



Monitoring Goals, Actions, and Resources for the 2025-26 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2025-26 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

Provide every student with high-quality instruction by utilizing research-based teaching methods and a rigorous, standards-aligned curriculum. Incorporate technology to address the diverse learning needs of our students, including those who are English Language Learners (ELL), in Special Education (SPED), and Socioeconomically Disadvantaged (SED). Equip all students to excel as critical thinkers, problem solvers, and innovators in a constantly evolving global society.

(Aligns with WASC Action Plan 1, 4)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	% of Teachers who are appropriately credentialed & assigned	100%	100%		100%	
1.2	% of students with access to standards aligned instructional materials	100%	100%		100%	
1.3	% Students including Unduplicated Pupils and Students with Disabilities, with access to and enrolled in a broad course of study	100%	100%		100%	
1.4	Increase Enrollment of Students in Dual Enrollment	33 Students	75 Students		13 students	
1.5	Increase Enrollment of Enrollment of AP Classes	3 Students	0 Students		0 Students	
1.6	Increase Enrollment of Enrollment of AVID Classes	0 Students due to space	51 Students		91 Students	
1.7	Increase Enrollment of Enrollment of CTE Courses	52 Students	56 Students		39 Students	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	STAFF TO SUPPORT SCHOOL'S PROGRAM STAFF TO SUPPORT SCHOOL'S PROGRAM To support the educational needs of all students, including those of unduplicated	Yes	Fully Implemented	28 teachers, 15 IAs, 2 NSLP, 1 counselor and appropriate number of		\$3,329,626.00	\$1,654,861.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	pupils (English learners, low-income students, and foster youth), The Learning Center (TLC) employs a comprehensive team comprising 33 appropriately credentialed teachers (including SPED and Principal), 10 Instructional Assistants, NSLP (National School Lunch Program) staff, a Counselor, SPED Support Staff, and Administrative Staff.			admin, sped support staff.			
1.2	<p>PROFESSIONAL DEVELOPMENT To effectively support the needs of unduplicated pupils, The Learning Choice Academy (TLC) will provide all teachers with evidence-based professional development aligned to the California State Standards, the school’s mission, and the educational program. This professional development is targeted to meet the diverse needs of our students, including English learners, low-income students, and foster youth. The focus this year will primarily include the following topics:</p> <ul style="list-style-type: none"> • NWEA MAP • Aleks math support • Discovery Education • New Curriculum Training • ELD Standards • Accommodations & Modifications for SWD • Restorative Justice • Aperture - Social-Emotional training • MTSS - SEL/Academics • AP Training • AVID Training <p>In addition, members of our staff will be provided with the opportunity to attend conferences and workshops that include:</p> <ul style="list-style-type: none"> • SDCOE Workshops • ELPAC Institute • CAASPP Institute 	No Yes	Partially Implemented	Teachers have been involved in many training's including: in house onboarding for new staff, CPR/First aid, grade level specific training for Math and ELA curriculum, assessment trainings, training for student study resources, training related to updated SST procedures, and other offerings that have been shared throughout the first semester.		\$43,900.00	\$18,625.62

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • CSDC • CCSA • A Plus • MTSS All Titles Conference (Title IX)						
1.3	<p>COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS COURSE ACCESS: COLLEGE & CAREER PREPAREDNESS: To ensure that all students, particularly unduplicated pupils (English learners, low-income students, and foster youth), are college and career-ready, The Learning Choice Academy (TLC) provides a rigorous, standards-aligned college preparatory educational program. Recognizing that many of our students will be first-generation college students, we have implemented several targeted actions to support their academic and career aspirations.</p> <ul style="list-style-type: none"> • All HS students will have access to a College Counselor for college planning, UC A-G, and PSAT/SAT/ACT • UC A-G approved course list • HS Graduation Project: Community Service project aligned with college/career goals • College Course Credit (formerly concurrent enrollment) – on-site and off-site • Students in Gr 11-12 have the availability to take SAT/ACT • Students in Gr. 8-11 have the availability to take the PSAT • CTE Pathway: Construction/Energy • CTE Pathway: Introduction to Multimedia Production 1 and 2 (2023-24) 	Yes	Fully Implemented	AVID and AP courses are available to students this school year. CTE pathway: Construction/Energy; Introduction to Multimedia Production 1 and 2 are fully being implemented. High School Students can enroll in college courses for dual enrollment at Grossmont College and have onsite college course options available Parent training and a library of training for parents is up and running		\$182,079.00	\$34,555.02

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> CTE Pathway: Introduction to Music Performance 1 and 2 (2024-25) College Center: led by the Counselor College Campus Tours: 1 day and a possible 3 day (Summer) CA CareerZone – career planning and workshops Parent training and a library of training for parents Naviance program for all HS students AVID program AP courses Support for students in Summer School (3 Teachers) One full-time counselor 			<p>Naviance is being used by HS students</p> <p>Teachers were hired to support students during summer school.</p> <p>FT Counselor on campus</p> <p>SAT/ACT and PSAT testing is ongoing and all students have the opportunity to take the tests.</p> <p>4 full-time summer school teachers full-time counselor</p>			
1.4	<p>CORE CURRICULUM TO BE PURCHASED CORE CURRICULUM TO BE PURCHASED: Every student at TLC will benefit from access to a comprehensive, standards-aligned curriculum. The Learning Choice Academy will procure the following curriculum resources:</p> <ul style="list-style-type: none"> Consumables for all core subjects to support ongoing learning needs. Curricular purchases tailored for site-based instruction to enhance classroom education. Curriculum materials for home-based instruction across all subjects, ensuring continuity and support. Online learning platforms and tutoring resources to facilitate digital 	No	Fully Implemented	Curriculum is fully stocked and passed out to teachers and students.		\$237,893.00	\$152,929.60

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>education and personalized academic support.</p> <ul style="list-style-type: none"> Adoption of new curricular materials to align with evolving educational standards and best practices. <p>These investments aim to provide a robust educational foundation that meets the diverse learning needs of all students at TLC, whether in-classroom or remote learning environments.</p>						
1.5	<p>INDUCTION AND INTERN TEACHER SUPPORT SUPPORT PROVIDED: To ensure that all teachers, including those who are new to the profession or still completing their certification, are fully supported, The Learning Choice Academy (TLC) provides a comprehensive induction and intern teacher support program Through HTH. This program is designed to address the unique challenges faced by new and intern teachers and to help them develop the skills necessary to meet the needs of all students, particularly unduplicated pupils (English learners, low-income students, and foster youth). Induction Teachers - 2 years of support Intern Teachers - 3 year of support</p>	Yes		7 interns, 8 teachers participating in induction, all paired with a mentor with a matching subject area credential		\$24,000.00	\$17,127.97

Goal 2

Goal Description

Continue to develop and train staff on an infrastructure that employs various forms of student and schoolwide data and assessments to guide instructional decisions and implement evidence-based intervention services and programs. Challenge students academically and evaluate program effectiveness to identify and provide appropriate academic and social-emotional support. This will ensure academic success for all students, close the achievement gap among all subgroups, and prepare students to be College and Career Ready. (CCR). (Aligns with WASC Action Plan 1-4)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Annual Growth on ELA CAASPP Distance from Standard (DFS)	49.33% met or exceeded -15.9(DFS)	46% met or exceeded and DFS is 6.7 points below standard		42.57% met or exceeded in 24-25 and DFS is -13.6 Declined 6.9 Points	
2.2	Annual Growth on MATH CAASPP Distance from Standard (DFS)	27.55% met or exceeded -62.7(DFS)	30% met or exceeded and DFS is 65.3 points below standard		28.4% met or exceeded in 24-25 and DFS is -50.7 Increased 14.7 Points	
2.3	CA Science Test (CAST): percent proficient	35.45% met or exceeded	29.52% met or exceeded		40% met or exceeded	
2.4	Increase % Students who complete UC A-G by 1%	44.4%	86.2%		86.6% (24-25)	
2.5	% EL who progress in English Proficiency as measured by ELPAC (Summative)	74%	(23-24) 42.3% making progress towards English language proficiency declined 25.4% Number of EL students: 26 LTEL-33.3% making progress towards English language proficiency Declined 31.7% Number of LTEL students: 18		61.3% making progress towards English language proficiency Increased 19% Number of EL Students: 31 LTEL- 73.3% making progress towards English language proficiency Increased 40% Number of LTEL students: 15	
2.6	Increase % English Learner reclassification rate as measured by ELPAC (Summative)	39%	33% (23-24)		20% (24-25)	
2.7	Maintain MS Dropout rate <1%	1.1%	0%		0 % (24-25)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	Maintain HS Dropout Rates <2%	17.9%	21.62%		8.11% (3 students) (24-25)	
2.9	Increase initial testing of students in the DESSA	29%	64%		92%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	<p>MULTIPLE TYPES OF ASSESSMENTS MULTIPLE TYPES OF ASSESSMENTS: The TLC staff will employ various assessments to monitor each student's academic progress, identify their strengths and needs to adjust instruction accordingly and determine the necessary academic interventions. These assessments include:</p> <ul style="list-style-type: none"> NWEA MAP: ELA/Math for Grades TK-11 iReady Testing Running Records: Learning A-Z Kindergarten Readiness Assessment Math Summative Assessment Writing Prompts in various genres: Grades 6-12 WRITE Institute Writing Assessments: Grades K-5 GLAD End of Chapter/Unit Tests <p>Additionally, students will participate in the following state-mandated assessments:</p> <ul style="list-style-type: none"> ELPAC: Initial & Summative for English Learners CAASPP ELA & Math: Grades 3-8, 11 CA Science Test: Grades 5, 8, High School 	No	Fully Implemented	All assessments are completed throughout the school year. Teachers have completed 2 rounds of data chats with our Data Support specialist (Fall and Winter) and have made plans for enhanced tier 1 instruction as well as tier 2 and 3 supports for students that need it.		\$10,784.00	\$5,433.48

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> Physical Fitness Test: Grades 5, 7, 9 CAA 						
2.2	<p>STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS STAFFING, SERVICES & PROGRAM TO SERVICE EL STUDENTS: The Leadership Team will train staff on the EL Master Plan and how it aligns to ELPAC; Reclassification criteria, and ELD curriculum (in order to ensure that all ELs receive appropriate, adequate, and targeted designated and integrated ELD instruction across all grade levels.) ELD standards training will take place yearly.</p> <p>The EL Coordinator will provide professional development (SDAIE, GLAD, and Write programs) and model lessons for teachers.</p> <p>The EL Coordinator will administer the ELPAC, be in charge of reclassification, provide support for Newcomers, and provide after-school support for EL.</p> <p>All English learners receive Designated ELD</p> <p>Some curricula used: Read Naturally, Brain Pop, and Rosetta Stone - Newcomers, National Geographic with Hampton Brown - Edge Fundamentals, and National Geographic with Hampton Brown - Edge Level A,</p> <p>Will add National Geographic Reach as a curriculum option for EL students (3rd-8th grade) beginning in the 25-26 school year</p>	Yes	Fully Implemented	EL students are receiving designated ELD instruction within the classroom and in small group settings. The National Geographic Reach curriculum and other forms of EL materials are being used for EL students. Resources for free webinars and other tips to help all staff support our EL population have been sent out by the EL coordinator.		\$49,441.00	\$23,163.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.3	<p>STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS STAFFING, SERVICES & PROGRAM TO SERVICE SWD STUDENTS: To ensure that students with disabilities at The Learning Choice Academy (TLC) receive comprehensive and effective support, TLC partners with El Dorado Charter SELPA (Special Education Local Plan Area). The RSP Teacher/Director of Special Education (SPED) will play a crucial role in developing, implementing, and monitoring individualized education plans (IEPs) for students, ensuring adherence to requirements and timelines. Additionally, TLC's program aims to improve outcomes and close the achievement gap for students with disabilities through specialized and age-appropriate programs, services, and support.</p> <p>Increased training with two tracks for Instructional assistants to ensure more effective support Track 1: instructional assistant for general classroom support. Track 2: Resource specialist aide who will receive additional training for specific 1:1 support needs for mod/severe students and those who require 1:1 support.</p> <p>Hire a full-time Ed. Specialists to help with the overflow of students</p> <p>Some services used are: Barton, Touch Math, and Fast ForeWord, Teach Town (Mod/Sev)</p>	No	Fully Implemented	Fully staffed as a department and have been meeting on a consistent basis (once a month) in order to discuss SELPA updates, learn about new training, and to collaborate. SPED Staff members participate in professional development, including webinars, as it continues to be offered by the SELPA as well as in house training for Resource specialist weekly, and Resource Specialist Aides who are given 2-3 hours of training each learning period, and school psychologists meet twice a month to collaborate and receive needed support from the SPED director		\$1,399,082.00	\$637424.58

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.4	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS TO PROVIDE ACADEMIC INTERVENTION & SUPPORTS: TLC has implemented a comprehensive approach to academic intervention and support, known as Multi-Tiered System of Supports (MTSS), to ensure all students, including unduplicated students, achieve grade-level mastery and reduce achievement gaps. This structured framework includes:</p> <ul style="list-style-type: none"> • Aligning interventions with core instruction to provide targeted support across all grade levels. • Offering 1:1 or small group tutoring sessions for students on their at-home days or after school. • Providing teachers with dedicated time on Fridays for small group and one-on-one instruction. • Enlisting Instructional Assistants to deliver additional academic support and interventions. • Employing a Reading Intervention Teacher to bolster ELA test scores and support literacy development. <p>For middle and high school students, there is a focused effort on math instruction, with three hours of on-site instruction and weekly lessons provided both in school and at home. Students benefit from access to educational resources such as:</p> <ul style="list-style-type: none"> • ALEKS • iXL Math • Read Naturally • No Red Ink • Paper (on-line tutoring grades 5-12) <p>ELA Support for HS: will receive 3 hours of instruction weekly with support/tutoring on Fridays. For MS: students will receive 3</p>	No	Partially Implemented	<p>Teachers are currently using NEWA testing and mClass screener (K-2) and looking at the students who need intensive interventions and are creating 1:1 or small group tutoring for Fridays</p> <p>Added UPchieve 6-8th for online tutoring</p> <p>There are 2 IAs trained in Barton for early reading intervention.</p> <p>Reading intervention (RTI), is being implemented by a reading intervention specialist</p>		\$53,640.00	\$44,130.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>hours/week.</p> <p>To further enhance literacy skills, instructional aides are trained to administer the Barton Reading Intervention Program. These aides also receive training in classroom behavior support strategies, ensuring a supportive learning environment for all students.</p> <p>This holistic approach aims to optimize learning outcomes by addressing individual student needs through targeted interventions and support programs across TLC.</p>						
2.5	<p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION</p> <p>MTSS: STAFFING, SUPPLEMENTAL CURRICULUM, & PROGRAMS THAT PROVIDE SOCIAL-EMOTIONAL/BEHAVIORAL SUPPORT/INTERVENTION:</p> <p>To ensure comprehensive support for all students, including social-emotional and behavioral intervention, The Learning Choice Academy (TLC) integrates Multi-Tiered System of Supports (MTSS) strategies. These strategies include ongoing training, implementation of restorative practices, utilization of data-driven social-emotional programs, and adoption of a Social-Emotional Learning (SEL) curriculum.</p> <p>Admin staff will continue training with SDCOE and help support teachers in the classroom. TLC will continue to use and train new staff in Restorative Practices schoolwide, and provides resources to families.</p>	Yes	Fully Implemented	<p>Staff continues to utilize Aperture and ongoing MTSS training and support has been available for new teachers as well as training in restorative practices to support behavior intervention.</p> <p>Full time school Counselor and school Psychologist on site.</p>		\$106,403.00	\$32,657.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>TLC will continue to use and train new staff in Aperture which is a data-driven based Social Emotional program.</p> <p>TLC will also continue to use and train in the SEL curriculum</p> <p>TLC will continue to retain the counselor and school Psychologist to support the social-emotional needs of our students.</p>						
2.6	<p>TECHNOLOGY TECHNOLOGY</p> <p>TLC is investing in essential technology devices and services to support our educational programs effectively:</p> <ul style="list-style-type: none"> • Providing Chromebooks for grades 7-12 on a 1:1 basis to enhance digital learning. • Introducing iPads for grades K-2 to facilitate early learning and engagement. • Ensuring staff have access to laptops for administrative and instructional purposes. • Upgrading network infrastructure to improve WiFi access across campus. • Securing IT services through a FileMaker contract to enhance database management. • Acquiring licenses for Microsoft software to support instructional and administrative needs. • Covering website costs to maintain an informative and accessible online presence. • Implementing Google Meets as a paid program to facilitate virtual meetings and collaboration. 	No	Partially Implemented	<p>Keeping up with staffing computers to students and fixing broken ones.</p> <p>Promethean boards for classrooms to update technology.</p> <p>Implementation of mClass Dibels 8 has followed the planned implementation schedule to test grades K-2</p>	<p>5 hotspots 56 Chromebooks 13 Apple Computers 4 promethean boards</p>	\$206,892.00	\$146,995.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Providing Doc u Cams for teachers to enhance classroom instruction with visual aids. • Retaining a Technology Coordinator to oversee technology integration and support. • Introducing DocuSign for efficient document management and processing. • Utilizing Zoom specifically for Special Education (SPED) programs to support virtual learning. • Implementing the Barton platform for SPED to support reading intervention. • Investing in online curriculum and support tools to enrich educational resources and learning experiences. • . Amplify mCLASS Dibels 8 as a reading difficulties risk screening for Kindergarten through 2nd grade • . Parsec Real as a more interactive survey platform to gain insight from staff, families and students throughout the school year <p>These technological investments are designed to enhance teaching effectiveness, streamline administrative processes, and provide students with the tools necessary for a comprehensive and engaging educational experience at TLC.</p>						
2.7	STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT STAFFING, PROGRAMS, STRATEGIES & ACTIVITIES TO PROMOTE A POSITIVE	No	Fully Implemented	All of these activities and services are being utilized currently.	ASB club Student Clubs 2 students using ride share	\$75,603.00	\$32,490.24

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>SCHOOL CLIMATE, STUDENT ENGAGEMENT & ENSURE A SAFE SCHOOL ENVIRONMENT: At TLC, we are committed to fostering a positive school climate, promoting student engagement, and ensuring a safe learning environment through a variety of staffing, programs, strategies, and activities:</p> <ul style="list-style-type: none"> • School Wide Events: Organizing inclusive events that bring the entire school community together to celebrate achievements and build camaraderie. • Associated Student Body (ASB): Empowering students through leadership opportunities and organizing activities that enhance school spirit. • Hosting Clubs and Organizations: Offering diverse clubs and organizations that cater to students' interests and provide opportunities for personal growth and connection. • 6th Grade Camp: Providing a memorable outdoor experience that promotes teamwork, personal responsibility, and community building. • Elective Units: Offering elective courses that enrich the educational experience and align with student interests, subject to Educational Plan approval. • Support for Vulnerable Students: Provide bus passes for homeless, foster youth, and low-income students to ensure access to 						

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>transportation.</p> <ul style="list-style-type: none"> • HopSkipRide Service: Offering transportation support through HopSkipRide for homeless, foster youth, low-income, and Students with Disabilities (SWD) to enhance school attendance and participation. • Schoolwide Events: Hosting events focused on fostering a positive culture and promoting anti-bullying initiatives to ensure a respectful and inclusive environment. • Star Jaguars Program: Recognizing and promoting positive character traits among students through the Star Jaguars initiative. • Social-Emotional Learning (SEL) Groups: Implementing SEL groups to support student's social and emotional development, enhancing their overall well-being and academic success. <p>These initiatives are integral to creating an environment where every student feels valued, supported, and engaged in their educational journey at TLC.</p>						

Goal 3

Goal Description

Engage parents, families, and community members as partners in education to support student academic achievement and foster a safe, supportive, welcoming, inclusive, and positive learning environment. (Aligns with WASC Action Plan 3-4)

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Administer TLC Building Checklist annually	100%	100%		100%	
3.2	Parents will have input in decision-making (including Unduplicated students, and Students with Disabilities: School Site Council (SSC)	Met	Met		Met	
3.3	Provide opportunities for parent participation for families including Unduplicated students, and Students with Disabilities	Met	Met		Met	
3.4	Increase participation rate by 2% on parent survey on the sense of safety and school connectedness.	35% completed survey	42.17% completed survey		42.17% completed survey (24-25)	
3.5	Increase participation rate by 2% on student survey on the sense of safety and school connectedness.	18%. completed survey (Grades 7-12)	33.2% completed survey (Grades 7-12)		33.2% completed survey (Grades 7-12) (24-25)	
3.6	Increase participation rate by 2% on staff survey on the sense of safety and school connectedness.	41% completed survey	67.35% completed survey		67.35% completed survey (24-25)	
3.7	Increase lunches served by 2%	15,258 students served	14,310 students served		9,655 lunches served in the 1st semester	
3.8	Increase Breakfast served by 2%	10,575 students served	9,207 students served		6,580 breakfasts served in the 1st semester	
3.9	All visitors use Raptor as a check in system	100%	100%		Currently in use 100%	

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING METHODS BY WHICH PARENTS PARTICIPATE IN DECISION-MAKING: To encourage and gather parent input in decision-making, TLC will host and facilitate School Site Council (SSC) and District English Learner Advisory Committee (DELAC) meetings throughout the school year.</p> <p>TLC will adhere to the requirements of AB716, using the school's Local Control and Accountability Plan (LCAP) as its School Plan for Student Achievement (SPSA).</p> <p>During the school year, SSC and DELAC will provide input and feedback on LCAP actions and services, monitoring annual measurable outcomes. This offers parents and community members the opportunity to contribute to student programs and the allocation of Title Funds.</p> <p>Additionally, TLC will hold WASC Committee meetings and Strategic Planning Committee meetings. Parents will also have the opportunity to discuss the LCAP with staff and provide input on goals every six weeks throughout the school year.</p>	No	Fully Implemented	Parents have many opportunities to participate through surveys, parent meetings, SSC, and DELAC.		\$3,376.00	\$1,592.00
3.2	<p>OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH OPPORTUNITIES PROVIDED TO SUPPORT PARENT ENGAGEMENT & PARTICIPATION AND COMMUNITY OUTREACH: TLC school staff will partner with parents (including unduplicated pupils and Students with Disabilities) to support student achievement. Parent engagement opportunities will include:</p>	Yes	Partially Implemented	All opportunities listed have been implemented during the first semester and will continue throughout the rest of the year.		\$129,453.00	\$64,382.31

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<ul style="list-style-type: none"> • Meeting with parents every 6 weeks • Provide Parent Workshops on various topics • Host Parent/student Orientations • Communicate with Families using Parent Square • Translator will be available at schoolwide events and upon request • Presentations on Post-secondary options • Marketing & Events Coordinator: coordinates field trips • Parent surveys • Add full-day classes back on off-site days 						
3.3	<p>FACILITIES FACILITIES TLC is committed to ensuring a safe, clean, and well-maintained school environment for all students and staff. To achieve this goal, the following initiatives will be implemented:</p> <ul style="list-style-type: none"> • Facility leasing expenses • Facility maintenance, repairs, and janitorial staff • Administer Building Checklist Annual Report • Use Multi Air cleaners for offices and classrooms • Raptor sign-in for safety • Construction of new classrooms • Classroom Furniture in good repair • Full-time facilities person 	No	Fully Implemented	All facilities are in good repair.		\$1,133,598.00	\$621,071.72

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.4	<p>NUTRITION By addressing the nutritional and socio-economic needs of unduplicated pupils through dedicated staffing and equipment investments, educational institutions can promote health equity and support academic success.</p> <ul style="list-style-type: none"> • Salary for Nutrition Coordinator, and NSLP Staff. • Purchasing of Equipment Needed for Lunch Services 		Fully Implemented	Continue to purchase equipment needed to support the food service.		\$210,207.00	\$116,940.17

Goal 4

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Goal 5

Goal Description

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	6,949,087	7,021,010
LCFF Supplemental/Concentration Grants	955,375	1,020,860