

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tomorrow's Leadership Collaborative Charter School

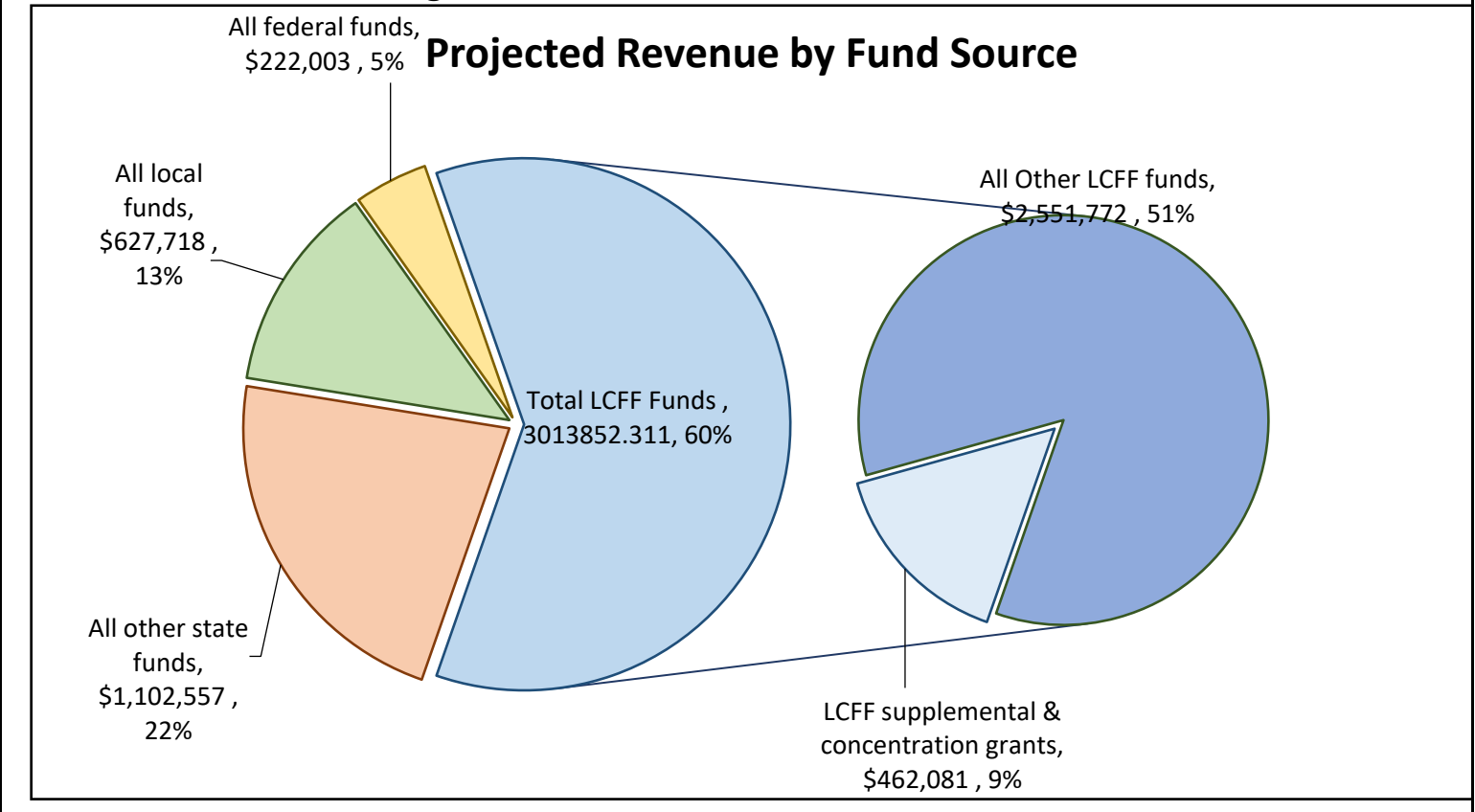
CDS Code: 30 10306 0137976

School Year: 2026-27

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 2026-27 School Year

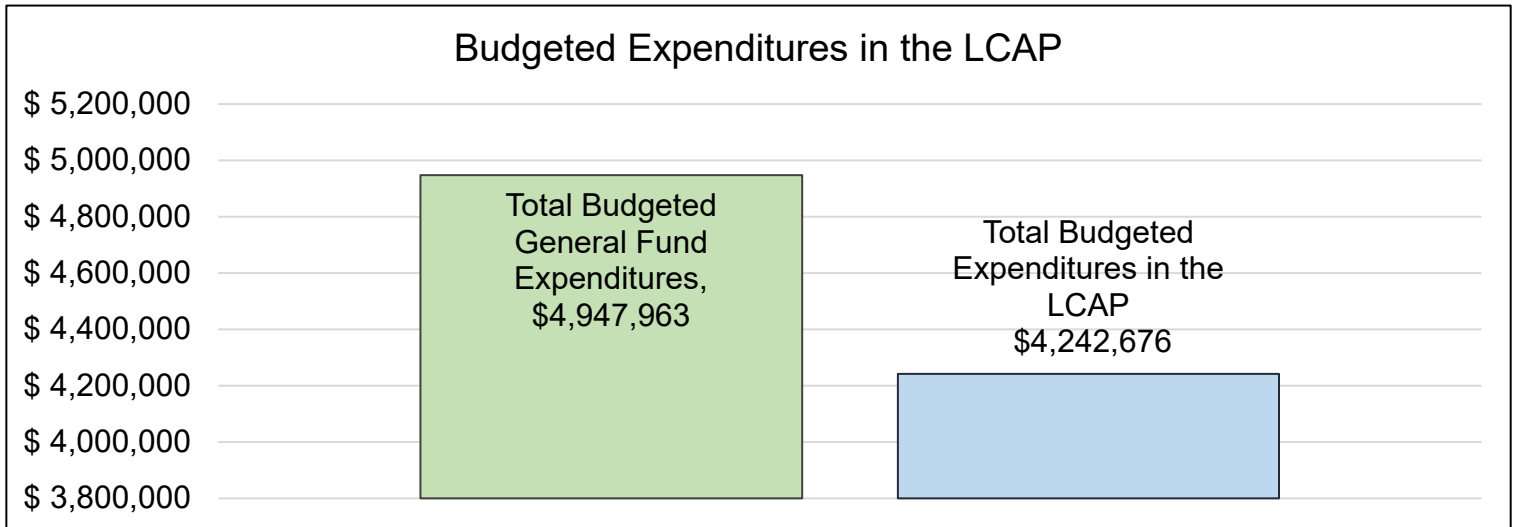


This chart shows the total general purpose revenue Tomorrow's Leadership Collaborative Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tomorrow's Leadership Collaborative Charter School is \$4,966,130.07, of which \$3,013,852.31 is Local Control Funding Formula (LCFF), \$1,102,557.03 is other state funds, \$627,717.81 is local funds, and \$222,002.91 is federal funds. Of the \$3,013,852.31 in LCFF Funds, \$462,080.66 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tomorrow's Leadership Collaborative Charter School plans to spend \$4,947,962.57 for the 2026-27 school year. Of that amount, \$4,242,676.19 is tied to actions/services in the LCAP and \$705,286.38 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

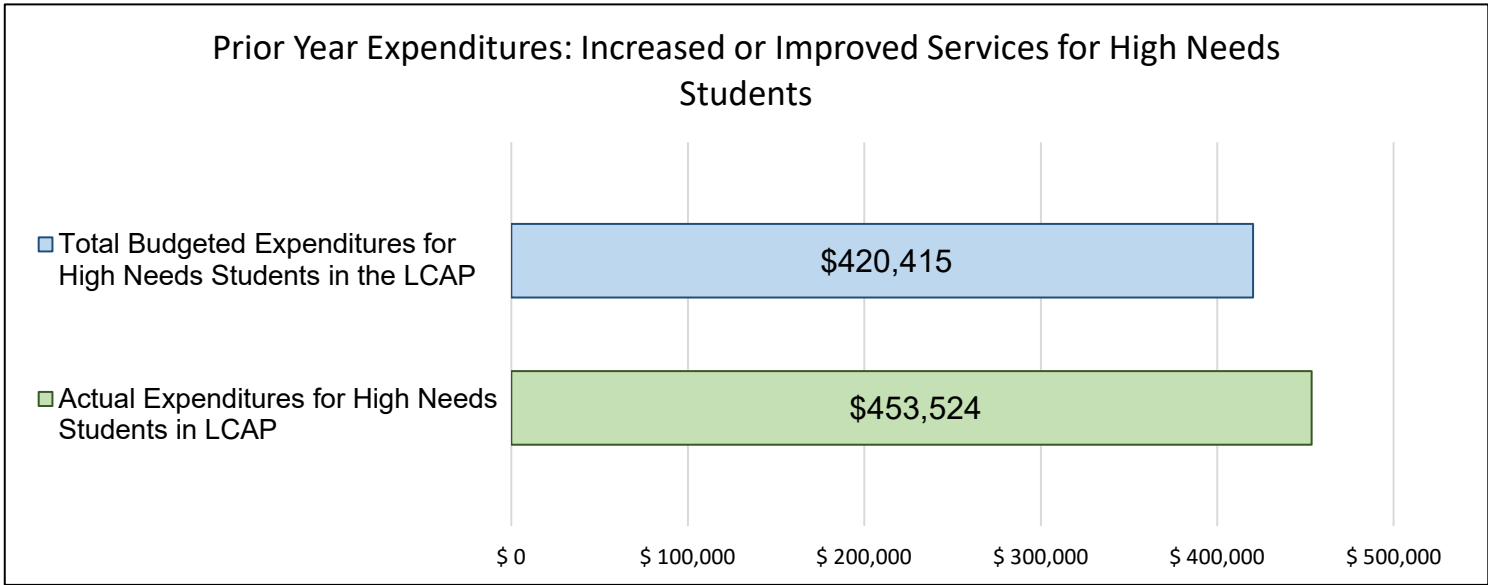
Administrative and operational expenses

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

In 2026-27, Tomorrow's Leadership Collaborative Charter School is projecting it will receive \$462,080.66 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 \$466,573.77 towards meeting this requirement as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Tomorrow's Leadership Collaborative Charter School's LCAP budgeted \$420,415.00 for planned actions to increase or improve services for high needs students. Tomorrow's Leadership Collaborative Charter School actually spent \$453,524.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Tomorrow's Leadership Collaborative (TLC) Charter School	Jessica Tunney, Ph.D., Executive Director	jessica.tunney@tlccharter.org 646.483.9808

Plan Summary 2026-27

General Information

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

Tomorrow's Leadership Collaborative (TLC) Charter School, established in 2018, is a TK-6 public charter school authorized by the Orange County Department of Education (OCDE) that has distinguished itself as a pioneering force in inclusive education. Through university partnerships, constructivist project-based learning, and culturally relevant pedagogy, TLC creates an inclusive learning community modeled after the acclaimed CHIME Institute Schwarzenegger Community School and WISH Charter Schools in Los Angeles. At TLC, all students including those with disabilities and learning differences their families, and staff value diversity in all forms through 21st century learning approaches.

Since its founding, TLC has more than quadrupled its enrollment and currently serves 214 students reflecting the following demographics: 81% Hispanic, 11% White, 3% African American, 4% Asian, and 1% Two or More Races. The school serves significant special populations, with 20% Students with Disabilities, 16% English Learners, 1% Homeless, and 72% Socioeconomically Disadvantaged students. This uniquely diverse population reflects TLC's intentional design serving families with children in chronically underserved groups who seek a highly appealing alternative to the more traditional pedagogical strategies prevalent in many local schools.

Mission and Vision

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 are 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.

The Inclusive Education Model

TLC's inclusive education model represents the cornerstone of the school's identity and its greatest source of both challenge and pride. Unlike traditional special education models that segregate students with disabilities into separate classrooms, TLC ensures that all students with disabilities receive instruction in general education classrooms alongside their peers. This inclusive model creates rich learning environments where students with disabilities serve as full members of the classroom community while receiving individualized supports outlined in their IEPs. Students without disabilities benefit from additional adults in classrooms, differentiated teaching strategies, and development of empathy and acceptance through daily interaction with diverse peers.

Research supports the effectiveness of this approach. Studies have found that nondisabled students achieve improved academic outcomes when placed in inclusive classroom settings. Implementation of inclusive practices such as Universal Design for Learning, Positive Behavior Interventions and Supports, and co-teaching can reduce 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—including enhanced social skills, communication skills, and increased interactions with typical peers—through greater participation in general education classes.

Recognition and Awards

TLC's commitment to educational excellence has earned the school recognition at the local, regional, state, and national levels. In Fall 2025, the Orange County Department of Education named TLC as one of only twelve schools to receive the inaugural Impact School Award, a newly introduced recognition that identifies schools with exceptional practices worthy of being shared and scaled across the region. As an Impact School, TLC engages throughout the academic year with OCDE staff to disseminate its innovative approaches, positioning the school as a thought leader in inclusive education practices. This partnership represents significant validation of TLC's model and creates opportunities to influence educational policy and practice throughout Orange County.

Beyond local recognition, TLC has been elevated as a statewide exemplar of inclusive education through its partnership with the El Dorado County Charter SELPA. Beginning in the 2024-25 school year, TLC was designated as a model site for inclusive practices, serving as a learning laboratory for charter schools throughout California. This distinction has generated significant interest from other charter schools seeking to improve their inclusive practices. During the 2025-26 school year alone, TLC has hosted site visits from Hawking Charter and El Sol Academy Charter, with additional consultation requests arriving regularly through recommendations from both the SELPA and the California Charter Schools Association.

TLC's influence extends to the national level through leadership within the Diverse Charter Schools Coalition (DCSC), a network of charter schools committed to serving diverse student populations with excellence and equity. Dr. Tunney, TLC's Executive Director, has been invited to facilitate a guided discussion titled "Defining Inclusion in a Diverse Model" at the annual convening of DCSC charter school leaders in Washington DC in February 2026. Dr. Tunney has established TLC as a thought leader through numerous invited presentations at prestigious venues including the California Down Syndrome Conference hosted by Stanford Down Syndrome Research Center, the Council of Chief State School Officers' Inclusive Leadership Webisode Series, and the Disability Summit at the Thompson Policy Institute at Chapman University.

This year, TLC Charter was successfully renewed for a two-year term by the Orange County Department of Education (OCDE). As a low-tier performance category, TLC developed a 2-year Improvement Plan has been embedded throughout this LCAP document.

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).

LCAP/SPSA & Improvement Plan Alignment

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

Learning Recovery Emergency Block Grant Funds

As of the development of this LCAP, TLC Charter School has \$22,497.15 in unexpended Learning Recovery Emergency Block Grant (LREBG) funds, which will be fully expended during the 2026-27 school year. A description of how these funds will be expended, including a comprehensive needs assessment, can be found in the Reflections: Annual Performance section of this LCAP.

Equity Multiplier Funds

TLC Charter School is not eligible for Equity Multiplier funds.

Reflections: Annual Performance

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

The following table presents Tomorrow Leadership Collaborative (TLC) Charter School's **2025 California School Dashboard** performance, organized by State Indicators and Academic Indicators and disaggregated by student groups. The data reflect the school's achievement levels across each indicator and student population. With the 2025 Dashboard, the State Board of Education added the Science Academic Indicator with performance levels for the first time. TLC did not receive a Science performance level because fewer than 30 students were administered the California Science Test (CAST), a state-mandated assessment administered in fifth grade.

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

Positive Practices, Positive Results: TLC's PBIS and Community Schools Integration

Suspension Rate: Tomorrow Leadership Collaborative (TLC) Charter School achieved a blue performance level on the California School Dashboard suspension rate indicator for all students and for English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and Hispanic students. This significant outcome reflects TLC's comprehensive, systemic approach to building a positive school climate that prioritizes student well-being, behavioral health, and equitable support for all student groups.

TLC's success in reducing suspension rates across all student groups is grounded in the school's establishment and strengthening of integrated social-emotional learning and school climate systems that blend MTSS (Multi-Tiered System of Supports), PBIS (Positive Behavioral Interventions and Supports), and California Community Schools structures. This comprehensive approach ensures that prevention, early intervention, and wraparound supports are embedded throughout the school and that every student, regardless of background or abilities, experiences a safe, inclusive, and supportive learning environment.

Comprehensive PBIS Implementation and Schoolwide Systems

During this performance period, TLC fully operationalized Positive Behavioral Interventions and Supports across the schoolwide system. The school established a dedicated PBIS team that meets regularly to monitor implementation, analyze data, and continuously refine systems. The PBIS team integrated the Tiered Fidelity Inventory, a research-based tool for assessing and improving PBIS implementation quality, enabling the school to track fidelity across all three tiers of support and identify areas for strengthening.

TLC's teaching and support staff co-constructed schoolwide behavioral expectations and a reinforcement system, ensuring that all staff members had ownership in defining the behaviors and values that would guide the school community. This participatory approach built shared understanding and commitment to consistent implementation across all settings. The school implemented Tortuga tickets as the schoolwide recognition and reinforcement practice, celebrating students who demonstrated expected behaviors and positive peer interactions. This positive recognition system creates a culture where appropriate behavior is visible, valued, and celebrated, motivating all students to engage in prosocial conduct.

To ensure all students understood and internalized schoolwide expectations, TLC held expectations assemblies during the fall semester where expectations and routines were taught explicitly and reinforced through engaging, student-centered activities. This consistent, proactive instruction in behavioral expectations provides the foundation for reducing office referrals and suspensions, particularly for student groups that have been disproportionately impacted by exclusionary discipline.

Intentional Social Connection and Play-Based Interventions

TLC recognizes that positive peer relationships and a sense of belonging are essential protective factors that reduce behavioral risk and support academic engagement. In service of this understanding, paraeducators meet biweekly to plan, coordinate, and prepare guided play activities for schoolwide lunch time programming. Through guided play and structured peer interactions, paraeducators intentionally create opportunities for students to practice cooperative skills, build friendships, and experience success in peer contexts. Paraeducators reinforce positive peer interactions through Tortuga tickets and student recognition, creating visible connections between social competence and valued rewards. This strategic investment in social-emotional skill development and peer connection is particularly important for Students with Disabilities and students who may have experienced exclusion or isolation in other school settings.

Data-Driven Decision Making and Climate Measurement

To ensure that TLC's school climate initiatives remain responsive to student needs and to track progress toward improved outcomes, the school administers schoolwide climate surveys throughout the academic year. These surveys measure students' perceptions of engagement, school safety, school climate, belonging, and related dimensions of the school experience. The climate survey data, combined with discipline and attendance data, provides TLC with a comprehensive picture of school health and enables staff to make evidence-based decisions about where to target additional support and resources.

The blue performance level on the suspension rate indicator for all students and for English Learners, Socio-Economically Disadvantaged students, Students with Disabilities, and Hispanic students demonstrates that TLC's comprehensive, integrated approach to positive school climate is effective across all student populations. By centering student well-being, building staff capacity to support positive behavior, creating multiple pathways for students to experience success and recognition, and using data to continuously improve, TLC has created conditions where students want to come to school and where behavior is addressed through supportive, restorative practices rather than exclusionary discipline. This achievement reflects TLC's commitment to providing each student with the safe, inclusive, and supportive learning environment necessary to thrive.

Tomorrow Leadership Collaborative (TLC) Charter School conducted a comprehensive needs assessment during the 2025-26 school year as a result of multiple intersecting factors that created both regulatory requirements and institutional imperatives for deep examination of school performance and systems. The needs assessment served as the foundation for the school's charter renewal improvement plan and directly shaped the development of the 2026-27 Local Control and Accountability Plan (LCAP), including strategic resource allocation decisions and the targeted use of federal and state funding.

Regulatory Requirements and Accountability Context

As a Title I school, TLC is required by federal law to engage in comprehensive needs assessment processes to inform planning and resource allocation. Additionally, TLC receives funding through the Local Revenue Augmentation for Vulnerable Grades (LRAVG) program, which also mandates comprehensive needs assessment to ensure that funds are deployed strategically to address the learning needs of identified student populations. These federal and state funding requirements provided a structural foundation for the needs assessment work.

The most significant driver of the comprehensive needs assessment, however, was TLC's charter renewal status. In 2025, TLC underwent the charter renewal process as a low-tier school according to California's charter renewal criteria. This classification indicated that the school's performance on the California School Dashboard and other state measures required improvement planning and oversight. The renewal decision required TLC to develop and commit to a comprehensive two-year improvement plan that would address the specific areas of performance concern and chart a clear pathway toward sustained improvement.

The Comprehensive Needs Assessment as Foundation for Improvement Planning

Rather than viewing the comprehensive needs assessment as a compliance exercise disconnected from daily school operations, TLC leveraged the assessment process as a strategic opportunity to conduct a rigorous, honest examination of the school's performance across all dimensions of the California School Dashboard and other relevant performance metrics. The needs assessment involved a deep dive into quantitative and qualitative data, examining student outcomes in English Language Arts, mathematics, English Language Proficiency, chronic absenteeism, suspension rates, graduation rates, and college and career indicators. The assessment also examined internal systems including curriculum and instruction, assessment practices, PBIS implementation, family engagement, and resource allocation.

This comprehensive examination served multiple purposes simultaneously. First, it fulfilled the regulatory requirements associated with Title I funding and LRAVG funding, ensuring that TLC's improvement planning was grounded in evidence and aligned with federal and state accountability expectations. Second, it provided the evidentiary foundation for the charter renewal improvement plan, documenting the specific areas in which improvement was needed and providing baseline data against which progress would be measured over the two-year renewal term. Third, and most importantly, the needs assessment became the analytical and strategic anchor for the development of the 2026-27 LCAP.

From Needs Assessment to LCAP: Strategic Resource Allocation

The findings from the comprehensive needs assessment directly informed every aspect of LCAP development, particularly decisions about resource allocation and the targeted use of federal, state, and local funds. Based on the needs assessment findings, TLC identified specific goals, measurable outcomes, and actions designed to address the performance gaps identified through the data review. The school allocated Local Control Funding Formula (LCFF) funds, Title I funds, and LRAVG funds to support the implementation of these actions, ensuring that financial resources were deployed strategically in response to identified student and schoolwide needs.

The needs assessment process enabled TLC to move beyond generic improvement strategies to school-specific, data-driven solutions. For example, if the needs assessment identified that particular student groups were not making adequate progress in English Language Arts, the school allocated resources to strengthen instructional capacity in that area for those specific student populations. If chronic absenteeism was identified as a barrier to student achievement,

resources were directed to attendance and family engagement interventions. This direct connection between evidence and resource allocation ensures that TLC's investments in improvement are strategic and targeted.

Collaborative Data Review and Educational Partner Engagement

TLC recognizes that meaningful needs assessment and effective improvement planning require ongoing engagement with local, state, and internal data and authentic collaboration with educational partners. Throughout the school year, TLC's leadership team reviews performance data on a regular basis, examining trends, celebrating progress, and identifying areas requiring additional attention. This continuous data review cycle keeps improvement efforts dynamic and responsive to actual student performance and emerging needs.

Critically, the data reviewed by the leadership team is not kept within a small group of administrators but is shared among all educational partners, including teachers, classified staff, families, students, and community members. This transparent approach to data sharing creates a schoolwide culture of collective responsibility for student outcomes and ensures that improvement planning reflects diverse perspectives and expertise. The 2026-27 LCAP was developed with input and feedback from these educational partners, who provided their insights about the effectiveness of current strategies, identified barriers to student success, and contributed ideas for new or enhanced initiatives.

The comprehensive needs assessment conducted by TLC during the 2025-26 school year exemplifies how schools can transform compliance requirements into opportunities for authentic organizational learning and improvement. By conducting a rigorous examination of all aspects of school performance, involving multiple stakeholders in data review and interpretation, and translating findings into specific LCAP actions and resource allocation decisions, TLC developed a renewal improvement plan and LCAP that are grounded in evidence, aligned with educational best practices, and responsive to the actual needs of TLC students and families. This comprehensive, collaborative approach to needs assessment and planning positions TLC to make meaningful progress toward improved student outcomes during its renewed charter term.

Primary Root Causes of Low Academic Performance (2025 Dashboard)

Pandemic-Induced Learning Loss and Disruption or Pandemic's Devastating Impact on High-Need Communities: The COVID-19 pandemic created what educational researchers have termed a "perfect storm" of disruption, particularly devastating for schools like TLC serving disproportionately high numbers of underserved students and those with disabilities. National studies indicate that students from low-income families lost the equivalent of five to nine months of learning in mathematics, while students with disabilities experienced even greater losses due to the difficulty of providing specialized services remotely.

At TLC, these national trends manifested in particularly acute ways. Our families, many of whom work in essential services that couldn't transition to remote work, faced impossible choices between supervising their children's online learning and maintaining employment necessary for basic survival. Multi-generational households, common in our Hispanic community, meant that health concerns kept many students out of school long after formal reopening, as families sought to protect vulnerable grandparents and elderly relatives.

For our students with disabilities, representing one in five TLC students, the pandemic's impact proved particularly severe. The carefully orchestrated supports enabling students with disabilities to thrive in general education settings - including real-time specialist support, peer collaboration, and hands-on learning - became impossible to replicate virtually. Speech therapy via Zoom failed to provide the tactile and kinesthetic elements crucial for many students' communication development. Occupational therapy exercises requiring specialized equipment couldn't be replicated in home settings. Most critically, the social learning that occurs naturally through peer interaction in inclusive classrooms disappeared entirely.

The behavioral supports carefully constructed to help students with attention deficits, autism spectrum disorders, and emotional disabilities succeed in general education settings crumbled without the physical classroom structure. Parents, already overwhelmed with pandemic stressors, found themselves attempting to

provide specialized educational support they weren't trained to deliver. Many students with disabilities simply disengaged from remote learning entirely, losing not just academic progress but also crucial developmental skills in communication, self-regulation, and social interaction.

Teachers, despite heroic efforts to maintain connections with students, reported feeling helpless as they watched their most vulnerable learners slip away. The collaborative teaching models that made inclusion successful, where special education specialists could provide real-time support within general education lessons, became logistically impossible in virtual settings. Paraprofessionals who provided crucial one-on-one support couldn't effectively assist students through screens, particularly those requiring physical cues for guidance or behavioral redirection.

The digital divide, while addressed through device distribution programs, revealed itself to be about more than hardware. Many of our families lacked reliable internet connectivity, with multiple children attempting to attend online classes simultaneously on inadequate bandwidth. Parents with limited formal education themselves, some with primary education completed in other countries, struggled to support their children's learning in unfamiliar digital platforms using unfamiliar pedagogical approaches. The language barrier compounded these challenges, as Spanish-speaking parents couldn't easily access or understand instructional materials or teacher communications delivered primarily in English.

The impact extended beyond academic regression. Students lost their sense of school as a positive, supportive environment and, along with it, the content knowledge, learning behaviors, social skills, and academic confidence that develop through daily classroom interaction.

The Engagement Crisis and Its Lasting Effects: Beyond the immediate academic impacts, the pandemic created an engagement crisis that continues to reverberate through our school community. The social contracts that bind families to schools weakened during months of physical separation. Parents who once volunteered in classrooms, attended school events, and built relationships with teachers found themselves disconnected from the school community. The informal conversations at pickup and drop-off that built trust and partnership disappeared. Family nights, celebrations, and parent education workshops that created collective investment in children's education ceased entirely.

This disconnection proved particularly damaging for our Hispanic families, where cultural values of personalismo (personal relationships) and confianza (trust) form the foundation of school engagement. The transactional nature of remote learning, reduced to assignment submissions and grade reports, failed to nurture the relational bonds essential to our families' engagement. Many parents reported feeling like outsiders to their children's education, unsure how to help and reluctant to reach out to teachers they no longer knew personally.

Student engagement experienced equally dramatic declines. The peer relationships that motivate school attendance, the teacher connections that inspire learning, and the sense of belonging that creates school identity all withered during remote learning. When students returned to in-person instruction, many struggled to reconnect with school as a positive space. The learned behaviors of disengagement, developed as coping mechanisms during overwhelming remote learning experiences, persisted even as classroom doors reopened.

Understanding Chronic Absenteeism: Interconnected Barriers: The increase in chronic absenteeism from 21% pre-pandemic to 26% on the 2025 Dashboard reflects multiple reinforcing barriers rather than a single cause. The shift began with fundamental changes to attendance norms during remote learning. When attendance meant logging in from home, families developed new patterns, keeping children home for minor illnesses that previously would not have warranted absence, experiencing reduced health anxiety about missing school, and losing the expectation of daily physical presence. These behavioral patterns have persisted even as in-person instruction resumed.

Beyond pandemic legacies, acute economic pressures create direct barriers to daily attendance. Many families still recovering from pandemic-related income loss require school-age children to provide childcare for younger siblings, meaning parents working multiple jobs must choose between employment and supervision. Families experiencing housing instability face compounded obstacles: temporary living situations often require extended transportation to school, and any disruption to caregiving or transportation arrangements can result in consecutive days of absence.

Mental health challenges further complicate attendance. Both parents and children struggle with anxiety, depression, and trauma-related behaviors that make daily school attendance difficult or impossible. These psychological barriers interact with structural ones: a student dealing with anxiety may miss school, fall behind, and experience increased anxiety about returning creating a cycle that deepens over time.

Our two-campus configuration adds logistical strain. Families with children at multiple sites face complicated morning routines and limited public transportation options in our area, making days of absence preferable to navigating multiple drop-offs. Transportation disruptions that would delay school in other contexts instead result in families keeping children home entirely.

Mathematics Conceptual Gaps: The mathematics achievement gap revealed in our Dashboard results represents perhaps the most visible academic scar from the pandemic period. Mathematics learning, which builds sequentially with each concept dependent on mastery of previous skills, suffered catastrophic disruption during remote learning. The pandemic's disruption created cascading gaps particularly severe in mathematics. Students who missed foundational concepts in place value couldn't progress to multi-digit operations. Those who didn't master fractions in third grade found themselves lost in fourth-grade content.

The abstract nature of mathematical thinking proved nearly impossible to develop through screens. Concrete manipulatives essential for elementary mathematics couldn't be adequately replicated virtually. Teachers spent entire lessons troubleshooting technology rather than exploring mathematical concepts. Students needing individual guidance to correct misconceptions struggled silently, their confusion compounding over months.

For our high percentage of students with disabilities, many of whom have specific learning disabilities impacting mathematics progress, the lack of specialized instruction created deficits that standard classroom instruction alone cannot address. The multi-sensory approaches, systematic error correction, and intensive practice required for these students to develop mathematical proficiency simply didn't occur during remote learning. Now, these students find themselves not just behind grade level but missing fundamental number sense that typically develops in primary grades.

Language and Literacy Development Gaps: While ELA scores appear less critical than mathematics, they mask significant foundational literacy challenges. The pandemic disrupted critical early elementary years when students develop phonemic awareness, decoding skills, and reading fluency. Students who should have been receiving systematic phonics instruction in kindergarten and first grade instead encountered fragmented literacy experiences through screens. The guided reading groups essential for developing comprehension strategies couldn't function effectively in virtual formats.

For our Spanish-speaking families, the pandemic eliminated many of the school-based supports that helped children navigate between home and school languages. The informal language coaching that occurred through classroom interaction, playground socialization, and small group instruction disappeared. Parents who might have supported literacy development in Spanish felt unable to help with English assignments, while schools couldn't provide the bilingual support typically available in person.

Academic language development crucial for content area success stagnated. The sophisticated vocabulary and complex sentence structures students encounter through classroom discourse weren't replicated remotely. Students returned with conversational English intact but lacking the academic register necessary for grade-level learning. This invisible gap affects comprehension across all subjects, compounding learning challenges beyond measured reading scores.

For our students with disabilities requiring specialized reading instruction, including those with dyslexia and other specific learning disabilities, the lack of systematic, explicit intervention during remote learning created gaps that now require intensive remediation. The specialized instructional approaches these students need - including multi-sensory techniques, repeated practice with immediate feedback, and carefully scaffolded skill building - were impossible to deliver effectively through screens.

Systemic Inequities Magnified: The pandemic didn't create educational inequities; it magnified existing systemic challenges that schools like TLC work daily to address. Our families, primarily from Hispanic communities of working-class communities facing longstanding economic hardships - entered the pandemic with fewer resources to absorb its impacts. They lacked the financial reserves to hire tutors, the professional flexibility to support daytime learning, or the social capital to navigate complex educational systems during crises. Throughout the pandemic, TLC responded by providing technology and technical support in English and Spanish, Wi-Fi hotspots, and food assistance to families in need. The pandemic's physical, mental, and emotional toll on our school community exposed and intensified existing disparities, making recovery from learning loss more difficult.

TLC's inclusive education model a core institutional value—proved particularly vulnerable to pandemic disruption. Inclusion requires seamless coordination among general education teachers, special education specialists, paraprofessionals, and support providers. It depends on carefully structured classroom environments where students with disabilities receive individualized support while participating fully in general education classes. When schools closed, these finely tuned systems broke down almost instantly. Rebuilding them has required

Emerging data from post-pandemic years demonstrates that recovery and progress remain uneven across Orange County, with persistent disparities in chronic absenteeism reflecting deeper systemic inequities. While Orange County achieved significant improvement reducing chronic absenteeism to 15% in 2023-24 school year, the lowest rate among comparable California counties this county-wide progress masks stark disparities among vulnerable student populations. Underserved student groups experience substantially higher rates: socioeconomically disadvantaged students at 25%, students with disabilities at 20%, English Language Learners at 20%, McKinney-Vento Homeless students at 28%, and Foster Youth at 38% more than double the county average. Additionally, chronic absenteeism varies significantly by race and ethnicity, with Pacific Islander (29%), American Indian/Alaska Native (24%), African American (23%), and Hispanic/Latino (20%) students experiencing elevated rates compared to Asian students (6%) and White students (13%). These disparities reveal that while countywide recovery has progressed, students facing multiple intersecting disadvantages continue to experience barriers to consistent school attendance rooted in economic hardship, housing instability, disabilities, language acquisition needs, and systemic inequities that persist despite overall improvements. (Source: [Orange County State of the Student, 2025](#))

2025-26 Improvement Strategies & Implementation Plan: Recognizing the depth and complexity of challenges facing our school community, TLC has implemented comprehensive interventions during the current 2025-26 school year. These initiatives, detailed in our Local Control and Accountability Plan, represent the foundation upon which we will build intensified improvements during the two-year renewal period.

- **Academic Recovery Initiatives:** TLC has implemented comprehensive academic recovery initiatives during the 2025-26 school year to establish consistency and coherence after years of disruption. These efforts focus on systemic curriculum adoption, targeted teacher support, tiered intervention structures, and family partnership.
- **Curriculum and Instruction:** TLC adopted Go Math schoolwide because it meets the needs of our diverse learner population. The curriculum provides robust supports for English Learners and students with disabilities through concrete manipulatives, visual representations, and language scaffolds. Importantly, Go Math emphasizes conceptual understanding over procedural fluency, asking students to analyze problems, reason through solutions, and justify their answers rather than simply memorizing procedures. The curriculum also integrates technology and visual aids to increase engagement and includes resources that make classroom learning transparent and accessible to families.
- **Teacher Support and Professional Development:** To ensure faithful implementation of Go Math across grade levels, TLC has established a comprehensive support structure for teachers. Bimonthly classroom observations provide teachers with targeted feedback on curriculum implementation and instructional practices. Teachers participate in monthly professional development and coaching focused on using the curriculum with fidelity while differentiating instruction for the wide range of readiness levels within each classroom. Grade-level teams meet weekly to plan lessons, analyze student data, monitor progress, and identify students needing additional support. Together, these professional learning experiences build teacher capacity to respond to data and modify instruction in real-time.

Tiered Intervention System: TLC uses a three-tier intervention approach to address math gaps:

- Tier 1: All students receive daily math intervention during classroom "WIN" (What I Need) time. Students are flexibly grouped by learning need whether requiring intervention on specific skills, grade-level support, or extension and receive targeted instruction accordingly.
- Tier 2: Students performing in the 10th – 25th percentile on benchmark assessments (administered fall, winter, and spring) participate in 6-to-8-week interventions before or after school. These sessions provide individualized and small-group instruction targeting high-leverage math skills.
- Tier 3: Students with the most significant gaps receive individualized tutoring during or outside regular school hours. Students with disabilities access all tier supports as needed and appropriate, in addition to interventions outlined in their Individualized Education Plans (IEPs).

While these tiered supports are currently in place, resource limitations and transportation barriers restrict participation, with approximately 20% of eligible students accessing extended learning opportunities.

- **Family Engagement:** TLC offers trimester parent workshops on math learning, curriculum, math development, and home practice routines. These sessions position families as partners in supporting their children's mathematical growth and understanding.
- **Attendance Recovery Efforts:** TLC's attendance improvement initiative takes a supportive, problem-solving approach grounded in the understanding that chronic absenteeism reflects barriers such as transportation challenges, health concerns, or family crises, rather than willful defiance. By addressing root causes, the school can connect families to resources and support.
- **Daily Communication and Family Connection:** Bilingual staff members conduct daily phone calls to families of absent students, maintaining connection and identifying specific barriers to attendance. These conversations often reveal transportation problems, health concerns, or family crises that trigger problem-solving conversations and resource coordination. Personalized, ongoing contact through phone calls, in-person meetings, and home visits has proven particularly effective in rebuilding school-family relationships that were strained during the pandemic.
- **Coordinated Team Approach:** A school-based team including the Director of Community Schools and the Principal works collaboratively to tailor outreach and support to individual students' and families' needs. Home visits and in-person meetings are conducted by teams including teachers, counselors, and parent liaisons, ensuring multiple perspectives and expertise in understanding family circumstances. These visits focus on problem-solving rather than compliance, allowing teams to listen to families' concerns, understand barriers to attendance, and develop meaningful solutions together. Depending on family circumstances and needs, the team connects through phone conversations, in-person meetings, home visits, or a combination of approaches.
- **Attendance Incentives:** Current attendance incentive programs celebrate progress rather than perfect attendance, recognizing that for chronically absent students, measurable improvement represents meaningful success. Schoolwide initiatives encourage students to improve their attendance by 10%, helping them experience school as a place of belonging and success.
- **Family Re-engagement Strategies:** Rebuilding family engagement requires removing participation barriers and fostering genuine, reciprocal relationships. TLC provides all written communications in English and Spanish, with phone translation available for families speaking other languages. Parent workshops are offered in English and Spanish at multiple times to accommodate varied work schedules, with online options, meals, and childcare provided to remove logistical obstacles to participation.
- **Building Family Capacity to Support Learning:** This year's parent education programs focus on building families' capacity to support their children's learning at home. Mathematics workshops teach parents the instructional strategies used in school, enabling them to assist with homework and understand their children's learning—even when methods differ from their own educational experiences. Technology training helps parents navigate online platforms where grades, assignments, and resources are located. Both programs demonstrate the school's commitment to partnership and shared responsibility rather than judgment.
- **Creating Multiple Pathways for Family Involvement:** TLC intentionally creates multiple pathways for families to engage and shape the school's direction. The Community Engagement Initiative (CEI) team composed of parents, students, and school staff guides shared decision-making and visioning as TLC

develops as a California Community School. Families also contribute through volunteering, joining parent-led committees, and attending monthly Family Math Nights. These opportunities allow parents to influence schoolwide decisions while helping the school understand students' and families' specific needs including barriers to attendance, social-emotional challenges, and academic obstacles and their root causes.

- **Early Results and Next Steps:** These foundation-building efforts are yielding early indicators of progress. While improvements to date are insufficient to exit low-performing status, they demonstrate meaningful momentum. Moving forward, TLC will build upon these foundational relationship-building efforts with intensified academic and attendance interventions during the two-year renewal period.

Learning Recovery Emergency Block Grant (LREBG): 2026-27 Plan

The Learning Recovery Emergency Block Grant (LREBG) was established pursuant to California Education Code Section 32526, added by Assembly Bill 182 and subsequently amended by AB 185, SB 114, SB 153, and AB 121. LREBG funds support learning recovery initiatives that support academic learning recovery and staff and pupil social-emotional well-being through the 2027-28 school year. Pursuant to EC Section 32526(d), funds expended in 2026-27 are subject to a needs assessment and must be included in the LCAP.

Total LREBG Allocation

Tomorrow Leadership Collaborative (TLC) Charter School will expend its remaining 2026-27 LREBG allocation of \$22,497.15 to partially fund the Multi-Tiered System of Supports (MTSS) Interventionist position as described in LCAP Goal 1, Action 4.

Needs Assessment

TLC's comprehensive needs assessment, conducted in accordance with EC Section 32526(d), identified academic achievement gaps and intensive intervention capacity as the school's most significant learning recovery priorities. The 2025 California School Dashboard reveals that all students declined 6.3 points in mathematics to ORANGE status (78 DFS), with socioeconomically disadvantaged students declining 16.1 points to RED status (100.6 DFS) and Hispanic students declining 16.5 points to RED status (99 DFS). English Learners, representing 16% of enrollment, face concurrent language and mathematics learning barriers. Local iReady benchmark data shows 92% of students performing below grade level in mathematics, with 84% performing at least one grade level below expectations. The needs assessment identified insufficient intensive small-group intervention capacity and limited availability of specialized support personnel as primary barriers to accelerating learning recovery for students with significant achievement gaps. Students with Disabilities improved from RED to ORANGE status on chronic absenteeism, reflecting effectiveness of targeted support, but continue to require intensive academic intervention alongside attendance support. The needs assessment indicates that adding a dedicated MTSS Interventionist position with specialized training in evidence-based reading and mathematics intervention is essential to close achievement gaps and support learning recovery.

Expenditure: MTSS Interventionist

Position (LCAP Goal and Action): MTSS Interventionist (LCAP Goal 1, Action 4: Tiered Intervention and Intensive Student Support)

Amount of LREBG Funds: \$22,497.15

Rationale: The MTSS Interventionist provides intensive, evidence-based small-group reading and mathematics intervention for students performing significantly below grade level, with emphasis on unduplicated pupils (socioeconomically disadvantaged students, English Learners, and Foster Youth). The position was identified as critical in TLC's charter renewal improvement plan to address pandemic-related learning loss and to establish sustainable systems for early identification and rapid intervention of students not meeting grade-level benchmarks. The MTSS Interventionist delivers Tier 2 targeted small-group instruction for students in the 10th-25th percentile on benchmark assessments and Tier 3 individual and small-group tutoring for students with the most

significant gaps. The Interventionist receives specialized training in evidence-based reading instruction aligned to the Science of Reading (phonemic awareness, phonics, fluency, vocabulary, comprehension) and in mathematics conceptual understanding and procedural fluency development using concrete-representational-abstract models. The position coordinates with classroom teachers to ensure intervention is aligned to core instruction and provides data-driven progress monitoring to adjust intervention intensity based on student response to intervention. The MTSS Interventionist works directly with English Learners and students with disabilities, providing language-responsive instruction and accommodations ensuring all students can access and benefit from intervention. This position directly addresses the intensive intervention capacity gap identified in the needs assessment and supports the learning recovery purpose required under EC Section 32526(b). This expenditure is aligned with EC Section 32526(c)(2) allowable uses for additional academic services and tutoring using evidence-based approaches.

Evidence Tier: Tier 1 (Strong Evidence). Rigorous, large-scale studies meeting ESSA Tier 1 evidence standards demonstrate that targeted, small-group reading and mathematics instruction delivered by trained educators using structured, evidence-based curricula produces statistically significant academic gains for students performing below grade level. Research shows that intensive intervention is most effective when delivered early, based on accurate assessment of specific skill deficits, and responsive to student progress. Meta-analyses of reading intervention studies consistently identify phonologically based interventions aligned to the Science of Reading and systematic instruction in foundational mathematics skills as among the most effective approaches for accelerating learning recovery, particularly for economically disadvantaged students and English Learners.

Metrics: MTSS Interventionist position effectiveness will be measured using: CAASPP English Language Arts and Mathematics Distance from Standard disaggregated by socioeconomically disadvantaged students, English Learners, and students with disabilities as reported on the CA School Dashboard; and iReady Reading and Math benchmark assessment results.

LCAP Alignment: The MTSS Interventionist position is included in the 2026-27 LCAP in full compliance with EC Section 52064.4. The position is listed under LCAP Goal 1, Action 4: Tiered Intervention and Intensive Student Support. The LREBG funding of \$22,497.15 covers a portion of the annual position cost, with the remaining balance funded through Title I funds. The inclusion of this position in the LCAP ensures that the school's use of LREBG funds directly supports the documented improvement priorities and contributes to meeting the school's goal of providing comprehensive, tiered support for all students, particularly those experiencing learning gaps and academic barriers.

Educational Partner Consultation: The use of LREBG funds for the MTSS Interventionist position was developed in consultation with educational partners through TLC's charter renewal improvement plan and ongoing LCAP engagement processes. Administrative leadership identified the need for dedicated intensive intervention capacity as a critical priority, based on analysis of Dashboard data showing significant achievement gaps and local iReady benchmark data indicating that 92% of students perform below grade level in mathematics. Teachers emphasized during weekly consultation meetings that many students require intervention intensity beyond what classroom teachers can provide during regular instructional time and requested specialized intervention personnel to provide targeted small-group support. Teachers specifically requested that an interventionist have expertise in both reading and mathematics intervention and be available for consultation regarding classroom-level differentiation and intervention grouping decisions. Classified staff, including paraprofessionals who support students during extended learning opportunities, expressed support for an interventionist position that would coordinate intervention efforts and ensure consistency across all learning contexts. Parents requested through PAC meetings that TLC provide additional academic support for students struggling with mathematics, identifying mathematics as their top priority for improved services. The needs assessment and expenditure plan were reviewed through the PAC, ELAC, and administrative team meetings, with all stakeholder groups supporting the allocation of LREBG funds to add intensive intervention capacity.

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 (2024 Dashboard)

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 (2024 Dashboard)

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.

2023 CA School Dashboard

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.

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.

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%

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)

Reflections: Technical Assistance

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

TLC Charter School is not eligible for Technical Assistance.

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 is not eligible for CSI. Not applicable.

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
<p>Administrators/Principal</p>	<p>TLC's administrative team met weekly from September 2025 through May 2026 to engage in sustained dialogue about LCAP development, data analysis, and fiscal planning. These weekly meetings examined the 2025-26 LCAP midyear update, local assessment data, 2024-25 California School Dashboard results, 2026-27 LCAP goals and actions, survey findings, and budget allocation. Discussions included how Title I funds and LREBG funds would be deployed to address identified needs and how LCAP actions aligned with TLC's charter renewal improvement plan priorities. This consistent, regular engagement ensured that administrative leadership remained aligned on data findings, improvement priorities, and resource allocation throughout the school year and that decisions regarding Goal Two and Goal Three actions were grounded in actual student performance, schoolwide climate data, and strategic use of federal and state funding.</p> <p>Key Learnings from Administrative Consultation</p> <p>Through this consultation process, TLC administrators identified several critical needs that directly shaped LCAP revisions, improvement plan priorities, and funding decisions. A primary concern was the need for targeted instruction and intervention in mathematics across all grade levels, reflecting analysis of 2024-25 Dashboard data and interim assessment results. Administrators emphasized the necessity of providing professional development and instructional coaching to teachers on the Go Math curriculum, California Mathematics Framework and Standards, and the use of interim-based SBAC assessments to monitor student progress and inform instruction. Discussions focused on how Title I funds could support these professional development investments and how mathematics improvement aligned with improvement plan goals.</p> <p>Social-emotional support emerged as a continued priority, particularly for upper elementary students in grades three through six. Administrators identified the need for enhanced trauma-informed practices and SEL support, recognizing that student behavioral and social-emotional needs directly impact attendance, engagement, and academic achievement. This feedback directly informed TLC's decision to purchase the Second Step SEL curriculum and to expand guided play and peer support interventions in the school climate plan. LREBG funding discussions centered on how to allocate these vulnerable grade resources to support SEL implementation in grades three through six.</p> <p>Administrators also highlighted the critical importance of strengthening PBIS implementation across the schoolwide system and within individual classrooms. Discussions emphasized that while foundational PBIS structures had been established, consistent and high-fidelity implementation required additional staff development and monitoring. This</p>

Educational Partner(s)	Process for Engagement
	<p>feedback aligned with TLC's decision to integrate the Tiered Fidelity Inventory into PBIS monitoring and informed how Title I funds would support PBIS professional development.</p> <p>The continuation of the Paraprofessional Academy was identified as essential to ongoing improvement. Administrators noted that paraprofessionals require ongoing training to support students both academically and behaviorally, and that investing in paraprofessional capacity strengthens the entire system's ability to serve students with disabilities and other students requiring additional support. Funding discussions centered on sustainable resource allocation for paraprofessional training aligned with improvement plan commitments.</p> <p>Finally, administrators identified a critical need for professional development and coaching on inclusive co-planning and co-teaching models. Discussions addressed how Title funds could support this professional development while strengthening implementation fidelity of TLC's inclusion model as documented in the improvement plan.</p>
<p>Teachers</p>	<p>TLC engaged teachers in a systematic process to gather feedback and build collective ownership of the 2026-27 LCAP and improvement plan priorities. Weekly administrative meetings from September 2025 through May 2026 included structured opportunities for teacher input on LCAP midyear updates, local data and assessments, 2024-25 California School Dashboard results, 2026-27 LCAP goals and actions, survey findings, and budget allocation. Critically, discussions included how Title I funds and LREBG funds would be strategically deployed to support identified instructional needs and how LCAP actions aligned with TLC's charter renewal improvement plan. This consistent engagement ensured that classroom teachers' professional expertise and observations of student learning directly shaped improvement planning and resource allocation decisions.</p> <p>Curriculum and Instructional Leadership</p> <p>Teachers identified professional development on the integration of Go Math curriculum across all grade levels as a priority need. This feedback reflected teachers' recognition that consistent, high-quality mathematics instruction requires not only access to curriculum materials but also deep professional learning on instructional strategies, scope and sequence alignment across grades, and how to differentiate instruction to meet diverse learner needs. Teachers also requested training on the use of interim-based assessments for mathematics and ELA in grades three through six, indicating that teachers understand the importance of using formative assessment data to monitor student progress and adjust instruction. Discussions addressed how Title I professional development funds would support these training needs and how improved mathematics achievement aligned with improvement plan metrics.</p> <p>Teachers also provided feedback regarding the Second Step social-emotional learning curriculum, noting a need for training on implementation. Additionally, teachers suggested exploring curriculum options with more engaging, dynamic components to increase student motivation and participation in SEL instruction. Discussions explored how LREBG funds designated for vulnerable grades could support SEL curriculum expansion and professional development. This feedback informed TLC's decision to expand SEL curriculum offerings and to provide ongoing professional development on SEL implementation in 2026-27.</p> <p>PBIS Implementation and Collaborative Practice</p>

Educational Partner(s)	Process for Engagement
	<p>A notable contribution from teachers was their willingness to co-construct implementation fidelity rubrics for PBIS Tier 1 components in classrooms. Rather than imposing a rubric developed by administrators, TLC engaged teachers in designing tools that would meaningfully measure whether behavioral expectations and positive reinforcement were being implemented with consistency and high fidelity. This collaborative process built teacher buy-in and ensured that the rubric reflected classroom realities and teachers' professional understanding of what high-quality PBIS implementation looks like in practice. Discussions emphasized how fidelity rubrics aligned with improvement plan commitments to strengthen PBIS.</p> <p>Teachers also co-constructed a walkthrough protocol for peer-based classroom walkthroughs and feedback cycles. This collaborative design of a peer observation tool reflects TLC's commitment to building a culture of continuous improvement based on professional learning communities rather than top-down evaluation. Teachers recognized the value of receiving feedback from colleagues and participating in reciprocal observation cycles that support instructional growth and improvement plan implementation.</p> <p>Technology Integration and Professional Support</p> <p>Teachers provided feedback on the need for support with technology integration across grade levels for social studies and science curriculum. This feedback reflects teachers' understanding that technology can enhance learning in these content areas when integrated thoughtfully, and that teachers need both professional development and ongoing technical support to implement technology effectively.</p> <p>Finally, teachers expressed a clear desire to receive feedback on their instruction and to continue receiving coaching and mentoring from the program specialist. This feedback demonstrates teachers' commitment to professional growth and their recognition that consistent, supportive coaching improves instructional quality. TLC's LCAP and improvement plan commit to providing sustained instructional coaching and feedback to support teacher development aligned with improvement plan priorities.</p>
<p>Classified Staff/Other Personnel</p>	<p>TLC engaged classified staff and other personnel in regular consultation to solicit their input on schoolwide initiatives and the 2026-27 LCAP. Classified staff, including paraprofessionals, office staff, and support personnel, work directly with students throughout the school day and bring essential frontline perspectives on student needs, school climate, and implementation of schoolwide programs. Recognizing the critical role of classified staff in supporting student success, TLC conducted monthly meetings from January through May 2026 to discuss schoolwide initiatives and gather input for LCAP goals, actions, and metrics. Discussions included how Title I funds and LREBG funds support classified staff professional development and how classified staff contributions align with TLC's charter renewal improvement plan.</p> <p>Feedback from Classified Staff Consultation</p> <p>Through this consultation process, classified staff identified professional development needs critical to their effectiveness in supporting students. A primary concern was the need for training on implementation of TLC's Immigration Policy regarding protection of student identifiable data. Classified staff recognize that they interact with families and handle sensitive student information in their daily work, and they expressed a need for clear training and</p>

Educational Partner(s)	Process for Engagement
	<p>guidance on protecting student privacy and complying with immigration policy. This feedback highlighted the importance of ensuring that all staff, not only teachers, understand their roles in protecting vulnerable student populations. TLC will incorporate immigration policy training into the classified staff professional development plan for 2026-27, ensuring that all personnel who interact with families understand data protection protocols.</p> <p>Classified staff also identified a need for support with addressing positive peer relations and navigating student conflict on the playground. Paraprofessionals and support staff who supervise recess and lunch noted that they encounter peer conflicts and social challenges and want strategies to help students resolve conflicts constructively and build positive relationships. This feedback directly connected to TLC's identified need to strengthen anti-bullying and peer support systems and informed decisions to expand guided play activities and peer conflict resolution support, as documented in the school climate plan.</p> <p>ParaLead Professional Development and Guided Play Implementation</p> <p>TLC conducted weekly meetings with ParaLeads (paraprofessional leaders) from January through May 2026 to engage them in deeper dialogue about schoolwide initiatives and their role in implementing key improvement plan priorities. These meetings included review of non-violent crisis intervention training and strategies to support students experiencing behavioral or emotional crises. Discussion centered on how paraprofessionals can apply crisis intervention strategies to de-escalate conflicts, support students in emotional distress, and maintain a safe, supportive school environment. This professional development aligns with TLC's identified need to strengthen trauma-informed practices and SEL support, particularly for upper elementary students.</p> <p>ParaLeads also received additional support with developing guided play activities for lunch time programming. This engagement recognized that paraprofessionals are essential to implementing TLC's expanded peer support and social connection initiatives. By providing paraprofessionals with training, planning time, and resources to develop high-quality guided play activities, TLC ensures that lunch time becomes an intentional context for social-emotional learning and positive peer interaction rather than a time when conflicts are likely to escalate. This investment in paraprofessional capacity directly supports TLC's PBIS and school climate improvement goals.</p> <p>Resource Allocation and Professional Development</p> <p>The feedback from classified staff and ParaLead consultation informed TLC's allocation of professional development resources and instructional support. Title I funds were allocated to support classified staff professional development on immigration policy, non-violent crisis intervention, and guided play facilitation. LREBG funds, designated for vulnerable grades, supported paraprofessional training in grades three through six where trauma-informed SEL support was identified as a priority need. Discussions emphasized how investments in classified staff professional development strengthen the entire school's capacity to implement improvement plan priorities and achieve LCAP goals.</p>
<p>Students including Unduplicated Pupils and Students with Disabilities (SWD)</p>	<p>TLC recognized that authentic engagement in LCAP development requires centering the voices of students themselves, particularly unduplicated pupils (English Learners and socioeconomically disadvantaged students) and students with disabilities. From January through May 2026, TLC engaged students in a comprehensive feedback</p>

Educational Partner(s)	Process for Engagement
	<p>process including student surveys and direct consultation to solicit input on school climate, student connectedness, school safety, engagement, and the educational program. This engagement acknowledged that students experience school daily and possess valuable insights about what supports their learning, safety, and sense of belonging. Discussions with student representatives included how LCAP actions and resource allocation directly support student experiences and how improvements align with TLC's charter renewal improvement plan.</p> <p>Student Survey and Feedback Process</p> <p>TLC administered the California Healthy Kids Survey to fifth-grade students and conducted supplemental focus groups with representative students including English Learners, socioeconomically disadvantaged students, and students with disabilities to gather more detailed qualitative feedback. Students provided input on their experiences of school climate, whether they feel connected to school and to peers, whether they feel safe, whether they are engaged in learning, and what aspects of the educational program are working well or need improvement. This direct solicitation of student voice ensured that the 2026-27 LCAP reflects not just adult perceptions of student needs, but students' own understanding of their experiences and priorities.</p> <p>Feedback from Student Consultation</p> <p>Through this consultation process, students provided feedback that directly informed TLC's LCAP and improvement plan priorities. Students expressed appreciation for the weekly prize box recognition system, which celebrates positive behavior and achievement. Students requested that TLC continue and expand this recognition practice, indicating that they value acknowledgment of their efforts and positive contributions. This feedback affirmed TLC's decision to maintain and strengthen the Tortuga ticket recognition system as a core component of PBIS implementation.</p> <p>Students also identified a desire for expanded recreational and play options during recess. Specifically, students requested additional equipment and activity options including volleyball nets, soccer nets, and seesaws. This feedback reflects students' understanding that recess should provide varied, engaging opportunities for physical activity and peer interaction. TLC's response to this student feedback included allocating resources to expand recess equipment and ensuring that outdoor spaces offer diverse play options that appeal to students with different interests and abilities. This investment directly supports TLC's school climate improvement plan goal of strengthening peer relationships and positive peer interactions during unstructured times.</p> <p>Students also expressed a strong desire for additional field trips and hands-on learning experiences. This feedback indicates that students value learning that extends beyond the classroom and engages them in authentic, experiential contexts. Students recognized that field trips and hands-on experiences enhance their learning and make education more engaging and meaningful. TLC will work to expand field trip opportunities and incorporate more hands-on, project-based learning experiences into the 2026-27 curriculum, exploring how Title I funds can support transportation and field trip costs to ensure equitable access for all students, particularly unduplicated pupils for whom cost barriers might otherwise limit participation.</p> <p>Students identified support with navigating peer conflict as an important need. This feedback directly aligned with TLC's analysis of school climate data showing a decline in Low Violence Victimization and increased reports of bullying and harassment. Students expressed that they encounter peer conflicts and want adults to help them learn</p>

Educational Partner(s)	Process for Engagement
	<p>strategies for resolving conflicts constructively and maintaining positive relationships. This student-voiced need directly informed TLC's decision to expand social-emotional learning curriculum, implement enhanced anti-bullying initiatives, and expand guided play and peer conflict resolution support. By responding to students' expressed need for peer conflict support, TLC demonstrated that student input directly shapes improvement plan priorities.</p> <p>Finally, students identified a need to improve the cleanliness and supervision of student bathrooms. This feedback connected directly to TLC's school climate data showing that facilities upkeep perception (56%) falls below state average. Students noted that bathrooms are not consistently clean and that supervision is sometimes lacking, making them feel unsafe or uncomfortable. This direct student feedback about facilities and safety became a priority for TLC's facilities improvement plan. TLC committed to increasing bathroom cleaning frequency, improving maintenance protocols, and ensuring consistent adult supervision of bathrooms during high-traffic times. This response to student feedback demonstrates that TLC takes students' safety and comfort seriously and will allocate resources to address student-identified concerns.</p>
<p>Student Advisory Committee</p>	<p>TLC does not serve middle or high school, therefore not eligible, nor required to form a Student Advisory Committee.</p>
<p>Parents</p>	<p>TLC engaged parents and families, including those representing English Learners, socioeconomically disadvantaged students, and students with disabilities, in ongoing consultation throughout the 2025-26 school year to gather input on school programs, family engagement, and priorities for the 2026-27 LCAP. Parents and families possess essential knowledge about their children's learning needs, family circumstances, and barriers to engagement. Recognizing families as partners in education, TLC conducted structured consultation meetings on September 25, 2025, December 11, 2025, March 19, 2026, and May 14, 2026, as well as administered Fall and Spring Parent Surveys to gather both in-person and written feedback. Discussions included how LCAP actions support student learning and family engagement, how Title I funds and LREBG funds are allocated to support family priorities, and how school initiatives align with TLC's charter renewal improvement plan commitment to authentic family partnership.</p> <p>Parent Consultation Meetings and Survey Process</p> <p>TLC held four structured parent consultation meetings across the school year, strategically spaced to allow ongoing dialogue and feedback loops. These meetings created space for parents to discuss their experiences with school programs, their children's learning and well-being, and their input on school priorities. Additionally, TLC administered Fall and Spring Parent Surveys to gather feedback from a broader parent population, including parents unable to attend meetings due to work schedules or other barriers. This multi-method approach to engagement ensured that TLC captured input from diverse parent voices and created multiple pathways for family participation in school improvement planning.</p> <p>Feedback from Parent Consultation Process</p> <p>Through this comprehensive engagement process, parents provided feedback that directly informed TLC's 2026-27 LCAP and improvement plan. Parents expressed strong support for the continuation of after-school academic and social enrichment programming (ELOP). This feedback affirmed that families value expanded learning time and</p>

Educational Partner(s)	Process for Engagement
	<p>enrichment opportunities and recognized that after-school programming provides critical support for students, particularly unduplicated pupils who may have limited access to enrichment outside of school. TLC's commitment to continuing ELOP programming was incorporated into the 2026-27 LCAP, with resource allocation decisions ensuring sustainable funding for after-school academic and social enrichment.</p> <p>Parents also expressed a desire to see workshops offered on homework support, study skills, and social-emotional learning. This feedback recognized that parents are partners in their children's learning and that they benefit from professional guidance on how to support academic success and social-emotional development at home. In response to this feedback, TLC will develop a series of family workshops on homework support strategies, study skills, and social-emotional learning concepts. These workshops will be offered at times and with resources (childcare, translation, food) that support parent participation, directly addressing subsequent feedback about accessibility.</p> <p>Parents provided critical feedback about meeting and event scheduling. Parents indicated that holding meetings and school events during hours that work for most working parents would be extremely helpful, and that when meetings must occur during school hours, substantial advance notice is essential. This feedback reflected the reality that many TLC families work during traditional school hours and that inflexible scheduling creates barriers to participation. In response, TLC committed to scheduling the majority of parent meetings and school events during evening or weekend hours to maximize accessibility. When daytime meetings are necessary, TLC will provide at least two weeks' advance notice and will explore virtual participation options to accommodate working parents. This commitment to family-centered scheduling demonstrates TLC's recognition that authentic family engagement requires removing structural barriers to participation.</p> <p>Parents requested a dedicated page on the school's website listing photos, names, titles, and email addresses of each staff member, with notation of their specific roles and responsibilities (such as attendance, after-school programming, family engagement). This feedback reflected parents' need to understand the school's organizational structure and to know whom to contact for specific concerns or questions. Parents noted that this information is particularly helpful for families new to the school community. TLC responded to this feedback by committing to develop and maintain a comprehensive staff directory on the school website with photos, titles, email addresses, and role descriptions, making it easier for parents to navigate the school system and communicate with appropriate staff members.</p> <p>Parents also expressed a desire for more opportunities to connect with teacher and paraprofessional staff to develop a better sense of who is working with their children. This feedback recognized that strong parent-teacher partnerships require personal connection and communication. In response, TLC will expand opportunities for parent-teacher interactions through classroom coffee talks, virtual meet-and-greets, and informal connection opportunities. The school will also ensure that paraprofessionals are introduced to families and that families understand the important role paraprofessionals play in supporting student learning.</p> <p>Parents whose children were transitioning from Site 1 to Site 2 expressed a desire for the opportunity to visit the new school site before the school year begins. This feedback recognized that transitions can create anxiety for students and families, and that prior knowledge of the new environment reduces uncertainty. TLC committed to offering transition visits for students and families moving between school sites, allowing them to familiarize themselves with the new environment, meet staff, and reduce transition anxiety.</p>

Educational Partner(s)	Process for Engagement
	<p>Finally, parents requested that TLC provide a monthly calendar of events highlighting different programs and school requirements on the school newsletter, and continue to send weekly updates of students receiving recognition during CARES ceremonies via Parent Square. This feedback indicated that parents value clear communication about school events and programming, and that they appreciate celebrating their children's achievements. TLC's communication systems, including the monthly event calendar and weekly recognition updates, directly support family engagement and help parents understand and participate in school life.</p>
<p>Parent Advisory Committee</p>	<p>The Parent Advisory Committee (PAC) served as a critical forum for parent leadership and input on LCAP development, school priorities, and resource allocation. TLC's PAC, consisting of parents representing the broader school community including parents of English Learners, socioeconomically disadvantaged students, and students with disabilities, met four times during the 2025-26 school year to review and provide feedback on LCAP goals, actions, metrics, and California School Dashboard data. These structured meetings created an intentional space for parent leaders to engage in deeper dialogue about school performance, resource allocation decisions, and alignment with TLC's charter renewal improvement plan. Discussions explicitly addressed how Title I funds, LREBG funds, and other resources are allocated to support student achievement and family engagement priorities identified through comprehensive needs assessment.</p> <p>PAC Consultation Meetings: October 2025 through April 2026</p> <p>TLC held PAC meetings on October 16, 2025, February 5, 2026, April 16, 2026, and May 14, 2026, creating multiple touchpoints for ongoing parent leadership input. During the first three meetings, the PAC reviewed LCAP goals, actions, and metrics, analyzed 2024-25 California School Dashboard results, and provided feedback to shape the 2026-27 LCAP development process.</p> <p>Feedback from PAC Consultation Process</p> <p>Through this consultation process, the PAC identified several priorities that directly informed LCAP development and resource allocation. Parents on the PAC requested guidance and workshops on the impact of daily student attendance and requested clarification on chronic absenteeism. This feedback reflected parent understanding that attendance is foundational to academic success and a desire to understand how chronic absenteeism affects student learning. Parents also requested additional information on Independent Study options, indicating interest in understanding alternative educational pathways available to students. In response to this feedback, TLC committed to developing parent workshops on attendance impact and chronic absenteeism, and to providing clear information to families about Independent Study options. These communications will be offered in multiple languages and at times accessible to working families. Resource allocation decisions will support the development of attendance improvement materials and workshops aligned with TLC's improvement plan priority to reduce chronic absenteeism.</p> <p>The PAC identified school safety as a primary and ongoing concern. Specifically, parents requested that the office become more secure and suggested replacing walkie-talkie communication systems with ring cameras when the office is closed, to enable parents and visitors to be easily identified before entering the building. This feedback reflected parent concern about maintaining a secure, welcoming entry point to the school. TLC committed to exploring and implementing enhanced office security measures including camera systems to improve both safety and</p>

Educational Partner(s)	Process for Engagement
	<p>parent experience when entering the school building. This investment in facilities security will be prioritized in the 2026-27 budget and improvement plan.</p> <p>The PAC requested that TLC expand Family Math Nights and similar family events, and suggested highlighting the diverse cultures represented in the school community through culturally themed celebrations such as Lunar New Year. This feedback recognized that family engagement events strengthen school community and provide opportunities to celebrate student and family identities. In response, TLC committed to expanding family engagement events beyond math nights to include culturally responsive celebrations that honor the diversity of the TLC community. This expansion of family engagement events will be supported through LCAP resource allocation and will be coordinated with the school's Community Schools initiatives.</p> <p>The PAC also identified a need for more timely trainings for parents on Parent Square so that all families are able to receive school communication. This feedback reflected that some families may be unfamiliar with the Parent Square platform and need support to access school communications. TLC committed to offering regular, accessible trainings on how to use Parent Square, with trainings offered at multiple times and in multiple languages to ensure equitable access to school communications.</p> <p>May 14, 2026 LCAP Presentation and PAC Approval</p> <p>On May 14, 2026, TLC presented the draft 2026-27 LCAP to the PAC for review and approval. The PAC provided additional feedback on specific LCAP components and priorities.</p> <p>PAC members requested that TLC explore alternative internal benchmark assessments in addition to or instead of i-Ready, specifically suggesting DIBELS as an option for literacy progress monitoring. This feedback reflected parent interest in understanding the range of assessment tools available and ensuring that TLC uses assessments that provide meaningful data on student progress. TLC committed to reviewing assessment options and considering adoption of additional or alternative assessments that provide complementary data on student literacy and mathematics progress.</p> <p>The PAC expressed interest in having more detailed information regarding the SEL curriculum used by the school. This feedback reflected parent desire to understand what social-emotional learning content and approaches students are experiencing. TLC committed to providing comprehensive information about the Second Step SEL curriculum, including curriculum components, grade-level objectives, and how SEL instruction aligns with PBIS and school climate improvement goals. Parent information sessions will be offered to deepen family understanding of SEL.</p> <p>The PAC requested additional Arts options for students, specifically mentioning interest in Musical Theater as an enrichment offering. This feedback reflected parent recognition that arts education enriches student learning and engagement. TLC will explore feasibility of expanding arts offerings to include Musical Theater or similar performance-based arts options, with consideration of resource allocation and staffing needs.</p> <p>The PAC expressed strong support for continuing the Tortuga Express transportation program and suggested that TLC consider adding additional transportation options to serve more families. This feedback reflected parent recognition that transportation barriers prevent some families from accessing school and that expanding transportation options would increase equitable access. TLC committed to continuing the Tortuga Express van service and to exploring feasibility of expanding transportation options through partnerships or additional funding.</p>

Educational Partner(s)	Process for Engagement
	<p>On May 14, 2026, following review and discussion of the draft 2026-27 LCAP, the PAC voted to approve the LCAP for submission to the TLC Governing Board. This approval reflected the PAC's confidence that the LCAP addresses identified student and family needs, reflects meaningful input from educational partners, and appropriately allocates resources to support student achievement and well-being.</p>
<p>English Language Advisory Committee (ELAC)</p>	<p>For the 2025-26 school year, TLC had a total of 36 English Learners, therefore did not meet the eligibility requirements to form a DELAC and/or English Learner Parent Advisory Committee.</p> <p>The English Learner Advisory Committee (ELAC) served as a critical forum for parent leadership and input on programs, services, and priorities affecting English Learners and their families. TLC's ELAC, consisting of parents of English Learners representing the school's diverse linguistic communities, met four times during the 2025-26 school year to review and provide feedback on LCAP goals, actions, and metrics, analyze 2024-25 California School Dashboard data, and discuss schoolwide initiatives with particular focus on reading and curricular support for English Learners. These structured meetings created an intentional space for English Learner parents to engage in meaningful dialogue about their children's language development, academic progress, and support systems. Discussions explicitly addressed how Title III funds, LCFF funds, and other resources are allocated to support English Learner achievement and family engagement priorities identified through comprehensive needs assessment and analysis of English Language Proficiency Indicator (ELPI) and reclassification data.</p> <p>ELAC Consultation Meetings: October 2025 through May 2026</p> <p>TLC held ELAC meetings on October 16, 2025, February 5, 2026, April 16, 2026, and May 14, 2026, creating multiple touchpoints for ongoing English Learner parent leadership and input. During these meetings, the ELAC reviewed LCAP goals, actions, and metrics with particular attention to actions supporting English Learners, analyzed 2024-25 California School Dashboard results including ELPI data, and discussed schoolwide reading and curricular initiatives designed to support English Learners' language development and academic achievement.</p> <p>Feedback from ELAC Consultation Process</p> <p>Through this consultation process, the ELAC identified priorities that directly informed LCAP development and resource allocation for English Learner support. Parents on the ELAC expressed a desire to see Spanish featured more prominently during schoolwide events and celebrations. This feedback reflected the importance of validating and celebrating the linguistic and cultural identities of English Learner families within the broader school community. Parents noted that while TLC serves many Spanish-speaking families, Spanish language and culture are not consistently visible and celebrated in schoolwide events. In response, TLC committed to intentionally incorporating Spanish language, literature, and cultural celebrations into schoolwide events including assemblies, family nights, and classroom celebrations. The school will ensure that announcements, performances, and cultural representations during schoolwide events include Spanish and reflect the multilingual, multicultural identities of TLC students and families. This commitment recognizes that valuing and celebrating students' home languages strengthens their sense of belonging and affirms the linguistic assets they bring to school.</p>

Educational Partner(s)	Process for Engagement
	<p>The ELAC also requested more comprehensive information about English Learner academic progress, English Language Proficiency Assessments for California (ELPAC) results, reclassification processes and criteria, and other data relevant to understanding how English Learners are progressing academically and linguistically. This feedback reflected parents' desire to understand their children's language development and academic achievement and to know what steps lead to reclassification to Fluent English Proficient status. Parents expressed that this information is sometimes difficult to access or understand, particularly for families who may be unfamiliar with California's EL assessment and reclassification systems. In response, TLC committed to developing comprehensive, accessible information for families about EL academic progress, ELPAC assessments, reclassification criteria and processes, and how families can support their children's English language development at home. This information will be provided in English and Spanish, and will be organized in a user-friendly format that helps families understand their child's current language proficiency level, progress toward English proficiency, and next steps in the reclassification process.</p> <p>The ELAC specifically requested workshops targeted to help families support students' language and academic development at home. This feedback recognized that parents are critical partners in supporting English Learners' language development and that parents benefit from guidance on how to support bilingual development, literacy, and academic learning at home. The ELAC suggested workshops on topics such as supporting reading at home in English and Spanish, strategies for supporting academic vocabulary development, how to use home language to support English language development, and how to encourage biliteracy. In response, TLC committed to developing and offering a series of family workshops specifically designed to support English Learner families. These workshops will address literacy support, academic vocabulary, bilingual development strategies, and how families can partner with school to support student progress. Workshops will be offered at times and with supports (childcare, food, translation) that enable family participation, and will be coordinated with ELAC input to ensure they address priority topics and are delivered in ways that are accessible and responsive to family needs.</p>
<p style="text-align: center;">SELPA</p>	<p>Tomorrow Leadership Collaborative (TLC) maintained regular partnership with the El Dorado County Charter SELPA throughout the 2025-26 school year to ensure that LCAP goals, actions, and services supporting students with disabilities (SWD) align with state special education requirements and reflect best practices in inclusive education. TLC's Special Education Director met regularly with SELPA staff throughout the school year to discuss special education services, inclusive practices, student outcomes data, and continuous improvement priorities. On May 21, 2026, TLC's Principal presented the draft 2026-27 LCAP, with particular focus on Goal 1, Action 2 addressing student behavior and school climate, to the El Dorado Charter SELPA to solicit formal input on how the LCAP supports students with disabilities and meets their cognitive, social, emotional, and physical needs.</p> <p>SELPA Consultation and Feedback</p> <p>The SELPA provided feedback affirming TLC's comprehensive approach to school climate and providing guidance for strengthening LCAP documentation of supports for students with disabilities. The SELPA emphasized the importance of demonstrating how the LEA models practices for building a positive school climate that meets the cognitive, social, emotional, and physical needs of each student with disabilities. Specifically, the SELPA highlighted that evidence of positive school climate for SWD includes data on suspension and expulsion rates disaggregated by disability status, student survey data on school safety and connectedness for SWD, and results from the California Healthy Kids Survey</p>

Educational Partner(s)	Process for Engagement
	<p>analyzed by student disability status. In response to this feedback, TLC committed to enhancing LCAP documentation to explicitly describe how school climate initiatives, PBIS implementation, social-emotional learning supports, and guided play activities specifically support students with disabilities. The LCAP will include language describing how TLC's comprehensive school climate system ensures that students with disabilities experience a safe, supportive, and inclusive environment where they can access core curriculum and develop positive peer relationships.</p> <p>The SELPA also recommended that TLC include a statement in the LCAP addressing how the school supports students with disabilities experiencing chronic absenteeism and how parent and student voice from SWD has been centered in LCAP development. This feedback recognized that students with disabilities may face particular barriers to attendance and that the LCAP should explicitly address how the school identifies and supports SWD experiencing attendance challenges. The SELPA also emphasized the importance of demonstrating that the LCAP development process included meaningful engagement of parents and students with disabilities. In response, TLC committed to including specific LCAP language describing how absenteeism barriers are addressed for students with disabilities, including how the school identifies attendance challenges, analyzes root causes, and provides targeted supports. Additionally, TLC will document in the LCAP how parent and student voice from students with disabilities informed LCAP development, including feedback gathered through ELAC meetings, student surveys, and direct consultation with SWD.</p> <p>Small's Cycle C Designation and SELPA Accountability Activities</p> <p>The SELPA informed TLC that the school has been designated as Small's Cycle C and will be required to participate in designated accountability activities beginning in Fall 2026. This designation indicates that TLC, as a small LEA, has been selected for SELPA monitoring and technical assistance activities focused on special education program quality, compliance, and student outcomes. TLC will work collaboratively with the SELPA to participate fully in Cycle C activities, which may include site visits, data review, program evaluation, and technical assistance on specific areas of special education service delivery or student outcomes. This designation provides TLC with an opportunity to receive external review and feedback on special education practices and to engage in continuous improvement activities supported by SELPA expertise.</p> <p>Strengthening LCAP Documentation for Students with Disabilities</p> <p>In response to SELPA feedback, TLC will revise Goal 1, Action 2 and related LCAP sections to more explicitly address how school climate initiatives support students with disabilities. The LCAP will include specific language describing how PBIS implementation in classrooms and schoolwide settings ensures that students with disabilities are included in behavioral expectations instruction, recognized for positive behavior through the Tortuga ticket system, and supported through tiered interventions when behavioral challenges arise. The LCAP will document how guided play activities during lunch are designed with accessibility and inclusion in mind, ensuring that students with disabilities have meaningful opportunities to build peer relationships and practice social skills. The LCAP will also describe how the school's approach to social-emotional learning, including Second Step curriculum and trauma-informed practices, supports the social and emotional well-being of students with disabilities.</p> <p>Additionally, TLC will strengthen LCAP documentation addressing absenteeism support for students with disabilities. The LCAP will describe how the school identifies when students with disabilities are experiencing attendance</p>

Educational Partner(s)	Process for Engagement
	<p>challenges, how root causes are analyzed (including factors such as transportation barriers, medical needs, or anxiety), and how targeted supports are provided. The LCAP will document how the school partners with families of students with disabilities to problem-solve attendance barriers and how the Individualized Education Program (IEP) team considers attendance data and barriers when planning supports and services.</p> <p>Centering SWD and Parent Voice in LCAP Development</p> <p>By presenting the draft LCAP to the SELPA and soliciting their input on how the plan supports students with disabilities, TLC demonstrated commitment to ensuring that special education perspectives are integrated throughout LCAP planning. The LCAP will include specific documentation of how parent and student voice from students with disabilities informed development of goals, actions, and metrics. This documentation will include information about engagement through special education parent meetings, student surveys, and direct consultation with students with disabilities regarding their experiences of school climate, safety, belonging, and engagement. By centering SWD voice in the LCAP narrative, TLC affirms that students with disabilities are essential partners in identifying their own needs and priorities for school improvement.</p> <p>Partnership with SELPA for Continuous Improvement</p> <p>The ongoing partnership between TLC and the El Dorado County Charter SELPA strengthens special education services and inclusive practices. Regular consultation with the SELPA ensures that LCAP goals and actions align with state special education requirements and reflect current research and best practices in inclusive education. The SELPA's feedback on school climate data, absenteeism support, and parent engagement helps TLC continuously refine its approach to serving students with disabilities. TLC's participation in Small's Cycle C activities beginning in Fall 2026 will provide structured opportunity for external review and technical assistance, further supporting the school's commitment to providing high-quality, equitable special education services within an inclusive, supportive school climate.</p>

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

TLC Charter School’s 2026-27 LCAP was shaped by the feedback provided by our educational partners, as outlined below by goal and action:

For GOAL 1: Integrated Multi-Tiered System of Supports and Community Schools

Action 1: Assessment and Benchmark Progress Monitoring: Teachers provided feedback that structured benchmarking and data collection systems are essential for identifying student learning needs and grouping students for targeted intervention. This feedback directly informed Action 1's emphasis on consistent fall, winter, and spring benchmarking using multiple assessment tools including i-Ready, Fountas and Pinnell, and curriculum-based assessments. Administrator consultation emphasized that benchmark data must inform instructional decisions and intervention planning, which led to the inclusion of dedicated planning time and substitute teacher coverage to enable teachers to analyze data and adjust grouping and instruction. Students indirectly influenced this action through their participation in the Tortuga's Spring to Success Campaign, where goal-setting based on i-Ready data fostered ownership and motivation for academic growth.

Action 2: Inclusive Services and Supports for Students with Disabilities: The El Dorado Charter SELPA provided feedback that strengthened this action significantly. The SELPA recommended that TLC document how it supports students with disabilities experiencing chronic absenteeism and include information on how parent and student voice from students with disabilities informed LCAP development. This feedback led to explicit inclusion of language describing how independent study, individualized health plans, and wraparound supports specifically address barriers students with disabilities face. Parent feedback during IEP meetings about needs for flexibility and responsiveness informed the school's commitment to tailoring programming and supports through the IEP process. The SELPA's designation of TLC as a model site for inclusive practices affirmed the importance of continuing and strengthening the full inclusion model, which directly shaped this action's emphasis on co-teaching, co-planning, and specialized support.

Action 3: English Language Development and Culturally Responsive Instruction: The English Learner Advisory Committee (ELAC) provided critical feedback that shaped Action 3. ELAC members requested that Spanish be featured more prominently in schoolwide events and celebrations, which directly informed the school's commitment to integrating Spanish language, literature, and cultural celebrations into academic programming. ELAC requested comprehensive information about English Learner academic progress, ELPAC results, and reclassification processes, which led to the school's commitment to providing detailed family materials explaining these processes. ELAC specifically requested family workshops targeted to English Learners addressing topics such as supporting bilingual development, literacy in English and Spanish, and academic vocabulary development. Teacher consultation identified the need for professional development on language acquisition strategies and for differentiated materials aligned to students' ELD levels, which informed Action 3's emphasis on planned ELD training in the winter and ongoing coaching on integrating language models into math and other content instruction.

Action 4: Tiered Intervention and Intensive Student Support: Administrative feedback that many students, particularly in lower elementary grades, are not making adequate progress in reading and mathematics despite core instruction directly informed the decision to add a dedicated MTSS Interventionist position. Teacher consultation identified the need for more robust intervention systems and for systematic small group instruction targeted to students performing significantly below grade level. Teachers requested instructional coaching on differentiating math instruction for diverse learners, which shaped the school's decision to hire a math consultant to support classroom teachers in implementing differentiated practices. Classified staff requested professional development on supporting students academically through interventions, which informed the inclusion of paraprofessional training on evidence-based intervention strategies. Administrator feedback that extended learning opportunities are critical for closing achievement gaps shaped the school's commitment to expanding before- and after-school intervention programming and ensuring that extended learning time is academically focused.

Action 5: Comprehensive Social-Emotional Learning and Attendance Support: This action directly responds to feedback from multiple stakeholder groups. Administrative consultation emphasized chronic absenteeism as a systemic barrier and the need for wraparound supports addressing transportation, mental health, family stress, and other non-academic barriers. Parent feedback identified transportation as the primary attendance barrier, leading directly to the school's commitment to continue and expand the Tortuga Express van service and to explore additional transportation options. Parents specifically requested that the school develop workshops on attendance impact and chronic absenteeism, which informed the school's commitment to multilingual family education on attendance. Students identified a desire for recess equipment and activities supporting peer connection, which informed the school's decision to expand recreational options and guided play that increase student motivation to attend school. The SELPA recommended that the school provide individualized support for students with medical fragility and specialized health-related accommodations, which shaped the action's emphasis on enhanced re-entry supports and flexible independent study options for medically fragile students. Classified staff requested training on non-violent crisis intervention and on supporting students through behavioral challenges, which informed the school's commitment to expanding CPI and trauma-informed training across all staff.

Action 6: Access to a Broad Course of Study: Student feedback and parent feedback influenced this action's continued emphasis on enrichment programming. Students expressed enthusiasm for art and music, leading to the school's commitment to showcasing student visual and performing arts work. Parents requested that the school expand enrichment offerings and consider adding Musical Theater programming, which informed the school's commitment to exploring additional arts options. Teacher feedback about the value of enrichment activities for student engagement and school climate supported the school's decision to continue arts programming and to maintain field trips and hands-on learning experiences despite the priority on academic intervention time. The OCDE's recognition of TLC as an Impact School partly resulted from the school's inclusive enrichment programming, affirming the importance of

maintaining broad access to a full curriculum including arts, music, and experiential learning.

For GOAL 2: Extensive Professional Development and Instructional Quality

Action 1: Credentialed Staff and Extended Instructional Calendar: Administrative feedback emphasized that sustained staffing and professional development are foundational to improvement, which shaped Action 1's emphasis on maintaining fully credentialed teaching positions, providing an extended instructional calendar with 176 days, and delivering comprehensive professional development. The SELPA recommended that TLC support teacher residents and interns through structured mentoring to develop highly qualified special education professionals, which directly informed the school's inclusion of these professional development pathways in Action 1. Teacher feedback requesting ongoing coaching and mentoring support shaped the school's decision to integrate a resident teacher and provide structured induction support for new teachers.

Action 2: Coherent Professional Learning Systems: This action directly responds to teacher feedback gathered during weekly administrative meetings. Teachers specifically requested professional development on Go Math curriculum implementation, which led to the inclusion of 40 hours of mathematics training on curriculum adoption and instructional strategies. Teachers requested training on interim-based assessments and formative assessment practices to inform instruction, shaping the professional development focus on using FIBA and IBA data for instructional decision-making. Teachers identified the need for training on science of reading instructional approaches and received extensive feedback that they wanted to understand reading instruction grounded in research on phonics, phonemic awareness, fluency, vocabulary, and comprehension. Teachers requested ongoing instructional coaching and feedback cycles rather than one-time professional development, directly informing the school's commitment to job-embedded coaching throughout the year. Classified staff requested professional development on tiered intervention implementation and on supporting students both academically and behaviorally, which shaped the inclusion of paraprofessional professional development in this action. The SELPA recommended professional development on inclusive co-planning and co-teaching, which informed the school's commitment to providing ongoing coaching focused on these practices.

Action 3: Standards-Aligned and Accessible Instructional Materials: Teacher feedback that current math curriculum materials did not provide adequate differentiation and support for diverse learners directly informed the school's decision to conduct a comprehensive curriculum audit with OCDE. Teachers requested materials with clear scope and sequence, built-in differentiation guidance, and intervention resources, which shaped the decision to adopt Go Math and to review all curricular materials for alignment and accessibility. The SELPA recommended that TLC ensure materials are accessible and appropriately differentiated for students with varied learning needs, leading to the school's commitment to evaluating whether materials are inclusive of and appropriate for students with disabilities. Teacher feedback about the need for more engaging SEL curriculum options informed the decision to purchase the Second Step curriculum, and the addition of TCI curriculum materials for social studies and science expanded student access to standards-aligned content instruction.

Action 4: Student Access to Technology: Teacher feedback that technology integration supports student learning and engagement informed the decision to expand device access, with additional Chromebooks and iPads purchased to ensure every student has consistent access. Administrator and teacher feedback about the value of centralized technology platforms shaped the decision to implement Clever as a single sign-on system that streamlines student access to digital learning tools. Teachers requested support with technology integration across grade levels for science and social studies, which informed the school's purchase of TCI curriculum materials and ongoing partnership with CSUF for technology training and support. Parent feedback during technology navigation workshops informed the school's commitment to providing training and support for families in using school technology platforms and supporting digital learning at home.

For GOAL 3: Family Engagement and Community Partnerships

Action 1: Student Enrichment, Health and Wellness, and School Climate: Student feedback requesting recess equipment and expanded recreational options directly informed the decision to invest in volleyball nets, soccer nets, and seesaws. Parent feedback affirming the value of family math nights and field trips led to the school's commitment to continuing and expanding these engagement opportunities. Student feedback expressing appreciation for the Tortuga ticket recognition system informed the school's decision to continue and strengthen PBIS as a core component of school climate. Students' requests for support

navigating peer conflict shaped the school's commitment to expanding anti-bullying initiatives and peer conflict resolution support. Student feedback about bathroom cleanliness and supervision directly informed facilities improvement priorities in this action. Teachers requested that enrichment programming continue to provide a balanced curriculum alongside academic intervention, which supported the school's decision to maintain art and music programs while prioritizing academic needs.

Action 2: Parent Input and Shared Decision-Making: Parent Advisory Committee feedback requesting transparent communication about school decisions and opportunities for input shaped the school's commitment to multiple advisory structures including PAC, ELAC, and the CEI team. Parents requested a staff directory listing names, titles, and email addresses with role descriptions, which directly informed the development of the school website resource. Parent feedback about communication access informed the school's commitment to providing materials in English and Spanish with translation services available. Parents requested that the school provide written responses to committee feedback, which shaped the school's commitment to documented decision-making feedback loops. The ELAC emphasized the importance of culturally responsive engagement approaches and requested that the school ensure Spanish-speaking families can participate meaningfully, which informed the school's commitment to providing translation and interpretation services and to conducting meetings in ways that honor cultural values and communication styles.

Action 3: Family Engagement and Wraparound Support: Parent and PAC feedback identified transportation as the primary barrier to attendance, directly leading to the school's commitment to continue and expand the Tortuga Express van service. Parents requested workshops on attendance impact and chronic absenteeism, shaping the school's plan to develop multilingual family workshops on these topics. Parent feedback about work schedule conflicts and the need for flexible meeting times directly informed the school's commitment to scheduling most family events during evening and weekend hours. The PAC requested culturally responsive family events including celebrations such as Lunar New Year, which shaped the school's commitment to hosting family engagement events that highlight diverse cultures and celebrate student and family identities. The ELAC requested family workshops on supporting English Learners, informing the school's commitment to offering workshops on topics such as supporting bilingual development, early literacy, and academic vocabulary development. Parents requested more information about school programs and resources, which led to the school's commitment to providing a monthly calendar of events and highlighting programs and requirements in newsletters. Parents requested that the school continue weekly updates celebrating student achievements during CARES ceremonies, which the school committed to continue through Parent Square communication.

Action 4: Safe, Clean, and Well-Maintained Facilities: Students identified concerns about bathroom cleanliness and supervision, which directly shaped the school's prioritization of facilities improvement and increased maintenance and supervision in this action. The PAC raised concerns about office security and requested enhanced security measures such as ring cameras for identifying visitors, which informed the school's commitment to exploring and implementing enhanced office security systems. Parent and PAC feedback about facilities conditions informed the school's commitment to maintaining ongoing communication with facility lease holders to ensure routine maintenance needs and repairs are addressed promptly.

The 2026-27 LCAP reflects a systematic integration of feedback from all educational partner groups, with each goal and action directly shaped by the insights and priorities of administrators, teachers, classified staff, students, parents, and external partners. By deliberately organizing feedback by LCAP goal and action, TLC demonstrates that the adopted plan is genuinely responsive to identified community needs and represents a collective commitment to improving outcomes for all students.

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.

This goal supports TLC’s performance on the 2024 and 2025 Dashboard results and the needs identified in its Improvement Plan. The data showed that student outcomes are being affected by interconnected barriers, including unfinished learning, chronic absenteeism, mental health and social-emotional needs, weakened family-school connection, and challenges related to poverty, language, and disability. TLC’s Improvement Plan therefore calls for a stronger, more coordinated system of support that integrates academic, behavioral, social-emotional, mental health, and family support services.

This goal is also supported by TLC’s Dashboard performance. The 2024 Dashboard placed TLC in the low-performing category with red performance levels across multiple indicators and student groups, and the 2025 Dashboard continued to reflect significant need, including Red performance for Chronic Absenteeism for All Students, Socioeconomically Disadvantaged students, and Hispanic students. Although TLC showed improvement for Students with Disabilities in chronic absenteeism, that student group, along with other high-needs groups, continues to require coordinated support.

As a result, TLC developed Goal #1 to strengthen Multi-Tiered System of Supports (MTSS) implementation in alignment with the Four Pillars of Community Schools so that integrated student supports address barriers to learning and improve outcomes for all students, including Students with Disabilities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 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 SED -68.4 Hispanic -69.6	2023-24 ELA CAASPP DFS All Students -36.5 SED -55.9 Hispanic -55.8	2024-25 ELA CAASPP DFS All Students -66 SED -73.7 Hispanic -67.9	2025-26 ELA CAASPP DFS All Students -56 Hispanic -57 SED -63.7	All Students: -11 SED: -5.3 Hispanic: -1.7
2	CAASPP Math Assessment: Distance from Standard (DFS) Source: CA School Dashboard	2022-23 Math CAASPP DFS All Students -71.7 SED -84.5 Hispanic -82.5	2023-24 Math CAASPP DFS All Students -78 SED -100.6 Hispanic -99	2024-25 Math CAASPP DFS All Students -95.1 SED -101.5 Hispanic -101.4	2025-26 Math CAASPP DFS All Students -85 Hispanic -90 SED -90	All Students: -23.4 SED: -17 Hispanic: -18.9
3	CA Science Test Source: CAASPP website & CA Dashboard	2022-23: 7.7% Met/exceeded (All Students)	2023-24: <11 students tested. CDE does not display data for privacy.	2024-25: 15.79% Met/exceeded (All students)	2025-26: 42 Science Points	All Students: -8.09%
4	% EL who made progress towards English Language Proficiency Source: ELPI – CA School Dashboard	44.4% Source: 2023 Dashboard	20% Source: 2024 Dashboard	60.9% Source: 2025 Dashboard	2025-26: 48%	+16.5%
5	% students English Language Proficiency for Summative ELPAC Source: ELPAC website	2022-23: 7.14% Proficient	2023-24: 9.09% Proficient	2024-25: 15.6% Proficient	2025-26: 3% Proficient	-8.46%
6	Reclassification Rate Source: CALPADS	2022-23: 11.5%	2023-24: 15%	2024-25: 14.8%	2025-26: 3%	+3.3%
7	Attendance Rate	2022-23: 92.3%	2023-24: 93.2%	2024-25: 93.2%	2025-26: 93%	+0.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS					
8	Chronic Absenteeism Rates Source: CA School Dashboard	2022-23: Chronic Absenteeism Rate All Students 29.9% EL 21.3% SED 29.5% SWD 48.5% Hispanic 25.7% White 42.9%	2023-24: Chronic Absenteeism Rate All Students 25.9% EL 25.5% SED 26.1% SWD 27.8% Hispanic 25.6%	2024-25: Chronic Absenteeism Rate All Students 26.0% EL 25.0% SED 26.8% SWD 25.6% Hispanic 26.1%	2025-26 Chronic Absenteeism Rate All Students 22.0% EL 22.0% SED 22.0% SWD 22.0% Hispanic 22.0%	All Students: -3.9% EL: +3.7% SED: -2.7% SWD: -22.9% Hispanic: -0.1% *White: N/A *Not numerically significant in either Baseline or Y2 Outcome
9	Suspension Rate Source: CA School Dashboard	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
10	Expulsion Rate Source: Dataquest	2022-23: 0%	2023-24: 0%	2024-25: 0%	2025-26: 0%	0%
11	% students participating in elective course or program, including summer, or after-school enrichment. Source: Master Schedule, CALPADS	2022-23: 100%	2023-24: 100%	2024-25: 100%	2025-26: 100%	0%
12	% students participating in all 5 Components of the Physical Fitness Test (PFT): Grade 5 Source: SARC	2022-23: 96%	2023-24: 100%	2024-25: 100%	2025-26: 100%	+4%

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<ul style="list-style-type: none"> ○ % 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: <ul style="list-style-type: none"> ○ Middle School dropout rate ○ High School dropout rate ○ High School graduation rates 					

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented. TLC completed Fall, Winter and Spring, schoolwide benchmarks including i-Ready, Fountas & Pinnell (F&P), and Go Math Beginning-of-Year Assessments in September and October. All students with Individualized Education Programs (IEPs) received accommodations as specified in their plans throughout the benchmarking process.

In response to declines in both ELA and Math on the 2025 California School Dashboard compared to 2024, the school has implemented targeted professional development for teachers. This training focuses on deepening understanding of the format of state-mandated assessments, including the effective use of Formative Interim-Based Assessments (FIBAs) and Interim-Based Assessments (IBAs), as well as the various levels of accessibility supports available to students during testing.

The principal and teaching staff have also identified and addressed barriers that may have previously impacted testing conditions. These include intermittent internet connectivity issues, the need for enhanced proctor training to ensure accommodations are provided with fidelity, and the development of a testing schedule that allows for the timely completion of all statewide assessments.

For the Winter Benchmarks, teachers were provided with dedicated planning time and substitute teacher coverage to support the timely and accurate completion of one-to-one F&P and Go Math assessments.

State-Mandated Assessments: TLC is actively preparing for upcoming state testing windows. Preparations include the completion of proctor certification requirements and ongoing teacher training on the use of Interim-Based Assessments and accessibility tools to ensure all students are assessed equitably and accurately.

School-Based Learning Showcase (Summative Assessments): The Fall Showcase was redesigned from a writing celebration to a math-focused showcase and family engagement day. This shift was made in direct response to a decline in math CAASPP performance as evidenced on the 2025 CA School Dashboard and in alignment with the School Improvement Plan’s emphasis on growing math skills for all students. The event also served as an opportunity to familiarize parents and guardians with the newly adopted Go Math curriculum.

Challenges Identified: The 2025 Dashboard data for students in grades 3–6 reveals significant declines across both content areas. In ELA, all students declined by 29.5 points. Among student groups, socioeconomically disadvantaged (SED) students declined by 17.8 points, students with disabilities (SWD) declined by 86.9 points, and Hispanic students declined by 12.1 points. In Math, all students declined by 17.1 points. Among student groups, SED students declined by 0.9 points, SWD declined by 90.0 points, and Hispanic/Latino students declined by 2.4 points.

Successes Identified: Teachers were provided with a staggered testing schedule, which allowed all students adequate time to complete all benchmarks. The math-focused showcase and family engagement day attracted more than 50% family participation per classroom, a significant increase from the 25% participation rate at previous family math night events hosted during the school year.

Additionally, TLC launched the “Tortuga’s Spring to Success Campaign” at the end of December. This initiative focuses on student goal setting and awareness of individual reading and math levels, while promoting targeted practice of foundational skills both at home and through the school’s extended learning camp.

Action 2: This action was fully implemented. TLC continues to offer independent study as an option for families of students with disabilities, which is discussed during IEP meetings to ensure families are aware of all available supports. Individual Health Plans are developed in collaboration with the school nurse on an as-needed basis and are monitored and implemented by grade-level teams to ensure continuity of care throughout the school day.

The principal and program specialist have worked directly with the education specialists to build internal controls that ensure students with disabilities have appropriate state-mandated assessments, accommodations, and supports identified and documented through the IEP process. These controls are designed to ensure that each student’s plan accurately reflects their individualized needs. Additionally, targeted training has been provided to parents and IEP team members to strengthen their understanding of the continuum of supports and testing options available to students with disabilities.

TLC has also met with families during IEP meetings, per SELPA recommendation, to tailor programming and supports through the IEP process, ensuring that services are responsive to each student’s evolving needs.

Full Inclusion Model and SELPA Collaboration: TLC continues to collaborate closely with the SELPA across multiple areas of special education programming. The school has hosted six visits in partnership with the SELPA to help support other charter schools in developing inclusive practices. A SELPA program specialist of inclusion has also been providing ongoing support to teachers and support staff with the implementation and monitoring of TLC’s full inclusion model.

TLC has attended SELPA-hosted network meetings to ensure full compliance with IEP timelines and monitoring requirements. The school has also maintained its partnership with the SELPA program specialist for consultation on complex cases where additional expertise is needed. Furthermore, TLC continues to collaborate and consult with the SELPA to design programming and supports for students who need additional assistance accessing required services due to chronic absenteeism.

Extended Learning and Extended School Year (ESY): TLC continues to offer Extended School Year (ESY) services and provides appropriate staffing and accommodations during all extended learning opportunities to ensure Students with Disabilities (SWD) are able to fully access and participate in this programming. These supports are designed to prevent learning loss and maintain continuity of services beyond the traditional school year. Approximately 25% of SWD are currently accessing extended learning opportunities, and TLC has retained support staff since the beginning of the year to provide consistent support throughout these programs.

Professional Development and Staff Capacity: TLC has invested in building the capacity of both certificated and classified staff to strengthen special education services. The school hosts a monthly Para Academy for paraeducators, led collaboratively by the principal, program specialists, teachers, and paraeducator leads. This ongoing professional development is designed to strengthen both new and continuing paraeducators in their support of students with disabilities.

In addition to the Para Academy, TLC partnered with the SELPA to host Crisis Prevention Institute (CPI) training at the school site during the summer. Over ten paraeducators also attended the SELPA Paraeducator Academy, representing more than 50% of TLC's paraeducator staff. Each grade-level team now has a team of trained Nonviolent Crisis Prevention Intervention (NCPI) members as a result of these efforts.

TLC is also currently partnering with the SELPA to host a resident teacher as part of their teacher residency program, further expanding the school's capacity to develop and retain highly qualified special education professionals.

Co-Teaching, Co-Planning, and Coaching: Special education teachers continue to engage in weekly co-planning sessions and daily co-teaching with general education teachers, ensuring that instruction within the full inclusion model is collaborative and responsive to the needs of all learners. As three of the current special education teachers are new to TLC, they meet weekly with the program specialist to analyze student data, receive one-on-one coaching, and engage in modeling of co-planning, co-teaching, and IEP development and facilitation. Special education teachers are tracking their co-teaching and Specialized Academic Instruction (SAI) services and remain compliant with service delivery requirements.

Challenges Identified

- **Academic Performance:** The 2025 Dashboard data reveals significant declines for students with disabilities in both content areas. In ELA, students with disabilities declined by 86.9 points, and in Math, this subgroup declined by 90.0 points from the 2024 Dashboard data. These declines underscore the urgency of the school's ongoing efforts to strengthen instructional practices, assessment preparation, and individualized supports for this population.
- **Attendance:** SWD continue to experience attendance challenges due to a variety of factors. Many families report that outside services and doctor appointments require students to miss school. Additionally, families of students with disabilities frequently cite disruptions in sleep patterns related to their children's unique disabilities as a cause of absences and tardiness. Students with disabilities also tend to experience higher rates of illness, and families must weigh general school health guidelines—such as being fever-free for 24 hours before returning—against the impact on attendance. While independent study continues to be offered and provided to all students, including those with disabilities, families often decline this option when their child is sick.
- **Staffing and Scheduling:** Several students with disabilities who have more extensive behavioral and self-care support needs participate in ESY and extended learning programs, which places high demands on staffing and requires additional personnel during after-school (ELO-P), camp days, and ESY sessions. Supporting new education specialists in scheduling and training paraprofessionals for consistency in IEP implementation has required additional meeting and collaboration time. Because paraprofessionals are needed to support students with disabilities during extended learning both after school and before school upon arrival, scheduling and implementing dedicated collaboration time remains an ongoing challenge.

Successes Identified: Discussions during IEP meetings regarding short-term independent study have helped educate families about their options for supporting attendance. TLC has been able to work directly with families to support them in improving daily attendance for students with disabilities.

The SELPA has worked collaboratively with TLC and selected the school as one of its model sites for inclusion. In further recognition of TLC's inclusive practices, the Orange County Department of Education (OCDE) has selected TLC as an Impact School due to its full inclusion model. Additionally, one of TLC's paraeducators was selected as the SELPA Paraeducator of the Year, reflecting the school's investment in developing high-quality support staff.

Ongoing consultation with the SELPA program specialist has helped TLC maintain compliance with data reporting requirements, including timely completion of Fall data submissions. The weekly coaching and monitoring provided to special education teachers have ensured that daily co-teaching and weekly co-planning are maintained consistently across all grade-level teams. TLC has also retained support staff since the beginning of the year, providing consistent and reliable support for students with disabilities throughout all programming.

Action 3: This action is partially implemented. TLC has made measurable progress in curriculum implementation and targeted instructional supports for English Learners (EL), while key professional learning components and family engagement supports are still in progress and scheduled for completion during the Winter and Spring.

Professional Development and Staff Training: TLC prioritized Year 1 implementation of the new Go Math curriculum at the start of the school year, which delayed the planned training on language acquisition strategies. As a result, EL-focused professional development for teachers and paraprofessionals is scheduled for February and is not yet fully complete. TLC has also expanded instructional technology by adding additional 1:1 Apple devices in TK–Kindergarten classrooms and continues to work in partnership with CSUF to provide TK–Kindergarten teachers with device training and other teachers with an iPad refresher.

Curriculum Integration and EL Instructional Support: To strengthen math instruction while supporting EL access to academic language, TLC brought on a math consultant for grades 3–6 beginning in October 2025 and partnered with OCDE to support TK–2 teachers through coaching and training in Go Math implementation and the integration of language models. The consultant support began in response to the significant differentiation required for TLC learners, including students performing below the grade level of the curriculum and the added complexity of combination classes. Teachers have also provided differentiated materials aligned to students’ ELD levels, including Spanish-language materials when appropriate. In addition, EL students have received targeted support during WIN Time through UFLI, as well as 1:3 reading and writing tutoring through the Littera virtual program.

Family Engagement and Workshops

Family engagement efforts are in progress. TLC plans to expand Winter and Spring workshops to include early literacy development and foundations of reading. During the Fall, family engagement efforts focused primarily on building momentum for math family nights. Attendance at parent workshops has remained low despite offering sessions in the evening and virtually, prompting the school to strengthen outreach and improve workshop design.

Challenges Identified: The primary implementation challenge has been sequencing. Because this is Year 1 of Go Math implementation and the math improvement plan required full implementation early in the year, training on language acquisition strategies was postponed to the Winter. The scope of differentiation needed for Go Math, including in combination classes, required significant teacher training and support upfront. In addition, parent workshop participation has been consistently low, limiting the school’s ability to deliver family learning supports at the intended scale.

Successes Identified: Teachers have developed a stronger understanding of the Go Math curriculum and have begun strengthening support for EL math vocabulary acquisition. Increased device access in TK–Kindergarten has improved classroom readiness for technology-supported instruction. Since December 2025, the math consultant has supported grades 3–6 teachers in beginning to integrate Interim Assessment Blocks (IABs), Formative Interim Assessment Blocks (FIABs), and related supports for ELs. OCDE training and coaching is scheduled to begin in February; however, teachers received initial training in December and will begin integrating strategies following the i-Ready benchmark window. Teachers are also using ELPAC and F&P data to provide more targeted designated ELD during WIN Time. To improve family engagement, TLC has partnered with CSUF to capture parent feedback through incentives (raffle items), and the feedback will be used to design more responsive and targeted workshops.

Action 4: This action is fully implemented. To address learning gaps and accelerate student achievement, TLC has implemented a 75-minute daily mathematics block for all students, which includes dedicated What I Need (WIN) time for targeted instruction. In addition to this core instructional block, students performing in the 10th–25th percentile receive a 30-minute targeted small-group intervention before and after school, supplementing the WIN time provided during the regular school day. Individual and small-group tutoring is also offered after school for students requiring additional support.

TLC began with intervention support provided during the school day through “What I Need” (WIN) time, then expanded to include before- and after-school intervention for 12 students during the fall. Morning “invitations” to intervention groups have resulted in strong attendance among targeted students.

Enhanced Math Intervention and Curriculum Support: TLC has collaborated with one of its veteran teachers to serve as the school’s math interventionist, providing Tier 2 supports to students who need additional assistance beyond core instruction. The principal has also been working in collaboration with a math consultant and the Orange County Department of Education (OCDE) to offer all teachers robust training on the Go Math curriculum. The math consultant began working with teachers in October 2025, specifically in response to the need to support differentiation and implementation of Go Math for students who were often performing well below the grade level of the curriculum being taught in their classrooms.

Training on number sense, math talk, and strategies for supporting math instruction—aligned with the work from OCDE that teachers implemented during the fall semester—will be extended to paraprofessionals and instructional assistants beginning in February, following the completion of the i-Ready benchmark window.

The Director of Inclusion role was restructured to a Program Specialist of Inclusion, supervised by the principal, who also serves as the Director of Inclusion. The Program Specialist has been providing whole-group and grade-level team instructional coaching, as well as individualized coaching to support the implementation of Universal Design for Learning (UDL) principles, particularly during co-planning. This coaching support is being extended during the winter trimester to include co-teaching support.

Tiered Intervention Implementation: Teachers utilized Fall Benchmark data from i-Ready, Fountas & Pinnell (F&P), and Go Math Beginning-of-Year Assessments to group students and provide all learners with universal Tier 1 supports. These supports include differentiated practice through i-Ready, EPIC, and Waggle. Teachers also used this data to form targeted groups during WIN time and to make recommendations for students who would benefit from additional before- and after-school intervention support. All students have been accessing Tier 1 universal supports as well as targeted instruction during WIN time with the support of co-teaching teams that include paraprofessional support.

Supplemental Academic Programs: Students have been provided accounts through Clever, a centralized platform that allows access to supplemental learning programs including i-Ready, EPIC, Prodigy, and Waggle. These platforms replaced ST Math and more uniformly align with the Go Math curriculum. Students in TK–3rd grade also access UFLI Foundations for reading support, while students in 3rd–6th grade have access to Words Their Way for vocabulary and spelling development.

Data-Driven Instruction and Progress Monitoring: The principal and Program Specialist have partnered with teachers to closely monitor, track, and analyze benchmark data to inform instruction and intervention. The Program Specialist has met with grade-level teams to facilitate data talks and to support the planning of WIN time. Progress monitoring is conducted through i-Ready assessments administered three times per year, with intervention data analyzed following six-week intervention cycles to assess student growth and adjust groupings as needed.

As part of the Tortuga's Spring to Success Campaign, teachers have been setting goals with students using i-Ready data to establish both class and individual goals and action plans. Students receive incentives as they complete their goals, fostering ownership of their academic progress and building motivation for continued growth.

Expanded Learning Opportunities: TLC has offered expanded learning opportunities after school, during pupil-free days, and over extended breaks. The afterschool coordinator, community school's director, and Program Specialist have worked together to plan academic blocks complemented by enrichment activities that focus on building foundational skills in reading and math. A watchlist of students who would benefit most from these opportunities is maintained, and families are proactively contacted to encourage participation.

Community Reading Library and Family Engagement: TLC has been utilizing the school library to provide small-group and individualized instruction, primarily in math during the fall trimester. Reading support will be integrated into library-based instruction during the winter and spring trimesters. The community school's director will also partner with community organizations to host family workshops targeting reading during the winter months.

Challenges Identified: The 2025 Dashboard data in Math for students in grades 3–6 shows a decline of 17.1 points for all students. Among subgroups, socioeconomically disadvantaged students declined by 0.9 points, students with disabilities declined by 90.0 points, and Hispanic/Latino students declined by 2.4 points from the 2024 Dashboard data. These declines underscore the importance of the school's multi-tiered intervention approach and the urgency of the ongoing efforts to strengthen math instruction and support across all grade levels.

Successes Identified: Students who have participated in Tier 2 intervention groups have shown improved understanding of math foundations, with pre- and post-assessment data indicating growth for 50% of participating students. Teachers have been able to provide more targeted and differentiated instruction during both whole-group and small-group settings and providing teachers with targeted instructional coaching and facilitated planning time has helped them deliver consistent and focused WIN time instruction.

The collaboration with afterschool personnel has resulted in more academically focused programming, and both teachers and the afterschool program have been able to utilize the library to provide small-group and individualized instruction. Attendance has been notably higher this year across all subgroups compared to the prior year, and TLC is seeing strong growth on i-Ready as a result of these combined efforts.

Action 5: This action is fully implemented. TLC has established and carried out a comprehensive social-emotional learning (SEL) and school climate system that integrates MTSS and Community Schools structures, strengthens PBIS implementation, and expands wraparound supports to improve student well-being, behavior, and attendance.

Root Cause Analysis and Targeted Family Supports: The principal and Community Schools Director work collaboratively to identify and address barriers affecting student attendance, engagement, and well-being. TLC meets families where they are by providing wraparound supports, including transportation assistance, school-based mental health services, and connections to additional community resources. TLC continues its partnership with Mariposa Woman & Family Center to offer school-based counseling and referrals for more intensive services when needed. Attendance is monitored daily, and families with excessive tardies or absences are contacted and met with to develop comprehensive support plans that may include transportation, mental health services, and academic supports.

MTSS and Community Schools Systems: TLC continues to strengthen implementation of the MTSS framework as an OCDE MTSS Cohort B Grantee by facilitating the FIA and SIT annually to assess systems, fidelity, and capacity. The Community Schools Director participates in county Community Schools network meetings to build TLC's capacity as a community school and supports coordination of services and partnerships. TLC also works with its CEI team to assess schoolwide needs and coordinate responses in collaboration with school administration. The principal and Community Schools Director maintain a roster of students receiving Tier 2 and Tier 3 supports and monitor student progress in eight-week cycles to ensure interventions are implemented consistently and adjusted based on need.

PBIS Implementation and School Climate Practices: TLC fully implemented PBIS systems and strengthened schoolwide structures by establishing a PBIS team and integrating the Tiered Fidelity Inventory (TFI) to monitor implementation. During the summer, TLC co-constructed schoolwide expectations and a reinforcement system with teaching and support staff and implemented "Tortuga Tickets" as the schoolwide recognition practice. Expectations and routines were reinforced through fall expectations assemblies for all students. Paraeducators meet bi-weekly to plan and prepare guided play to support lunchtime programming and intentionally reinforce positive peer interactions through Tortuga Tickets and student "Shout Outs." Climate surveys were administered in November 2025 to gather feedback on school climate and inform ongoing improvement.

Professional Development and Capacity Building: TLC implemented staff capacity-building supports to strengthen trauma-informed and restorative practices. The school leveraged returning staff who previously received trauma-informed training and continued building common practices through ongoing collaboration with Mariposa Woman & Family Center, including staff learning and family-facing supports aligned to student mental health and wellness needs.

Challenges Identified: TLC's 2025 Dashboard data show continued increases in chronic absenteeism, including increases for All Students (0.1), English Learners (0.5), Socioeconomically Disadvantaged students (0.7), Students with Disabilities (2.2), and Hispanic students (0.5). While these trends remain a challenge, TLC has implemented systems to address chronic absenteeism through daily monitoring, barrier analysis, and layered interventions aligned to MTSS.

Successes Identified: TLC's daily attendance is higher this year across student groups compared to last year, and targeted outreach—such as morning "invitations" to intervention groups—has resulted in strong participation among students receiving additional supports. TLC launched a van transportation service and currently supports approximately 12 students through transportation, while also providing bus cards for staff who need support commuting. TLC also provides school-based counseling to approximately eight students. The school has strengthened its ability to use MTSS processes to monitor attendance, behavior, benchmark data, school climate data, and parent feedback to guide timely interventions and wraparound supports. Office referrals during snack and lunch recess have decreased, and PBIS walkthroughs indicate that staff are consistently using Tortuga Tickets to reinforce positive behavior. Weekly Friday

CARES ceremonies are implemented consistently and contribute to a positive and supportive school climate.

Action 6: This action is partially implemented. TLC has maintained its Music and Art Education programming for all students. Student work and performances from both programs were showcased during the Winter Program, providing families with an opportunity to see student growth and creative expression across grade levels. TLC made the strategic decision not to continue with the Dance program this year in order to prioritize additional instructional time to address student academic gaps in reading and math, as well as to support the school's adoption and implementation of the new Go Math curriculum. This decision to suspend the Dance component is the primary reason this action is classified as partially implemented.

Physical Education and Inclusive Programming: Teachers work collaboratively with the Adaptive Physical Education (PE) Teacher and Occupational Therapist to offer PE programming that is inclusive of all students and addresses the development of age-appropriate gross and fine motor skills. This collaborative approach ensures that students with varying physical abilities are able to fully participate in and benefit from physical education instruction.

Technology Integration: TLC expanded the use of iPads in the TK–Kindergarten classrooms and has worked to streamline student access to curriculum and supplemental materials through Clever, a centralized single sign-on platform. Students are now able to use one QR code to sign in to all curricular applications, significantly reducing instructional time lost to login procedures and increasing student independence with their devices. In addition to core academic programs, students have received access to TCI Social Studies and Science curricular materials through the platform, broadening their exposure to content-area instruction.

Challenges Identified: The primary challenge for this action has been the need to balance enrichment programming with the urgent demand for additional academic instructional time. TLC opted not to continue with the Dance program in order to focus resources and time on addressing student gaps in reading and math, as well as to support the first year of Go Math curriculum adoption. While this was a necessary decision to ensure academic priorities were met, it has resulted in a narrowing of the enrichment offerings originally planned for this school year.

Successes Identified: TLC successfully hosted a math-focused showcase and family engagement day as well as a Winter Program that showcased student art and music, demonstrating the school's ability to maintain meaningful enrichment experiences alongside its academic priorities. The technology integration through Clever has been a notable success, as students across all grade levels are now able to independently navigate their devices, access curricular applications using a single QR code, and engage with supplemental learning materials in Social Studies and Science. During OCDE county visits, students from all grade levels demonstrated proficiency in navigating and using their devices, validating the effectiveness of the school's technology integration efforts.

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.

Tomorrow Leadership Collaborative (TLC) Charter School experienced no material differences between budgeted expenditures and estimated actual expenditures for Goal One actions during the 2025-26 school year. All allocated resources for Goal One were expended as planned, with spending aligned to the approved budget. This alignment indicates that TLC's planning process accurately estimated resource needs and that implementation proceeded as designed without significant cost overruns or underspending. The consistency between budgeted and actual expenditures demonstrates effective fiscal management and successful execution of Goal One actions within the projected financial parameters.

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

Action 1: This action has proven effective across multiple measures. The implementation of structured benchmarking supports resulted in 100% completion of all Fall and Winter Benchmarks, providing teachers with valuable data to differentiate instruction and group students for targeted intervention.

Family engagement also showed meaningful growth. Over 50% of families per classroom participated in the Fall Showcase and family engagement day, double the 25% participation rate seen at previous family math events. Many families took the games and activities learned at the event home to use with their children over the three-week winter break, extending learning beyond the classroom.

Looking ahead, two upcoming data points will further measure the effectiveness of this action. The i-Ready Winter Benchmark diagnostic provided mid-year growth data to assess whether instructional adjustments and interventions are yielding measurable student progress in reading and math. According to Spring i-Ready Benchmark data, 95% of students met typical growth in math and 100% of students met typical growth in reading. Additionally, 45% of students met proficiency in math showing a 15 point increase from the 2024-2025 school year. Subsequently, results from the spring state-mandated assessments (CAASPP) in May will serve as the primary measure of whether these actions have contributed to reversing the ELA and Math declines reflected on the 2025 Dashboard.

Action 2: This action has proven effective across multiple areas. More families of students with IEPs are accessing short-term independent study as an attendance support, demonstrating that IEP-based discussions are translating into informed family decision-making. TLC's recognition by both the SELPA as a model inclusion site and by OCDE as an Impact School validates the strength of the school's full inclusion model and its commitment to serving students with disabilities in the least restrictive environment.

Collaboration with the SELPA has ensured timely compliance with Fall data reporting, and ongoing consultation continues to support the school's adherence to all special education requirements. Inclusive programming, combined with the support of additional adult staffing, has increased the participation of students with IEPs during extended learning camps and ESY. TLC has also seen a decrease in behavioral referrals as a result of CPI and NCPI training, and the school's suspension rate remains at 0%. Finally, special education teachers are consistently tracking their co-teaching and Specialized Academic Instruction (SAI) services and remain fully compliant with service delivery expectations.

Action 3: Implementation to date has been effective in strengthening teacher readiness for Go Math and establishing foundational systems that support EL access to grade-level math content. However, the full impact of expanded language acquisition supports cannot yet be confirmed because the February training and coaching cycle is still pending. TLC will determine effectiveness by reviewing Winter i-Ready and F&P results for EL growth patterns, analyzing interim assessment results in February, and monitoring participation and feedback from Winter and Spring family workshops, including attendance trends and targeted adjustments based on CSUF-supported feedback collection. According to Spring i-Ready Benchmark data, 99% of students identified as EL met typical growth in reading and 75% of students identified as EL met typical growth in math. Parent participation of students identified as EL at Family Bingo Night has increased by 25% from the beginning to the end of the school year. Preliminary data indicates that four out of 33 English Learners moved one ELPAC level, sixteen maintained the same level and nine students were newly identified English Learners.

Action 4: This action has been effective in helping bridge the gap for students who were performing two to three grade levels below expectations. The tiered intervention model, combined with targeted coaching and data-driven grouping, has produced measurable gains for students receiving Tier 2 supports and has strengthened the quality of core instruction for all learners.

Upcoming effectiveness indicators will provide additional data to measure the full impact of this action. The i-Ready and Go Math Winter Benchmark data, completed at the end of January, will offer mid-year growth information to determine whether instructional adjustments and interventions are yielding sustained progress. i-Ready benchmark and personalized learning data captured during the winter break and the month of January will further inform the effectiveness of supplemental learning supports. Afterschool and winter extended learning programming attendance analysis will help determine the reach and impact of expanded learning opportunities. Winter i-Ready and F&P data will also be utilized to assess the effectiveness of targeted reading and math

interventions and to identify areas requiring additional focus heading into the spring.

Action 5: This action has been effective in establishing coherent schoolwide SEL systems and ensuring consistent implementation of PBIS, MTSS-based supports, and wraparound services. TLC's eight-week Tier 2 and Tier 3 monitoring cycles support timely adjustments to interventions, while transportation and counseling services reduce barriers to attendance and well-being. PBIS implementation checks indicate consistent classroom use of schoolwide expectations and reinforcement practices, and reductions in behavior referrals alongside improved daily attendance trends demonstrate positive outcomes associated with the fully implemented SEL and school climate systems.

Action 6: This action has been effective in the areas that have been implemented. TLC achieved over 70% parent participation during both the math-focused showcase and the Winter Program performance, indicating strong family engagement with the school's enrichment and academic programming. The technology integration has also proven effective, as evidenced by student proficiency observed during OCDE county visits, where students from all grade levels were able to demonstrate competence in navigating their devices and accessing curricular materials independently. TLC chose to highlight its visual and performing arts program during the Spring Jam showcase by having an Art Exhibit showcasing student work from all grade levels along with a print sale of student work for families and community members. Through the 2025-2026 school year it increased the opportunities for students to showcase their art work by participating in OCDE's United Way's 2025 Student Art Contest and the 50th Annual Orange County Arts and Disability Festival. Additionally, the music teacher working with grades TK-K co-wrote original songs with students and the 1st-6th grade music teacher began incorporating the addition of student playing instruments live during performance for 5th-6th grade students. Moreover, students in the afterschool program were able to perform as well to showcase their work with a volunteer drama teacher. TLC will continue to grow the opportunities for student to showcase their performing and visual art work for the 2026-2027 school year during family nights and community events as well as through community partnerships.

Pending effectiveness indicators will become available as TLC evaluates whether to reintroduce the Dance program or expand other enrichment offerings in future terms. The school will continue to assess the balance between academic instructional time and enrichment programming to ensure that students receive a well-rounded educational experience while maintaining progress toward academic achievement goals.

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.

Tomorrow Leadership Collaborative (TLC) Charter School develops the Local Control and Accountability Plan on an annual basis, using a rigorous reflection process grounded in multiple data sources to identify necessary revisions to goals, metrics, target outcomes, and actions. This reflection process examines internal and local assessment data, state accountability data from the California School Dashboard, student and staff survey data, and qualitative feedback gathered through educational partner engagement. During the 2025-26 school year, this reflection process was particularly comprehensive because TLC underwent charter renewal as a low-tier school, requiring the development of a detailed improvement plan that would guide school operations and resource allocation over the two-year renewal term. The 2026-27 LCAP was specifically developed to align with and operationalize the improvement plan submitted to the Orange County Department of Education, ensuring that LCAP goals, actions, and resource allocation directly support the school's documented improvement priorities.

Data Sources Informing LCAP Revisions: TLC's reflection process draws on multiple, complementary data sources. Analysis of the 2024-25 California School Dashboard identified specific areas of performance concern and relative strength. California School Dashboard data on English Language Arts, Mathematics, English Language Proficiency, Chronic Absenteeism, and Suspension Rates provided statewide context for TLC's performance and revealed student groups experiencing particular achievement gaps. Internal formative assessment data, including interim SBAC results, diagnostic i-Ready results, and classroom-based assessments, provided granular insight into student learning across grade levels and content areas. Local school climate survey data from the California Healthy Kids Survey revealed student and staff perceptions of school safety, connectedness, engagement, and climate. Additionally, feedback gathered

through systematic educational partner engagement including administrative meetings, teacher consultation, classified staff input, student focus groups, parent meetings, and ELAC and PAC consultation provided qualitative insight into perceptions of student needs, barriers to learning, and priorities for improvement. All of these data sources were synthesized to identify evidence-based changes to the LCAP that would address documented student needs and align with improvement plan priorities.

Alignment with Charter Renewal Improvement Plan: A critical driver of changes to the 2026-27 LCAP was the requirement to align LCAP goals and actions with the improvement plan developed during the charter renewal process. The improvement plan, submitted to the Orange County Department of Education, documented TLC's analysis of performance data, identification of root causes for areas of underperformance, and commitment to specific, measurable improvement strategies over the two-year renewal term. The 2026-27 LCAP was explicitly developed to operationalize this improvement plan, translating improvement plan commitments into LCAP goals, actions, metrics, and resource allocation decisions. This alignment ensures coherence between the school's formal improvement commitments and the annual LCAP, and ensures that improvement plan strategies are supported by adequate resources and staffing.

Goal 1 Revisions: Academic Achievement and Student Engagement: Goal 1 of the 2026-27 LCAP focuses on improving academic achievement and student engagement across all content areas and student groups, with particular attention to addressing achievement gaps and chronic absenteeism. The actions under Goal 1 are grounded in evidence-based strategies identified through data analysis and educational partner feedback as necessary to improve student outcomes.

A significant change to Goal 1 was the addition of a dedicated MTSS (Multi-Tiered System of Supports) Interventionist position. Analysis of Dashboard data and internal assessment data revealed that many students, particularly in the lower elementary grades, are not making adequate progress in reading and mathematics despite access to core instruction. The MTSS Interventionist will provide intensive, evidence-based small group intervention in reading and mathematics for students not meeting grade-level benchmarks. This position reflects TLC's commitment to implementing Tier 2 and Tier 3 interventions within an MTSS framework, ensuring that students experiencing learning difficulties receive timely, targeted support before gaps widen. The addition of this position represents a direct response to feedback from administrative and teacher consultation identifying the need for more robust intervention systems. Resource allocation for this position comes from Title I funds, reflecting the concentration of disadvantaged students at TLC and the federal funding emphasis on supporting achievement gaps for low-income students.

A second major change to Goal 1 was the adoption of Go Math as the core mathematics curriculum for all grade levels. Administrative and teacher feedback consistently identified mathematics achievement as an area of concern, with multiple data sources suggesting that current curriculum and instructional approaches were not supporting adequate student progress. The decision to adopt Go Math reflected research on the curriculum's alignment with California Mathematics Standards, its emphasis on conceptual understanding and problem-solving, and its provision of differentiated instructional materials to support students at varying achievement levels. Go Math adoption will be accompanied by comprehensive professional development for all teachers on curriculum implementation, instructional strategies aligned with California Mathematics Framework standards, and use of interim assessments to monitor student progress and adjust instruction. This professional development will be supported through Title I funding and delivered by external consultants and internal program specialists.

Under Goal 1, actions also specifically address chronic absenteeism, reflecting both Dashboard data showing concerning absenteeism rates and California Healthy Kids Survey data showing an increase in student-reported absences. LCAP actions under Goal 1 include implementation of a multi-tiered attendance improvement plan with preventive supports (Tier 1), early intervention for students approaching chronic absenteeism thresholds (Tier 2), and intensive intervention including family meetings and connection to community resources for chronically absent students (Tier 3). These attendance actions are aligned with TLC's improvement plan commitment to reduce chronic absenteeism and reflect the understanding that attendance is foundational to academic achievement.

Metrics and Target Outcomes: In conjunction with changes to Goal 1 actions, TLC revised metrics and target outcomes to reflect new baselines and to establish ambitious but achievable improvement targets aligned with improvement plan commitments. Mathematics metrics were updated to reflect the transition to Go Math and include interim benchmark targets in addition to year-end SBAC targets. Reading metrics were refined to include both national

normed assessments (i-Ready) and curriculum-embedded measures, providing multiple indicators of reading progress. Chronic absenteeism targets were established to achieve meaningful year-to-year reduction, with interim semester targets to enable mid-year progress monitoring and adjustment of intervention strategies. Student engagement and survey-based metrics were updated to reflect specific improvements targeted through school climate and instructional quality initiatives.

Measuring & Reporting Results: Tomorrow Leadership Collaborative (TLC) Charter School will align its CA Science Test (CAST) – metric #3, reporting methodology with the California School Dashboard starting in the 2026-27 LCAP cycle. With the release of the 2025 California School Dashboard, the California State Board of Education added the Science Academic Indicator for the first time and changed the science achievement metric from achievement level designations to science points. Consequently, the 2026-27 LCAP reflects California science test results reported as science points, in alignment with the new California School Dashboard reporting structure. This change to science points reporting enables TLC to track student science achievement using the same metric and methodology as the state accountability system, facilitating direct comparison of TLC's science performance to state and enabling more precise monitoring of progress toward science achievement goals.

Continuous Improvement Cycle: By developing the LCAP through systematic analysis of multiple data sources and deliberate engagement of educational partners, TLC positioned the 2026-27 LCAP as both a compliance document and a genuine tool for continuous improvement. The alignment between improvement plan priorities, LCAP goals and actions, and resource allocation decisions creates coherence and ensures that the school's improvement efforts are focused, evidence-based, and supported by adequate resources. The addition of the MTSS Interventionist position, adoption of Go Math curriculum, and enhanced focus on attendance intervention reflect TLC's responsiveness to data and commitment to translating reflection on prior practice into concrete improvements that will enhance outcomes for all students and particularly for student groups experiencing achievement gaps.

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>Tomorrow’s Leadership Collaborative (TLC) Charter School will implement a comprehensive assessment and progress monitoring system to measure student learning, identify unfinished learning and achievement gaps, inform instruction, and evaluate program effectiveness in alignment with the school’s inclusive educational model, project-based learning approach, and Board-adopted Improvement Plan. The action will include the administration and analysis of standardized diagnostic, benchmark, state, and authentic performance-based assessments to ensure that all students, including English Learners and Students with Disabilities, receive timely, targeted academic support and access to rigorous grade-level instruction.</p> <p>Standardized Assessment Program</p> <p>TLC will administer schoolwide benchmark assessments using i-Ready Reading and Mathematics in fall, winter, and spring in grades TK-6 to establish baseline</p>	\$10,664	N

performance, monitor growth, and guide instructional decision-making. In grades K-2, TLC will also administer Fountas & Pinnell reading assessments and the Multitudes Dyslexia Screener to identify early literacy needs and provide timely intervention. TLC will continue to administer all required state assessments, including the California Assessment of Student Performance and Progress (CAASPP) in English language arts and mathematics for grades 3-6, the California Science Test (CAST) in grade 5, the Physical Fitness Test (PFT) in grade 5, and the English Language Proficiency Assessments for California (ELPAC) for identified English Learners. These assessments are part of TLC’s established method for measuring pupil progress and are aligned with the school’s charter outcomes and California’s accountability system.

Authentic Performance-Based Assessment

In addition to standardized measures, TLC will continue to use authentic, school-based learning showcases to assess student mastery through writing, interdisciplinary inquiry, research, oral presentation, and arts-based demonstration of learning. These showcases, including the Fall Writing Celebration, Winter Diorama Day, and Spring Jam, reflect TLC’s constructivist and project-based educational model and provide meaningful evidence of student progress across multiple disciplines. This balanced assessment approach ensures that TLC measures both standards-based academic performance and the deeper learning outcomes central to the school’s mission.

Data Use and Instructional Response

Assessment results will be used to drive weekly and trimester-based instructional planning cycles. Teachers, intervention staff, education specialists, and school leaders will analyze i-Ready and other assessment data to group students for targeted support, adjust core instruction, monitor progress toward annual growth goals, and identify students requiring additional intervention or enrichment. Consistent with TLC’s Improvement Plan, data from assessments will directly inform daily WIN (What I Need) time, enhanced mathematics intervention, co-teaching support, and Extended Learning Opportunities (ELO), including before-school, after-school, and Saturday intervention for students demonstrating the greatest need. Particular emphasis will be placed on mathematics acceleration and targeted support in grades and student groups identified in the petition as needing intensified intervention.

Professional Development and Implementation Support

To ensure effective implementation, TLC will provide ongoing professional development for teachers and instructional staff on data analysis, differentiated instruction, inclusive practices, co-teaching, and research-based mathematics strategies. The petition’s professional development plan calls for staff training in

		<p>inclusive practices and co-teaching, mathematics instructional strategies, differentiation for Students with Disabilities, and data-driven instruction to strengthen weekly data meetings and classroom implementation. This action therefore supports both instructional improvement and systems coherence across TLC’s charter renewal commitments and 2026-28 Improvement Plan.</p> <p>Targeted Student Groups and Purpose</p> <p>This action is principally directed toward unduplicated pupils and other students demonstrating academic need because TLC serves high percentages of Socioeconomically Disadvantaged students, English Learners, and Students with Disabilities, and the petition identifies the need for intensified, data-driven support to address mathematics performance, accelerate literacy growth, and sustain strong progress for all student groups within the school’s full inclusion model. TLC’s use of assessment data is intended not only to monitor outcomes, but also to ensure that students receive the appropriate level of intervention, access, and support necessary to make measurable progress toward grade-level standards.</p>		
2	SERVICES TO SUPPORT SWD	<p>TLC will continue to implement a comprehensive, full-inclusion model to support Students with Disabilities (SWD) academically, behaviorally, socially, and with attendance, in alignment with the charter renewal petition and TLC’s Improvement Plan. TLC’s petition states that students with disabilities are educated in general education classrooms alongside their peers through an inclusive model supported by co-teaching, paraprofessional assistance, targeted intervention, and related services. The petition also states that TLC’s improvement efforts will focus on reducing chronic absenteeism, strengthening mathematics performance through daily WIN (What I Need) time, extended learning opportunities, and data-driven instruction, and sustaining the school’s inclusive systems of support.</p> <p>Identified Need</p> <p>TLC’s petition documents substantial improvement in chronic absenteeism for Students with Disabilities over the past three Dashboard cycles, declining from 48.5% in 2023, to 27.8% in 2024 and to 25.6% in 2025. The petition further states that this growth reflects the effectiveness of TLC’s inclusive education model, while also recognizing that chronic absenteeism remains an ongoing area of focus requiring continued attendance monitoring, family engagement, and wraparound supports.</p> <p>Attendance and Re-Engagement Supports</p> <p>Based on TLC’s needs assessment and root cause analysis, chronic absenteeism among some Students with Disabilities is associated with illness, medically fragile</p>	\$649,926	N

conditions, and barriers to consistent school attendance. In 2026-27, TLC will continue to provide short-term Independent Study, as appropriate and consistent with law and school policy, for students who are temporarily unable to attend school in person. TLC will also provide re-entry and attendance supports for medically fragile students and other Students with Disabilities with attendance barriers, including individualized health planning, transition support back to campus, family communication, attendance monitoring, and coordination of services to reduce loss of instructional time and improve access to required supports. These efforts align with the petition’s stated focus on reducing chronic absenteeism by addressing underlying barriers, increasing family engagement, and providing coordinated student supports.

Full Inclusion and Specialized Supports

TLC will continue to operate its full-inclusion model in which Students with Disabilities receive instruction in general education classrooms with access to co-teaching teams, paraprofessional support, accommodations, modifications, behavioral support, social skills development, structured play, self-care support as needed, and direct academic assistance. The petition identifies the inclusive model as central to TLC’s educational program and states that paraprofessional and special education supports are embedded in classrooms to ensure access to rigorous instruction and individualized support. This action is designed to ensure that Students with Disabilities remain fully included in the academic and social life of the school while receiving the services and accommodations required by their Individualized Education Programs (IEPs).

Special Education Services, Compliance, and SELPA Coordination

TLC will continue to work in partnership with El Dorado County Charter Special Education Local Plan Area (SELPA) to ensure compliance with special education requirements, timely IEP implementation, effective communication with families, and coordination of related services. TLC’s Special Education Coordinator and Special Education team will continue to consult with the SELPA Program Specialist regarding compliance, programming, and service delivery, and will seek support for IEP meetings and implementation as needed. The Special Education team, including school leadership, the Special Education Coordinator, Education Specialists, paraprofessionals, and related service providers, will continue to provide and monitor the academic, behavioral, social-emotional, and related services necessary for Students with Disabilities to access and make progress in the general education setting. The petition expressly identifies TLC’s ongoing partnership with El Dorado County Charter SELPA and describes that partnership as part of the school’s inclusive model and professional support structure.

		<p>Academic Intervention and Extended Learning</p> <p>To improve academic outcomes for Students with Disabilities in English language arts and mathematics, TLC will use assessment data, daily WIN time, co-teaching, and targeted intervention to provide instruction at the level of intensity students need. The petition states that TLC’s Improvement Plan specifically addresses mathematics through enhanced WIN time, stronger co-teaching, extended learning opportunities, and weekly data-driven instructional cycles. TLC will therefore continue to provide Students with Disabilities access to intervention during the instructional day, before school, after school, and through additional extended learning opportunities. Students with Disabilities will also continue to be included in Extended Learning Opportunity Program services and, where appropriate, Extended School Year services to prevent regression and support continuity of learning.</p> <p>Professional Learning and Staff Capacity</p> <p>TLC will continue to build staff capacity to support Students with Disabilities through ongoing professional learning in inclusive practices, co-teaching, differentiation, special education compliance, data-driven instruction, and strategies to improve academic and attendance outcomes for SWD. The petition’s staffing and professional development plan identifies professional learning priorities that include inclusive practices and co-teaching, differentiation for Students with Disabilities, and data-driven instruction, alongside staffing structures that include Education Specialists, paraprofessionals, intervention specialists, and related services integrated into classrooms. TLC will also continue weekly co-planning between special education and general education staff and regular meetings led by the Special Education Coordinator to review data, discuss student needs, and identify needed training and support.</p>		
3	STRENGTHENING EL PROGRAM & SERVICES	<p>TLC will strengthen its English Learner program and services through designated and integrated English Language Development instruction, targeted language development strategies, progress monitoring through English Language Proficiency Assessments for California (ELPAC) data analysis, embedded language supports within core instruction, technology-integrated ELD through the California State University, Fullerton (CSUF) partnership, tiered academic intervention, and multilingual family engagement. TLC will ensure that English Learners have access to rigorous grade-level instruction while receiving the language scaffolds and targeted supports necessary to build English proficiency and academic success across content areas.</p> <p>Professional Development and Instructional Support</p>	\$0	N

TLC will provide ongoing professional development for teachers and paraprofessionals to strengthen supports for English Learners across all content areas. Staff training will include academic vocabulary development, language scaffolds embedded in curriculum, Mathematics Language Routines for TK-6, Science of Reading and structured literacy instruction, i-Ready data analysis, and instructional strategies that support both designated and integrated English Language Development. Monthly coaching cycles will provide classroom observations, targeted feedback, and collaborative planning to refine the implementation of integrated ELD. Through TLC's continued partnership with California State University, Fullerton, teachers will receive specialized training on using iPads and online applications for delivering integrated ELD, including oral and written language translation and text simplification features that make grade-level content more accessible to English Learners. These efforts are intended to strengthen implementation of core instruction, improve access to grade-level content, and ensure that English Learners are supported consistently throughout the instructional day.

Curriculum Access and Language Development

TLC will continue to strengthen curriculum access for English Learners by ensuring that core instructional materials include embedded supports for diverse learners and by supplementing instruction as needed so students can access grade-level content while developing English proficiency. Continued schoolwide implementation of Go Math will incorporate concrete manipulatives, visual representations, language scaffolds, and Spanish-language resources. i-Ready Reading and Mathematics will be administered with Spanish-language supports so that native-language scaffolding enhances rather than replaces English development. Daily 90-minute mathematics and 90-minute literacy blocks will include whole-group conceptual instruction, differentiated small-group instruction, and targeted practice, ensuring that English Learners can access content through multiple modalities regardless of language proficiency level.

Progress Monitoring and Targeted Support

TLC will monitor the progress of English Learners through ELPAC data analysis, i-Ready Reading and Mathematics benchmark assessments administered three times yearly, bi-weekly progress monitoring during intervention cycles, classroom performance data, and ongoing review of student learning. Individualized Instructional Plans will be reviewed three times per year to ensure that designated and integrated ELD instruction responds to each student's specific language and content-area needs. English Learners will receive support through core instruction with embedded language scaffolds, targeted small-group intervention in 6-8 week cycles before or after school for students performing between the 10th and 25th percentiles on benchmark assessments, and individualized support for students

		<p>performing below the 10th percentile. English Learners will also be prioritized for afterschool tutoring through the Expanded Learning Opportunities Program and for summer mathematics institutes and Extended School Year programming, with transportation and meals provided to remove participation barriers.</p> <p>Family Engagement and Multilingual Partnerships</p> <p>TLC will strengthen family engagement for multilingual families by providing communication and workshops in English and Spanish, with phone translation available for families speaking other languages, offering multiple meeting formats and times, and reducing barriers to participation through childcare, meals, and accessible communication formats. Parent workshops will focus on early literacy development, foundations of reading, and college and career pathways. TLC will also implement a Family Literacy Initiative that includes adult education classes in English language development and basic literacy, grade-level family book clubs with books available in identified home languages, and monthly book deliveries of culturally relevant texts to build home libraries. Families will continue to engage through monthly Family Math Nights, the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), the TLC Community Association (TLC-CA), and the Community Engagement Initiative (CEI) team, with ELAC specifically monitoring English Learner progress and providing structured input on intervention effectiveness and reclassification practices. Monthly bilingual newsletters, text messaging updates, and quarterly family forums will ensure that EL families remain informed partners in school improvement. These efforts are intended to strengthen school-family partnership and support improved outcomes for English Learners.</p>		
4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	<p>To address persistent learning gaps identified on the 2024 and 2025 California School Dashboards, TLC Charter School will implement a comprehensive, multi-tiered system of intervention and acceleration during the 2026-27 school year using a whole-child approach that coordinates academic, social-emotional, and behavioral supports. The 2025 Dashboard identified a Red performance level for the Mathematics Academic Indicator for All Students, Socioeconomically Disadvantaged (SED), and Hispanic student groups, and a Red performance level for the English Language Arts Academic Indicator for the SED student group. The 2024 Dashboard identified 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.". Consistent with TLC's Board-adopted Improvement Plan, TLC will provide rigorous grade-level core instruction, targeted small-group and individualized intervention, expanded learning opportunities, and data-driven progress monitoring to accelerate achievement and close gaps in mathematics and English language arts.</p>	\$821,426	Y

Enhanced Math Intervention and Instructional Coaching

TLC will add a dedicated MTSS Interventionist (Title I funded \$72,328; LREBG funded \$22,497.15; SSPDBG funded \$13,070.55) to provide intensive small-group reading and math intervention for struggling learners, specifically targeting achievement gaps evident among socioeconomically disadvantaged, and Hispanic students. The Principal will provide ongoing instructional coaching on the continued schoolwide implementation of Go Math curriculum to ensure consistent, high-quality math instruction across all grade levels, supported by bi-monthly classroom observations and targeted feedback. Teachers will participate in 40 hours of summer professional development in mathematics focused on the Concrete-Representational-Abstract (CRA) Model, Mathematics Language Routines for TK-6, and Go Math implementation in inclusive classrooms. The Math Interventionist will also provide specialized coaching for paraprofessionals and instructional assistants on evidence-based strategies to improve student understanding and engagement in mathematics.

Director of Inclusion and Universal Design for Learning

The Director of Inclusion will serve as an instructional coach providing Literacy and specialized Universal Design for Learning (UDL) training that principally benefits unduplicated students by ensuring all classroom instruction is accessible and differentiated. UDL principles are particularly important for English Learners who need multiple means of representation and expression to access content, and for SED students whose educational experiences may require varied instructional approaches and scaffolded background knowledge. Schoolwide UDL implementation, combined with the co-teaching model in every classroom, ensures that every learning environment provides the instructional accessibility that unduplicated students and students with disabilities require for mathematics and literacy success.

Tiered Intervention and Supplemental Programs

TLC will implement a three-tier system of mathematics and literacy support. During daily 90-minute mathematics blocks and 90-minute literacy blocks, teachers will embed Tier 1 intervention strategies within general education instruction, with paraprofessionals providing targeted academic support for struggling learners identified through i-Ready benchmark assessments. Students performing between the 10th and 25th percentiles will receive Tier 2 small-group intervention in 6-8 week cycles delivered before, during, or after the school day, with placement determined by bi-weekly progress monitoring data rather than static assignment. Students performing below the 10th percentile will receive Tier 3 intensive individualized instruction in groups of no more than three students from a credentialed teacher or intervention specialist. Students will access

comprehensive supplemental intervention programs including the i-Ready online platform for reading and mathematics, the University of Florida Literacy Institute (UFLI) Foundations program for systematic and explicit phonics instruction in TK-2, Words Their Way for vocabulary and spelling development in Grades 3-6, and ST Math for conceptual mathematics understanding. Intervention is delivered during daily WIN (What I Need) time within the classroom and reinforced during before- and after-school Expanded Learning Opportunities Program (ELO-P) sessions.

Data-Driven Instruction and Progress Monitoring

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. i-Ready diagnostic assessments will be administered three times yearly in Fall, Winter, and Spring, with bi-weekly progress monitoring for students receiving intervention and data analysis following six-week intervention cycles. Grade-level teams will review assessment data weekly in Professional Learning Communities and monthly in Data Team meetings. Teachers will receive training in i-Ready data analysis and planning so that all certificated staff can effectively use benchmark data to inform instruction and plan targeted interventions, with weekly data meetings established across all grade levels by the end of 2026-27.

Expanded Learning Opportunities

TLC will provide comprehensive expanded learning opportunities including daily before- and after-school ELO-P 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. Students with disabilities, English Learners, and students performing significantly below grade level will be prioritized for summer mathematics institutes and Extended School Year programming, with transportation and meals provided to remove participation barriers.

Community Reading Library and Family Engagement

TLC will continue utilizing the Community Reading Library, established through the California Community Schools Partnership Program (CCSPP) 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 also serves as a venue for parent workshops that provide families with concrete strategies and resources to support their children's reading development at home.

		<p>Monthly Family Math Nights will continue as interactive learning experiences where families learn alongside their children, with take-home math kits including manipulatives, game boards, and instructions in Spanish and English to reinforce concepts through play. Families will also engage through the Community Engagement Initiative (CEI) team and through parent committees that guide shared decision-making as TLC continues to develop as a California Community School, strengthening the connection between school and home learning environments in support of accelerated academic outcomes.</p>		
5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	<p>To address persistent challenges reflected on the 2025 California School Dashboard, which identified a Red performance level for the Chronic Absenteeism Rate for All Students, Socioeconomically Disadvantaged (SED), and Hispanic student groups, TLC Charter School will implement a comprehensive system of trauma-informed, multi-tiered social-emotional, behavioral, and attendance supports during the 2026-27 school year. The 2025 Dashboard results reflect a multi-year trend: the 2023 Dashboard identified Red performance levels for Students with Disabilities at 48.5% chronically absent and White students at 42.9% chronically absent, and the 2024 Dashboard identified Red performance levels for English Learner students at 25.5% chronically absent (an increase from 21.3% on the 2023 Dashboard) and Hispanic students at 25.6% chronically absent (a slight decrease from 25.7%). While schoolwide chronic absenteeism improved from 29.9% in 2022-23 to 25.9% in 2023-24, persistent high rates among multiple student groups, combined with the 4.2 percentage point increase for English Learners, indicate that current interventions require strengthening. Consistent with TLC's Board-adopted Improvement Plan, TLC will expand and intensify its whole-child approach that coordinates academic, behavioral, and social-emotional supports with the goal of reducing schoolwide chronic absenteeism by 4 percentage points annually, reaching 22% on the 2026 California School Dashboard.</p> <p>Root Cause Analysis and Targeted Response</p> <p>Based on comprehensive needs assessment and root cause analysis, chronic absenteeism among English Learner and Hispanic students at TLC 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. A second root cause identified post-pandemic is a gap in student emotional growth combined with a decline in social skills and emotional maturity levels. These findings inform TLC's multi-faceted response, which addresses both immediate structural barriers and underlying social-emotional needs and recognizes that attendance reflects broader student and family wellbeing rather than willful disengagement.</p>	\$5,500	N

MTSS Framework and Community Schools Integration

To address students' mental health needs, emotional stability, and sense of belonging, TLC implements Positive Behavioral Interventions and Supports (PBIS) within its Multi-Tiered System of Supports (MTSS) framework. Using the MTSS framework in combination 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. Schoolwide implementation of the evidence-based Second Step social-emotional learning curriculum and daily positive attendance messaging strengthen students' sense of belonging and community connection.

Community Partnerships and Mental Health Services

TLC has partnered with Mariposa Women & Family Center to address mental health barriers within the school community. This partnership delivers professional learning opportunities for educators, staff, and families on trauma-informed practices and care, and provides direct counseling services through individual and small-group sessions for students experiencing emotional challenges. Recognizing that many students have experienced significant trauma resulting in high levels of anxiety and adverse childhood experiences, TLC's Community Services Coordinator ensures that 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, and initiates individualized communication within 48 hours when absence patterns indicate chronic absence risk, coordinating wraparound services that may include connections to food banks, healthcare providers, mental health support, and housing assistance.

Tiered Attendance Response and Barrier Removal

Consistent with TLC's Improvement Plan, the school will implement a multi-level attendance intervention system that provides increasingly intensive support based on absence patterns while maintaining dignity and partnership with families. Universal supports include a morning pickup route and shuttle service between campuses to eliminate transportation barriers, before-school programming beginning at 7:30 AM for families whose parents leave early for work, daily positive attendance messaging celebrating present students rather than highlighting absences, and attendance incentives celebrating progress rather than perfect attendance. Bilingual staff conduct daily morning phone calls to families of absent students within 30 minutes to identify barriers and coordinate

resources. After two absences, staff conduct personal phone calls expressing care and concern and collaboratively develop attendance contracts identifying specific barriers and solutions, which may include transportation vouchers, alarm clocks, or uniform assistance. After five absences, students and families receive individualized communication from the Community Services Coordinator within 48 hours, weekly counselor check-ins, and coordinated wraparound support from teachers, counselors, and administrators. Transportation supports include gas cards, bus passes, and the Tortuga Express van. For students whose chronic absenteeism reflects complex medical or emotional challenges, alternative pathways include adjusted schedules and short-term independent study as stepping stones back to consistent attendance.

Professional Development and Capacity Building

TLC will provide 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. Professional development also includes training on implementation of the Second Step social-emotional learning curriculum, recognition of signs of mental health challenges in students and appropriate referral processes, restorative practices as alternatives to exclusionary discipline (including community-building circles, restorative conversations, and conflict resolution), and specialized behavioral supports for students with attention deficits, autism spectrum disorders, and emotional disabilities to ensure their success in general education settings consistent with TLC's inclusive model. Parents receive parenting support and trauma-informed workshops through the same Mariposa partnership, creating consistency between school and home approaches to supporting student mental health.

Student Programming and Social-Emotional Learning

TLC provides schoolwide implementation of the Second Step social-emotional learning curriculum, with daily integration of SEL into classroom routines. Lunchtime programming includes gardening, play, and crafts to create positive, semi-structured social opportunities that promote mental health development. Guided play initiatives continue throughout the school day to address social-emotional learning needs while building positive peer relationships and emotional regulation skills. Weekly counselor check-ins are available for students with identified social-emotional or attendance needs, and coordinated wraparound services are available for students and families experiencing crisis.

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 that 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. Kelvin School Climate surveys will be administered twice per year to measure student connectedness, belonging, and safety, providing data to continuously improve school climate and identify students requiring additional support. Climate and attendance data are reviewed through the Community Engagement Initiative (CEI) team, the English Learner Advisory Committee (ELAC), the Parent Advisory Committee (PAC), and the Board of Directors as part of TLC's transparent LCAP and improvement monitoring process.		
6	BROAD COURSE OF STUDY	<p>TLC Charter School will ensure that all students have access to a broad, well-rounded course of study during the 2026-27 school year, including core academic instruction in English Language Arts, Mathematics, Science, and Social Studies, along with Music instruction, Art education, Physical Education, technology and digital citizenship, and integrated project-based learning. TLC's broad course of study is designed to develop multiple intelligences, support diverse learning styles within TLC's fully inclusive educational model, and prepare students for academic and creative success.</p> <p>Arts Programming and Community Partnerships</p> <p>TLC provides all students with instruction in Music and Art as part of its commitment to whole-child education. Arts programming includes partnerships with community organizations such as OCTAAC to expand access to enriching arts experiences that support artistic expression, social-emotional development, and student engagement. Arts instruction is delivered in inclusive settings so that all students, including English Learners and students with disabilities, participate fully alongside their peers.</p> <p>Integrated Learning Experiences</p> <p>TLC's course of study incorporates interdisciplinary project-based learning that integrates core content with the arts and real-world applications. Students engage in cross-curricular projects across the year, including the three schoolwide Learning Showcases: the Fall Academic Celebration (literacy- or math-focused showcase of student learning and expression), Winter Diorama Day (an interdisciplinary literacy, social studies, and science showcase featuring three-dimensional student projects that integrate research, presentation skills, and academic content mastery), and Spring Jam (a cross-curricular project-based learning showcase featuring arts-based demonstrations that synthesize multiple</p>	\$68,367	N

academic disciplines through creative expression). These integrated experiences reflect TLC's constructivist and project-based approach to learning and provide authentic contexts for students to apply knowledge and skills across disciplines.

Physical Education and Technology Integration

TLC provides comprehensive Physical Education that promotes health, fitness, and teamwork while ensuring inclusive participation for all students, including students with disabilities. All Grade 5 students participate in the California Physical Fitness Test across the five required fitness components. Students receive technology instruction and digital citizenship training that supports learning across all subject areas and prepares students for 21st-century readiness. Individual iPads are available to all students, providing opportunities for differentiated practice through online platforms including i-Ready and ST Math, and supporting integrated English Language Development through translation and text-simplification tools made available through TLC's partnership with California State University, Fullerton.

Access and Inclusion

Consistent with TLC's inclusive education model, all students have full access to the broad course of study regardless of ability, language proficiency, or socioeconomic status. Co-teaching teams, paraprofessional support, Universal Design for Learning principles, and assistive technology ensure that students with disabilities participate fully in arts, physical education, and technology instruction alongside their peers. English Learners receive integrated English Language Development embedded in all content areas, including the arts and physical education, with language scaffolds and visual supports that make content accessible while developing English proficiency. This comprehensive approach ensures that all students access a well-rounded education that develops multiple intelligences, supports diverse learning styles, and prepares students for academic and creative success.

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.

This goal was developed in response to the 2024 and 2025 California School Dashboards and the root cause analysis in TLC's Board-adopted Improvement Plan. The 2024 Dashboard identified Red performance levels for the Mathematics Academic Indicator for Socioeconomically Disadvantaged (SED) and Hispanic student groups, and the 2025 Dashboard identified Red levels for Mathematics (All Students, SED, and Hispanic) and for the English Language Arts Academic Indicator (SED). The Improvement Plan traces these results to pandemic-related gaps in systematic phonics, academic language development, and mathematics conceptual understanding, compounded by educators who entered the profession during the pandemic without traditional student teaching experiences. Strengthening instruction for TLC's diverse population (20 percent Students with Disabilities, 16 percent English Learners, 72 percent SED, and 81 percent Hispanic) requires sustained investment in teacher capacity.

TLC's Improvement Plan states that intensive, sustained professional development underpins all improvement efforts. This goal organizes that investment around two areas. First, the CA Academic Content Standards and evidence-based instruction: 40 hours of mathematics training on the Concrete-Representational-Abstract Model, Mathematics Language Routines for TK-6, and Go Math implementation in inclusive classrooms; literacy training grounded in the Science of Reading covering systematic phonics, guided reading, academic vocabulary, and intervention for reading difficulties including dyslexia; Universal Design for Learning and differentiation training providing multiple means of engagement, representation, and action so that English Learners, Students with Disabilities, and students requiring acceleration can all access grade-level content; and co-teaching training with monthly coaching cycles that build fidelity of implementation. Second, a whole-child culture of professional learning: trauma-informed care through TLC's partnership with Mariposa Women & Family Center, Second Step social-emotional learning implementation, and restorative practices as alternatives to exclusionary discipline, which address the Improvement Plan's finding that post-pandemic gaps in emotional growth and social-emotional maturity drive chronic absenteeism and classroom disengagement.

This LCAP goal aligns with LCFF State Priorities 1 (Basic Services) and 2 (Implementation of State Standards) and provides the instructional capacity that makes Goal #1's MTSS and Community Schools framework executable in every classroom. Dashboard results, the root cause analysis, and TLC's inclusive model all point to the same conclusion: sustained teacher capacity building in both content instruction and whole-child practices is the mechanism through which improved student outcomes will be achieved, and Goal #2 commits TLC to that investment during the 2026-27 school year and throughout the renewal term.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
13	% teachers – fully credentialed & appropriately assigned. Source: CDE TAMO	2021-22: 83.3%	2022-23: 90.9%	2023-24: 91.7%	2024-25: 92.3%	+8.4%
14	% students with access to standards-aligned materials. Source: Textbook Inventory/classroom observations	2023-24: 100%	2024-25: 100%	2025-26: 100%	2026-27: 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 - Local Indicator CA School Dashboard)	<u>2023-24</u> ELA: 4 ELD: 3 Math: 3 Social Science: 2 Science: 3 CTE: N/A Health: 2 PE: 4 VAPA: 4 World Language: N/A	<u>2024-25</u> ELA: 5 ELD: 4 Math: 4 Social Science: 4 Science: 4 CTE: N/A Health: 4 PE: 4 VAPA: 4 World Language: N/A	<u>2025-26</u> ELA:5 ELD: 4 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 4 VAPA: 5 World Language: N/A	<u>2026-27:</u> ELA: 5 ELD: 5 Math: 5 Social Science: 5 Science: 5 CTE: N/A Health: 4 PE: 4 VAPA: 5 World Language: N/A	ELA: +1 ELD: +1 Math: +2 Social Science: +3 Science: +2 CTE: N/A Health: +2 PE: 0 VAPA: +1 World Language: N/A

Goal Analysis for 2025-26

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

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

Action 1: This action is fully implemented. TLC has maintained appropriately credentialed instructional staff, implemented an enhanced instructional calendar with extended learning supports, and delivered a comprehensive professional development and coaching system to strengthen instructional quality and curriculum implementation.

Staffing and Credentialing: TLC employs appropriately credentialed classroom teachers, including education specialists, and has maintained staffing stability across teaching positions. To strengthen inclusive instructional systems, TLC added a Program Specialist of Inclusion to the administrative team this year in lieu of a Director of Inclusion. TLC also supports teacher development by integrating a resident teacher into the 4th–6th grade team, paired with a mentor teacher to ensure strong supervision, coaching, and instructional growth. During the fall, TLC released one special education teacher and filled the position over fall break, ensuring no lapse in coverage or assignment for students.

Enhanced Instructional Calendar and Expanded Learning: TLC continues to provide 176 instructional days and communicates the instructional calendar to families. In addition to the core instructional program, TLC provides extended learning opportunities during pupil-free days and extended breaks to increase learning time and support academic growth.

Comprehensive Professional Development Program: All teachers participated in an 11-day summer professional development program and have completed four non-instructional professional development days to date. TLC also provides weekly professional development that includes whole-group learning, dedicated time for PLCs, and grade-level collaboration. These weekly cycles focus on data analysis, instructional improvement, student progress monitoring, and implementation of evidence-based strategies. Sign-in sheets and feedback indicate strong participation, with approximately 95% attendance across professional development sessions by teachers and staff.

Curriculum Implementation and Instructional Coaching: The principal, in collaboration with the Program Specialist of Inclusion, a math consultant, and OCDE, provides targeted coaching and implementation supports to ensure instructional consistency and fidelity. Walkthroughs, informal observations, and fall teacher feedback indicate that teachers are implementing the Go Math curriculum schoolwide. Teacher feedback also reflects that ongoing co-planning support has been valuable, with many teachers identifying model lessons as a continued area of interest to further strengthen practice.

Successes Identified: TLC has maintained fully staffed teaching positions, sustained high participation in professional learning, and implemented consistent coaching structures that support instructional improvement. The school has also maintained a clear instructional calendar and provided expanded learning opportunities that extend access beyond the traditional school day and calendar.

Action 2: This action is fully implemented. TLC has implemented a coherent professional learning system aligned to curriculum adoption, MTSS/RTI supports, SEL implementation, and PBIS fidelity. Training, coaching, and progress-monitoring routines are in place schoolwide and are being used consistently to strengthen instruction, intervention, and student outcomes.

Core Professional Learning Focus Areas: Teachers completed 11 days of intensive summer professional development and continue to participate in full-day training on non-instructional days, along with weekly professional learning sessions. To support curriculum implementation, TLC partnered with reading and math consultants to provide targeted training related to Go Math adoption and the school's reading workshop model, including University of Florida Literacy Institute (UFLI) implementation. TLC also partnered with OCDE to provide math coaching. TLC implemented a planned sequence of ELD training during the Winter term to strengthen language acquisition strategies and support instructional planning for upcoming student work products and celebrations (e.g.,

Winter Diorama and Writing Celebration). In addition, TLC partnered with Mariposa Family Center to strengthen staff capacity in trauma-informed practices. TLC adopted the Second Step social-emotional learning curriculum and embedded training on Second Step into Fall professional development to ensure consistent implementation across classrooms. PBIS training was implemented through three dedicated days during summer professional development and continued through the Fall to support the PBIS team's use of the Tiered Fidelity Inventory (TFI) and preparation for classroom walkthroughs.

Data-Driven Instructional Planning and Progress Monitoring: In collaboration with the Program Specialist of Inclusion, teachers receive whole-group and individualized coaching to strengthen progress monitoring using multiple data sources. Teachers maintain trimester-based student progress trackers and analyze results by subgroup to guide instructional adjustments, targeted interventions, and referrals for Tier 2 and Tier 3 supports. Teachers also integrate supplemental instructional tools to reinforce targeted skill development, including i-Ready lessons and Waggle (implemented this year in place of ST Math).

Specialized Coaching and Instructional Support: The Program Specialist of Inclusion provides grade-level and individualized coaching focused on strengthening Tier 1 instruction and Tier 2 intervention planning. Co-planning routines and coaching cycles are used to support differentiated instruction, intervention grouping, and consistent implementation of evidence-based strategies. Teacher feedback indicates that specialized coaching and co-planning support are a high-impact component of TLC's professional learning system, and teachers have requested additional model lessons to further strengthen practice.

Teacher Development and Retention Supports: TLC has implemented a structured approach to teacher development by supporting one teacher in an induction program and hosting a resident teacher pursuing a Moderate/Severe credential through its partnership with the SELPA. The resident teacher is assigned to an appropriately credentialed mentor teacher and is not the teacher of record. TLC also supports two interns this year, one in general education and one in special education setting, who meet weekly with mentor teachers. Program feedback indicates candidates are on track to meet program expectations and requirements.

Instructional Foundations and SEL Integration: Second Step implementation is in place schoolwide. Teachers are integrating SEL lessons into weekly instruction and are applying classroom systems and routines aligned to evidence-based practices presented during summer and fall trainings. PBIS Tier 1 implementation is also in place, with staff reinforcing expectations, routines, acknowledgements, and a continuum of consequences supported by PBIS walkthrough feedback and ongoing implementation monitoring.

Challenges Identified

No challenges were identified.

Successes Identified: Teacher feedback from the Fall survey indicates that professional development provided by curriculum publishers for Go Math and Second Step, as well as training from reading and math consultants, was helpful. Teachers identified ongoing co-planning and coaching with the Program Specialist of Inclusion as the most helpful support, with approximately 61.5% of teachers selecting this option and requesting additional model lessons. Implementation monitoring indicates strong fidelity: teacher feedback and walkthrough evidence reflect 100% classroom implementation of Go Math, and PBIS implementation surveys and teacher journals indicate all teachers are implementing PBIS practices. Teachers have also established trimester progress-tracking routines and began student goal setting prior to Winter benchmarks to build student ownership of learning and data. Monitoring of Second Step usage and PBIS team feedback indicate SEL lessons and aligned classroom routines are being implemented consistently.

Action 3: This action is fully implemented. TLC has ensured that instructional materials are standards-aligned, sufficient, and accessible for all students through a structured curriculum review process, strong resource management systems, and ongoing monitoring of differentiation and accommodations.

Curriculum Adoption and Implementation: TLC partnered with the Orange County Department of Education (OCDE) to audit and review curricular materials to confirm they are comprehensive and aligned to Williams monitoring expectations. As part of this process, TLC reviewed the full set of core and supplemental instructional materials used across grade levels to ensure students have access to required materials for each subject area.

Resource Management and Sustainability: TLC maintains a digital inventory tracker of instructional materials, including consumables and digital curriculum resources, to support timely replacement, sustainability, and availability throughout the year. TLC also strengthened coherence across instructional resources by transitioning from ST Math to Waggle and by adopting the Second Step social-emotional learning curriculum to support schoolwide SEL implementation.

Accessibility and Differentiation: The principal, Program Specialist, and both general education and special education teachers collaborate to evaluate whether curricular materials and instructional resources are accessible and appropriately differentiated for students with varied learning needs. Teachers document accommodations and modifications in weekly lesson plans, and these plans are reviewed regularly to ensure supports are implemented with fidelity.

Successes Identified: OCDE notified TLC on October 29, 2025, that instructional materials were found to be sufficient. TLC also streamlined student access to digital curriculum by using Clever to centralize logins across platforms, reducing barriers to consistent use of online instructional resources.

Action 4: This action is fully implemented. TLC expanded student access to instructional technology, strengthened digital infrastructure and support, and integrated technology into core instruction, intervention, and family engagement systems to ensure equitable access and consistent implementation schoolwide.

Device Access and Digital Platforms

TLC purchased 30 Chromebooks and 20 iPads to ensure every student has access to a personal learning device. TLC also established Clever accounts for students and implemented ready-to-use QR codes to streamline login and access to digital learning tools. Through Clever, students consistently access i-Ready and Waggle for math intervention and practice, along with GetEpic and Prodigy to support reading engagement and skill development. TLC also purchased TCI instructional materials for Science and Social Studies to ensure students have access to standards-aligned digital and/or supplemental curricular resources across content areas.

Technical Support and Infrastructure

TLC collaborates with IT support services to maintain device functionality and ensure systems remain updated and operational. Zoom is used consistently as the primary platform for professional collaboration and school operations, including IEP meetings, professional development, and parent meetings and workshops. This infrastructure supports reliable communication, timely compliance, and continuity of services, including virtual participation options when needed.

Digital Equity and Family Support

TLC continues its partnership with California State University, Fullerton (CSUF) to provide training and support for teachers, students, and families on the effective use of technology. These supports strengthen digital confidence and reduce access barriers for families, particularly when participation is needed for meetings, learning supports, or school events.

Curriculum Integration and Learning Enhancement: Technology access is integrated into daily instruction to support student learning across subject areas and to expand differentiated learning opportunities. TLC has also continued its partnership with CSUF to develop digital student portfolios, including student projects and learning artifacts using tools such as Seesaw. Teachers have actively built capacity in this area; for example, TLC's 1st and 2nd grade teachers presented their digital portfolio work at a CSUF convening in summer 2025.

Successes Identified: TLC expanded iPad access in TK–Kindergarten and ensured these classrooms have appropriate instructional resources, including TCI materials. The school has also been able to accommodate virtual participation of related service providers and families, strengthening access to services and collaboration. Continued teacher partnership with CSUF has supported stronger technology integration and student portfolio development.

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.

Tomorrow Leadership Collaborative (TLC) Charter School experienced both favorable and unfavorable budget variances for Goal Two actions during the 2025-26 school year, reflecting shifts in resource allocation and curriculum implementation priorities.

Action Two: Professional Development and Literacy Instruction: For Action Two, budgeted expenditures exceeded estimated actual expenditures. Specifically, the costs for Just Right Literacy and associated professional development were lower than originally projected. This favorable variance resulted from negotiated pricing with the literacy vendor and the ability to deliver selected professional development components through existing staff expertise rather than external consultants. The lower-than-anticipated costs allowed TLC to maintain planned literacy instruction and teacher training while preserving resources for reallocation to other priorities.

Action Three: Social-Emotional Learning and Core Curriculum: For Action Three, estimated actual expenditures exceeded budgeted expenditures. This variance resulted from TLC's decision to purchase the Second Step social-emotional learning curriculum and the Teachers' Curriculum Institute (TCI) curriculum to ensure comprehensive, high-quality core curriculum access for all students. These purchases were identified as essential to support TLC's commitment to integrated social-emotional learning and rigorous academic instruction across the curriculum. While these expenditures exceeded the original budget allocation, they reflect TLC's prioritization of evidence-based curricula that align with the school's improvement plan and California standards.

Action Four: Technology and Digital Learning: For Action Four, estimated actual expenditures exceeded budgeted expenditures due to the purchase of additional Chromebooks and iPads for student use in classrooms. The increase in technology devices beyond the original budget allocation was necessary to ensure adequate access to digital learning tools for all students and to support the school's integration of technology across instruction. This expansion of device availability supports equitable access to technology-enhanced learning and addresses student learning needs identified during the school year.

The variances across Goal Two actions reflect TLC's responsive, student-centered approach to resource allocation. The favorable variance in Action Two was strategically reallocated to support enhanced curriculum and technology investments in Actions Three and Four, ensuring that TLC's budgeting remained flexible and responsive to identified student needs while maintaining overall fiscal responsibility.

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

Action 1: This action has been effective in maintaining credentialed staffing, ensuring students receive instruction across 176 days with access to extended learning opportunities, and delivering consistent professional learning and coaching supports. Participation data and staff feedback confirm strong engagement in professional development, and implementation monitoring indicates consistent use of the adopted curriculum and instructional practices across classrooms.

Action 2: This action has been effective in ensuring consistent implementation of core instructional and SEL systems through a structured professional learning model. Evidence of effectiveness includes universal implementation of Go Math, consistent PBIS Tier 1 implementation as reflected in walkthroughs and rubric-based checks, active use of trimester data trackers to guide targeted supports, and ongoing integration of Second Step supported by usage monitoring and implementation feedback. Teacher development supports are functioning as intended, with weekly mentoring structures in place and program feedback confirming that induction, residency, and intern candidates are on track.

Action 3: This action has been effective, as demonstrated by OCDE audit feedback and confirmation of sufficiency during the fall curriculum review. Ongoing bi-weekly lesson plan reviews conducted by the principal and Program Specialist, along with review of student work samples, further indicate consistent

instructional differentiation and appropriate use of accommodations and modifications across classrooms.

Action 4: This action has been effective in achieving equitable device access and strengthening instructional and operational systems. TLC maintains an inventory of devices and assignments and has verified that all students have access to a device for learning. The consistent use of Zoom and centralized digital systems has supported timely IEP meeting compliance and improved coordination with families and service providers. Ongoing training and expanded use of digital tools demonstrate sustained implementation and continued growth in technology-supported instruction and student learning experiences

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.

Tomorrow Leadership Collaborative (TLC) Charter School will align its science achievement reporting methodology with the California School Dashboard starting in the 2026-27 LCAP cycle. With the release of the 2025 California School Dashboard, the California State Board of Education added the Science Academic Indicator for the first time and changed the science achievement metric from achievement level designations to science points. Consequently, the 2026-27 LCAP reflects California science test results reported as science points, in alignment with the new California School Dashboard reporting structure. This change to science points reporting enables TLC to track student science achievement using the same metric and methodology as the state accountability system, facilitating direct comparison of TLC's science performance to state and district benchmarks and enabling more precise monitoring of progress toward science achievement goals.

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, a Principal, and appropriately credentialed classroom teachers to serve students in grades TK-6 across both school sites during the 2026-27 school year. The Principal will serve as the primary instructional leader, focusing on instructional coaching and supporting continued schoolwide implementation of the Go Math curriculum across both campuses to ensure consistent, high-quality mathematics instruction. Substitute teachers will be employed to maintain continuity of instruction. 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 consistent with TLC's fully inclusive educational model.</p> <p>Credentialing, Assignments, and Inclusive Staffing</p>	\$1,404,624	N

TLC will recruit and hire fully credentialed teachers for all general education and special education positions, prioritizing candidates with training in inclusive education, co-teaching, and differentiated instruction. TLC will maintain ongoing monitoring of teacher credentials and assignments to ensure compliance with state requirements and will submit accurate Teacher Assignment Monitoring Outcome (TAMO) data annually to the California Department of Education. Mentoring, induction program access, and professional development support will be provided for teachers completing credential requirements. TLC will maintain staffing levels necessary to support the inclusive education model, including general education teachers with inclusion training, education specialists providing push-in support, paraprofessionals supporting students with disabilities in general education settings, intervention specialists for mathematics and reading, a school counselor addressing social-emotional needs, and speech, occupational therapy, and physical therapy services through school staff and contracted providers integrated into classrooms.

Enhanced Instructional Calendar

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 tiered intervention support for students performing below grade level.

Comprehensive Professional Development Program

All teachers will participate in an intensive 11-day Summer Professional Development program to prepare for the 2026-27 academic school year, ensuring educators are equipped with current best practices, curriculum knowledge, and instructional strategies before students arrive. Consistent with TLC's Board-adopted Improvement Plan, summer professional development will include 40 hours of focused training in mathematics (Concrete-Representational-Abstract Model, Mathematics Language Routines for TK-6, and Go Math implementation in inclusive classrooms), literacy (Science of Reading, reading difficulties including dyslexia, and writing instruction), data analysis (monitoring student progress and planning for intervention), and thematic unit planning integrating social studies and science with a writing focus. The professional development program will include an additional seven non-instructional days throughout the academic year for continued learning, curriculum planning, and data analysis. 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. Monthly instructional coaching cycles, including classroom observations, targeted feedback, and collaborative planning, will support fidelity

		<p>of implementation and sustained instructional change. This sustained professional learning approach 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 continued implementation of the Go Math curriculum, ensuring fidelity of implementation and supporting teachers in delivering effective mathematics instruction that addresses the performance gaps identified on the California School Dashboard. Bi-monthly classroom observations provide teachers with targeted feedback on curriculum implementation and instructional practices, and grade-level teams meet weekly in Professional Learning Communities to plan lessons, analyze student data, monitor progress, and identify students needing additional support. Weekly data meetings will be established across all grade levels by the end of 2026-27. TLC will also develop teacher leadership by identifying educators demonstrating exceptional practice and providing training and release time for them to coach colleagues, creating sustainable cycles of improvement and preserving institutional knowledge through documented lesson plans, protocols, and professional development resources. This leadership structure creates accountability for instructional quality while providing the support necessary for successful curriculum implementation and improved student outcomes.</p>		
2	PROFESSIONAL DEVELOPMENT	<p>TLC Charter School will provide sustained, job-embedded professional development to strengthen instructional quality, support implementation of the school's improvement plan, and improve student outcomes in mathematics, literacy, inclusion, and data-driven instruction. Professional learning will be aligned to TLC's identified areas of need and will include summer training, ongoing coaching, collaborative planning, observations, weekly Professional Learning Communities (PLCs), and data review cycles designed to improve instructional practice and ensure consistent implementation across classrooms.</p> <p>Core Professional Learning Focus Areas</p> <p>Professional development will focus on the instructional priorities identified in TLC's Improvement Plan. In mathematics, staff will receive training on Go Math implementation, the Concrete-Representational-Abstract (CRA) instructional model, Mathematics Language Routines, and strategies for making mathematics accessible to students with varied learning needs. In literacy, staff will receive training in the science of reading, reading difficulties, writing, and literacy block design to strengthen foundational skills instruction, comprehension, vocabulary, and writing development, through Just Right Literacy and the Director of</p>	\$149,278	N

Inclusion. Professional learning will also include data-driven instruction, differentiation, and instructional planning responsive to benchmark and progress-monitoring data.

Inclusive Practices and Co-Teaching

TLC will provide professional development to support the school’s inclusive educational model through training in inclusive practices, co-teaching, co-planning, and differentiation for Students with Disabilities. The improvement plan identifies inclusive practices and co-teaching as essential to TLC’s instructional model and calls for professional learning that strengthens teachers’ ability to support students with diverse learning needs within the general education environment. Weekly co-planning, observations, and coaching cycles will support implementation and continuous refinement of these practices.

Data-Driven Instruction and Progress Monitoring

Professional development will include training on how to use benchmark assessments, i-Ready diagnostics, progress-monitoring data, and classroom evidence to identify student needs, evaluate intervention effectiveness, regroup students, and adjust instruction in real time. TLC’s Improvement Plan establishes regular data review structures, including grade-level planning, weekly PLCs, monthly data teams, and bi-weekly progress monitoring for students receiving intervention. Professional learning will support teachers in using these systems effectively to guide instructional decisions and targeted academic supports.

Collaborative Planning, Coaching, and Continuous Improvement

TLC will continue to provide structured opportunities for collaborative planning and professional learning throughout the year. The Improvement Plan identifies bimonthly observations, monthly coaching cycles, weekly PLCs, grade-level planning, and ongoing collaborative review of student data as central to building teacher capacity and sustaining instructional improvement. These structures will support consistent implementation of curriculum, intervention, inclusive practices, and schoolwide improvement priorities.

Professional Development Timeline and Delivery

Professional development will be delivered through a combination of summer training, school-year coaching, weekly PLCs, collaborative planning, classroom observations, and targeted professional learning sessions. The Improvement Plan identifies summer professional development in mathematics, data analysis, literacy, and thematic unit planning, along with ongoing school-year support in co-planning, coaching, differentiation, and data-driven instruction. This approach

		is intended to ensure that professional learning is sustained over time and directly connected to classroom implementation and student outcomes.		
3	CORE CURRICULAR PROGRAM NEEDS	<p>TLC Charter School will provide all students with access to standards-aligned curriculum, instructional materials, and classroom resources that support rigorous teaching and learning across grades TK-6. The core curricular program will include English language arts, mathematics, science, social studies, and physical education and will be implemented in a manner that supports TLC’s inclusive educational model, differentiated instruction, and academic acceleration priorities. Instructional materials and curriculum implementation will be aligned to the school’s improvement plan and designed to support access for students with diverse learning needs, including English Learners and Students with Disabilities.</p> <p>Mathematics Curriculum and Instruction</p> <p>TLC will continue implementation of the Go Math curriculum as the school’s core mathematics program. The improvement plan identifies Go Math as a key component of TLC’s mathematics transformation because it provides supports for diverse learners through concrete manipulatives, visual representations, and language scaffolds, while emphasizing conceptual understanding, mathematical reasoning, and justification of answers. Mathematics instruction will be supported through core classroom implementation, differentiated small-group instruction, and targeted intervention connected to the school’s Multi-Tiered System of Support.</p> <p>Literacy Curriculum and Instruction</p> <p>TLC will implement a structured literacy approach to strengthen English language arts instruction through systematic, explicit teaching in phonemic awareness, phonics, fluency, vocabulary, and comprehension, while also supporting writing and meaning-focused instruction. The improvement plan calls for 90-minute daily literacy blocks, differentiated by grade span, with primary grades emphasizing foundational reading skills and guided reading, and upper elementary grades emphasizing comprehension strategies, academic vocabulary, and complex text analysis. Daily literacy WIN time and targeted intervention will support students needing additional instruction beyond core classroom teaching.</p> <p>Integrated and Thematic Instruction</p> <p>TLC’s curricular program will also include thematic and interdisciplinary planning that connects learning across content areas. The improvement plan identifies thematic unit planning in social studies and science with a writing focus as part of TLC’s professional learning and instructional design. This integrated approach supports student engagement, strengthens writing across the</p>	\$27,504	N

		<p>curriculum, and helps students apply academic skills in meaningful contexts while maintaining alignment to grade-level standards.</p> <p>Accessibility, Inclusion, and Differentiation</p> <p>TLC will ensure that curricular materials and classroom instruction are accessible within the school’s inclusive educational model. The improvement plan describes an instructional program supported by co-teaching, push-in support, differentiated instruction, assistive technology, and intervention services so that students with diverse learning needs can access grade-level content in general education settings. Core curriculum implementation will therefore be supported by accommodations, modifications, scaffolds, and differentiated instructional practices to ensure access and participation for all students.</p> <p>Instructional Materials and Ongoing Review</p> <p>TLC will maintain standards-aligned instructional materials and review curriculum and textbook inventory annually to ensure students have access to appropriate core materials and classroom resources in all subject areas. The improvement plan identifies curriculum and materials as part of the school’s broader instructional improvement strategy and resource allocation plan. Ongoing review of materials and implementation will support continuity, instructional quality, and alignment with TLC’s improvement priorities.</p>		
4	CLOSING THE DIGITAL DIVIDE	<p>TLC Charter School will continue to provide students and families with access to technology and digital supports necessary to participate fully in instruction, intervention, communication, and school engagement. This action is aligned to TLC’s Improvement Plan, which identifies the digital divide as a significant barrier that affected student learning and family access during and after the pandemic, particularly for families with limited internet connectivity, multiple children sharing devices, language barriers, and limited familiarity with digital platforms. TLC will therefore maintain technology access and support as part of its broader strategy to strengthen academic recovery, family partnership, and equitable access to learning.</p> <p>Student Access to Technology</p> <p>TLC will ensure that students have access to technology tools that support classroom instruction, intervention, and academic progress monitoring. The improvement plan identifies technology as part of the instructional support system available to students and notes that TLC responded to pandemic-related inequities by providing devices and technical support to families in need. Technology access will continue to support instruction in core academic areas</p>	\$38,252	N

and provide students with access to digital learning tools connected to classroom instruction and intervention.

Family Access and Technical Support

TLC will continue to support families in accessing school communication platforms, grades, assignments, and digital learning resources. The improvement plan identifies technology training for families as part of TLC’s family capacity-building efforts and notes that many families faced barriers related to digital platforms, language access, and limited formal education. TLC will therefore continue to provide family support in navigating digital systems and school communication tools so that families can more effectively support student learning and remain connected to the school.

Communication and Engagement

Technology access will support TLC’s communication and engagement strategies by allowing families to participate in school meetings, workshops, and engagement opportunities through multiple formats. The improvement plan states that TLC provides materials in English and Spanish, offers multiple formats for communication and meetings, and provides online options to reduce barriers for working families. Technology access therefore remains an important part of TLC’s effort to strengthen family partnership, engagement, and access to school information and support.

Instructional Integration

TLC will continue to use technology as a tool to support learning, engagement, and differentiated instruction within its broader educational program. The improvement plan notes that Go Math integrates technology and visual aids to increase engagement and that technology training helps families navigate online platforms where grades, assignments, and resources are located. Technology will continue to be used to support access to curriculum, communication, and student learning without replacing high-quality core instruction and intervention.

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.

This goal was developed in response to the 2024 and 2025 California School Dashboards and the root cause analysis in TLC's Board-adopted Improvement Plan. The 2025 CA School Dashboard identified Red performance levels for the Chronic Absenteeism Rate for All Students, Socioeconomically Disadvantaged (SED), and Hispanic student groups, continuing a multi-year pattern that also included Red levels on the 2023 Dashboard for Students with Disabilities (48.5%) and White students (42.9%), and Red levels on the 2024 Dashboard for English Learners (25.5%) and Hispanic students (25.6%). The Improvement Plan identifies the drivers of chronic absenteeism as structural family barriers (transportation, childcare, health and medical fragility, and mental health needs) rather than willful disengagement, and it concludes that attendance cannot be improved without rebuilding the school-family partnership that pandemic disruption strained.

This goal operationalizes the Improvement Plan's finding that genuine family partnership, rather than one-way communication, is required to address the non-academic barriers driving low performance. The goal is anchored in the Four Pillars of Community Schools, specifically the pillar of active family and community engagement, and commits TLC to engage parents as partners through three integrated strategies. First, education: parent workshops on early literacy, foundations of reading, mathematics strategies, i-Ready data interpretation, college and career pathways, English Learner reclassification, mental health and trauma-informed support, and technology navigation, delivered in English and Spanish with phone translation for other languages, childcare, meals, and multiple meeting formats to remove participation barriers. Second, communication: ParentSquare, text messaging, monthly bilingual newsletters, quarterly family forums, and home visits by the Community Schools Director and Outreach Coordinator to re-engage families facing attendance or connection challenges. Third, collaboration: structured advisory and shared decision-making bodies including the Parent Advisory Committee, English Learner Advisory Committee, TLC Community Association, and Community Engagement Initiative team, which guide decisions and ensure that parent input shapes policies, programs, and budget priorities.

This goal aligns with LCFF State Priorities 3 (Parental Involvement) and 6 (School Climate) and with the Local Priority on family and community partnership. It complements Goal #1 by providing the family engagement infrastructure that integrated student supports require, and it supports the Improvement Plan's projected reduction in chronic absenteeism from 26 percent to 18 percent by the 2028 Dashboard. Dashboard results, the root cause analysis, and TLC's identity as a California Community School all point to the same conclusion: improving outcomes for TLC's predominantly Hispanic, Socioeconomically Disadvantaged, and English Learner population requires authentic family partnership as a structural element of the educational program, and this goal commits TLC to building that partnership during the 2026-27 school year and throughout the renewal term.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
16	Facility Inspection Tool (FIT) Report Score Source: SARC	2023-24: Good	2024-25: Exemplary	2025-26: Exemplary	2026-27: Exemplary	No difference
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. 5 12. 5	<u>2026-27:</u> 9. 5 10. 5 11. 5 12. 5	9. +2 10. +1 11. +1 12. +1
18	Parent participation in programs for UP & SWD. (Questions 1-4) <u>Rating Scale:</u> 1 - Exploration & Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 - Full Implementation & Sustainability	<u>2023-24:</u> 1. 4 2. 5 3. 4 4. 5	<u>2024-25:</u> 1. 4 2. 5 3. 4 4. 5	<u>2025-26:</u> 1. 5 2. 5 3. 5 4. 5	2026-27: 1. 5 2. 5 3. 5 4. 5	1. +1 2. 0 3. +1 4. 0

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Score - CDE Priority 3 Self-reflection tool					
19	Other Local Measure - Student Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 56% Sense of Safety 60% School connectedness	<u>2024-25:</u> 60% Sense of Safety 65% School Connectedness	<u>2025-26:</u> 79% Sense of Safety 72% School Connectedness	<u>2026-27:</u> 85% Sense of Safety 75% School Connectedness	+23% Sense of Safety +12% School Connectedness
20	Other Local Measure - Parent Survey: Sense of safety & school connectedness. Source: Local	<u>2023-24:</u> 60% Sense of Safety 41% School connectedness	<u>2024-25:</u> 65% Sense of Safety 46% School Connectedness	<u>2025-26:</u> 71% Sense of Safety 61% School Connectedness	<u>2026-27:</u> 75% Sense of Safety 65% School Connectedness	+11% Sense of Safety +20% School Connectedness
21	Other Local Measure - Staff Survey: Sense of safety & school connectedness Source: Local	<u>2023-24:</u> 44% Sense of Safety 50% School connectedness	<u>2024-25:</u> 50% Sense of Safety 55% School Connectedness	<u>2025-26:</u> 41% Sense of Safety 52% School Connectedness	<u>2026-27:</u> 50% Sense of Safety 55% School Connectedness	-3% Sense of Safety +2% School Connectedness

Goal Analysis for 2025-26

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

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

Action 1: This action was fully implemented. TLC provides students with consistent enrichment, extended learning, health and wellness supports, and a safe, positive school climate through coordinated programming that integrates PBIS, SEL, and Community Schools supports.

Student Enrichment and Engagement Opportunities: TLC offered multiple opportunities for students to engage in meaningful learning beyond core instruction, including family math nights, field trips, and on-campus enrichment experiences. Students receive weekly art and music programming, and all students participate in student-led learning showcases. The Fall showcase focused on mathematics, and the Winter showcase includes a writing focus during Diorama Day, reinforcing academic learning through authentic, student-centered demonstrations of understanding.

Extended Learning and Club Programming: TLC provided afterschool programming that includes enrichment and health and wellness activities, including Harvest of the Month. Expanded learning opportunities are offered broadly to students and remain accessible to all learners, including students with IEPs. TLC

averages approximately 60 students participating in afterschool and extended learning camps, and 120 students are enrolled in ELOP, ensuring consistent access to enrichment and academic supports beyond the instructional day.

Health, Safety, and Wellness Infrastructure: TLC partnered with BEAM to provide student health screening services, including vision and hearing screening. The school's Comprehensive School Safety Plan is reviewed with all staff each summer, and revisions are shared with families through the Principal's Advisory Council for input. TLC maintains an established safety cycle through monthly drills and routine monitoring of emergency readiness. Emergency supplies are inventoried and updated as needed, and the following drills were conducted during the Fall semester: Shelter in Place (August 26), Fire (September 30), Earthquake (October 16), Lockdown (November 18), and Earthquake (December 16).

Social-Emotional Learning and Community Building: TLC continued to build a positive school culture by emphasizing guided play and semi-structured social activities during recess, classroom community-building routines, field trips, and family engagement events. Paraeducators facilitate daily guided play during recess, and teachers integrate structured opportunities for peer interaction and relationship-building during classroom instruction and routines.

PBIS Integration and School Culture

PBIS has been implemented schoolwide and in classrooms through a clearly defined expectations and recognition system. TLC strengthened implementation this year by establishing a PBIS team and conducting walkthroughs to monitor Tier 1 fidelity using tools such as the Tiered Fidelity Inventory and teacher surveys. Schoolwide expectations were introduced and reinforced through expectations assemblies in September, and weekly PBIS recognition ceremonies are held to strengthen belonging, positive identity, and student connections. December classroom walkthroughs and implementation feedback indicate all 10 classrooms are implementing PBIS Tier 1 universal components, contributing to a low discipline referral rate and a 0% suspension rate.

Successes Identified: TLC provided the 1st – 2nd grade team an opportunity to visit the Long Beach Aquarium in alignment with a thematic unit on living and non-living organisms and hosted an on-campus hands-on learning assembly. TLC also brought a coloring book artist to co-design a student-created coloring page with all students. In addition, 4th – 6th grade students participated in the United Way Art Contest, and one student's work was selected for display at the Bowers Museum and South Coast Plaza.

Action 2: This action was fully implemented. TLC has established and maintained multiple, accessible structures for meaningful parent input, ongoing communication, and documented decision-making feedback loops.

Advisory Committee Structure: TLC facilitated parent input through multiple avenues, including parent surveys and interviews, Coffee with the Principal, PAC and ELAC committee meetings, the CCSPP/CEI Steering Committee, and TLC-CCA meetings. These structures provided regular opportunities for families to share feedback, ask questions, and participate in school planning and improvement discussions.

Accessibility and Participation: To ensure equitable access, TLC translates materials shared with families and during committee meetings and provides interpreter support as needed. Meetings are offered in varied formats and at different times to accommodate family schedules, and TLC uses multiple communication channels to increase participation and access.

Communication and Decision-Making Impact: TLC provides families with consistent updates on school priorities and actions through committee reports, monthly newsletters, and regular ParentSquare messaging. These communication systems ensure parents receive timely information and understand how input is considered and reflected in school decisions.

Successes Identified: TLC continued its partnership with CSUF to strengthen the collection of parent input and feedback. Parent committee meetings occurred monthly, and the CCSPP/CEI Steering Committee participated in two days of in-person Peer Leading and Learning in San Diego as part of the Cohort VI CEI group. TLC also strengthened access to key information by revising the Parent/Student Handbook over the summer, translating it into Spanish, and posting it on the school website. In addition, TLC added a parent resources tab to centralize workshop materials and recordings in both English and Spanish.

Action 3: This action was fully implemented. TLC has provided multiple, accessible opportunities for families to engage as partners, strengthened wraparound supports through community partnerships, and maintained consistent two-way communication systems to support attendance, student success, and family participation.

Family Engagement Opportunities: TLC offered ongoing engagement opportunities for families through Coffee with the Principal meetings held on September 25th and December 11th. TLC also hosted Family Engagement Math-Focused Nights on September 25th, November 1st, December 5th, and December 19th to build parent understanding of math learning and strengthen home-school partnerships. As part of the Community Engagement Initiative (CEI), TLC also participated in state-led Peer Leading and Learning to strengthen family engagement practices and improve schoolwide systems.

Family Support and Community Partnerships: The Community Schools Director and Outreach Coordinator maintain active partnerships with community organizations including Mariposa Family Center, United Way-Orange County, First Christian Church, and California State University, Fullerton (CSUF) to provide wraparound supports for students and families. The Community Schools Director meets directly with parents to re-engage families as needed and to tailor supports based on individual circumstances. As a result of these coordinated supports, approximately 12 families are receiving transportation assistance and approximately 15 families are receiving mental health supports.

Attendance Support and Family Communication: TLC has implemented consistent attendance tracking and rapid outreach systems. The office assistant maintains a daily attendance tracker, communicates with families when absences occur, and monitors truancy and chronic absenteeism patterns. TLC administrators and teaching staff communicate regularly through ParentSquare and provide weekly and monthly newsletters to ensure families receive timely information, reminders, and updates on school programs and supports. TLC also offers up to 15 days of short-term independent study to families experiencing attendance barriers, providing an additional option to maintain continuity of learning when students cannot attend in person.

Parent Education and Workshop Programming: TLC provided parent education workshops focused on supporting students in mathematics during the Fall term. TLC also partnered with United Way to provide financial literacy workshops, which began in the Fall and continue through the Winter and Spring terms. To increase access, at least one parent workshop was offered virtually via Zoom on November 6 at 6:00 p.m., with recording and translation provided, and an in-person workshop was held on December 5 at Site 1.

Language Accessibility and Cultural Responsiveness: TLC provides correspondence and key communications in both English and Spanish. Bilingual staff are available in the front office, and certified interpreters are provided upon request for IEP meetings. These systems ensure families can participate meaningfully in meetings, understand school communications, and access supports regardless of language needs.

Challenges Identified: Although implementation is complete, TLC continues to address participation barriers. The CEI team identified inconsistent engagement practices across events and will continue refining a more uniform family engagement approach during the Winter and Spring. Parent workshops have also had low turnout despite efforts to schedule based on parent input and offer sessions in multiple formats.

Successes Identified: TLC has maintained consistent participation in committee meetings, and meeting information is shared with families who are unable to attend. Families are also accessing transportation supports and mental health services at meaningful levels, and short-term independent study is being used to reduce attendance barriers and maintain instructional continuity.

Action 4: This action is fully implemented. TLC continues to provide students and staff with safe, clean, and well-maintained facilities across both campuses through consistent maintenance systems and active coordination with facility lease holders.

Facility Maintenance and Coordination: TLC maintains ongoing communication with facility lease holders to ensure routine maintenance needs, repairs, and operational concerns are addressed promptly. This coordination supports consistent facility conditions at both sites and helps ensure learning environments remain functional and supportive of instruction.

Annual Facility Inspection and Reporting: TLC completed its annual Facility Inspection Tool (FIT) inspection in partnership with OCDE. The inspection identified 20 minor deficiencies, which TLC documented and addressed through its established follow-up process.

Challenges Identified: A primary challenge involved pest control concerns at Site 2, specifically within the administrative building and two classrooms. Addressing this issue required coordination with the facility lease holders to schedule corrective actions and ensure appropriate remediation.

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.

Tomorrow Leadership Collaborative (TLC) Charter School experienced no material differences between budgeted expenditures and estimated actual expenditures for Goal One actions during the 2025-26 school year. All allocated resources for Goal Three were expended as planned, with spending aligned to the approved budget. This alignment indicates that TLC's planning process accurately estimated resource needs and that implementation proceeded as designed without significant cost overruns or underspending. The consistency between budgeted and actual expenditures demonstrates effective fiscal management and successful execution of Goal Three actions within the projected financial parameters.

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

Action 1: This action has been effective in increasing student engagement, strengthening enrichment access, and supporting a safe, positive school climate. TLC provided field trips and hands-on learning experiences and has additional trips planned for the Winter and Spring. Participation in expanded learning remains strong, with approximately 60 students attending afterschool and camp opportunities and 120 students enrolled in ELOP. Safety systems are implemented consistently through staff training, updated emergency readiness procedures, and completion of scheduled drills. PBIS implementation fidelity monitoring, the low referral rate, and a 0% suspension rate provide evidence that TLC's schoolwide systems are supporting student behavior, belonging, and overall school climate.

Action 2: This action has been effective in maintaining consistent parent engagement structures and improving access to information. TLC held multiple parent meetings during the Fall, including Coffee with the Principal (September 25 and December 11), TLC-CCA meetings (October 3 and October 21), and a combined PAC-ELAC meeting (October 16). Parent resources and communications were made accessible through ParentSquare, the school website, and social media, supporting timely and inclusive family engagement and participation.

Action 3: This action has been effective in increasing access to engagement opportunities and strengthening family supports. TLC averages approximately 10–15 parents at parent meetings, reflecting ongoing work-schedule barriers, and approximately 30–40 family members at math nights. TLC offers both morning and evening meeting options to expand access. Transportation supports have also contributed to more consistent daily attendance for participating families by reducing barriers to getting students to and from school.

Action 4: This action has been effective in maintaining facility conditions and ensuring timely remediation of identified issues. Ongoing collaboration with facility lease holders supported prompt resolution of FIT-related deficiencies and ensured both campuses remain well maintained for students and staff

Tomorrow Leadership Collaborative (TLC) Charter School's Goal 3 for the 2026-27 LCAP was reviewed through the same systematic, data-driven reflection process as Goals 1 and 2, examining local and state achievement data, school climate data, educational partner feedback, and alignment with the school's charter renewal improvement plan. Following this comprehensive review, TLC determined that Goal 3 requires no changes to the goal statement, metrics, target outcomes, or actions. Goal 3 will continue to focus on strengthening family engagement and community partnerships through TLC's Community Schools framework, working collaboratively with community-based organizations, local agencies, and institutions of higher education to provide resources and support that improve student academic outcomes, enhance student engagement, and address family needs.

Rationale for Maintaining Goal 3: The decision to maintain Goal 3 without changes reflects strong evidence that TLC's Community Schools approach is aligned with improvement plan priorities and is yielding positive results. Analysis of the 2025-26 school climate survey data and student engagement indicators showed that students report high levels of perceived school safety (79%), academic motivation (84%), and caring relationships with adults (71%), suggesting that the supportive school environment fostered through Community Schools initiatives is having positive impact on student experience. Parent feedback gathered through multiple engagement mechanisms, including parent consultation meetings, parent surveys, and PAC and ELAC input, was overwhelmingly positive regarding family engagement initiatives including Family Math Night, after-school enrichment programming, and improved communication systems. Parent feedback indicated that families feel welcomed, heard, and supported by the school community, and that TLC's intentional efforts to remove barriers to family participation have enabled greater family engagement.

Additionally, TLC's charter renewal improvement plan affirmed Community Schools as a core strategy for supporting student success, particularly for unduplicated pupils including English Learners and socioeconomically disadvantaged students. The improvement plan specifically committed TLC to continuing and strengthening community partnerships and family engagement as mechanisms for addressing non-academic barriers to student learning including transportation, food insecurity, attendance challenges, and social-emotional needs. Because Goal 3's actions directly operationalize these improvement plan commitments, maintaining Goal 3 without changes ensures alignment between improvement plan priorities and LCAP goals.

Continued Community Schools Framework: Goal 3 will continue TLC's comprehensive Community Schools approach, which integrates four pillars: integrated student supports, expanded learning time and opportunities, collaborative partnerships, and community engagement and partnerships. Through this framework, TLC coordinates with community-based organizations to provide resources addressing student and family needs including mental health support, nutrition, after-school enrichment, and connection to community services. TLC's Community Schools coordinator serves as the primary liaison between school and community, identifying partnership opportunities and ensuring that community resources are responsive to identified family needs. Partnerships with institutions of higher education, including teacher preparation programs at Chapman University, UC Irvine, and CSU Fullerton, support workforce development and provide research-based guidance on instructional practices and school improvement priorities.

The Community Schools framework also supports TLC's commitment to family engagement and authentic partnership with families. Through the framework, TLC removes structural barriers to participation by offering flexible meeting times, providing childcare and food at family events, offering translation services, and ensuring that families have multiple pathways to engage with the school. Family engagement is understood not as a compliance requirement but as essential partnership in supporting student success.

Alignment with Improvement Plan and Educational Partner Feedback: The decision to maintain Goal 3 reflects the strong alignment between Goal 3 actions, improvement plan priorities, and feedback from all educational partners consulted during LCAP development. Administrative, teacher, classified staff, student, parent, and SELPA input consistently affirmed the importance of Community Schools initiatives, family engagement, and community partnerships in supporting student achievement and well-being. No educational partner identified Goal 3 as needing revision or recommended elimination of any Goal 3 actions. Rather, feedback focused on strengthening and expanding specific community partnerships and ensuring that families have information about available community resources and support.

Educational partners recognized that many barriers to student success are rooted in family and community circumstances beyond school control. By maintaining and strengthening Goal 3's Community Schools approach, TLC acknowledges that comprehensive student support requires partnership across school, family, and community sectors. This recognition is particularly important given TLC's student population, which includes significant numbers of unduplicated pupils facing economic hardship, housing instability, language barriers, and other challenges that affect school engagement and academic achievement.

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 ensure that all students have equitable access to technology devices, digital learning platforms, and connectivity necessary for accessing instructional and supplemental materials across both school sites during the 2026-27 school year. Each student in grades TK-6 will be provided with an individual iPad that supports learning during school hours and at home, eliminating barriers that could prevent students from participating fully in digital learning opportunities. Closing the digital divide is a core equity commitment for TLC given that the COVID-19 pandemic revealed the digital divide to be about more than hardware: many TLC families lacked reliable internet connectivity, multiple children attempted to attend online classes simultaneously on inadequate bandwidth, and Spanish-speaking parents could not easily access instructional materials or teacher communications delivered primarily in English. This action, consistent with TLC's Board-adopted Improvement Plan, addresses device access, connectivity, bilingual technical support, and digital learning integration for TLC's predominantly Hispanic, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities populations.</p> <p>Student Devices and Digital Learning Platforms</p> <p>Every TLC student will receive a personal iPad for use during school and at home, providing access to technology-enhanced learning regardless of family economic circumstances. Digital learning platforms available to all students include i-Ready for reading and mathematics diagnostic assessment, personalized instruction, and intervention; ST Math for conceptual mathematics understanding; GetEpic for digital reading resources; Prodigy for supplemental math practice; UFLI Foundations for systematic phonics (TK-2); Words Their Way for vocabulary and spelling (Grades 3-6); and BrainPop for cross-curricular content. Through TLC's continued partnership with California State University, Fullerton (CSUF), iPads</p>	\$250,223	N

and online applications are equipped with oral language translation for student input and responses, written language translation, and text-simplification features that support integrated English Language Development and make grade-level content accessible to English Learners. Assistive technology for students with disabilities, including text-to-speech software, digital highlighting tools, and word prediction programs, is available on student devices to support reading and writing.

Technical Support and Infrastructure

TLC will maintain contracted IT support services to ensure reliable technology functionality, device maintenance, and technical assistance for students, families, and staff. IT support includes device repair and replacement, software updates, network maintenance, and troubleshooting to minimize disruptions to learning and instruction. Bilingual technical support in English and Spanish will be provided so that Spanish-speaking families can access assistance without language barriers. Virtual meeting capabilities through Zoom and other platforms will continue to be utilized for professional collaboration, family conferences, parent workshops, committee meetings (including English Learner Advisory Committee, Parent Advisory Committee, and TLC Community Association), and emergency remote learning situations, ensuring that communication and learning can continue effectively regardless of circumstances that might prevent in-person interaction.

Digital Equity and Family Support

TLC addresses digital equity by providing devices, Wi-Fi hotspots for families in need, and bilingual technical support for families who lack adequate home technology access. This includes assistance with setting up home learning environments and support for families navigating digital learning platforms and communication tools including ParentSquare, student information systems, and i-Ready family reports. Consistent with the Improvement Plan, parent technology training helps families navigate online platforms where grades, assignments, and resources are located, enabling parents to support their children's learning even when methods differ from their own educational experiences. Students and families receive training and support on responsible technology use, digital citizenship, and online safety so that increased technology access translates into productive and safe learning experiences.

Curriculum Integration and Learning Enhancement

Technology devices are integrated into daily instruction across all subject areas, supporting differentiated learning through adaptive software that adjusts to individual student needs and pacing. Teachers use technology tools to enhance constructivist and project-based learning experiences, facilitate collaborative

		<p>learning opportunities, and provide immediate feedback on student progress. During daily WIN (What I Need) time and during before-school and after-school Expanded Learning Opportunities Program (ELO-P) sessions, students access i-Ready online lessons, ST Math, and other platforms that provide tailored practice and intervention based on individual diagnostic data. Bi-weekly progress monitoring data from these platforms, combined with three-times-yearly i-Ready benchmarks, informs teacher planning and intervention grouping. This comprehensive technology program ensures that digital tools enhance rather than replace high-quality instruction, supporting TLC's fully inclusive educational model while preparing students with 21st-century skills necessary for academic and career success.</p>		
2	PARENT INPUT IN DECISION-MAKING	<p>TLC Charter School will facilitate meaningful parent input in decision-making through a structured system of advisory committees, shared decision-making bodies, and ongoing engagement practices that elevate the voices of parents of Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and Students with Disabilities (SWD). Consistent with TLC's Board-adopted Improvement Plan and the Four Pillars of Community Schools, parent input shapes school policies, programs, budget priorities, and improvement strategies, reflecting TLC's commitment to authentic school-family partnership rather than one-way communication.</p> <p>Advisory Committee Structure</p> <p>TLC convenes multiple advisory committees with robust representation from parents of Unduplicated Pupils and Students with Disabilities. The English Learner Advisory Committee (ELAC) provides focused input on English Learner programming and specifically monitors progress for English Learner students, ensuring that interventions effectively serve this population, consistent with the Improvement Plan's multi-level accountability framework. The Parent Advisory Committee (PAC) serves as the primary forum for general parent input as required under California Education Code 52062(a)(1), addressing schoolwide policies, programs, and resource allocation. The TLC Community Association (TLC-CA) provides an additional venue for parent voice and community building. The Community Engagement Initiative (CEI) team, composed of parents, students, and school staff, guides shared decision-making and visioning as TLC continues to develop as a California Community School, while the California Community Schools Partnership Program (CCSPP) structures integrate parent voice into wraparound services, community partnerships, and the support systems that address barriers to student success.</p> <p>Accessibility and Participation</p>	\$0	N

TLC removes barriers to parent participation by providing all written materials in English and Spanish, with phone translation available for families speaking other languages, and Spanish interpretation at all committee meetings. Meeting formats accommodate working parents through morning, afternoon, and evening options, with virtual participation available via Zoom and recordings shared following sessions for parents unable to attend in real time. Meals, childcare, and online options are provided at evening events to remove logistical obstacles. Multiple communication methods, including ParentSquare, paper communications, phone calls, face-to-face conversations, Google forms, surveys, and informal feedback sessions, supplement formal meetings to gather broader parent input. Monthly bilingual newsletters, text messaging systems, and quarterly family forums ensure that families stay informed about committee activities and improvement efforts.

Capacity Building for Meaningful Parent Leadership

Consistent with TLC’s Improvement Plan, Family Partnership Evolution, TLC invests in building parent capacity for substantive participation in decision-making. Parent education expands beyond homework support to include skills in interpreting assessment data, advocating for student services, understanding school budget and LCAP processes, and participating in school governance. Leadership development programs prepare parents for meaningful participation on school committees, the Board of Directors, and community advocacy efforts, ensuring that families have genuine influence over school direction and decisions rather than symbolic representation. Parent workshops address topics including mathematics instructional strategies, early literacy and foundations of reading, college and career pathways, and technology navigation so that families can both support their children's learning at home and engage substantively in schoolwide decisions.

Decision-Making Impact and Accountability

Parent and 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. Consistent with the Improvement Plan's transparent LCAP engagement process, TLC's educational partners, including the Parent Advisory Committee, English Learner Advisory Committee, teachers, and support staff, review progress data and provide input on program adjustments throughout the year. The Board of Directors receives quarterly comprehensive progress reports that include stakeholder feedback, and annual LCAP development incorporates input gathered through advisory committees, surveys, focus groups, and community forums. Family engagement metrics will expand beyond participation counts to measure quality and impact, with surveys assessing parent

		confidence in supporting learning, satisfaction with school communication, and sense of belonging in the school community. This comprehensive advisory structure ensures that decision-making processes are collaborative, reflect diverse perspectives, and maintain compliance with state requirements for parent engagement, while advancing TLC's commitment to authentic partnership with families.		
3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	<p>TLC Charter School will provide all parents, including those representing Unduplicated Pupils (English Learners, Socioeconomically Disadvantaged students, and Foster Youth) and Students with Disabilities, with numerous opportunities to engage as partners in their children's education during the 2026-27 school year. Consistent with TLC's Board-adopted Improvement Plan and the Four Pillars of Community Schools, engagement opportunities are designed to build strong relationships between families and school staff, create multiple entry points for participation, and rebuild the school-family partnership that was strained during the pandemic. 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, reflecting TLC's recognition that meaningful parent engagement requires ongoing relationship building.</p> <p>Family Support and Community Partnerships</p> <p>The Community Schools Director and Outreach Coordinator maintains active partnerships with community organizations including Mariposa Women & Family Center, United Way Orange County, First Christian Church, and California State University, Fullerton (CSUF) to provide wraparound supports for students and families. The Community Schools Director meets directly with parents to re-engage families as needed and to tailor supports based on individual circumstances, including referrals to community mental health services, food and basic needs assistance, healthcare resources, and housing support. Additional community partnerships that support family needs include Community Action Partnership of Orange County for food distribution, Lestonnac Free Clinic for health screenings, Assistance League of Orange for uniforms and school supplies, and the Clementine Food Trolley and similar mobile food resources. The Outreach Coordinator conducts home visits in collaboration with the Community Schools Director to re-engage families experiencing challenges with school connection or student attendance, providing personalized support, identifying barriers, and connecting families with appropriate resources.</p> <p>Attendance Support and Family Communication</p>	\$322,847	N

The designated Attendance Coordinator is responsible for tracking and reporting attendance to school administrators, contacting families when absences occur, and working collaboratively with families to address barriers to consistent school attendance. Bilingual staff conduct daily morning phone calls to families of absent students within 30 minutes to identify specific barriers and coordinate resources, and weekly pattern analysis identifies students at risk of chronic absenteeism so that early intervention can occur before the 10% threshold is reached. This systematic approach ensures that attendance challenges are addressed promptly with dignity and partnership, rather than compliance-only responses. Staff maintain regular communication with families using multiple platforms including ParentSquare, text messaging, phone calls, paper communications, and face-to-face conversations to ensure that important information reaches families through their preferred methods. Monthly bilingual newsletters and quarterly family forums report progress on school improvement efforts, and family-teacher conferences include individual student growth data with specific strategies for home support.

Parent Education and Workshop Programming

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 trauma-informed support strategies delivered through the Mariposa Women & Family Center partnership; understanding i-Ready assessment reports to support student learning at home; literacy development strategies for family support, including the Family Literacy Initiative with adult English Language Development and basic literacy classes, grade-level family book clubs with books in identified home languages, and monthly home library book deliveries; mathematics strategies through monthly Family Math Nights where families learn alongside their children and receive take-home math kits with manipulatives, game boards, and instructions in Spanish and English; English Learner support including the reclassification process; college and career pathways; technology navigation so that parents can support learning on online platforms; and financial literacy skills for family economic stability. These workshops 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.

Language Accessibility and Cultural Responsiveness

All correspondence sent to families and guardians will be provided in English and translated into Spanish, as identified through the school's primary language survey and consistent with the 15 percent or more translation threshold. Phone translation is available for families speaking languages other than English and

		Spanish. Spanish interpretation is provided at all parent workshops, committee meetings, and conferences, with materials shared in multiple formats (written notices, videos, recorded sessions) to accommodate varied literacy levels and preferences. This commitment to linguistic accessibility, combined with bilingual staff across key family-facing roles, ensures that language barriers do not prevent families from fully participating in their children's education or accessing important school information and resources. The comprehensive parent engagement approach recognizes that strong family-school partnerships are essential for student success, particularly for students and families navigating chronic absenteeism, language barriers, economic hardship, or the lasting effects of pandemic disruption.		
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. Maintaining high-quality facilities directly supports TLC's inclusive educational model, student attendance, and family engagement by ensuring that students and families experience school as a welcoming, accessible, and safe place.</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. Annual Facility Inspection Tool (FIT) reports will be completed by a qualified inspector, with results reported through the School Accountability Report Card (SARC), the LCAP, and the Local Indicators Report consistent with Education Code Section 17002(d). 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. TLC will also conduct annual review and revision of the Comprehensive School Safety Plan, with safety protocols regularly updated to reflect current best practices and to address any emerging safety concerns.</p> <p>Educational Environment Support</p> <p>Facility management supports TLC's fully inclusive educational model and constructivist, project-based learning approach by maintaining appropriate learning environments for diverse student needs, providing accessible facilities</p>	\$494,070	N

	<p>compliant with the Americans with Disabilities Act for students with disabilities, and creating spaces that facilitate collaborative learning, co-teaching, and community engagement. Classrooms are configured to support daily 90-minute mathematics and 90-minute literacy blocks, daily WIN (What I Need) time for flexible small-group instruction, and before-school and after-school Expanded Learning Opportunities Program (ELO-P) sessions. Dedicated spaces include the Community Reading Library established through the California Community Schools Partnership Program (CCSPP) grant, which provides a location for small-group and individualized reading instruction and for family workshops. Safe, welcoming facilities directly support student attendance and engagement by creating environments where students and families feel comfortable and supported in their educational experience, reinforcing the Improvement Plan's whole-child approach to reducing chronic absenteeism.</p> <p>Facility Maintenance and Coordination</p> <p>TLC maintains ongoing communication with facility lease holders to ensure that routine maintenance needs, repairs, and operational concerns are addressed promptly. This coordination supports consistent facility conditions at both sites and helps ensure that learning environments remain functional and supportive of instruction. Maintenance protocols include regular inspection of classrooms, restrooms, outdoor play areas, food service areas, and shared community spaces, with work orders tracked through completion. The school will also maintain safe transportation infrastructure supporting the Tortuga Express van and morning pickup and shuttle service between campuses, which eliminate transportation barriers for students and reduce chronic absenteeism. Coordination with custodial contractors, vendors, and lease holders ensures that facility conditions, safety, and accessibility remain aligned with the needs of students, staff, and families.</p>		
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$462,081	\$22,216

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
18.11%	0%	\$0	18.11%

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	<p>Tomorrow Leadership Collaborative (TLC) serves a student population in which unduplicated pupils (English Learners, low-income students, and Foster Youth) comprise 72% of the school's enrollment. Analysis of the 2024-25 California School Dashboard and local assessment data reveals significant and persistent learning gaps disproportionately affecting these unduplicated student groups.</p> <p>English Learners represent 16% of TLC's enrollment and face compounded barriers to accessing grade-level academic content. Many English Learners lack foundational English language proficiency necessary to decode grade-level texts, understand academic vocabulary, or follow multi-step mathematical</p>	<p>Goal 1, Action 4 directly addresses the identified learning gaps and barriers affecting unduplicated students through a comprehensive, tiered intervention and intensive support system. This action specifically targets the learning needs of students not meeting grade-level benchmarks, a population in which English Learners, low-income students, and students experiencing other barriers are disproportionately represented.</p> <p>Tier 1 Universal Supports and Accessible Core Instruction: Action 4 establishes universal Tier 1 supports accessible to all students, including comprehensive access to supplemental learning programs including iReady, EPIC, Prodigy, and</p>	<ul style="list-style-type: none"> #1: ELAC CAASPP #2: Math CAASPP

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>problem-solving. The gap between English language proficiency levels and grade-level content expectations creates a significant learning barrier that cannot be adequately addressed through core classroom instruction alone. English Learners also often lack access to specialized language instruction resources outside of school and may have limited family capacity to provide academic support due to parents' own language limitations and educational backgrounds. Additionally, many English Learner families work in low-wage positions without paid time for attendance at support programs or conferences, creating additional barriers to family engagement in addressing learning needs.</p> <p>Socioeconomically disadvantaged students, representing 72% of TLC's enrollment, experience learning barriers rooted in economic hardship and family circumstances. Students from low-income families frequently lack access to quiet, well-lit study spaces for homework completion, face food insecurity that impacts cognitive functioning and school attendance, and experience housing instability that disrupts schooling. Economic hardship limits families' ability to purchase supplemental academic resources, provide transportation to extended learning opportunities, or hire tutors when students fall behind. Additionally, many low-income families experience stress and crisis situations that prioritize immediate survival needs over educational continuity. The concentration of socioeconomically disadvantaged students at TLC (72%) indicates that these barriers are not isolated individual circumstances but represent systemic challenges affecting the majority of TLC's student population. Without intensive, targeted intervention, students experiencing economic hardship are at high risk of falling further behind academically and developing achievement gaps that widen over time.</p>	<p>Waggle at no cost to students or families. This removes economic barriers to accessing educational technology and supplemental learning resources that students from low-income families might otherwise lack. The action specifies that all students receive differentiated practice through these platforms during daily classroom instruction and that all students have accounts through Clever, a centralized platform that reduces technology barriers and enables consistent access. For English Learners, the action includes access to UFLI Foundations for reading support and Words Their Way for vocabulary and spelling development, providing language-targeted supports integrated into core instruction. The action specifies that supplemental programs are implemented with accommodations and modifications for students with disabilities, ensuring that all students, regardless of learning ability, can access and benefit from these resources. By providing these supports on a universal, schoolwide basis, the action ensures that all students, including those from families unable to afford private tutoring or supplemental resources, have equitable access to academic support.</p> <p>Tier 2 Targeted Small-Group Intervention: Action 4 establishes a Tier 2 intervention system providing targeted small-group instruction for students performing in the 10th-25th percentile on benchmark assessments. These students receive 30-minute targeted interventions before or after school, supplementing the What I Need (WIN) time provided during the regular school day. This targeted support is specifically designed to accelerate progress for students performing significantly below grade level. Students are identified for Tier 2 support based on data rather than teacher referral alone, ensuring that identification is objective and that all students with similar learning needs receive similar levels of support regardless of whether they are from unduplicated student groups or not. However, because unduplicated</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>Foster Youth represent a smaller but particularly vulnerable population at TLC. Foster youth frequently experience trauma, instability, and disrupted schooling that impede learning and engagement. These students often lack consistent adult support and advocacy, may experience frequent school changes, and frequently encounter barriers accessing services and support from school personnel unfamiliar with foster care system requirements and trauma-informed practice. Foster youth are at elevated risk for chronic absenteeism, school disengagement, and academic underperformance without intensive, coordinated support.</p> <p>Assessment data reveals that the learning gaps affecting unduplicated students are substantial and widespread. The 2024-25 Dashboard shows that socioeconomically disadvantaged students scored 100.6 points below standard in mathematics (RED status) and that Hispanic students (the vast majority of whom are also economically disadvantaged and/or English Learners) scored 99 points below standard in mathematics (RED status). Local iReady benchmark data indicates that 92% of all students perform below grade level in mathematics, with 84% of students performing at least one grade level below expectations. While these percentages reflect the schoolwide challenge, unduplicated students are overrepresented among the students performing furthest below grade level, indicating that the magnitude of learning gaps is greatest for these populations. Similarly, reading and English Language Arts data show persistent gaps, with many English Learners and low-income students not meeting grade-level benchmarks in foundational literacy skills including phonemic awareness, phonics, and fluency that are prerequisites for accessing grade-level comprehension and academic vocabulary.</p>	<p>students represent a disproportionate percentage of students performing in the 10th-25th percentile, this targeted support disproportionately benefits English Learners and low-income students who are most likely to be performing below grade level. The action specifies that these interventions address high-leverage math skills and reading foundational skills, directly targeting the specific skill gaps identified through assessment. For English Learners, Tier 2 supports include language-responsive instruction that addresses both content learning and language development needs simultaneously, ensuring that language barriers do not prevent access to grade-level content. For low-income students, before- and after-school intervention timing is designed to be accessible to families, with transportation support and meals provided to remove barriers to participation.</p> <p>Tier 3 Intensive Individual and Small-Group Support: Action 4 includes Tier 3 support for students with the most significant learning gaps. Students receiving Tier 3 support access individual and small-group tutoring during or outside regular school hours. These students with the most substantial achievement gaps, typically including disproportionate numbers of English Learners and students experiencing economic hardship, receive the most intensive level of support. The action specifies that tutoring is targeted to individual student needs based on assessment data and addresses specific skill deficits. For English Learners, Tier 3 support includes intensive, explicit instruction in foundational literacy skills aligned to students' English language proficiency levels and specialized instruction designed to accelerate language development alongside academic content learning. The action includes coordination with supplemental programs and extended learning opportunities to ensure that Tier 3 supports are coherent and complementary rather than fragmented. By providing intensive support to students with</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>These identified needs are distinct from, and in many cases more severe than, the learning gaps experienced by students not in unduplicated groups. Without targeted, intensive intervention, unduplicated students are at highest risk of widening achievement gaps, chronic absenteeism, school disengagement, and ultimate educational failure. The evidence of these needs comes from multiple data sources including state accountability measures, local benchmark assessments, and direct feedback from families and educational partners regarding the barriers they experience.</p>	<p>greatest needs, the action directly addresses the disproportionately severe learning gaps affecting unduplicated students.</p> <p>Dedicated Personnel and Expertise: Action 4 includes the addition of a dedicated MTSS Interventionist position specifically to provide intensive, evidence-based small group intervention. This position ensures that students requiring Tier 2 and Tier 3 support receive support from a trained, specialized educator focused specifically on intervention and acceleration. Additionally, the action includes a Math Interventionist who provides specialized support for students struggling with mathematical concepts. These dedicated positions ensure that struggling students, disproportionately including English Learners and low-income students, have consistent access to educators with specialized training in intervention and can receive support tailored to their specific needs. The action also includes professional development and coaching for all classroom teachers and paraprofessionals on evidence-based intervention strategies, building schoolwide capacity to support students with learning difficulties. For English Learners, the addition of a math consultant specifically supporting Go Math implementation in grades 3-6 and partnership with OCDE to support language models ensures that educators have the expertise to make mathematics content accessible to English learners while supporting language development.</p> <p>Data-Driven Identification and Progress Monitoring: Action 4 establishes systematic progress monitoring through fall, winter, and spring benchmark assessments. This data-driven approach ensures that students needing intervention are identified promptly based on objective measures rather than subjective teacher judgment, reducing the risk that students from unduplicated groups might be overlooked or under identified. The action specifies that intervention</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>groupings are adjusted based on progress data collected in six-week cycles, ensuring that the intensity and type of support provided matches students' actual learning needs and that support is adjusted when students respond well to intervention or continue to struggle despite intervention. For English Learners, progress monitoring includes assessment of both academic content knowledge and English language proficiency, recognizing that progress toward proficiency in English is essential for long-term academic success. The action specifies that data is disaggregated by student group, enabling TLC to monitor whether unduplicated students are making comparable progress to other students and whether the intensity of intervention is sufficient to close achievement gaps.</p> <p>Expanded Learning Time and Access: Action 4 provides expanded learning opportunities before and after school and during extended breaks, creating additional instructional time for students needing support beyond the regular school day. Extended learning opportunities remove time barriers for students who might otherwise lack access to supplemental instruction. The action specifies that extended learning is academically focused and aligned to classroom instruction, ensuring that additional time is spent on skill building and content learning rather than enrichment or general support. For low-income students, meals and transportation support are provided during extended learning opportunities, removing barriers to participation. The action specifies that students are proactively invited to participate in extended learning based on their learning needs, ensuring that the students with greatest needs have access to additional learning time. The action indicates that approximately 60 students participate in afterschool programs and extended learning camps, representing meaningful access to supplemental</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>instruction for a significant percentage of TLC's student population.</p> <p>Inclusive Universal Design for Learning: The action specifies that all interventions and supports are implemented using Universal Design for Learning (UDL) principles, providing multiple means of engagement, representation, and action/expression. UDL ensures that interventions are accessible to students with varied learning needs, including English Learners, students with disabilities, and students experiencing other barriers. By designing supports with accessibility built in from the beginning, the action removes barriers that might otherwise prevent unduplicated students from fully accessing and benefiting from intervention. The action emphasizes that students with disabilities receive all Tier supports as specified in their IEPs, with supports tailored to individual student needs.</p> <p>Why Action 4 Is Provided on a Schoolwide Basis</p> <p>While Action 4 is designed to disproportionately benefit unduplicated students by targeting intensive support to students with learning gaps, the action is provided on a schoolwide basis rather than as a limited action serving only English Learners and low-income students for several critical reasons that serve both equity and practical implementation purposes.</p> <p>Widespread and Universal Nature of Learning Needs: The learning gaps addressed by Action 4 are not limited to unduplicated student groups. While unduplicated students are disproportionately represented among students with learning gaps, approximately 92% of all TLC students perform below grade level in mathematics, indicating that learning gaps are nearly universal across the student population. A schoolwide approach is justified because the vast majority of students, including those not in unduplicated groups, require intervention and</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>support to access grade-level content. Providing Action 4 on a schoolwide basis ensures that all students with learning needs receive support, not just those in designated student groups. This approach avoids the inefficiency and educational harm that would result from providing intensive intervention only to students in certain demographic categories while allowing other struggling students to fall further behind.</p> <p>Disproportionate Representation Without Exclusion of Others: While unduplicated students comprise 72% of TLC's enrollment and are disproportionately represented among students with learning gaps, providing Action 4 on a schoolwide rather than limited basis ensures that students from non-unduplicated groups who also struggle academically receive support. This approach reflects the principle that educational decisions should be based on students' actual learning needs rather than demographic categories alone. Additionally, a schoolwide approach avoids potential stigma or isolation that might result from clearly limiting intensive support to specific student groups. By offering universal screening, assessment, and intervention to all students, TLC creates a system in which receiving support is normalized and reflects students' actual learning profile rather than group membership.</p> <p>Systemic Effectiveness and Sustainability: Implementing Action 4 on a schoolwide basis creates more effective, sustainable systems than a limited approach would. When assessment, data review, and intervention systems are implemented schoolwide, all educators develop expertise and capacity in these practices. This ensures that all teachers understand how to use assessment data to inform instruction, how to implement differentiation, and how to provide intervention support. Building schoolwide capacity</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>creates sustainable change because the systems become embedded in the school's operations rather than dependent on isolated specialized programs. Additionally, a schoolwide approach creates peer effects that benefit all students. When all students participate in regular benchmark assessment and progress monitoring, all students benefit from more responsive instruction and timely intervention. When all educators implement evidence-based intervention strategies, all students benefit from improved instructional quality.</p> <p>Efficient Resource Allocation: A schoolwide approach to assessment and intervention enables more efficient use of resources than a limited approach would. Rather than maintaining separate assessment systems for different student groups, TLC uses a single universal screening and progress monitoring system for all students. Rather than training specialized staff to work with particular student groups, TLC builds capacity across all educators to support students with varied learning needs. This approach reduces duplication of effort and enables resources to be invested in intervention support and specialized personnel rather than in maintaining parallel systems. For example, the addition of the MTSS Interventionist and Math Interventionist positions benefits all students with learning gaps, not just unduplicated students. The professional development on Go Math implementation, science of reading, and evidence-based intervention benefits all teachers and improves instruction for all students.</p> <p>Addressing Root Causes Rather Than Symptoms: Action 4 addresses the root causes of achievement gaps through systematic improvement of core instruction and timely intervention rather than through isolated supports for particular student groups. By investing in professional development for all teachers on Go Math, science of reading, and differentiation,</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>TLC ensures that core instruction is improved for all students. By implementing universal screening and progress monitoring, TLC identifies learning gaps early and provides intervention before gaps widen. This systemic approach to addressing learning gaps is more effective than a targeted approach would be because it prevents problems from developing rather than only remediating problems after they have become severe. While unduplicated students disproportionately benefit from these improvements because they are disproportionately represented among students with learning needs, all students benefit from higher-quality core instruction and more responsive teaching.</p> <p>Alignment with California Community Schools and MTSS Frameworks: Action 4 is implemented within TLC's Multi-Tiered System of Supports (MTSS) framework, which requires universal screening, tiered intervention, and data-based decision-making across the entire school. The MTSS framework is designed to be universal, not limited to particular student groups, and to provide a continuum of support with universal preventive support (Tier 1) available to all students and increasingly intensive support (Tiers 2 and 3) targeted to students with greater needs. Implementing Action 4 on a schoolwide basis ensures fidelity to the MTSS framework and creates coherent, integrated systems rather than fragmented approaches. Additionally, TLC's California Community Schools framework emphasizes integrated student supports provided through coordinated schoolwide systems. Implementing Action 4 schoolwide aligns with this framework's emphasis on comprehensive, coordinated support.</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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,889,063.79	\$ 4,020,674.57

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	\$ 9,755	\$ 9,150
1	2	SERVICES TO SUPPORT SWD	No	\$ 628,023	\$ 679,751
1	3	STRENGTHENING EL PROGRAM & SERVICES	No	\$ -	\$ -
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	No	\$ 465,394	\$ 497,866
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	Yes	\$ 336,809	\$ 376,255
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	No	\$ 500	\$ 500
1	6	BROAD COURSE OF STUDY	No	\$ 53,844	\$ 57,009
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	No	\$ 1,290,287	\$ 1,275,119
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 83,607	\$ 77,270
2	2	PROFESSIONAL DEVELOPMENT	No	\$ 39,555	\$ 20,385
2	3	CORE CURRICULAR PROGRAM NEEDS	No	\$ 27,212	\$ 39,610
2	4	CLOSING THE DIGITAL DIVIDE	No	\$ 31,801	\$ 43,552
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	No	\$ 229,845	\$ 233,516
3	2	PARENT INPUT IN DECISION-MAKING	No	\$ -	\$ -

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	\$ 3,889,063.79	\$ 4,020,674.57

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3	OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	No	\$ 242,882	\$ 249,674
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	No	\$ 449,552	\$ 461,019

2025-26 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)
\$ 423,422	\$ 420,415	\$ 453,524	\$ (33,109)	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	\$ 336,809	\$ 376,254.64	0.000%	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	Yes	\$ 83,607	\$ 77,269.50	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$ 2,386,036	\$ 423,422	0.000%	17.746%	\$ 453,524	0.000%	19.007%	\$0.00 - No Carryover	0.00% - No Carryover

2026-27 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 %)
2026-27	\$ 2,551,772	\$ 462,081	18.108%	0.000%	18.108%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,567,158	\$ 1,392,419	\$ -	\$ 283,099	\$ 4,242,676.19	\$ 3,503,352	\$ 739,324

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	Schoolwide		TLC	Ongoing	\$ -	\$ 10,664	\$ 7,295	\$ 3,369	\$ -	\$ -	\$ 10,664	0.000%
1	2	SERVICES TO SUPPORT SWD	SPED	No	Schoolwide		TLC	Ongoing	\$ 592,332	\$ 57,594	\$ 203,665	\$ 415,521	\$ -	\$ 30,740	\$ 649,926	0.000%
1	3	STRENGTHENING EL PROGRAM & SERVICES	All	No	Schoolwide		TLC	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	No	Schoolwide		TLC	Ongoing	\$ 349,352	\$ 5,500	\$ -	\$ 282,524	\$ -	\$ 72,328	\$ 354,852	0.000%
1	4	ADDRESSING ACADEMIC NEEDS TO ACCELERATE LEARNING	All	Yes	Schoolwide	All	TLC	Ongoing	\$ 434,374	\$ 32,200	\$ 466,574				\$ 466,574	0.000%
1	5	ADDRESSING SOCIAL-EMOTIONAL & BEHAVIORAL STUDENT NEEDS	All	No	Schoolwide		TLC	Ongoing	\$ -	\$ 5,500	\$ -	\$ 5,500	\$ -	\$ -	\$ 5,500	0.000%
1	6	BROAD COURSE OF STUDY	All	No	Schoolwide		TLC	Ongoing	\$ 68,367	\$ -	\$ 28,817	\$ 39,550	\$ -	\$ -	\$ 68,367	0.000%
2	1	ADMIN & EDUCATORS THAT SUPPORT THE ED PROGRAM	All	No	Schoolwide		TLC	Ongoing	\$ 1,404,621	\$ -	\$ 1,250,570	\$ 154,050	\$ -	\$ -	\$ 1,404,621	0.000%
2	2	PROFESSIONAL DEVELOPMENT	All	No	Schoolwide		TLC	Ongoing	\$ 132,809	\$ 16,469	\$ 10,859	\$ 138,419	\$ -	\$ -	\$ 149,278	0.000%
2	3	CORE CURRICULAR PROGRAM NEEDS	All	No	Schoolwide		TLC	Ongoing	\$ -	\$ 27,504	\$ 5,991	\$ 21,513	\$ -	\$ -	\$ 27,504	0.000%
2	4	CLOSING THE DIGITAL DIVIDE	All	No	Schoolwide		TLC	Ongoing	\$ -	\$ 38,252	\$ 26,502	\$ 11,750	\$ -	\$ -	\$ 38,252	0.000%
3	1	PROMOTING POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & SAFE LEARNING ENVIRONMENT	All	No	Schoolwide		TLC	Ongoing	\$ 81,991	\$ 168,231	\$ 70,191	\$ -	\$ -	\$ 180,031	\$ 250,223	0.000%
3	2	PARENT INPUT IN DECISION-MAKING OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION	All	No	Schoolwide		TLC	Ongoing	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	0.000%
3	3	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		TLC	Ongoing	\$ 301,001	\$ 21,845	\$ 176,077	\$ 146,770	\$ -	\$ -	\$ 322,847	0.000%
3	4	MAINTAINING SAFE & CLEAN SCHOOL FACILITIES	All	No	Schoolwide		TLC	Ongoing	\$ 138,506	\$ 355,564	\$ 320,617	\$ 173,453	\$ -	\$ -	\$ 494,070	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$ 2,551,772	\$ 462,081	18.108%	0.000%	18.108%	\$ 466,574	0.000%	18.284%	Total:	\$ 466,574
								LEA-wide Total:	\$ -
								Limited Total:	\$ -
								Schoolwide Total:	\$ 466,574

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	\$ 466,574	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
 - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.
- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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
<ul style="list-style-type: none"> ● 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
<ul style="list-style-type: none"> ● Enter the baseline when completing the LCAP for 2024–25. <ul style="list-style-type: none"> ○ 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).