. 0 2. 0 3. 0 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 2 Outcome	Current Difference from Baseline
	<p><u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability</p> <p>Source: Score - CDE Priority 3 Self-reflection tool</p>	4. 5	4. 5			
19	<p>Other Local Measure - Student Survey: Sense of safety & school connectedness</p> <p>Source: Local</p>	<p><u>2023-24:</u> 56% Sense of Safety 60% School connectedness</p>	<p><u>2024-25:</u> 60% Sense of Safety 65% School Connectedness</p>		<p><u>2025-26:</u> 65% Sense of Safety 70% School Connectedness</p>	<p>+4% Sense of Safety +5% School Connectedness</p>
20	<p>Other Local Measure - Parent Survey: Sense of safety & school connectedness.</p> <p>Source: Local</p>	<p><u>2023-24:</u> 60% Sense of Safety 41% School connectedness</p>	<p><u>2024-25:</u> 65% Sense of Safety 46% School Connectedness</p>		<p><u>2025-26:</u> 67% Sense of Safety 50% School Connectedness</p>	<p>+5% Sense of Safety +5% School Connectedness</p>
21	<p>Other Local Measure - Staff Survey: Sense of safety & school connectedness</p> <p>Source: Local</p>	<p><u>2023-24:</u> 44% Sense of Safety 50% School connectedness</p>	<p><u>2024-25:</u> 50% Sense of Safety 55% School Connectedness</p>		<p><u>2025-26:</u> 55% Sense of Safety 60% School Connectedness</p>	<p>+6% Sense of Safety +5% School Connectedness</p>

Goal Analysis for 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.

- Action 1:** This action was partially implemented. During the 2025-26 school year, we are prioritizing personalized academic support through our Expanded Learning Opportunities Program (ELO-P). Students receive targeted instruction in small groups each afternoon, with assignments tailored to their grade level and specific learning needs. This focused approach ensures every student has access to homework assistance, academic intervention, and enrichment activities.
- A highlight of this year's program is our new student-led conference initiative launching this, Winter. From our youngest transitional kindergarteners to our sixth graders, students will showcase their learning through project-based presentations centered on literature and social studies. Families will be invited to view students' diorama projects and hear presentations about their work, allowing students to demonstrate both their creativity and academic growth.
- While traditional after-school clubs and field trips are not part of this year's ELO-P structure, our school maintains a vibrant learning environment through classroom and schoolwide field experiences. Our weekly CARES celebrations, part of our Positive Behavioral Interventions and Supports (PBIS) program, continue to foster a positive school climate and provide meaningful engagement opportunities for our students.
- Action 2:** This action was partially implemented. Our school committees maintain active engagement through regular meetings, with stakeholder input gathered through multiple channels. While the CCSPP steering committee has not met independently, CCSPP programming benefits from valuable feedback provided during PAC and ELAC committee meetings. Teaching staff actively contributes to program development through regular staff development meetings and designated planning days. To ensure inclusive participation, all materials are provided with Spanish translations and interpreters are available at meetings.
- Action 3:** This action was fully implemented. Our Bilingual Outreach Coordinator has established partnerships with local agencies to support family needs and has assisted new families in accessing school programs and resources, including the Clementine Food Trolley. Working alongside the Community Schools Coordinator, they have conducted home visits to maintain family engagement and provide support as needed.
- The Attendance Coordinator actively monitors and reports attendance to administration, communicates with families about absences, and helps address attendance barriers. Staff maintains consistent communication with families through both the Remind App and Parent Square platforms.
- We have hosted comprehensive parent workshops covering critical topics including attendance policies and chronic absenteeism impacts, mental health resources, understanding iReady reports, literacy and math support, English Learner reclassification guidance, college access information, and financial literacy education.

To ensure effective communication, all family correspondence is provided in both English and Spanish, following our primary language survey results and the "15% and above translation needs" criteria. We maintain regular contact through Parent Square, Aeries, weekly classroom newsletters, and monthly principal communications.

Our community partnerships have expanded to include numerous support organizations: OC Food Bank Trolley (Clementine), Western Youth Services, Pathways of Hope, Project Food Box, Lestonnac Clinic, Mariposa, and Seaside Therapy. These partnerships enhance our ability to connect families with essential resources and services.

Action 4: This action was fully implemented. During the 2024-25 school year, TLC has enhanced safety and accessibility across both campus locations through strategic facility improvements. New screening installations provide increased security for students at both sites, while additional signage creates visual consistency and clearly marks essential areas such as eating spaces, play zones, and drop-off/pick-up locations. These improvements have made navigation easier for students and families.

Our custodial team maintains cleanliness throughout the day and evening hours, with successful Facility Inspection Tool (FIT) reports confirming effective maintenance standards. Beyond the screening and signage additions, no other facility modifications were implemented this year.

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

Goal 3: Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures

Actions 1-4 - Budget Alignment: TLC Charter School maintained strong fiscal management for Goal 3, with no material differences identified between budgeted expenditures and estimated actual expenditures across all four actions. This alignment demonstrates effective budget planning and expenditure monitoring throughout the implementation period.

Overall Impact: The absence of material variances in Goal 3 reflects TLC's accurate budget forecasting and disciplined expenditure management. This fiscal alignment ensures that all planned activities and services under Goal 3 were delivered within the allocated budget parameters, demonstrating responsible stewardship of resources while achieving the intended educational outcomes for students.

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

Action 1 demonstrates mixed effectiveness with strategic modifications that prioritize academic intervention over enrichment activities. While the action successfully improves outcomes for some subgroups, the persistent chronic absenteeism among English Learners and Hispanic students indicates that positive school climate initiatives alone cannot address underlying barriers these populations face. The mixed results suggest that additional intensive academic support, such as a dedicated Math Interventionist providing culturally responsive instruction, may be necessary to complement climate improvements and address the intersection of academic struggles and attendance challenges for these vulnerable student groups.

Implementation Modifications: The action shows partial implementation due to deliberate programmatic adjustments rather than implementation failure. To ensure all students receive needed homework help, intervention support, and enrichment activities, after-school clubs

and field trips have been temporarily halted in ELO-P for 2024-25. Instead, students are grouped according to academic need and grade level each afternoon, receiving direct instruction, help, and intervention support in small groups as needed.

Positive Climate Outcomes: The action successfully implements student-led conference presentations for project-based learning activities focused on literature and related social studies units, with all students (grades TK-6) presenting learning and diorama projects to families during Winter 2025. Classroom and schoolwide field trips contribute positively to school climate and student engagement, while weekly CARES celebrations for PBIS offer additional opportunities for caring and engaging experiences at school.

Mixed Attendance Results: The action shows uneven progress toward attendance goals. Positive outcomes include overall chronic absenteeism decline of 4% (to 25.9%), with significant improvements for SED students (declined 3.3%) and SWD students (declined 20.7%). However, concerning trends persist for English Learners with a 4.3% increase in chronic absenteeism (reaching 25.5% total) and Hispanic students maintaining high levels with minimal change (25.6% chronically absent).

Effectiveness Assessment: This action effectively creates positive school climate elements and demonstrates adaptive programming that prioritizes academic intervention over traditional enrichment activities. The strategic shift toward academic support during after-school time reflects responsive decision-making based on student needs assessment.

Action 2 demonstrates effective implementation with strong committee functionality and broad accessibility, though facing participation challenges. While the action successfully creates structures for parent engagement, the persistent chronic absenteeism challenges for English Learners and Hispanic students suggest that enhanced family engagement alone cannot address all barriers to student success. The strong foundation of parent input established by this action could support advocacy for additional resources, such as a dedicated Math Interventionist, that families have identified as necessary to address their children's academic intervention needs through the committee feedback processes.

Implementation Success: The action shows partial implementation with all required committees meeting regularly throughout the school year. PAC and ELAC committees provide consistent input for CCSPP programming through feedback at meetings, while teaching staff contributes ideas for programming during staff development sessions. All materials are translated into Spanish, and interpreters are present at all meetings, ensuring broad accessibility for the diverse parent community.

Participation Improvements: The action demonstrates measurable progress with increased attendance compared to the prior year for both PAC and ELAC meetings. Holding meetings at varying times and formats, including morning/afternoon options and in-person/Zoom flexibility, has successfully increased parent participation. The use of Google forms to elicit parent input provides additional effective channels for gathering feedback and ensuring broader engagement beyond meeting attendance.

Ongoing Challenges: Parent participation remains below pre-pandemic rates, indicating continued barriers to full engagement. The diverse parent community brings varied and sometimes conflicting perspectives to discussions, making program decisions challenging when attempting to address all viewpoints and needs.

Effectiveness Assessment: This action effectively facilitates meaningful parent input in decision-making through consistent committee meetings, language accessibility, and flexible participation options. The evidence of parent contributions influencing ELAC, PAC, and volunteer programming demonstrates genuine shared decision-making rather than superficial consultation.

Action 3 demonstrates strong effectiveness with comprehensive family support systems and expanding community partnerships.

Implementation Success: The action has been fully implemented with robust parent communication through Parent Square, Aeries, weekly classroom newsletters, and monthly letters from the Principal. TLC has established extensive community partnerships including OC Food Bank Trolley (Clementine), Western Youth Services, Pathways of Hope, Project Food Box, Lestonnac Clinic, Mariposa, and Seaside Therapy, providing comprehensive wraparound services for families.

Family Engagement Outcomes: The action shows measurable success with family access and use of resources improving throughout the school year. Full attendance occurs for monthly food distribution events, and increasing parent engagement is evident in volunteer opportunities, meetings, and workshops. Parent workshops covering attendance policy, mental health, literacy, math, EL reclassification support, college access, and financial literacy provide targeted family education and support.

Persistent Barriers: Despite comprehensive programming, significant attendance barriers remain including transportation challenges, financial hardship, and inflexible work schedules that prevent families from ensuring consistent student attendance or participating in school-based interventions.

Effectiveness Assessment: This action effectively builds strong family-school partnerships and provides essential support services that address multiple family needs beyond education. The increasing participation in workshops and resource events demonstrates growing family trust and engagement with the school community.

Action 4 demonstrates full effectiveness with exemplary facility management and proactive safety improvements.

Implementation Success: The action has been fully implemented with TLC maintaining clean and safe facilities across both sites throughout the 2024-25 school year. The school proactively installed screening on both campuses to ensure student safety and added comprehensive signage to provide visual cohesion and consistency across campuses. Clear marking of eating, play, drop-off, and pick-up areas increases accessibility and ease of use for students and families.

Operational Excellence: Custodial staff maintains campus cleanliness during both day and night operations, with completed FIT inspection tools reflecting success in facility maintenance standards. The facilities achieved an "Exemplary" rating, representing an improvement from the previous "Good" rating, demonstrating enhanced facility management practices.

Responsive Management: The action effectively addresses ongoing facility challenges through consistent communication with both District and private church leaseholders to quickly respond to maintenance needs. While leased properties require ongoing attention for repairs and general maintenance, TLC's administrative team maintains proactive communication systems to address issues promptly, including multiple repairs for screening damaged by high winds and weather.

Effectiveness Assessment: This action successfully provides safe, clean learning environments that support educational delivery and family engagement. The facility improvements directly contribute to positive school climate and demonstrate the school's commitment to maintaining high-quality learning spaces for students and staff.

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

Based on comprehensive reflection on prior practice and analysis of 2024-25 implementation data, no changes have been made to the planned goal, metrics, target outcomes, or actions for Goal 3. The goal structure and associated actions remain appropriate and effective for addressing TLC's identified needs in engaging parents as partners and strengthening relationship-centered student, family, and community engagement.

Goal and Action Continuity: The four actions within Goal 3 continue to address the core areas identified through stakeholder engagement and needs assessment: promoting positive school climate and safe learning environments, facilitating meaningful parent input in decision-making, providing comprehensive opportunities for parent engagement and participation, and maintaining safe and clean school facilities. Reflection on implementation effectiveness indicates these actions are appropriately designed to build strong family-school partnerships while addressing safety concerns and communication barriers.

Engagement and Partnership Effectiveness: Analysis of Goal 3 implementation demonstrates measurable progress in several areas. Parent participation in advisory committee meetings has increased compared to prior years, with successful implementation of flexible meeting formats including morning, afternoon, and virtual options responding to EL-PAC requests. The comprehensive parent workshop program covering attendance policy, mental health, literacy support, and college access has shown increasing participation rates. Community partnerships have expanded significantly, including partnerships with OC Food Bank, Western Youth Services, Pathways of Hope, and Mariposa Women & Family Center, providing robust wraparound services for families.

Facility and Safety Improvements: The facilities management component shows exemplary effectiveness, with TLC achieving an "Exemplary" rating on the Facility Inspection Tool, representing improvement from the previous "Good" rating. Proactive safety enhancements including screening installations and comprehensive signage have addressed parent safety concerns while creating more welcoming environments for families. These improvements directly support increased family engagement and community connection.

Climate and Communication Systems: Priority 3 self-reflection data shows steady progress in parent input in decision-making, with improvements noted in Question 9 (from 3 to 5) while maintaining strong performance in other areas. Student, parent, and staff survey data indicates positive trends in sense of safety and school connectedness, validating the comprehensive approach to building positive school climate through multiple engagement strategies.

One-Year LCAP Development Decision: TLC has deliberately developed a one-year LCAP to enhance transparency and responsiveness to educational partner feedback while enabling comprehensive annual assessment of all programs and staff effectiveness. This approach allows the school to conduct thorough evaluation of student outcomes, program implementation, and resource allocation on an annual basis rather than over a three-year cycle. The one-year timeline facilitates more frequent stakeholder engagement opportunities and enables rapid adjustment of strategies based on student performance data and community needs assessment.

The decision to maintain Goal 3 without modifications reflects confidence in the systematic approach to family and community engagement while recognizing that sustained implementation and refinement of existing strategies will continue to strengthen the school-community partnership and support student success.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	<p>TLC Charter School will provide all students with diverse opportunities to engage in learning experiences outside the traditional classroom setting to enhance the learning process, deepen student engagement, and increase motivation for school attendance. These enrichment opportunities are designed to address chronic absenteeism challenges by creating compelling reasons for students to attend school regularly while building positive connections to the learning community.</p> <p>The school will implement art-focused enrichment programming including comprehensive music and visual art instruction that allows students to explore creative expression and develop artistic skills. Outdoor learning experiences through educational field trips will provide students with real-world connections to curriculum content while fostering excitement about learning and school participation.</p> <p>Extended Learning and Club Programming</p> <p>After-school programming will include diverse club offerings such as drama, STEM exploration, sports activities, arts enrichment, and health and wellness programming that provide students with opportunities to pursue individual interests while building social connections with peers and adults. These programs specifically target student populations experiencing high chronic absenteeism rates by providing engaging, culturally responsive activities that make school attendance more appealing and meaningful.</p> <p>Student-led learning showcase presentations will empower students and build independence as curious and capable learners. These showcase events, including the Fall Writing Celebration, Winter Diorama Day, and Spring Jam, provide students with authentic audiences for their work and create pride in academic achievement that motivates continued engagement.</p> <p>Health, Safety, and Wellness Infrastructure</p> <p>TLC will provide comprehensive health screening services including annual vision and hearing screenings to ensure that physical barriers to learning are identified and addressed promptly. These screenings are</p>	\$229,845	N

Action #	Title	Description	Total Funds	Contributing
		<p>particularly important for addressing attendance barriers that may stem from unidentified health needs affecting student comfort and academic success.</p> <p>The school will conduct annual review and revision of the School Safety Plan to ensure that all students and staff have access to a safe, welcoming, and secure learning environment. Safety protocols are regularly updated to reflect current best practices and address any emerging safety concerns that could impact student attendance or engagement.</p> <p>Social-Emotional Learning and Community Building</p> <p>Field trips, guided play opportunities, and semi-structured social activities encourage students to learn about each other and socialize with diverse peers, supporting TLC's inclusive educational model. These experiences help students develop social skills, build friendships, and create positive associations with school that encourage regular attendance and active participation.</p> <p>PBIS Integration and School Culture</p> <p>These enrichment and engagement activities work in conjunction with TLC's schoolwide Positive Behavioral Interventions and Supports (PBIS) program to create a comprehensive approach to building positive school climate. The combination of engaging programming and clear behavioral expectations supports the school's mission of care, empathy, and embracing differences and diversity while addressing the root causes of chronic absenteeism through increased student connection and belonging.</p> <p>The comprehensive approach to student engagement recognizes that positive school climate directly impacts attendance, behavior, and academic achievement, particularly for students who have experienced trauma or face barriers to consistent school participation.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>Advisory Committee Structure</p> <p>TLC Charter School facilitates meaningful parent input through multiple advisory committees with robust representation from parents of Unduplicated Pupils (UP) and Students with Disabilities (SWD). The</p>	\$0	N

Action #	Title	Description	Total Funds	Contributing
		<p>English Language Advisory Committee (ELAC), District English Learner Advisory Committee (DELAC), and English Learner Parent Advisory Committee (EL-PAC) provide focused input on English Learner programming as required by CA Education Code 52062(a)(2).</p> <p>The Parent Advisory Committee (PAC) serves as the primary forum for general parent input as mandated by CA Education Code 52062(a)(1), addressing school-wide policies, programs, and resource allocation. The Community Schools Partnership Program (CCSPP) Steering Committee integrates parent voice into wraparound services, community partnerships, and support systems that address barriers to student success.</p> <p>Accessibility and Participation</p> <p>Translation of all materials and Spanish interpreter services are provided for all committee meetings and communications to ensure language barriers do not prevent meaningful participation. Meeting formats accommodate working parents through morning, afternoon, and evening options plus virtual participation when appropriate. Multiple communication methods including Google forms, surveys, and informal feedback sessions supplement formal meetings to gather broader parent input.</p> <p>Decision-Making Impact</p> <p>Parent committee recommendations directly influence school policies, program development, budget allocation, and educational priorities. School administration provides written responses to committee recommendations and reports back on implementation, creating accountability for meaningful consideration of parent input. Regular communication about committee decisions and their impact ensures all families understand how parent participation influences school operations and student services.</p> <p>This comprehensive advisory structure ensures decision-making processes are collaborative, reflecting diverse perspectives while maintaining compliance with state requirements for parent engagement.</p>		

Action #	Title	Description	Total Funds	Contributing
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>TLC Charter School will provide all parents, including those representing Unduplicated Pupils (UP) and Students with Disabilities (SWD), with numerous opportunities to engage as partners in their child's education. Regular engagement opportunities include Coffee with the Leadership Team sessions that provide informal settings for parents to connect with school administrators, ask questions, and provide feedback on school programming and policies.</p> <p>These engagement opportunities are designed to build strong relationships between families and school staff while creating multiple entry points for parents to become involved in their children's educational experience. The school recognizes that meaningful parent engagement requires ongoing relationship building and multiple ways for families to connect with the school community.</p> <p>Family Support and Community Partnerships</p> <p>The Bilingual Outreach Coordinator will actively seek partnerships with local agencies to support family and caregiver needs, ensuring that wraparound services are available to address barriers that may prevent full participation in their children's education. The coordinator assists new families in learning about TLC's educational program, available resources, and community supports including access to the Clementine Food Trolley and other family assistance programs.</p> <p>The Outreach Coordinator will conduct home visits in collaboration with the Community Schools Coordinator to re-engage families experiencing challenges with school connection or student attendance. These home visits provide personalized support, identify specific barriers families face, and connect families with appropriate resources and services that can address their individual needs.</p> <p>Attendance Support and Family Communication</p> <p>The Office Assistant will serve as the designated Attendance Coordinator, taking responsibility for tracking and reporting attendance to school administrators, contacting families when absences occur, and working collaboratively with families to address barriers to consistent school</p>	\$242,882	N

Action #	Title	Description	Total Funds	Contributing
		<p>attendance. This systematic approach ensures that attendance challenges are addressed promptly and that families receive appropriate support.</p> <p>Staff will maintain regular communication with families using multiple platforms including Remind App and Parent Square to ensure that important information reaches families through their preferred communication methods. These communication tools support both general school information sharing and individualized communication about student progress and needs.</p> <p>Parent Education and Workshop Programming</p> <p>TLC will host comprehensive parent workshops addressing critical areas that support student success and family engagement. Workshop topics include attendance policy and the impact of chronic absenteeism on student achievement, mental health awareness and support strategies, understanding iReady assessment reports to support student learning at home, literacy development strategies for family support, mathematics concepts and home support techniques, English Learner support including reclassification processes, college access and preparation pathways, and financial literacy skills for family economic stability.</p> <p>These workshops are designed to empower parents with knowledge and skills that directly support their children's academic success while building family capacity to navigate educational systems and advocate for their children's needs.</p> <p>Language Accessibility and Cultural Responsiveness</p> <p>All correspondence sent to families and guardians will be provided in English and translated to Spanish, as identified through the school's primary language survey and meeting the "15% and above translation needs" criteria. This commitment to linguistic accessibility ensures that language barriers do not prevent families from fully participating in their children's education or accessing important school information and resources.</p> <p>The comprehensive parent engagement approach recognizes that strong family-school partnerships are essential for student success, particularly for</p>		

Action #	Title	Description	Total Funds	Contributing
		students facing additional challenges such as chronic absenteeism, language barriers, or economic hardship.		
4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	<p>TLC Charter School will provide all students and staff with safe, clean, and well-maintained facilities across both campus sites. Daily custodial services ensure cleanliness and sanitation throughout school hours and after hours, while regular maintenance schedules address routine needs and emergency repairs are completed promptly to maintain safe learning environments.</p> <p>Safety Infrastructure and Compliance</p> <p>TLC implements facility safety improvements including security screening, clear campus signage for navigation and emergency procedures, and well-marked areas for student activities. The school maintains ongoing communication with facility lease holders, including district and private property owners, to ensure maintenance needs and safety improvements are addressed promptly.</p> <p>Annual Facility Inspection Tool (FIT) reports will be completed and results reported through the School Accountability Report Card (SARC), LCAP, and Local Indicators Report. When deficiencies are identified, the school administrator will develop and implement corrective action plans, coordinating with contractors, vendors, or lease holders to ensure prompt completion of repairs and improvements.</p> <p>Educational Environment Support</p> <p>Facility management supports TLC's inclusive educational model and project-based learning by maintaining appropriate learning environments for diverse student needs, providing accessible facilities for students with disabilities, and creating spaces that facilitate collaborative learning and community engagement. Safe, welcoming facilities directly support student attendance and engagement by creating environments where students and families feel comfortable and supported in their educational experience.</p>	\$449,552	N

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$420,415	\$20,786

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
17.58%	0%	\$0	17.58%

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 #(s)	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
Goal 1, Action 4	Unduplicated student populations, particularly Socioeconomically Disadvantaged (SED) and Hispanic students, demonstrate severe and declining math achievement gaps requiring intensive, targeted intervention. The 2024 CA School Dashboard reveals SED students at RED performance level with 100.6 points below standard, representing a concerning 16.1 point decline from their previous YELLOW status. Hispanic students similarly received RED status at 99 points below standard, deteriorating 16.5 points from their previous YELLOW performance.	<p>This action is designed to address the severe math achievement gaps among unduplicated students through systematic, intensive intervention provided on a schoolwide basis because TLC's inclusive educational model requires coordinated support across all classrooms and the magnitude of need extends beyond isolated interventions.</p> <p>Paraprofessionals Supporting Differentiated Instruction</p> <p>Paraprofessionals are assigned across all classrooms to provide targeted academic support during both Tier 1 instruction and specialized</p>	<p>The metrics that will be used to monitor effectiveness are:</p> <ul style="list-style-type: none"> #1: CAASPP ELA Assessment: Distance from Standard (DFS) #2 CAASPP Math Assessment: Distance from Standard (DFS)

Goal and Action #(s)	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
	<p>These populations face compounding challenges as 92% of all students perform below grade level in math, with 84% performing at least one grade level below expectations.</p> <p>The needs assessment identifies that unduplicated students experience disproportionate barriers to math achievement, including limited access to quiet study spaces for homework completion, inconsistent access to technology and internet connectivity for online math practice, and family stress related to economic instability that impacts focus and engagement with academic tasks. Many SED and Hispanic families work multiple jobs or irregular schedules limiting availability to support math homework, while housing instability and food insecurity create ongoing crisis situations that interfere with consistent school attendance essential for sequential math skill development. English Learners within these populations face additional language barriers affecting math learning, as academic vocabulary development in mathematics requires explicit instruction that may not be adequately addressed in current approaches. Many are former English learners who continue needing language support for accessing grade-level math content, particularly word problems and mathematical reasoning tasks requiring strong reading comprehension skills. The intersection of chronic absenteeism patterns affecting these populations (English Learners at 25.5% and Hispanic students at 25.6% chronically absent) with declining math performance creates a cycle where academic struggles contribute to school avoidance, which further exacerbates learning gaps. Current instructional approaches lack sufficient</p>	<p>intervention blocks, principally benefiting unduplicated students who demonstrate the greatest learning gaps. With 84% of students performing at least one grade level below benchmark in math, and unduplicated populations showing the most severe deficits, paraprofessionals enable small group instruction and individualized support that is essential for accelerating learning among SED and Hispanic students. The schoolwide deployment ensures that unduplicated students receive intensive support within their general education placements, maintaining TLC's inclusion model while providing the differentiation these populations require.</p> <p>Math Interventionist Providing Targeted Support The dedicated Math Interventionist position addresses the specific needs of unduplicated students who are disproportionately represented among those performing significantly below grade level, while serving all students requiring intensive math support. This specialist provides Tier 2 interventions targeting the 92% of students performing below grade level, with particular focus on culturally responsive instruction for Hispanic students and scaffolded approaches for English Learners struggling with academic math vocabulary. Schoolwide implementation ensures systematic identification and support for unduplicated students across all grade levels, preventing learning gaps from widening through early intervention and consistent progress monitoring.</p> <p>Director of Inclusion and UDL Instructional Coaching</p>	

Goal and Action #(s)	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
	<p>differentiation and intervention intensity to address the magnitude of learning deficits present among unduplicated student populations, requiring systematic intervention including specialized personnel and targeted curriculum approaches designed to accelerate learning for students performing significantly below grade level.</p>	<p>The Director of Inclusion serves as an instructional coach providing specialized UDL training that principally benefits unduplicated students by ensuring all classroom instruction is accessible and differentiated. UDL principles are particularly crucial for English Learners who need multiple means of representation and expression to access math content, and for SED students who may lack background knowledge or require varied instructional approaches due to inconsistent educational experiences. Schoolwide UDL implementation ensures that every classroom provides the instructional accessibility that unduplicated students require for math success.</p> <p>Rationale for Schoolwide Implementation</p> <p>Schoolwide implementation is essential because unduplicated students represent 81% Hispanic enrollment and significant populations of English Learners and socioeconomically disadvantaged students, making targeted classroom-by-classroom approaches insufficient for addressing the scope of need. TLC's full inclusion model requires that interventions be embedded within general education settings rather than through pullout services, necessitating schoolwide capacity building. The systemic nature of math achievement gaps, with declining performance across all measured populations, indicates that comprehensive instructional improvement benefits all students while principally addressing the needs of unduplicated populations who face the greatest barriers.</p> <p>Additionally, the interconnected factors contributing to math struggles among unduplicated students, including language</p>	

Goal and Action #(s)	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
		barriers, economic stress, and inconsistent school attendance, require coordinated support across all school environments rather than isolated interventions that cannot address the complexity of need these students experience.	
Goal 2, Action 1	<p>Unduplicated student populations, including English Learners (16%), Hispanic students (81%), and socioeconomically disadvantaged students (72%), require consistent, high-quality instruction from appropriately credentialed educators with specialized training to address complex learning barriers. The 2024 CA School Dashboard reveals significant achievement gaps affecting these populations, with Hispanic students at RED performance levels in math (99 points below standard) and English Learners showing declining progress toward proficiency (from 44.4% to 20%). English Learners need teachers with specialized knowledge of language acquisition strategies, integrated and designated ELD approaches, and culturally responsive pedagogy to scaffold academic content while developing English proficiency. Socioeconomically disadvantaged students require educators trained in trauma-informed practices who understand how economic stress affects learning and can provide additional scaffolding and culturally relevant instruction.</p> <p>Instructional Coaching and Consistency Needs The implementation of new GoMath curriculum requires intensive instructional coaching to ensure teachers can effectively serve unduplicated students demonstrating the greatest learning gaps. Without systematic coaching support, inconsistent</p>	<p>This action addresses the instructional needs of unduplicated students through schoolwide implementation because TLC's high concentration of unduplicated pupils (81% Hispanic, 72% socioeconomically disadvantaged, 16% English Learners) means these students are present in every classroom, requiring consistent, high-quality instruction across all educational settings.</p> <p>Schoolwide Instructional Coaching Rationale The Principal's instructional coaching role, particularly for GoMath curriculum implementation, must be provided schoolwide because unduplicated students are distributed across all grade levels and classrooms. Inconsistent curriculum implementation or coaching support would create inequitable learning opportunities, with unduplicated students disproportionately affected by variations in instructional quality. These students rely heavily on school-based instruction and cannot compensate for instructional inconsistencies through home support, making systematic coaching across all classrooms essential for addressing their achievement gaps.</p> <p>Credentialed Staff and Substitute Teacher Coverage Maintaining appropriately credentialed teachers and substitutes across all classrooms principally benefits unduplicated students who require</p>	<p>The metrics that will be used to monitor effectiveness are:</p> <ul style="list-style-type: none"> • #2 CAASPP Math Assessment: Distance from Standard (DFS) • #15: Implementation of the State Academic content & performance standards for all students & enable ELs access.

Goal and Action #(s)	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
	<p>implementation creates inequitable learning opportunities, disproportionately impacting unduplicated students who rely heavily on school-based instruction due to limited home academic support.</p> <p>Unduplicated students need teachers skilled in Universal Design for Learning, differentiation, and data-driven decision making for targeted interventions. When regular teachers are absent, these students are disproportionately affected by instructional disruptions as they often lack home support systems to compensate for learning gaps. Appropriately credentialed substitute teachers ensure continuity of language supports for English Learners and trauma-informed practices for students experiencing economic stress, maintaining the specialized instruction these populations require for academic success.</p>	<p>specialized instructional approaches including trauma-informed practices, cultural responsiveness, and language acquisition strategies. With English Learners and socioeconomically disadvantaged students present in every classroom within TLC's inclusive model, any gap in teacher quality or substitute coverage disproportionately impacts these populations who depend on consistent, specialized instruction.</p> <p>Inclusive Model Requirements</p> <p>TLC's full inclusion educational model requires that all general education classrooms provide appropriate supports for diverse learners, including students with disabilities who overlap significantly with other unduplicated populations. Schoolwide implementation ensures that specialized instructional approaches benefiting unduplicated students are embedded within every classroom rather than isolated in specific settings, maintaining the school's commitment to inclusive education while addressing the complex needs of students facing multiple barriers to academic success.</p> <p>The comprehensive approach recognizes that unduplicated students' success depends on systematic instructional quality across all school environments rather than targeted interventions that cannot address the scope and distribution of need within TLC's student population.</p>	

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
N/A	Not applicable	Not applicable	Not applicable

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

Not applicable

Additional Concentration Grant Funding

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

The additional LCFF Concentration grant add-on funds is not sufficient to increase staff; therefore, funds will be used to retain a Paraprofessional (Goal 1, Action 4) that will provide direct services to students.

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

2024-25 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,615,012.92	\$ 3,568,063.34

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	No	\$ 9,167	\$ 9,020
1	2	SERVICES TO SUPPORT SWD	No	\$ 545,232	\$ 568,935
1	3	STRENGTHENING EL PROGRAM & SERVICES	No	\$ -	\$ -
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 368,283	\$ 331,656
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 334,034	\$ 338,532
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 25,500	\$ 10,500
1	6	BROAD COURSE OF STUDY	No	\$ 42,028	\$ 59,776
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,200,220	\$ 1,199,298
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 32,620	\$ 15,500
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 18,167	\$ 13,147
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 38,180	\$ 32,880
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 343,689	\$ 359,804
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 223,689	\$ 204,130
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 434,204	\$ 424,887

2024-25 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
\$ 296,548	\$ 334,034	\$ 338,532	\$ (4,498)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 334,034	\$ 338,532.17	0.000%	0.000%

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)
\$ 2,034,735	\$ 296,548	0.000%	14.574%	\$ 338,532	0.000%	16.638%	\$0.00 - No Carryover	0.00% - No Carryover

2025-26 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2025-26	\$ 2,390,976	\$ 420,415	17.583%	0.000%	17.583%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,475,753	\$ 1,157,870	\$ -	\$ 255,440	\$ 3,889,063.79	\$ 3,241,873	\$ 647,191

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	MEASURING STUDENT PROGRESS – ASSESSMENTS	All	No					\$ -	\$ 9,755	\$ -	\$ 9,755	\$ -	\$ -	\$ 9,755	0.000%
1	2	SERVICES TO SUPPORT SWD	SPED	No					\$ 570,963	\$ 57,060	\$ 299,694	\$ 301,589	\$ -	\$ 26,740	\$ 628,023	0.000%
1	3	STRENGTHENING EL PROGRAM & SERVICES	All	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No					\$ 449,384	\$ 16,010	\$ 2,163	\$ 404,558	\$ -	\$ 58,673	\$ 465,394	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	TLC	2025-26	\$ 336,809	\$ -	\$ 336,809				\$ 336,809	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No					\$ -	\$ 500	\$ -	\$ 500	\$ -	\$ -	\$ 500	0.000%
1	6	BROAD COURSE OF STUDY	All	No					\$ 53,844	\$ -	\$ 22,074	\$ 31,771	\$ -	\$ -	\$ 53,844	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No					\$ 1,290,287	\$ -	\$ 1,163,646	\$ 126,641	\$ -	\$ -	\$ 1,290,287	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	Yes	Schoolwide	All	TLC	2025-26	\$ 83,607	\$ -	\$ 83,607				\$ 83,607	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No					\$ 10,770	\$ 28,785	\$ 10,770	\$ 28,785	\$ -	\$ -	\$ 39,555	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No					\$ -	\$ 27,212	\$ -	\$ 27,212	\$ -	\$ -	\$ 27,212	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No					\$ -	\$ 31,801	\$ 26,801	\$ 5,000	\$ -	\$ -	\$ 31,801	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No					\$ 80,690	\$ 149,154	\$ 59,818	\$ -	\$ -	\$ 170,027	\$ 229,845	0.000%
3	2	PARENT INPUT IN DECISION-MAKING	All	No					\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No					\$ 231,780	\$ 11,102	\$ 129,937	\$ 112,944	\$ -	\$ -	\$ 242,882	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No					\$ 133,738	\$ 315,813	\$ 340,436	\$ 109,116	\$ -	\$ -	\$ 449,552	0.000%

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
\$ 2,390,976	\$ 420,415	17.583%	0.000%	17.583%	\$ 420,415	0.000%	17.583%	Total:	\$ 420,415
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 420,415

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	4	ADDRESSING ACADEMIC NEEDS TO AC	Yes	Schoolwide	All	TLC	\$ 336,809	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT T	Yes	Schoolwide	All	TLC	\$ 83,607	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

- **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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 #
<ul style="list-style-type: none">• 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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