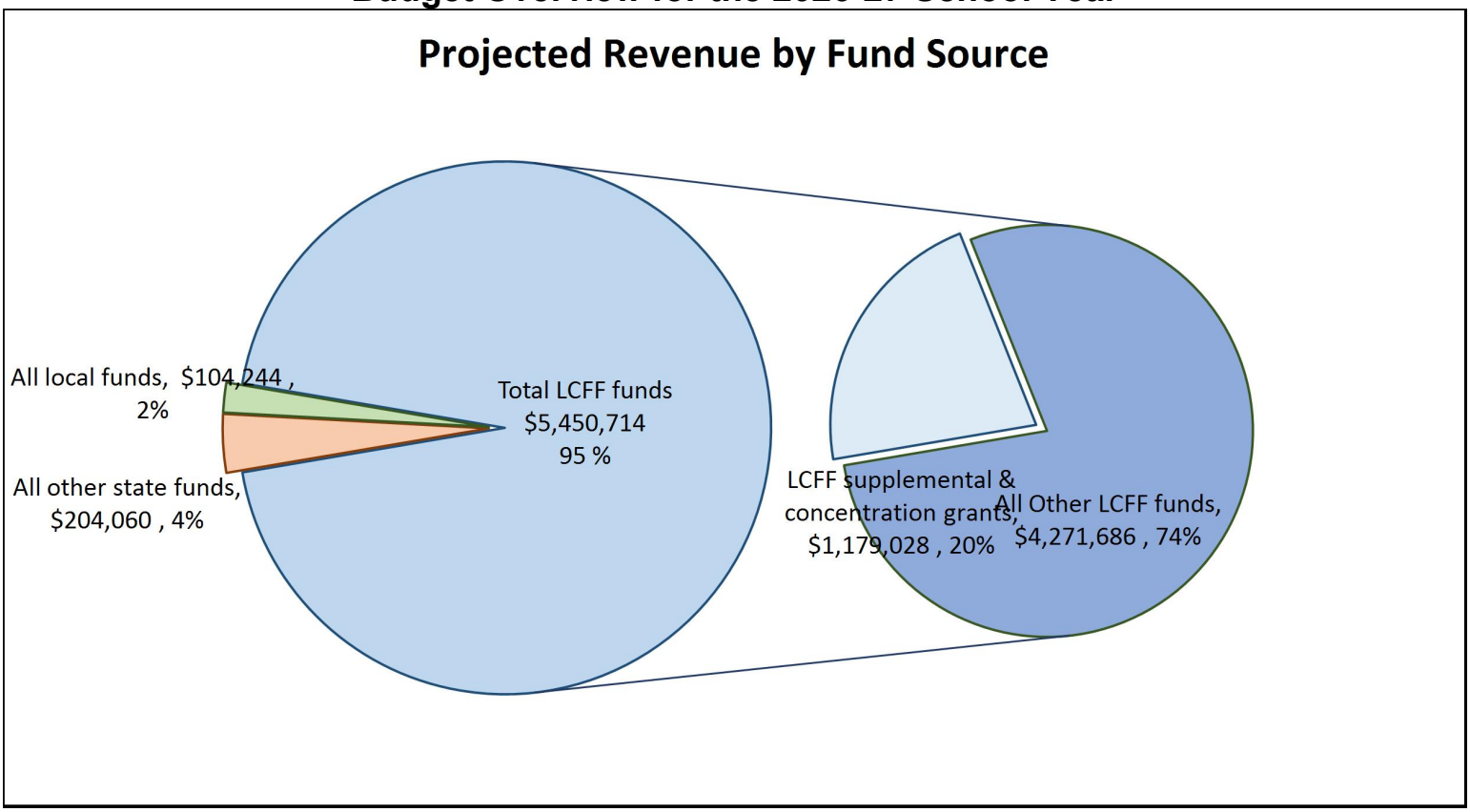
# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tracy Independent Study Charter School, Tracy Unified School District
CDS Code: 39 75499 0139949
School Year: 2026-27
LEA contact information:
Annabelle Lee
Principal
alee@tusd.net
209-830-3380

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 Tracy Independent Study Charter School, Tracy Unified School District 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 Tracy Independent Study Charter School, Tracy Unified School District is $5,759,018, of which $5,450,714 is Local Control Funding Formula (LCFF), $204,060 is other state funds, $104,244 is local funds, and $ is federal funds.  Of the $5,450,714 in LCFF Funds,

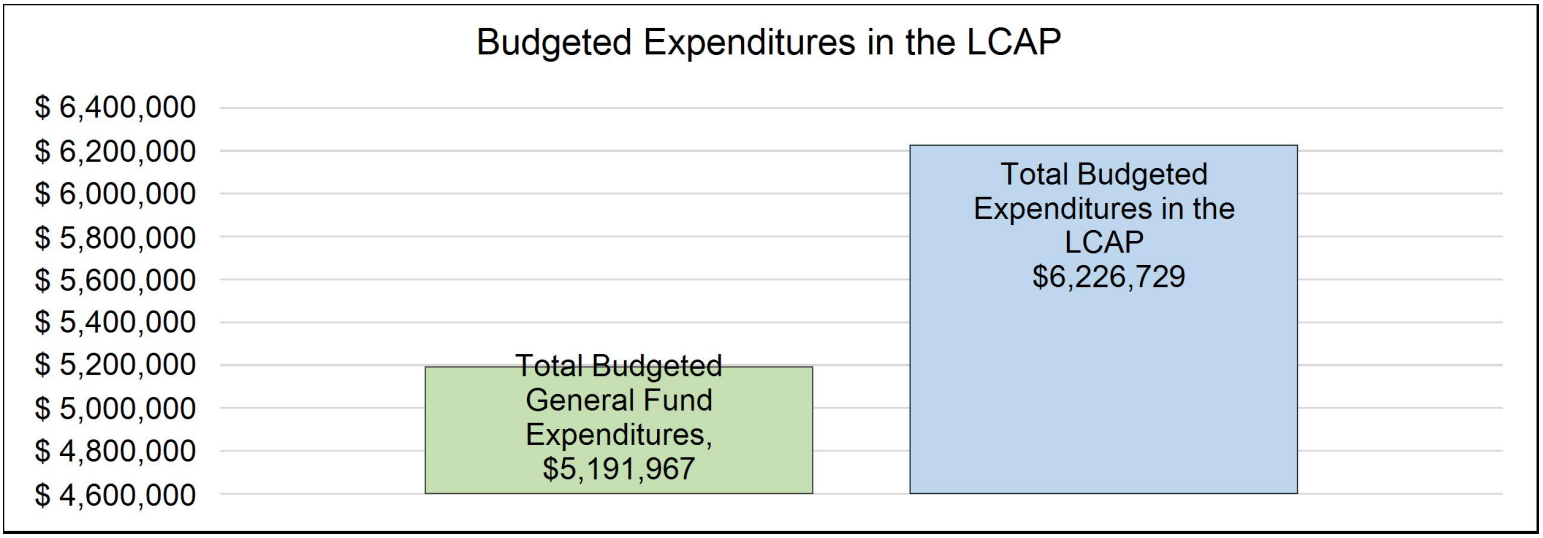
$1,179,028 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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 Tracy Independent Study Charter School, Tracy Unified School District 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: Tracy Independent Study Charter School, Tracy Unified School District plans to spend $5,191,967 for the 2026-27 school year. Of that amount, $6,226,729 is tied to actions/services in the LCAP and $-1,034,762 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

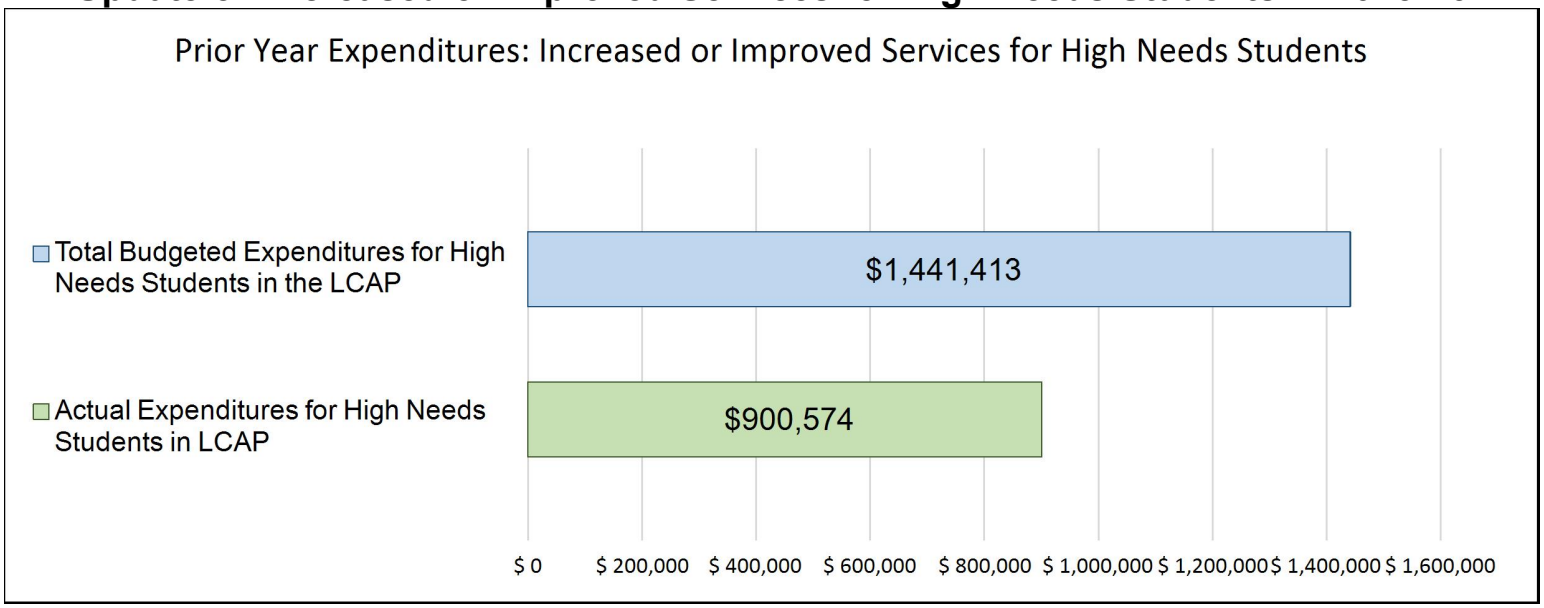
As a charter school, our LCAP also serves as our SPSA. Title I expenditures have been incorporated into the LCAP.

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

In 2026-27, Tracy Independent Study Charter School, Tracy Unified School District is projecting it will receive $1,179,028 based on the enrollment of foster youth, English learner, and low-income students. Tracy Independent Study Charter School, Tracy Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Tracy Independent Study Charter School, Tracy Unified School District plans to spend $1,705,234 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 Tracy Independent Study Charter School, Tracy Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Tracy Independent Study Charter School, Tracy Unified School District 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, Tracy Independent Study Charter School, Tracy Unified School District's LCAP budgeted $1,441,413.00 for planned actions to increase or improve services for high needs students. Tracy Independent Study Charter School, Tracy Unified School District actually spent $900,574 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $540,839 had the following impact on Tracy Independent Study Charter School, Tracy Unified School District’s ability to increase or improve services for high needs students:

The actions were implemented as planned, but the cost estimates differed from the actual expenditures, resulting in the discrepancy. Additionally, we received Learning Recovery Grant funds and Lottery funds, which were used to offset some of the costs. One time funds for Arts Music Instructional Materials Block Grant funds were used.

# 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 |
|---|---|---|
| Tracy Independent Study Charter School, Tracy Unified School District | Annabelle Lee<br>Principal | alee@tusd.net<br>209-830-3380 |

# 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.

Tracy Independent Study Charter School is a locally funded, non-classroom based, personalized learning school that serves approximately 450 students in grades K-12. Since opening in 2020, TISCS has provided a non-traditional educational setting where every student has a personalized education plan specific to the student. As a public school option for families seeking personalized education, there are considerable challenges with maintaining consistent enrollment throughout the K-12 span of the program.

We have an unduplicated pupil count of 76%, qualifying us to be a Title I school, and operated as a schoolwide program in the Fall of 2024. Being a charter school, this Local Control and Accountability Plan doubles as the School Plan for Student Achievement.

TISCS provides a non-classroom based, independent study model with personalized learning for students in San Joaquin County and surrounding areas. A dependent charter of Tracy Unified School District since 2020, TISCS is fully accredited for 9-12 by the Western Association of Schools and Colleges. All teachers hold valid California teaching credentials. TISCS teachers serve as resource specialists, mentors, counselors, advisors, and instructors, collaborating with parents and students to determine the best academic plan for each student's success. Students meet weekly with teachers to evaluate progress and make adjustments as needed. This high interaction level facilitates intervention and customization of learning approaches.

Some considerations which are unique to the Tracy Independent Study Charter School and which have an effect on the performance metrics described in this LCAP include:

- A public charter school of choice, which parents choose for a wide variety of reasons
- The school serves all grade levels, K-12, which is different from most traditional public schools
- A high mobility rate which results in a large population of new students each year
- A high percentage of high school students who enroll deficient in the credits needed to graduate on time and therefore take more than 4 years to graduate.
- A high enrollment growth rate each year, so that every year the school is bigger and additional staff and other resources are needed

When considering student outcomes, the high mobility rate and adaptation period to the online environment are important factors. Many families use the virtual charter for temporary needs like medical issues, sports, moving, or interpersonal school issues. While it takes time to adjust to independent study, retention efforts aim to increase success for continuing students. The school provides ongoing training and support as reflected in this LCAP's goals and actions.

Tracy Independent Study Charter Vision
Preparing each student to succeed in their future and be college and career ready upon graduation.

Tracy Independent Study Charter Mission
As a virtual home-based educational program, Tracy Independent Study Charter School utilizes a standards-based education that addresses individual differences and learning styles and provides students the opportunity to select customized courses and pathways.

As a result of data analysis, goals and actions have been identified as a result of consultation and engagement with stakeholder groups throughout the 2023-24 school year. Our curriculum is all run on the Edgenuity platform now that we have adopted online curriculum for K-5 students to go along with the online curriculum for 6-12 students. The schoolwide learning goals are identified below. The goal is for students to graduate from Tracy Charter School with the skills below:

- Academic Excellence - Students will develop and demonstrate critical thinking, problem-solving, and effective communication skills in both verbal and written formats.
- Independent and Self-Directed Learning - Students will cultivate strong work ethics, organizational skills, and perseverance, taking ownership of their education through self-reflection and time management.
- College and Career Readiness - Students will develop the skills necessary for success in post-secondary education and career pathways.
- Social and Emotional Well-Being - Students will build resilience, coping skills, and interpersonal communication abilities.

These beliefs are the core of TUSD and Tracy Independent Study Charter LCAP goals, actions, and services to guide specific behaviors and practices for student achievement.

Goal 1: Prepare all pupils for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports.

Goal 2: Provide a safe and equitable learning environment for all students and staff.

The team continues to evaluate state and local data to focus all attention on academic and social emotional needs of students. Tracy Independent Study Charter will continue to support the two LCAP Goals with existing financial resources to target areas of improvement with a clear and coherent focus on student learning.

2024-25 Student Enrollment by Student Group (2024-25 SARC)
Female 52.4% Male 47.6%
Asian 14.2%
Black or African American 9.7%
Filipino 2.8%
Hispanic or Latino 46.8%
Native Hawaiian or Pacific Islander 1.9%
Two or More Races 6.7%
White 17.8%

English Learners 17.5%
Homeless 3.3%
Socioeconomically Disadvantaged 76.9%
Students with Disabilities 14.2%

Total 359 (2024-25 SARC)
K-5 35
6-8 72
9-12 252

Tracy Independent Study Charter will be using the LCAP as our Single Plan for Student Achievement. We are also using our LCAP as our Additional Targeted Support and Improvement plan to address the identified need of improving chronic absenteeism, graduation rates, and test performance.

# Reflections: Annual Performance

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

2025-2026 Dashboard Reflection
Review of CA School Dashboard Performance
STATE ASSESSMENT DATA (Available under Goal 1, Priority 4A Metrics)

TISCS graduation rates have increased to 72.4% from 61%.

English Learner progress at TISCS declined significantly in the most recent reporting cycle, with 27.6% of English Learners making progress,

down 22.4 percentage points from the prior year and well below the state average of 46.4%.
Suspension rates remained low, with 0.0% of students suspended in 2024–25, maintaining the school's consistent trend of minimal disciplinary incidents. This continues to outperform the state average of 2.9%.
Chronic absenteeism showed improvement, decreasing to 23.4% in 2024–25, down 3.9% from the previous year. While this reflects positive progress, the rate remains higher than the state average of 17.1%.
TISCS has demonstrated a rebound in graduation rates, increasing to 73.3% in 2024–25, up 12.4% from the prior year.
College and career readiness has declined, with only 2.6% of students classified as "Prepared" in 2024–25, down from 8.0% the previous year. Additionally, the percentage of students identified as "Not Prepared" increased to 87.1%, indicating a need to expand college and career readiness pathways and supports.
In English Language Arts, students performed 46.8 points below standard, showing an improvement of 3.5 points from the prior year.
Mathematics performance improved to 118.5 points below standard, gaining 18.5 points from the previous year.

Overall, while TISCS has made meaningful gains in areas such as graduation rates, attendance, and academic growth, key areas including English Learner progress, college and career readiness, and overall academic performance continue to require focused attention and strategic support.

Successes
1. Improved Graduation Outcomes: TISCS demonstrated notable growth in graduation rates, increasing to 72.4%, reflecting the impact of academic monitoring, personalized support, and intervention systems.
2. Positive School Climate: TISCS continues to maintain an exceptionally low suspension rate (0%), significantly outperforming state averages and highlighting a supportive, student-centered learning environment.
3. Improved Attendance and Engagement: Chronic absenteeism improved to 24.6%, and overall attendance remained strong in the low 90% range, indicating progress in student engagement and attendance support efforts.

(Continued) Areas of Growth
1. Academic Achievement: ELA (35.68% met/exceeded) and Math (15% met/exceeded) performance remain below desired levels, requiring continued focus on targeted instruction, intervention, and student engagement strategies.
2. College and Career Readiness: College and career readiness indicators remain relatively low, with 9.57% of graduates completing UC/CSU requirements, demonstrating a need to expand pathways, rigorous coursework, and postsecondary preparation opportunities.
3. English Learner Achievement: While progress has been made, English Learner academic performance remains an area for continued improvement, requiring ongoing language development supports and differentiated instruction.

Learning Recovery Emergency Block Grant (LREBG):
TISCS has $35,953 funds as of 6/30/2026. LREBG funded actions may be found in Action Items 1.06. These funds will primarily be used for the Success Center Interventionist and funding the Credit Recovery Summer School Program.
These actions are aligned with the allowable uses of Learning Recovery Emergency Block Grant (LREBG) funds under EC Section 32526(c)(2), specifically supporting learning recovery through expanded instructional learning time, academic interventions, and evidence-based strategies designed to address unfinished learning and achievement gaps resulting from disrupted learning experiences. Summer School and the Success Center Intervention program address areas of need identified through the school's needs assessment, Dashboard

data, and stakeholder feedback, including academic achievement in English Language Arts and Mathematics, chronic absenteeism, and student engagement. Dashboard data indicates students continue to perform below standard in ELA and Math, while chronic absenteeism remains an ongoing challenge requiring targeted intervention and increased student connection.

Summer School provides students with additional instructional time, credit recovery opportunities, targeted academic support, and access to individualized instruction to address unfinished learning, improve academic performance, and support graduation progress. The Success Center Intervention program expands access to ongoing academic assistance during the school year through tutoring, intervention support, progress monitoring, and personalized help in core content areas. The Success Center also promotes increased student engagement, attendance, and connection by providing structured, in-person academic support opportunities.

Together, these actions are expected to accelerate learning recovery, improve student achievement outcomes, strengthen engagement and attendance, and provide equitable access to additional academic supports for students requiring intensified intervention.

During the 2025-26 school year, students were given focused interventions and personalized support with the use of the supplementary IXL program. This program creates a baseline and provides lessons based on the student need.

**********

2024-2025 Dashboard Reflection
Review of CA School Dashboard Performance

English Learner progress at TISCS experienced a dip in 2022–23, falling to 39.2%, well below the state's 48.7%. However, the school made a strong recovery in 2023–24, with 50% of ELs making progress—outperforming the state average of 45.7%. This rebound reflects a significant turnaround and suggests instructional supports or interventions for EL students are having a measurable impact.
Suspension rates remained consistently low, with no students suspended in 2023-24, and only 0.6% suspended in 2022-23. This is significantly better than the state suspension rates, which ranged from 3.1% to 3.5% over the same period.
Chronic absenteeism has fluctuated significantly over the past three years. In 2023-24, the absenteeism rate improved to 27.4%, but it remained higher than the state's 18.6%. Absenteeism is a growing concern at TISCS, requiring targeted interventions to address attendance issues.
TISCS has shown a strong upward trend in average daily attendance in 2023-24, 92.59% in the first semester of 2024–25. After a slight dip in 2022–23, attendance rebounded significantly, with notable increases each year.
TISCS graduation rates have declined to 61% in 2023–24. It's important to note that the 2021–22 rate was influenced by AB130, which allowed students to graduate with just 130 credits instead of the district's standard 220. This temporary policy likely contributed to the higher rate that year, as the full credit requirement resumed in subsequent years. Meanwhile, early graduation has sharply increased, from 14.2% in 2022–23 to 31.25% in 2023–24, indicating a growing group of students meeting graduation benchmarks ahead of schedule despite broader challenges in overall graduation rates.
College and career readiness data has remained consistent - 7.9% in 2022-23 and 8% in 2023-24.
In ELA, students were 50.3 points below standard in 2023-24.
Math performance saw a decline to 137 points below standard in 2023-24.

While state performance remained more stable, these trends indicate areas where additional instructional strategies and resources could help bridge the gap.

Learning Recovery Emergency Block Grant (LREBG):
TISCS has $122,622.45 unspent funds as of 6/30/2025. LREBG funded actions may be found in Action Items 1.01, 1.06, 1.08.
During the 2024-25 school year, students were given focused interventions and personalized support with the use of the supplementary IXL program. This program creates a baseline and provides lessons based on the student need. During the 2024-25 school year, a Student Success Center was opened to provide students with a place to come on to campus and work.

Successes:
1. Maintenance of high participation rates across grades in both ELA, Math, and CAST state assessments, ensuring comprehensive data for analysis and intervention.
2. The school continues to foster a safe and respectful environment, as evidenced by a 0.0% suspension rate and highly favorable climate and safety survey results from students, staff, and families—over 90% positivity in all areas.
3.Chronic absenteeism among K-8 students declined to 27.4% (-10.3%),
4. The addition of field trips, clubs, and enrichment experiences helped address student connectivity and engagement in a non-traditional independent study environment.
5. Began an alternate path for graduation for students with deficient credits
6. Opened the Student Success Center as a resource for students to get tutoring and have a place to work.

Areas of Improvement:
1. Academic Performance in Math and ELA SBAC :
- ELA: Only 27.36% of students met or exceeded standards in 2023–24, a decrease from the previous year.
- Math: Only 7.7% met or exceeded standards, with a steep performance gap across grade levels and subgroups (EL, SED, SWD).

2. The school's graduation rate dropped to 61.0%, down from 62.8%, partly due to an influx of credit-deficient students and the end of AB130's 130-credit graduation pathway, necessitating intervention and support strategies to ensure student success.
3.4. High percentages of students categorized as Some Risk or High Risk in Math across multiple grade levels, signaling a need for targeted intervention and support in mathematics education.
5. English Learners, Socioeconomically Disadvantaged students, and Students with Disabilities remain disproportionately behind in ELA, Math, and Science, with some subgroups showing 0–8% proficiency across multiple content areas.

All students at Tracy Independent Study Charter School are on an independent study contract, which means that attendance is based on work submitted. In order to address the chronic absenteeism for our students with disabilities, we plan to work with our classroom teachers, resource teachers, and parents to look at the causes for lack of work completion and create a plan to better support students. We also plan to work with all students and parents at the beginning of the school year, and through our tiered reengagement process, to ensure there is an understanding that work completion is tied to attendance and plan ways to provide additional supports for students to complete their work.

In order to address the math and language arts performance, all teachers will be participating in professional development training to find ways to support students. The approach also includes an equity mindset and helping staff understand how to affirm and support students

through their learning process.

2023-2024 Dashboard Reflection
Tracy Independent Study Charter School continue to make concerted efforts to assist students to be as actively engaged as possible while navigating the continued challenges brought to families. These include but are not limited to academic and social emotional well being. Our expectation is that students have a synchronous voice to voice communication once a week with our staff. The nature of this communication ranges from academic to social emotional support. This contact requirement can be adapted to increased frequency if the student needs it with some students being contacted weekly, and others even daily.

Successes:
1. Maintenance of high participation rates across grades in both ELA and Math assessments, ensuring comprehensive data for analysis and intervention.
2. High participation rates in the CAST assessments across different grade levels, indicating commitment to statewide testing standards.
3. Low Suspension Rate of 0.6%, reflecting a positive disciplinary environment within the school.
4. Encouraging results in local assessments for students in grades K-2, with a significant proportion achieving at or above grade level, particularly in Math.

Areas of Improvement:
1. High rates of Math Standard Not Met across all grades (65.31%), indicating a significant portion of students not meeting proficiency levels.
2. Decline in Graduation Rate from 75.7% to 62.8%, necessitating intervention and support strategies to ensure student success.
3. Increasing Chronic Absenteeism rates, indicating potential issues with student attendance and engagement, which could impact academic performance.
4. High percentages of students categorized as Some Risk or High Risk in Math across multiple grade levels, signaling a need for targeted intervention and support in mathematics education.
5. The decline in the Science Standard Met and Exceeded percentages suggests a need for improvement in science education strategies or curriculum implementation.

All students at Tracy Independent Study Charter School are on an independent study contract, which means that attendance is based on work submitted. In order to address the chronic absenteeism for our students with disabilities, we plan to work with our classroom teachers, resource teachers, and parents to look at the causes for lack of work completion and create a plan to better support students. We also plan to work with all students and parents at the beginning of the school year, and through our tiered reengagement process, to ensure there is an understanding that work completion is tied to attendance and plan ways to provide additional supports for students to complete their work.

In order to address the math and language arts performance, all teachers will be participating in professional development training to find ways to support students. The approach also includes an equity mindset and helping staff understand how to affirm and support students through their learning process.

# Reflections: Technical Assistance

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

Tracy Independent Study Charter exited Differentiated Assistance with the county based on student group performance in two or more LCFF state priority areas. ***

# 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.

Tracy Independent Study Charter School has not 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.

N/A

## *Monitoring and Evaluating Effectiveness*

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

N/A

# 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 |
|---|---|
| Parents<br>Families<br>Community Members<br>Students | TISCS Advisory Council (Parent, Teacher, Staff, Student)<br>Quarterly Meetings<br>Electronic Surveys (February-April)<br>Board Presentations (Annually) |
| Staff Site Meetings | Review of Needs, Mission/Vision, Professional Development, Monday Weekly Meetings,<br>Weekly Newsletter |
| Monthly Community Newsletter | Sent to all families, students, and staff |
| TUSD School Board Meeting-Parents/Staff/Students/Community | Reviewed available midyear outcome data related to metrics identified in the current LCAP; and all available midyear expenditure and implementation data on all actions identified in the current LCAP. This meeting took place on February 24, 2026. |
| Parents, Community, Staff/Teachers, Students-Public Board Meeting | The 2026 Annual Update, 2026-27 LCAP, and Overview for Parents was presented to the TUSD School Board in a public forum and was held open until a second public meeting for any feedback/input from any engagement partners. This meeting was June 9, 2026, and held open until the June 23, 2026 board meeting. |

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

Tracy Independent Study Charter School engaged its educational partners to gather feedback and input for the development of its Local Control and Accountability Plan (LCAP). The school employed a multi-faceted approach, utilizing surveys, public meetings, and consultations

to ensure that the voices of all stakeholders were heard and considered. One of the key stakeholder groups involved in the LCAP process was the families of Tracy Independent Study Charter School itself. These families were explicitly included in all LCAP activities conducted by Tracy Independent Study Charter School. In February 2025, the school and district administered LCAP surveys to all parents, students, and staff from grades 4 through 12, providing a platform for them to share their perspectives and concerns.

Furthermore, Tracy Independent Study Charter School held monthly advisory meetings specifically dedicated to the LCAP process. One of these meetings was solely focused on gathering feedback and input for the LCAP. The Advisory committee comprised a diverse group of stakeholders, including certificated and classified staff members, parents, and students, ensuring that a wide range of perspectives was represented. The development of the LCAP was directly informed by the feedback and insights gathered from these meetings. One of the key priorities identified was the need to enhance student mental health services, including on-site support and events for the 2025-26 academic year.

In addition to the Advisory meetings, the school facilitated Staff Site Meetings weekly, where educators analyzed the school's needs based on survey data, local assessments, and state-level evaluations. These meetings provided an opportunity for staff members to contribute their expertise and first-hand experiences to the LCAP development process.

To ensure transparency and accountability, the school compiled a summary of the needs assessments below, consolidating the feedback and insights gathered from the various stakeholder groups. This comprehensive approach ensured that the LCAP reflected the diverse perspectives and priorities of the Tracy Independent Study Charter School community, ultimately shaping the educational strategies and resource allocation for the coming years. (Needs Assessment conducted with Tracy Advisory, Parent surveys/meetings, Staff Meetings)

Academic Support & Intervention

- Increased support for math, including targeted math intervention across grade levels
- K–5 math and reading intervention classes, with reading groups based on student reading levels
- State testing preparation and access to practice resources
- After-school tutoring and in-person study hall opportunities
- Intervention programs for both reading and math, tailored to student needs
- Nutritional Snacks for students during sessions in Success Center
- Novel studies to promote literacy and critical thinking
- Hands-on elective classes to support engagement and deeper learning
- Implement regular benchmark assessments to identify struggling students earlier in the year.
- Use data-driven small group instruction in both ELA and math.
- Consistency in ELD Classes and support
- Training for students and teachers on AI and academic integrity
- More onsite IT Support and updated computers (to handle the new Edgenuity software and all educational software)
- More music and art options
- Career training options
- In-person class options

- Book swap program
- Daily math lessons for all levels
- ELA support
- Scientific Calculators
- Sewing machines (for Fashion Class) and supplies
- Supports for Academic Integrity

-Supplies for lab and projects for all science classes

- Photography class support (cameras, tripods)
- career based field trips (by grade level)

-K-5 Workbook options

-Books for students

- Activities
- Audio Books

Teacher Capacity & Professional Development

- Training for teachers on transcript analysis and post-high school pathways to better support student questions during 1-on-1s
- Training for teachers on engagement strategies and content support
- More information and resources for teachers to guide students on all college and career options
- Improved student-to-teacher ratios, especially in K–5 multi-grade classrooms (target: 16–18 students per teacher)
- Professional development focused on evidence-based strategies for literacy and math instruction.
- Support for teachers on delivering intervention within a personalized or hybrid model.
- Implementation of trauma-informed strategies and training for staff
- Math specialist
- Printers for each pod

-Program rollout training

- Dual enrollment training
- Professional development for online environment

Student Engagement & Connectedness

- More clubs, social activities, and student-led events to promote peer interaction
- Leadership opportunities for student (ASB)
- Enrichment programs that foster creativity and exploration beyond core academics
- More elective course options for all grade levels
- Field trips to enhance learning and build school connection
- Activities and sports to foster teamwork, motivation, and school pride
- Programs to build stronger connections between students and the school community
- Address acceptance and support for students with in Tiered Re-engagement
- Library
- Guest Speakers (alumni and otherwise)

- Career Tech
- Cooking club (after 200)
- S/B allowed to join local HS
- Reading Buddies
- Grade level book study

Family & Community Involvement
- Community-building events such as family nights and cultural celebrations
- Family engagement events with resources available
- Senior Information Night to guide students and families through post-secondary options
- 1-on-1 transcript review meetings between students and counselors for academic planning
- Clearer transcript formats; current documents are difficult for families and staff to interpret
- Regular parent training on Edgenuity and K-5 Genius
- Parent information and meetings on available community resources (with food!)
- a Parent Club to host events
- local event participation

School Climate & Safety
- Repainting of buildings
- Repainting of down spouts
- Increased attendance supports and strategies to re-engage students
- Address noise levels of classrooms during multiple meetings
- Improvement/cleanliness of facilities
- Daily maintenance of cleanliness around building areas
- Protocol training for all staff for emergencies

-Food options for students on campus for success center

Other Needs
During School day study hall with teacher
Proctors for student to come on campus to take math unit tests and finals
Resources for students to use Proctorio browser or ideas to reduce cheating

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Prepare all students for college and careers and ensure all students meet grade level standards with a focus on closing the achievement gap between all student groups using accelerated learning and tiered supports. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was created to address ongoing gaps in student progress and to ensure that all learners have the support they need to reach grade-level expectations and plan for life after high school. Tracy Independent Study Charter School serves a wide range of students who benefit from personalized instruction and flexibility. Many enroll behind in academic credits or need a learning environment that offers more one-on-one guidance. As a school with a high percentage of socioeconomically disadvantaged students (65%), English Learners (14.7%), and students with disabilities (14%), it is critical to ensure all students receive targeted supports that allow them to meet or exceed grade-level standards and graduate college- and career-ready.

Recent results from state and local testing show a need for increased support in reading, writing, and math. In 2023–24, fewer than 30% of students met grade-level expectations in English, and fewer than 10% did so in math. These numbers highlight the need for focused strategies that help students grow quickly in core academic areas. Tools like diagnostic assessments, personalized learning plans, and extra support periods are key to helping students catch up and move forward.

In addition to academics, fewer students are meeting requirements that open doors to future college or job training programs. Completion rates for college entry courses and career-related classes are still low, and the school is working to increase those opportunities. The feedback from students and families supports this goal, with many asking for more direct instruction, job-focused courses, and clear pathways to future goals.

Additionally, the decline in the graduation rate to 62.8% and the low percentage of students completing A-G and CTE pathways signal that more focused preparation is needed to ensure postsecondary success. FastBridge diagnostic data and local assessments further show the need for interventions and more robust support across grade levels.

This goal also reflects input from educational partners—including staff, students, and families—who identified academic achievement, math support, and career readiness as top priorities. It aligns with the school's mission to provide a flexible, student-centered learning environment while ensuring rigorous academic expectations and equitable opportunities for success.

As a school within Tracy Unified School District, this goal also supports districtwide efforts to raise achievement and ensure all students are equipped for the next step in their lives. It reflects the school's focus on meeting students where they are and helping them grow through targeted support, practical resources, and high expectations.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| Priority 1A | 1A: Percentage of Teachers Appropriately Assigned and Fully Credentialed in Subject Areas and for pupils they are teaching | 100%<br><br>2023-24 Human Resources/Certificated Personnel | 100%<br><br>2023-24 Human Resources/Certificated Personnel | 100%<br><br>2024-25 Human Resources/Certificated Personnel | 100% | 0% |
| Priority 1B | 1B: Percentage of Sufficient Access to Standards Aligned Instructional Materials | 100%<br><br>Edgenuity Platform & AP materials ordered through IMC<br><br>2023-24 Williams Act Adopted Resolution | 100%<br><br>Edgenuity Platform & AP materials ordered through IMC<br><br>2023-24 Williams Act Adopted Resolution | 100%<br><br>Edgenuity Platform & AP materials ordered through IMC<br><br>2024-25 Williams Act Adopted Resolution | 100%<br><br>Edgenuity Platform & AP materials ordered<br><br>2023-24 Williams Act Adopted Resolution | 0% |
| Priority 1C | 1C: Facilities maintained in "good" or "exemplary" repair status | FIT Report | 100%<br><br>FIT Report | 100%<br><br>FIT Report | 100%<br><br>FIT Report | None |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| Priority 2A | 2A: Implementation of SBE Adopted Academic and Performance Standards including how programs and services will enable ELs to access the CC academic content standards and ELD Standards.<br><br>Rating Scale 1-5 (lowest to highest):<br>1 - Exploration & Research Phase<br>2 - Beginning Development<br>3 - Initial Implementation<br>4 - Full Implementation<br>5 - Full Implementation & Sustainability | Rating for Professional Learning for teaching to the academic standards and curriculum frameworks<br><br>ELA - 4<br>ELD - 4<br>Mathematics - 4<br>NGSS - 4<br>History/Social Science - 4<br><br>2023-24 Local Indicator/LCAP Staff Survey | Rating for Professional Learning for teaching to the academic standards and curriculum frameworks<br><br>ELA - 4<br>ELD - 4<br>Mathematics - 4<br>NGSS - 4<br>History/Social Science - 4<br><br>2024-25 Local Indicator/LCAP Staff Survey | Rating for Professional Learning for teaching to the academic standards and curriculum frameworks<br><br>ELA - 4<br>ELD - 4<br>Mathematics - 4<br>NGSS - 4<br>History/Social Science - 4<br><br>2025-26 Local Indicator/LCAP Staff Survey | Rating for Professional Learning for teaching to the academic standards and curriculum frameworks<br><br>ELA - 5<br>ELD - 5<br>Mathematics - 5<br>NGSS - 5<br>History/Social Science - 5<br><br>2026-27 Local Indicator/LCAP Staff Survey | No difference |
| Priority 4A | 4A: Statewide Assessment Participation Rate ELA/Literacy and Math Grades 3-8, & 11 Science (CAST) Grades 5,8,11, & 12<br><br>English Learners-(EL)<br>Socio-Economically Disadvantaged-(SED)<br>Student with Disability-(SWD)<br>Homeless-(HOM) Foster Youth-(FY) | Participation Rates (2022-23)<br>ELA (CAT/PT):<br>Grade 3: 100%<br>Grade 4: 100%<br>Grade 5: 100%<br>Grade 6: 96.3%<br>Grade 7: 88.2%<br>Grade 8: 90.9%<br>Grade 11: 91.7%%<br><br>Math (CAT/PT):<br>Grade 3: 100%<br>Grade 4: 100%<br>Grade 5: 100% | Participation Rates (2023-24)<br>ELA (CAT/PT):<br>Grade 3: 100%<br>Grade 4: 100%<br>Grade 5: 100%<br>Grade 6: 100%<br>Grade 7: 95.0%<br>Grade 8: 96.7%<br>Grade 11: 97.0%%<br>201/210 Students<br><br>Math (CAT/PT):<br>Grade 3: 100% | Participation Rates (2024-25)<br>ELA (CAT/PT):<br>Grade 3: 4/5 80%<br>Grade 4: 6/6 100%<br>Grade 5: 10/10 100%<br>Grade 6: 15/16 94%<br>Grade 7: 34/37 91%<br>Grade 8: 33/39 85.6% | Participation Rates<br>ELA (CAT/PT):<br>Grade 3: 100%<br>Grade 4: 100%<br>Grade 5: 100%<br>Grade 6: 98.3%<br>Grade 7: 95.0%<br>Grade 8: 95.0%<br>Grade 11: 95.0%%<br><br>Math (CAT/PT):<br>Grade 3: 100%<br>Grade 4: 100%<br>Grade 5: 100% | ELA Participation Baseline (2022-23): 91.7%<br>Current (2024-25): 93.3%<br>Difference: +1.6 percentage points<br><br>Math Participation Baseline (2022-23): 89.4%<br>Current (2024-25): 92.0%<br>Difference: +2.6 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Grade 6: 96.3%<br>Grade 7: 88.2%<br>Grade 8: 90.9%<br>Grade 11: 89.4%<br><br>CAST:<br>Grade 5: 100%<br>Grade 8: 90.90%<br>High School: 91.35%<br><br>EL All Grades 23/23 100%<br>SED All Grades 125/133 93.9%%<br>SWD All Grades 24/31 77.4%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s<br><br>2022-23 CAASSP Scores/Participation (DataQuest) | Grade 4: 100%<br>Grade 5: 100%<br>Grade 6: 100%<br>Grade 7: 93.75%<br>Grade 8: 96.7%<br>Grade 11: 95.1%<br>202/210 Students<br><br>CAST:<br>Grade 5: 100%<br>Grade 8: 96.7%<br>High School: 87.7%<br>139/154 Student<br><br>2023-24 CAASSP Scores/Participation DATAQUEST | Grade 11: 97/104 93.3%%<br>199/217 Students<br><br>Math (CAT/PT):<br>Grade 3: 4/5 80%<br>Grade 4: 6/6 100%<br>Grade 5: 10/10 100%<br>Grade 6: 16/16 100%<br>Grade 7: 35/37 95%<br>Grade 8: 33/39 84.6%<br>Grade 11: 96/104 92%%<br>200/217 Students<br><br>CAST:<br>Grade 5: 10/10 100%<br>Grade 8: 33/39 96.7%<br>High School: 100/115 87.0%<br><br>2024-25 CAASSP Scores/Participation DATAQUEST | Grade 6: 98.3%<br>Grade 7: 95.0%<br>Grade 8: 95.0%<br>Grade 11: 95.0%<br><br>CAST:<br>Grade 5: 100%<br>Grade 8: 95%<br>High School: 95%<br><br>2025-26 CAASSP Scores/Participation DATAQUEST | CAST Participation Baseline (2022-23): 91.35%<br>Current (2024-25): 87.0%<br>Difference: -4.35 percentage points |
| Priority 4A | Statewide Assessment ELA | Overall Achievement Met or Exceeded ELA (CAT/PT): | Overall Achievement Met or Exceeded | Overall Achievement Met or Exceeded | Overall Achievement Met or Exceeded | ELA Baseline: 30.96%<br>Current: 35.68% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Statewide Assessment Math<br><br>Statewide Assessment Science<br><br>Student Performance on the Smarter Balanced Summative<br><br>English Learners-(EL)<br>Socio-Economically Disadvantaged-(SED)<br>Student with Disability-(SWD)<br>Homeless-(HOM)<br>Foster Youth-(FY) | Grade 3: 63.63%<br>Grade 4: 38.46%<br>Grade 5: *data suppressed due to few #s<br>Grade 6: 38.46%<br>Grade 7: 20.00%<br>Grade 8: 26.67%<br>Grade 11: 28.57%<br><br>All Grades 30.96%<br><br>EL All Grades 8.70%<br>SED All Grades 23.20%<br>SWD All Grades 8.33%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s<br><br>MATH (CAT/PT)<br>Overall Achievement Met or Exceeded Math (CAT/PT):<br>Grade 3: 36.36%<br>Grade 4: 23.07%<br>Grade 5: *data suppressed due to few #s<br>Grade 6: 15.38%<br>Grade 7: 10.00%<br>Grade 8: 19.36%<br>Grade 11: 8.00%<br><br>All Grades 13.77% | ELA (CAT/PT):<br>Grades 3-5: *data suppressed due to few #s<br><br>Grade 6: 21.05% (-17.41%)<br>Grade 7: 44.83% (+24.83%)<br>Grade 8: 13.79% (-12.88%)<br>Grade 11: 24.49% (-4.08%)<br><br>All Grades 27.36% (-3.60%)<br><br>**EL All Grades 8.70%<br>**SED All Grades 23.20%<br>**SWD All Grades 8.33%<br>**HOM *data suppressed due to few #s<br>**FY *data suppressed due to few #s<br><br>MATH (CAT/PT)<br>Overall Achievement Met or Exceeded Math (CAT/PT): | ELA (CAT/PT):<br>Grades 3-5: *data suppressed due to few #s<br><br>Grade 6: 33.34% (+12.29%)<br>Grade 7: 34.35% (-10.48%)<br>Grade 8: 36.36% (+22.57%)<br>Grade 11: 30.93% (+6.44%)<br><br>All Grades 35.68% (+8.32%)<br><br>EL All Grades 7.14%<br>SED All Grades 31.61%<br>SWD All Grades14.29%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s<br><br>MATH (CAT/PT)<br>Overall Achievement Met or Exceeded Math (CAT/PT):<br>Grades 3-5: *data | ELA (CAT/PT):<br>Grade 3: 70.00%<br>Grade 4: 45.00%<br>Grade 5: 45.00%<br>Grade 6: 45.00%<br>Grade 7: 30.00%<br>Grade 8: 30.00%<br>Grade 11: 35.00%<br>All Grades 50.00%<br><br>Overall Achievement Met or Exceeded Math (CAT/PT):<br>Grade 3: 50.00%<br>Grade 4: 50.00%<br>Grade 5: 50.00%<br>Grade 6: 50.00%<br>Grade 7: 50.00%<br>Grade 8: 50.00%<br>Grade 11: 50.00%<br><br>All Grades 50.00%<br><br>Overall Achievement Met or Exceeded CAST(CAT/PT):<br>Grade 5: 50.00%<br>Grade 8: 50.00%<br>High School: 50.00% | Difference: +4.72 percentage points<br><br>Math<br>Baseline: 13.77%<br>Current: 15.00%<br>Difference: +1.23 percentage points<br><br>Science (CAST)<br>Baseline: 17.77%<br>Current: 16.08%<br>Difference: -1.69 percentage points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | EL All Grades 4.35%<br>SED All Grades 6.45%%<br>SWD All Grades 0.00%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s<br><br>Overall Achievement Met or Exceeded CAST(CAT/PT):<br>Grade 5: *data suppressed due to few #s<br>Grade 8: 20.00%<br>High School: 13.68%<br><br>All Grades 17.77%<br><br>EL All Grades 0.00%<br>SED All Grades 10.84%%<br>SWD All Grades 10.53%<br>HOM No Data Available<br>FY *data suppressed due to few #s<br><br>2022-23 CAASSP Scores (DataQuest) | Grades 3-5: *data suppressed due to few #s<br><br>Grade 6: 10.52% (-4.86%)<br>Grade 7: 16.67% (+6.67%)<br>Grade 8: 0.00% (-19.36%)<br>Grade 11: 2.04% (-5.96%)<br><br>All Grades 7.70% (-6.07%)<br><br>**EL All Grades 4.35%<br>**SED All Grades 6.45%%<br>**SWD All Grades 0.00%<br>**HOM *data suppressed due to few #s<br>**FY *data suppressed due to few #s<br><br>Overall Achievement Met or Exceeded CAST(CAT/PT):<br>Grade 5: *data suppressed due to few #s | suppressed due to few #s<br><br>Grade 6: 12.5% (+1.98%)<br>Grade 7: 20.00% (+3.33%)<br>Grade 8: 15.15% (+15.15%)<br>Grade 11: 7.29% (+5.25%)<br><br>All Grades 15.00% (+7.30%)<br><br>EL All Grades 3.45%<br>SED All Grades 14.74%<br>SWD All Grades 4.76%<br>**HOM *data suppressed due to few #s<br>**FY *data suppressed due to few #s<br><br>Overall Achievement Met or Exceeded CAST(CAT/PT):<br>Grade 5: *data suppressed due to few #s<br>Grade 8: 21.21% | All Grades 50.00%<br><br>2025-26 CAASSP Scores | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | Grade 8:<br>6.90% (-13.10%)<br>High School:<br>10.00% (-3.68%)<br><br>All Grades<br>10.79% (-6.98%)<br><br>**EL All Grades<br>0.00%<br>**SED All Grades<br>10.84%%<br>**SWD All Grades<br>10.53%<br>**HOM No Data Available<br>**FY *data suppressed due to few #s<br><br>2023-24 CAASSP Scores (DataQuest) | (+14.31%)<br>High School: 12% (+2.00%)<br><br>All Grades 16.08% (+5.29%)<br><br>**EL All Grades<br>0.00%<br>**SED All Grades<br>10.84%%<br>**SWD All Grades<br>10.53%<br>**HOM No Data Available<br>**FY *data suppressed due to few #s<br><br>2024-25 CAASSP Scores (DataQuest) 2024-25 https://www.ed-data.org/ | | |
| Priority 4A | LOCAL ASSESSMENTS<br>FastBridge | LOCAL ASSESSMENTS<br>Winter 2023 FastBridge Diagnostic Assessment Math<br>(Baseline - did not test in Fall)<br><br>Math<br>Grade K-2 | LOCAL ASSESSMENTS<br>Fall 2024 FastBridge Diagnostic Assessment Math<br><br>Math<br>Grade K-2 | LOCAL ASSESSMENTS<br>Fall 2025 FastBridge Diagnostic Assessment Math<br><br>Math<br>Grade K-2 | LOCAL ASSESSMENTS<br><br>Math<br>Grade K-2<br>College Pathway /Low Risk 75%<br><br>Grades 3-5 | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | College Pathway<br>55.56%<br>Low Risk<br>33.33%<br>Some Risk<br>5.56%<br>High Risk<br>5.56%<br><br>Grades 3-5<br>College Pathway<br>12.00%<br>Low Risk<br>32.00%<br>Some Risk<br>48.00%<br>High Risk<br>8.00%<br><br>Grades 6-8<br>College Pathway<br>5.63%<br>Low Risk<br>18.31%<br>Some Risk<br>53.52%<br>High Risk<br>22.54%<br><br>Grades 9-12<br>College Pathway<br>11.92%<br>Low Risk<br>17.10%<br>Some Risk<br>43.52% | College Pathway<br>54.55%<br>Low Risk<br>18.18%<br>Some Risk<br>18.18%<br>High Risk<br>9.09%<br><br>Grades 3-5<br>College Pathway<br>23.81%<br>Low Risk<br>33.33%<br>Some Risk<br>28.57%<br>High Risk<br>14.29%<br><br>Grades 6-8<br>College Pathway<br>13.16%<br>Low Risk<br>28.95%<br>Some Risk<br>38.16%<br>High Risk<br>19.74%<br><br>Grades 9-12<br>College Pathway<br>13.92%<br>Low Risk<br>18.57%<br>Some Risk<br>43.04% | College Pathway<br>76.92%<br>Low Risk<br>23.08%<br>Some Risk<br>0.00%<br>High Risk<br>0.00%<br><br>Grades 3-5<br>College Pathway<br>22.22%<br>Low Risk<br>38.89%<br>Some Risk<br>22.22%<br>High Risk<br>16.67%<br><br>Grades 6-8<br>College Pathway<br>33.90%<br>Low Risk<br>15.25%<br>Some Risk<br>25.42%<br>High Risk<br>25.42%<br><br>Grades 9-12<br>College Pathway<br>23.44%<br>Low Risk<br>19.62%<br>Some Risk<br>40.19% | College Pathway /Low Risk 75%<br><br>Grades 6-8 College Pathway/Low Risk 60%<br><br>Grades 9-12 College Pathway /Low Risk 60%<br><br>FastBridge Scores Administration | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | High Risk<br>27.46%<br><br>FastBridge Scores<br>Winter 2023<br>Administration | High Risk<br>24.47%<br><br>FastBridge Scores<br>Fall 2024<br>Administration | High Risk<br>16.75%<br><br>FastBridge Scores<br>Fall 2025<br>Administration | | |
| Priority 4B | 4B: A-G Completion Rate<br><br>Percent of students successfully completing A-G | 7.9%<br><br>2023 CA Dashboard | 8.0%<br><br>2024 CA Dashboard | 5.17%<br><br>2025 CA Dashboard<br>DataQuest Four-Year Adjusted Cohort Graduation Rate | 15% | -2.73% |
| Priority 4C | 4C: CTE Pathway<br><br>Percent of students successfully completed CTE course from Edgenuity | 0.00%<br><br>2023-24<br>No courses available | 0.00%<br><br>2024-25<br>No courses available | 5.00%<br><br>2025-26<br>2026 CA Dashboard | 10% | +5.0% |
| Priority 4E | 4E: Percentage of English Learner progress toward English Proficiency as measured by ELPAC | 39.2%<br>2023 CA Dashboard | 50.0% (+10.8%)<br>2024 CA Dashboard | 27.6% (-22.4%)<br>2025 CA Dashboard | 20% | -11.6% |
| Priority 4F | 4F: Percentage of English Learner Reclassification | 18.1%<br>2023-24 Local RFEP Monitoring Data | 13.5% (10/74)<br>2024-25 Local RFEP Monitoring Data | 27.6% (-22.4%)<br>2025 CA Dashboard | 30% | +9.5% |
| Priority 4G | 4G: Percent of students passing Advanced | 20%<br>(5 Exams taken) | 57.14%<br>(7 exams taken | 0%<br>(1 exam taken) | 60% | -20.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | Placement (AP) Exams with 3 or higher | 2023-24 AP College Board | 4 passed with 3+)<br><br>College Board AP Score Report 2024 | College Board AP Score Report 2025 | | |
| Priority 5C | 5C: Middle School Drop Out Rate | ***School is new, Data TBD | 0<br>(CalPads) | Not reported | | N/A |
| Priority 5D | 5D: High School Drop Out Rate | 14%<br><br>14/100 (c/o 2023 12th Grade)<br><br>2023-24 CALPADS Report 1.8 DropOuts By SubGroup | 12.2%<br><br>14/114 (c/o 2024 12th Grade)<br><br>2024-25 CALPADS Report 1.8 DropOuts By SubGroup | 16.8%<br><br>19/113 (c/o 2025 12th Grade)<br><br>2025-26 CALPADS Report | 7% | +2.8% |
| Priority 5E | 5E: High School Graduation Rate | 62.8%<br>(2023 CA Dashboard) | 61% (-1.9%)<br>(2024 CA Dashboard) | 73.3% (+12.3%)<br>(2025 CA Dashboard) | 90% | +10.5% |
| Priority 7A | 7A: Pupils have access to and are enrolled in a Broad Course of Study described under EC section 51210 and 51220 (a)-(i) as applicable, including programs and services developed and provided to unduplicated pupils and individuals with exceptional needs, and the programs and services that are provided to benefit these pupils as a result of the | ***Dashboard Local Indicator***<br><br># of AP Courses Offered<br>12<br><br>% of 9-12 students taking Honors Courses<br><br>2023-24 Course Catalog/ AERIES Data | # of AP Courses Offered<br>12<br><br>% of 9-12 students taking Honors Courses<br><br>2024-25 Course Catalog/ AERIES Data | # of AP Courses Offered<br>12<br><br>% of 9-12 students taking Honors Courses<br><br>2025-26 Course Catalog/ AERIES Data | | 0 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | funding received pursuant to Section 42238.02 as implemented by Section 42238.03.<br><br>This will me measured by the percent of students having access to a broad course of study using mater schedules<br><br>This will also be measured using the percent of student and student groups | | | | | |
| Priority 7B | 7B: The extent to which students have access to and are enrolled in programs and services developed and provided to low income, English learner, and foster youth | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by state and district | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by state and district | 100% of all unduplicated students enrolled in the core subjects of ELA, Math, Social Studies, and Science required by state and district | | 0% |
| Priority 7C | 7C: The extent to which students have access to and are enrolled in programs and services developed and provided to students with disabilities | 100% of students with disabilities participate in programs with support from special education teachers and aides. | 100% of students with disabilities participate in programs with support from special education teachers and aides. | 100% of students with disabilities participate in programs with support from special education teachers and aides. | | 0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | | | | |
| Priority 8 | 8: Outcomes of Broad Course of Study<br><br>College Career Indicator | All Students 7.9%<br>Socio Economically Disadvantaged 5.9%<br><br>2023 CA Dashboard - CCI | All Students 8.0%<br><br>2024 CA Dashboard | All Students 2.6% (-5.4%)<br><br>2025 CA Dashboard | | -5.3% |

# Goal Analysis [2025-26]

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

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

In the 2025–26 academic year, Tracy Independent Study Charter School continued to focus on academic achievement, college and career readiness, and closing achievement gaps through the implementation of Goal 1. Actions included maintaining fully credentialed teaching staff, expanding standards-aligned instruction through the Edgenuity and Imagine Learning platforms, providing targeted support for English Learners and students with disabilities, and increasing intervention opportunities through the Student Success Center, tutoring, credit recovery, and summer school offerings. The school also continued the use of FastBridge diagnostics and CAASPP assessment data to monitor student progress and guide instructional decisions.

Most planned actions under Goal 1 were implemented successfully. The Student Success Center continued to expand student access to in-person academic support and intervention services, while weekly teacher-student meetings provided personalized academic monitoring and guidance. Participation rates in statewide assessments remained strong across grade levels, with ELA and Math participation rates generally meeting or exceeding the 95% target in most tested grades. FastBridge diagnostic data also showed improvement in the percentage of students identified in the “College Pathway” range, particularly in grades 9–12, increasing from 13.92% to 23.44%, while the percentage of students identified as “High Risk” decreased from 24.47% to 16.75%.

The school also demonstrated growth in several key academic indicators. ELA achievement improved overall from 27.36% to 35.68% of students meeting or exceeding standards, while Math achievement increased from 7.70% to 15.00%. Science performance also improved, with overall CAST proficiency increasing to 16.08%, a gain of 5.29 percentage points from the prior year. Graduation rates rebounded significantly, increasing from 61.0% to 73.3%, reflecting the impact of expanded credit recovery options, increased counseling support, and the implementation of alternative graduation pathways.

Despite these gains, significant challenges still remain. Academic performance in Math and Science continues to lag below desired levels, particularly among English Learners, socioeconomically disadvantaged students, and students with disabilities. College and Career Indicator performance declined to 2.6%, and A-G completion rates decreased to 5.17%, highlighting the need for additional support in postsecondary

readiness and academic planning. English Learner progress also declined to 27.6%, signaling a need for stronger and more consistent ELD interventions and monitoring systems.

The school also continued to face challenges related to student mobility, chronic absenteeism, and students enrolling significantly credit deficient. While chronic absenteeism improved to 23.4%, the independent study model continues to require strong engagement systems and tiered re-engagement supports to ensure consistent participation and work completion. Moving forward, the school will continue expanding intervention supports, increasing opportunities for in-person instruction and enrichment, strengthening college and career pathways, and refining targeted academic supports to improve outcomes for all student groups.

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.

Budgeted expenditures generally aligned with implementation, though some underspending occurred due to unfilled positions and delayed service contracts. Other available state monies were allotted for some of these budgeted expenditures.

The following actions had a material difference of 20% or more
Action 1.02 (Basic Services - Instructional Materials, Technology) The Arts Music Instructional Materials Discretionary Block Grant was used used to cover the supplemental electives and workbooks. Title 1 monies were used for supplemental programs for students.
Action 1.03 (EL Student Support) - We had a vacant para position for most of 2025-26 school year.
Action 1.05 (Professional Development ) Title 1 and Prop 28 funds were used to cover part of the professional development for the staff.
Action 1.06/1.07 (Intervention, Extended Learning Opportunities (Title 1)) The intent of this action was to cover expenses for intervention, including, but not limited to, Summer School and supplemental materials. The Learning Recovery Emergency Block Grant and AMIM funds were used to this school year in lieu of using this funding.
Action 1.09 (Supporting College/Career Pathways) was intended for college/career programs.
Action 1.10 (Teacher/Student Ratio Reduction) We hired an additional teacher, so the 1.20 (which was the extra time) was not given to a majority of teachers.
Action 1.11 (Career Preparation) was intended to implement a formal CTE pathway. CTE pathways were not yet implemented, related funds were not expended. We spent this year researching possible courses and aligning Edgenuity classes with possible CTE Pathways.

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

The actions under Goal 1 demonstrated overall effectiveness in strengthening academic systems, increasing student engagement, and improving several key student outcomes. Access to standards-aligned curriculum, instructional materials, and credentialed teachers remained consistent, with 100% of teachers appropriately assigned and all students maintaining access to standards-aligned instructional materials and technology platforms. Participation rates in statewide assessments also remained strong across grade levels, reflecting continued student engagement and accountability efforts.

Action 1.01 (Basic Services – Personnel) continued to effectively provide staffing support for students, including certificated teachers, special education personnel, counseling services, and administrative oversight. Additional staffing was added to address increased enrollment and provide greater student support through personalized instruction and intervention opportunities. Metric 1A remained successful, with 100% of teachers appropriately credentialed and assigned.

Action 1.02 (Basic Services – Instructional Materials and Technology) was effective in ensuring all students had access to standards-aligned curriculum and instructional technology. Continued implementation of Edgenuity, Imagine Learning, and Genius K–5 supported personalized learning pathways for students in grades K–12. Technology upgrades also improved student access to instructional programs and assessment tools. Metric 1B remained successful, with all students maintaining access to instructional materials aligned to state standards.

Action 1.03 (English Learner Student Support) provided targeted services through ELD instruction and paraeducator support. While English Learner reclassification rates improved, English Learner progress toward proficiency declined to 27.6% on the California Dashboard, indicating that additional intervention and consistency in ELD programming are needed. Staff identified a need for stronger supports and more consistent instructional strategies for English Learners moving forward.

Action 1.04 (Support for Students with Disabilities) continued to provide support materials, accommodations, and collaboration with special education personnel to address student needs. Although students with disabilities continue to perform below standard on statewide assessments, the school considers this action effective in maintaining access, individualized supports, and participation in instructional programs. Additional targeted intervention and progress monitoring will continue to be a focus area.

Action 1.05 (Professional Development) supported staff training in instructional strategies, engagement practices, online learning, intervention, and student support systems. Staff feedback indicated that professional development opportunities were valuable and contributed to increased instructional capacity; however, academic growth data demonstrates that additional training focused specifically on math intervention, student engagement, and differentiated instruction remains necessary to accelerate student achievement.

Action 1.06/1.07 (Intervention and Extended Learning Opportunities) showed increasing effectiveness through expanded tutoring, intervention supports, summer school, credit recovery, and the continued implementation of the Student Success Center. FastBridge diagnostic results demonstrated improvement in the percentage of students identified in the “College Pathway” range and a decrease in students categorized as “High Risk.” Graduation rates also increased significantly to 73.3%, reflecting the positive impact of expanded intervention opportunities, counseling supports, and alternative graduation pathways. While statewide academic performance remains below target levels, these interventions contributed to measurable improvements in student engagement, attendance, and credit completion.

Action 1.08 (Assessments) effectively supported the use of diagnostic assessments, including FastBridge and CAASPP data, to identify student needs and guide intervention planning. Staff utilized assessment data more consistently throughout the school year to support individualized instruction and monitor student progress. The school will continue refining data analysis practices to ensure interventions are more targeted and responsive to student performance trends.

Action 1.09 (Supporting College and Career Pathways) expanded opportunities for students to explore postsecondary pathways through partnerships, counseling support, and college and career readiness programs. However, the College and Career Indicator declined to 2.6%,

and A-G completion rates fell to 5.17%, indicating that stronger systems and additional student support are needed to improve postsecondary readiness outcomes. The school plans to continue expanding dual enrollment opportunities, college advising, and career exploration activities.

Action 1.10 (Teacher/Student Ratio Reduction) continued to provide teachers with greater opportunities for individualized instruction, relationship building, and academic monitoring. Staff feedback consistently supports the effectiveness of smaller caseloads and increased one-on-one student contact, particularly within the independent study model. While the direct impact is not fully reflected in statewide assessment data, these supports contributed to improved graduation rates, intervention access, and student engagement.

Action 1.11 (Career Preparation) showed limited but improving progress during the 2025–26 school year. The school began expanding career exploration opportunities and identified pathways for future CTE implementation. Although staffing and program development challenges continued to limit full implementation, progress was made toward establishing career-focused opportunities and increasing awareness of postsecondary options for students. Continued development of CTE pathways and career-based learning opportunities remains a priority for the upcoming school year.

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

As a result of ongoing reflection, Dashboard data, and self-study findings, the school will continue to strengthen and expand supports in key areas for the upcoming school year. Focus areas include expanding college and career readiness opportunities through more intentional CTE and pathway offerings, increasing academic intervention and enrichment opportunities, and refining reading and math supports across all grade levels. The school will continue prioritizing student engagement, attendance improvement, and personalized academic advising, while increasing opportunities for meaningful student connection through in-person activities, enrichment programs, and field experiences.

Staffing allocations will continue to support expanded course offerings, targeted intervention, and individualized student support. Action Item 1.01 has been updated to reflect staffing adjustments and additional personnel time dedicated to supporting students through expanded coursework, intervention, and academic assistance opportunities.

Technology access remains a priority. Following the successful purchase and deployment of approximately 200 new student devices, the school will continue its phased device replacement plan to ensure students have reliable technology access. Associated costs continue to be reflected within Action 1.02. Action 2.02B has been updated to reflect instructional materials, supplies, and resources necessary to support school-provided courses, hands-on learning experiences, and student participation.

Action 1.09 has been updated to expand beyond regional opportunities and reflect broader college and career exploration experiences, including CollegeBound and additional postsecondary and workforce pathway opportunities designed to improve college and career readiness outcomes.

While the overall goal remains consistent, actions and metrics have been refined to better address chronic absenteeism, academic achievement gaps in ELA and mathematics, English Learner progress, graduation outcomes, and college and career readiness. The school

will also continue prioritizing professional development focused on instructional strategies, intervention practices, student engagement, and support systems designed to close persistent learning gaps and improve student outcomes.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.01** | Basic Services - Personnel | Provide all basic services as defined in TUSD/Tracy Independent Study Charter Resolution 10-04; Clarifying the Primary and Secondary Purposes and Functions of the Tracy Unified School District, and Discerning Core Services from Supplemental Services. 20.6 FTE, including Special Education, to serve approximately 415 students.<br><br>This includes certificated and classified personnel; 0.8 Principal, FT Academic Counselor. | $3,869,980.00 | No |
| **1.01B** | Supplemental Services - Personnel | Personnel costs for daily courses provided by Teachers (0.2) Additional sections | $195,107.00 | Yes |
| **1.02A** | Basic Services - Instructional Materials, Technology | Continue to contract with Edgenuity and Imagine learning to provide an on-line learning and curriculum platform for Tracy Independent Study Charter students grades K-12. Continue with Genius K5.<br><br>Purchase and upgrade technology to support teaching and learning through the implementation of CA State Standards per the district Technology Plan. | $150,000.00 | No |
| **1.02B** | Supplemental - Instructional Materials, Technology | | $403,766.00 | |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.03** | EL Student Support | Tracy Independent Study Charter will support the success of EL students through maintaining the full time positions of the ELD Teacher and Coordinator. Tracy Independent Study Charter will partner with the TUSD Educational Educational Services to review, analyze and improve the school's current instructional program provided to English Learners. TCS will continue to recruit, hire and maintain teachers with appropriate ELD credentials. The EL coordinator position will be maintained to oversee ELPAC testing. | $304,358.00 | Yes |
| **1.04** | Support for Students w/Disabilities | TUSD is the designated LEA serving special education students at Tracy Charter School. TUSD shall be responsible for the hiring, training, and employment of itinerant staff necessary to provide special education services to TISCS students, including, without limitation, speech therapists, occupational therapists, behavioral therapists, and psychologists.<br><br>TUSD will provide support materials for personnel to support student learning. Parents will have access to a partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school. | $10,500.00 | No |
| **1.05** | Professional Development | Tracy Independent Study Charter teachers will attend professional development to increase student achievement, with a focus on low income and English Learner students. | $24,500.00 | Yes |
| **1.06 / 1.07** | Intervention, Extended Learning Opportunities | Tracy Independent Study Charter will be able to provide supplemental curriculum support and intervention services for all K-12th high need students for during and after the school day, and to refer students to outside online tutoring agencies.<br><br>TISCS will provide summer school for students to continue and retain learning. High school students will have opportunities to continue learning during the summer. Credit recovery courses will decrease credit deficiency for students who have previously failed core courses. These courses will | $402,714.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | target at-risk, credit-deficient, unduplicated, and students with disabilities. Standard courses, in science, history, health, fine arts, math, English, and CTE pathways, will allow students early access to accelerate their path to high school graduation or repeat courses to recover A-G requirements. More credit recovery options will be offered with the use of other resources (eg. Bright Thinker workbooks). The Senior Academy will also continue as an alternate path to graduation.<br><br>Unduplicated students struggle academically. Tracy Independent Study Charter will provide them with opportunities to participate in enrichment of the curriculum that may strengthen their academics and give them additional ways to feel successful and confident in school. Our unduplicated students have a need for more connectivity with our school and community.<br><br>Summer school enrichment opportunities for 6-12.<br><br>LREBG Funds Supporting this Action pre-year through year 2027-28<br>2025-26 $122,622.45 +$15,798 from Revised Budget<br>2026-27 $34,953 | | |
| **1.08** | Assessments | Tracy Independent Study Charter will administer diagnostic tests in order to provide additional support for students. This universal screener and progress monitoring assessment results are used to inform decisions that provide targeted support in our tiered Multi-Tiered System of Support model. | $4,000.00 | Yes |
| **1.09** | Supporting College/Career Pathways | Tracy Independent Study Charter students will have access to a partnership with San Joaquin Delta College which will allow "Dual Enrollment" opportunities for high school students to earn Junior College credits while completing high school. | $23,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Student will also have opportunities to learn about other college/career options. | | |
| **1.10** | Teacher/Student Ratio Reduction | Tracy Independent Study Charter will have a teacher to student ratio of 20:1, which is 20% less than the legally required 25:1 ratio for independent study. This will allow teachers additional time to spend with unduplicated students beyond the minimum required services | $556,396.00 | Yes |
| **1.11** | Career Preparation | Develop and implement formal Career Technical Education Pathways. | $30,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Provide a safe and equitable learning environment for all students and staff. | Broad Goal |

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was created to support a positive and inclusive setting where all students and staff feel secure, respected, and able to focus on academic success. As a virtual, independent study school serving a wide range of learners, including many who have faced challenges in traditional settings, building strong student-teacher relationships and providing personalized support is essential.

Local and state data indicate a need for stronger student connection and daily engagement. Chronic absenteeism remains high at 37.7%, especially among students who are adjusting to self-paced learning or who need additional academic guidance. While the school has maintained an extremely low rate of suspensions, other signs—such as inconsistent participation—show that not all students are consistently accessing the full benefits of the program.

Feedback from students, families, and staff emphasized the importance of having a welcoming learning experience, more real-world activities, and improved access to academic and emotional guidance. The school has responded by offering more in-person support, expanded enrichment activities, and stronger communication with families. School climate survey data shows high satisfaction with safety and respect, and this goal aims to sustain and build on those strengths while improving attendance and equity of access to resources.

As part of Tracy Unified School District, Tracy Independent Study Charter School shares a commitment to student engagement, personal development, and creating an environment where all learners can succeed. This goal reflects that commitment and ensures that students receive the structure, encouragement, and opportunities they need to grow.

# Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| Priority 1C | 1C: Facilities Maintenance | 100%<br>2023-24 FIT Report | 100%<br>2024-25 FIT Report | 100%<br>2025-26 FIT Report | Maintain 100% | 0% |
| Priority 3A | 3A: Parental Involvement<br><br>LCAP Parent Survey # of Responses<br><br>Number of parent responses to the LCAP Survey<br>Self reflection on Parent and Family Engagement:<br><br>Building Relationships (Question #4)<br><br>Seeking Input for Decision Making (Question #9)<br><br>(Local Indicator, Priority 3 Reflection Tool)<br>Rating Scale (lowest to highest):<br>1 – Exploration and Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation; | 2024 Parent and Family Engagement Survey<br>55 Parent Responses.<br><br>Building Relationships, #4 - 4.38<br><br>Seeking Input for Decision Making #9 - 4.11 | 2025 Parent and Family Engagement Survey<br>40 Parent Responses.<br><br>Building Relationships, #4 - 4.28<br><br>Seeking Input for Decision Making #9 - 4.28 | 2026 Parent and Family Engagement Survey<br>34 Parent Responses<br><br>Building relationships #4 - 4.643<br><br>Seeking Input for Decision Making 4.441 | | Building Relationships (#4)<br><br>Baseline: 4.38<br>Current: 4.643<br>Difference: +0.263<br><br>Seeking Input for Decision Making (#9)<br><br>Baseline: 4.11<br>Current: 4.441<br>Difference: +0.331 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 5 – Full Implementation and Sustainability | | | | | |
| Priority 3B | 3B: Parental Involvement (Unduplicated Students)<br><br>LCAP Parent Survey # of Responses<br><br>Number of parent responses to the LCAP Survey<br>Self reflection on Parent and Family Engagement:<br><br>Building Relationships (Question #4)<br><br>Seeking Input for Decision Making (Question #9)<br><br><br>(Local Indicator, Priority 3 Reflection Tool)<br>Rating Scale (lowest to highest):<br>1 – Exploration and Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation; | 2024 Parent and Family Engagement Survey<br><br>7.2% of responses were EL Parents<br><br>Building Relationships, #4 - 4.38<br>Seeking Input for Decision Making #9 - 4.11 | 2025 Parent and Family Engagement Survey<br><br>2.5% of responses were EL Parents<br><br>Building Relationships, #4 - 4.28<br><br>Seeking Input for Decision Making #9 - 4.28 | 2026 Parent and Family Engagement Survey<br><br>14.7% EL Parents<br><br>Building relationships #4 - 4.643<br><br>Seeking Input for Decision Making 4.441 | | EL Parent Participation<br><br>Baseline: 7.2%<br>Current: 14.7%<br>Difference: +7.5%<br><br>Building Relationships (#4)<br><br>Baseline: 4.38<br>Current: 4.643<br>Difference: +0.263<br><br>Seeking Input for Decision Making (#9)<br><br>Baseline: 4.11<br>Current: 4.441<br>Difference: +0.331 |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 5 – Full Implementation and Sustainability | | | | | |
| Priority 3C | 3C: Parental Involvement (Students w/Disabilities)<br><br>LCAP Parent Survey # of Responses<br><br>Number of parent responses to the LCAP Survey<br>Self reflection on Parent and Family Engagement:<br><br>Building Relationships (Question #4)<br><br>Seeking Input for Decision Making (Question #9)<br><br><br>(Local Indicator, Priority 3 Reflection Tool)<br>Rating Scale (lowest to highest):<br>1 – Exploration and Research Phase;<br>2 – Beginning Development;<br>3 – Initial Implementation;<br>4 – Full Implementation; | 2024 Parent and Family Engagement Survey<br><br>18.0% of responses were parents of Students with an IEP or 504<br><br>Building Relationships, #4 - 4.38<br>Seeking Input for Decision Making #9 - 4.11 | 2025 Parent and Family Engagement Survey<br><br>15.0% of responses were parents of Students with an IEP or 504<br><br>Building Relationships, #4 - 4.28<br><br>Seeking Input for Decision Making #9 - 4.28 | 2026 Parent and Family Engagement Survey<br><br>38.0% of responses were parents of Students with an IEP or 504<br><br>Building relationships #4 - 4.643<br><br>Seeking Input for Decision Making 4.441 | | Building Relationships (#4): 4.643 - 4.38 = +0.263<br>Seeking Input (#9): 4.441 - 4.11 = +0.331<br>Parent participation (parents of students with IEPs): 38.0% - 18.0% = +20.0%<br><br>+20.0% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | 5 – Full Implementation and Sustainability | | | | | |
| Priority 5A | 5A: School Attendance Rate | 2023-24 88.15%<br><br>AERIES Monthly Attendance Summary Totals | 2024-25 90.97%<br><br>AERIES Monthly Attendance Summary Totals | 2025-26 92.35%<br><br>AERIES Monthly Attendance Summary Totals | > 93% | +4.20% |
| Priority 5B | 5B: Chronic Absenteeism Rate | 24.3%<br><br>2023 CA School Dashboard | 27.4 %<br><br>2024 CA School Dashboard | 24.6%<br><br>2025 CA School Dashboard | < 20% | +0.3% |
| Priority 6A | 6A: Pupil Suspension Rate - the percentage of pupils who are suspended at least once during the academic year | 2023-24:<br>0%<br><br>AERIES Discipline Dashboard | 2024-25:<br>0%<br><br>AERIES Discipline Dashboard | 2025-26:<br>0%<br><br>AERIES Discipline Dashboard | 0% | 0% |
| Priority 6B | 6B: Pupil Expulsion Rate- the percentage of pupils who are expelled from the district during the academic year | 2023-24:<br>0%<br><br>AERIES Discipline Dashboard | 2024-25:<br>0%<br><br>AERIES Discipline Dashboard | 2025-26:<br>0%<br><br>AERIES Discipline Dashboard | 0% | 0% |
| Priority 6C | 6C: School Climate and Safety | School Safety / Climate Data:<br><br>Staff:<br>94.87% Responded positively to climate questions on the LCAP Survey. | School Safety / Climate Data:<br><br>Staff:<br>94.41%<br>Responded positively to climate questions | School Safety / Climate Data:<br><br>Staff:<br>90.70%<br>Responded positively to climate questions | Safety > 95%<br>Climate >95% | Staff<br>Climate: 90.70% - 94.87% = -4.17%<br>Safety: 92.44% - 92.00% = +0.44%<br><br>Students |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | 92.00% Responded positively to safety questions on the LCAP Survey<br><br>Students:<br>94.98% Responded positively to climate questions on the LCAP Survey.<br><br>91.88% Responded positively to safety questions on the LCAP Survey<br><br>Parents:<br>94.22% Responded positively to climate questions on the LCAP Survey.<br><br>96.40% Responded positively to safety questions on the LCAP Survey<br><br>2024 LCAP Survey Data | on the LCAP Survey.<br><br>96.77% Responded positively to safety questions on the LCAP Survey<br><br>Students:<br>95.62% Responded positively to climate questions on the LCAP Survey.<br><br>96.18% Responded positively to safety questions on the LCAP Survey<br><br>Parents:<br>97.12% Responded positively to climate questions on the LCAP Survey.<br><br>99.00% Responded positively to safety | on the LCAP Survey.<br><br>92.44% Responded positively to safety questions on the LCAP Survey<br><br>Students:<br>87.61% Responded positively to climate questions on the LCAP Survey.<br><br>89.73% Responded positively to safety questions on the LCAP Survey<br><br>Parents:<br>97.12% Responded positively to climate questions on the LCAP Survey.<br><br>91.51% Responded positively to safety | | Climate: 87.61% - 94.98% = -7.37%<br>Safety: 89.73% - 91.88% = -2.15%<br><br>Parents<br>Climate: 97.12% - 94.22% = +2.90%<br>Safety: 91.51% - 96.40% = -4.89% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | questions on the LCAP Survey<br><br>2025 LCAP Survey Data<br>(SA+A)/(Total-NA) | questions on the LCAP Survey<br><br>2026 LCAP Survey Data<br>(SA+A)/(Total-NA) | | |

## Goal Analysis [2025-26]

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

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

Overall, the implementation of Goal 2 actions during the 2025–26 school year was largely consistent with the planned strategies and demonstrated continued progress in maintaining a safe, supportive, and engaging learning environment for students and staff. Facilities continued to be maintained in “good” condition, instructional environments remained safe and accessible, and communication systems with students and families were consistently utilized to support student engagement and school connectedness. Suspension rates remained at 0.0%, continuing the school’s strong trend of maintaining a positive school climate and minimizing disciplinary incidents.

Attendance and engagement efforts remained a major focus area under Goal 2. Through tiered re-engagement practices, weekly teacher-student meetings, counseling support, and expanded Student Success Center access, the school demonstrated improvement in chronic absenteeism, reducing rates from 27.4% to 23.4%. While this represents meaningful progress, chronic absenteeism continues to remain above the state average and remains an area requiring continued intervention and family outreach.

Student engagement efforts, including field trips, clubs, enrichment opportunities, social activities, and advisory supports, were expanded throughout the school year to strengthen student connectedness within the independent study environment. Increased opportunities for in-person support and enrichment were positively received by students and families and contributed to improved student participation and engagement. However, participation in some optional activities and family events remained inconsistent, particularly among students identified through tiered re-engagement processes and some high-need student groups.

Communication efforts with families continued through newsletters, advisory meetings, teacher outreach, parent meetings, and counseling support. While these systems helped maintain ongoing communication and support, the school identified the continued need to improve family participation at informational meetings and strengthen outreach efforts for English Learner families and students experiencing chronic absenteeism. Additional emphasis will be placed on family engagement opportunities, community-building events, and communication supports in the coming year.

A continued challenge during implementation was supporting students who entered the program with significant academic deficiencies, attendance concerns, or difficulty adjusting to the independent study model. Student mobility and inconsistent work completion continued to impact engagement and attendance outcomes. Despite these challenges, the school experienced several successes, including maintaining a safe school environment, improving chronic absenteeism rates, increasing graduation rates, and expanding opportunities for students to connect with peers and staff through activities, intervention programs, and enrichment opportunities.

Future implementation efforts under Goal 2 will focus on further reducing chronic absenteeism, expanding in-person academic and enrichment opportunities, increasing student participation in school activities, strengthening family engagement systems, and improving supports for students identified through tiered re-engagement and intervention processes.

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

Most budgeted expenditures for Goal 2 were proportionally aligned with mid-year implementation. Notable allocations included $17,000 for student planners, incentives, and engagement efforts (Action 2.04A), and $18,720 for mental health and behavioral support services (Action 2.06). These investments were effectively utilized, with some services continuing to ramp up throughout the year. Slight variances in actual expenditures may reflect shifts in contracts or timing delays in service delivery (e.g., mental health provider availability or community agency partnership timelines). However, there were no major deviations that significantly altered service levels or equity impact.

The following actions had a material difference of 20% or more:

2.04A/B (Student Attendance and Engagement) had a material difference due to cost savings on planner purchases and lower-than-expected participation in incentive-based programs. Some planned engagement events were scaled back or combined with other activities, reducing overall expenses. Additionally, certain initiatives were implemented later in the year, limiting the time available to fully utilize funds.

2.06 (Mental Health/ Social/Emotional & Behavioral Agencies) had a material difference of $2000. Originally, we had planned to have them for 4 days/week, but reduced to 3 due to need.

2.07 (Parent Education) had a material difference due to low parent participation.

2.08 (Extracurricular Activities) had a material difference due to a limited number of field trips and extracurricular events during the year, partly due to scheduling and staffing constraints. While several successful activities were held, not all planned events cost as much as what was budgeted. The remaining funds will support an expanded calendar of field trips and extracurricular opportunities next year, with a continued focus on engaging high-needs students.

2.09 (Transportation) had a material difference because only one student required transportation services this year. Transportation was made available to all eligible students within TUSD boundaries, the actual need was minimal. The service will continue to be offered as needed in future years.

2.10 (Pupil Engagement and Parent Participation) had a material difference due to low parent participation in ELAC meetings and no students qualifying for the Seal of Biliteracy this year. While translation services and meetings were scheduled, attendance was limited. Celebrations for reading milestones and reclassification did occur but at a smaller scale than anticipated. Efforts will continue next year to increase engagement and participation.

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

Action 2.01 (FIT Report – Facilities and Campus Environment) was effective in maintaining facilities in “good” condition and providing students with a safe and supportive learning environment. No major facility concerns were identified during the school year, and ongoing maintenance efforts supported continued student access to clean, functional, and secure instructional spaces. Metric 1C remained successful, with facilities continuing to meet “good” or “exemplary” standards.

Action 2.02 (Prevention Services and Attendance Supports) demonstrated increasing effectiveness through the implementation of tiered re-engagement practices, counseling support, Student Success Center access, and ongoing communication with families. Chronic absenteeism improved from 27.4% to 23.4%, indicating progress in student engagement and attendance. However, chronic absenteeism continues to remain above the state average, particularly among high-need student groups and students adjusting to the independent study model. Continued expansion of attendance interventions, mentoring, and family engagement strategies will remain a focus area.

Action 2.03 (Staff Development – Equity, Engagement, and School Climate) was effective in supporting a positive and inclusive school culture. Professional development opportunities focused on student engagement, trauma-informed practices, differentiated instruction, and online learning strategies contributed to improved staff capacity and school climate. Student, family, and staff feedback continued to reflect a strong sense of safety and support, with over 90% positive responses reported in school climate and safety surveys. Additional professional development focused on intervention and student engagement strategies will continue in order to further strengthen outcomes for high-need student groups.

Action 2.04A (Student Attendance and Engagement – Activities, Clubs, and Incentives) was effective in increasing student connectedness and participation within the independent study setting. Expanded field trips, clubs, enrichment opportunities, and student events helped improve school engagement and provided additional opportunities for peer interaction and relationship building. While participation increased overall, some activities experienced inconsistent attendance, particularly among students identified through tiered re-engagement processes. Continued efforts will focus on increasing visibility, expanding student leadership opportunities, and providing more targeted outreach to improve participation rates.

Action 2.04B (Additional Student Engagement Supports) supported school climate and student connection through additional enrichment opportunities, advisory supports, and school activities. The action contributed positively to student morale and relationship building; however, effectiveness was somewhat limited by varying participation levels and the challenges of engaging students in a virtual independent study environment. Future implementation will focus on increasing in-person opportunities, strengthening advisory structures, and expanding enrichment activities aligned with student interests and feedback.

Action 2.05 (Family Communication and Engagement) was effective in maintaining ongoing communication between the school and families through newsletters, parent meetings, advisory groups, counseling outreach, and teacher communication. While communication systems remained strong, participation in some parent engagement opportunities—particularly among families of students experiencing chronic absenteeism or academic risk—continued to be an area for growth. Additional efforts to improve accessibility, increase family participation, and strengthen engagement with English Learner families will be prioritized moving forward.

Action 2.06 (Mental Health/Social Emotional & Behavioral Agencies) was effective in supporting student social-emotional well-being through counseling services, behavioral supports, community agency partnerships, and regular student check-ins. These supports contributed to maintaining a positive school climate and low suspension rates throughout the school year. While student mental health needs continue to increase, the school's collaboration with outside agencies and internal support systems helped improve student connectedness and access to resources. Continued expansion of mental health services and preventative supports will remain a priority.

Action 2.07 (Parent Education) was moderately effective in strengthening communication and collaboration between the school and families. Parent trainings, informational meetings, newsletters, and outreach efforts helped families better understand independent study expectations, Edgenuity, graduation requirements, attendance expectations, and available student supports. Participation varied across events, particularly among families of students identified through tiered re-engagement processes. Future efforts will focus on increasing attendance at parent education events and expanding accessible, family-friendly resources and workshops.

Action 2.08 (Extracurricular Activities) was effective in increasing student engagement, school connectedness, and opportunities for peer interaction within the independent study environment. Field trips, clubs, enrichment activities, socials, and leadership opportunities contributed positively to student morale and engagement. Student participation increased throughout the year, though some activities experienced inconsistent attendance. Continued efforts will focus on expanding extracurricular offerings and increasing opportunities for student leadership and involvement.

Action 2.09 (Transportation) was moderately effective in supporting student access to on-campus interventions, testing, activities, and school events. Transportation assistance helped reduce barriers for some students and families, particularly for students participating in intervention programs, field trips, and support services. However, transportation needs continue to exceed available resources in some cases. The school will continue exploring additional transportation supports and partnerships to improve student access and participation.

Action 2.10 (Pupil Engagement and Parent Participation for English Learner Students) was partially effective in increasing engagement and participation among English Learner students and families. Outreach efforts, parent communication, ELD support services, and individualized student monitoring helped maintain ongoing communication and support for EL families. However, English Learner progress toward proficiency declined during the year, indicating the need for more targeted family engagement strategies, increased participation opportunities, and additional academic supports for EL students. Future efforts will focus on improving communication accessibility, increasing parent participation, and strengthening ELD intervention systems.

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.

Informed by stakeholder feedback, Dashboard data, and reflection on prior practice, Tracy Charter will refine and strengthen supports in the coming year to better address student engagement, academic achievement, attendance, and college and career readiness. Planned enhancements include expanding in-person opportunities for academic support, peer connection, and student engagement through increased access to the Success Center, enrichment activities, field experiences, and social events. The school will also continue strengthening academic advising, targeted interventions in reading and mathematics, and supports for students requiring higher levels of personalized assistance.

Additionally, professional development will expand to include student engagement strategies, intervention practices, mental health awareness, and instructional approaches designed to support diverse learners and close persistent achievement gaps. While the core goal remains unchanged, actions, metrics, and supports have been updated to more intentionally address chronic absenteeism, academic performance, English Learner progress, postsecondary readiness, and equitable access to meaningful educational opportunities and student connection.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.01** | FIT Report<br><br>HVAC and Water Filtration<br><br>Maintenance / Facilities | Tracy Independent Study Charter (through TUSD) will maintain facilities in good condition.<br><br>Tracy Independent Study Charter will utilize (as needed) such funds to purchase HVAC units and water filtration systems to promote clean air and water. | $1,750.00 | No |
| **2.02** | Prevention Services | Tracy Independent Study Charter will collaborate with TUSD Prevention Services to implement targeted interventions addressing chronic absenteeism. Tracy Independent Study Charter aims to develop comprehensive strategies, such as mentoring programs and family engagement initiatives, to reduce absenteeism and ensure all students have the support they need to attend school regularly. | $20,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **2.03** | Staff Development | Provide Training for all Tracy Independent Study Charter staff to increase awareness and positive responsiveness to diversity and equity. | $15,000.00 | Yes |
| **2.04A** | Student Attendance and Engagement | Maintain a positive school culture utilizing awards, incentives and training for students and parents.<br>Purchase School Planners for the school to encourage engagement and organization of classes.<br>Incorporate more family events to support student engagement<br><br>Support Materials and Resources for Student Success Center Room Engagement (Title 1) | $19,000.00 | Yes |
| **2.04B** | Student Attendance and Engagement | Maintain a positive school culture utilizing awards, incentives and training for students and parents. Purchase School Planners for the school to encourage engagement and organization of classes. | $250.00 | No |
| **2.05** | Community Outreach | Tracy Independent Study Charter will use newsletters, on-site meetings and maintain automated phone messaging system to promote clear and ongoing communication with students, families, and the community. All school-wide messages will be provided in English and Spanish.<br><br>Communication to the surrounding community regarding upcoming events, (incl. registration, and enrollment times) | $3,500.00 | No |
| **2.06** | Mental Health/ Social/Emotional & Behavioral Agencies | Contract with outside agencies to provide academic, social/emotional, and behavioral support for the needs of Tracy Independent Study Charter students in K- 12 (i.e. Mental Health Workers, etc.) ,Tier 2. | $95,500.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **2.07** | Parent Education | Parent education services and programs can be accessed by Tracy Independent Study Charter parents, and provided by TUSD.<br>Provide student/family training, counseling and support services with a focus on English Learners, Foster and Homeless Youth, Low - Income students, and students at risk. | $17,000.00 | Yes |
| **2.08** | Extracurricular Activities | Tracy Independent Study Charter will promote pupil engagement, principally directed towards high needs students, through supporting personnel who will organize and promote extracurricular activities. (Field Trips, Transportation, Sub Costs for Chaperones) | $41,408.00 | Yes |
| **2.09** | Transportation | Provide transportation to students that live within the TUSD school boundaries. | $25,000.00 | Yes |
| **2.10** | Pupil Engagement and Parent Participation for EL student | Tracy Independent Study Charter will schedule regular meetings for parents of EL students and provide translation at all meetings. Tracy Independent Study Charter will celebrate the successes of EL students, including the Seal of Biliteracy, reading milestones for elementary students and reclassification as English proficient. | $14,000.00 | Yes |

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

| Total Projected LCFF Supplemental and/or Concentration Grants | Projected Additional 15 percent LCFF Concentration Grant |
|---|---|
| $$1,179,028.00 | $122640 |

**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 |
|---|---|---|---|
| 27.601% | 12.086% | $501,877.90 | 39.687% |

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

## Required Descriptions

### *LEA-wide and Schoolwide Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.05** | **Action:**<br>Professional Development<br><br>**Need:**<br>Students need more support in the core subject classes and with engagement in their learning.<br><br>**Scope:** | Teachers will be trained on various strategies to support student learning. | Priority 4A Local |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide<br>Schoolwide | | |
| **1.06 / 1.07** | **Action:**<br>Intervention, Extended Learning Opportunities<br><br>**Need:**<br>Increase the current graduation rate of 61.0%. This signifies a gap between the desired outcome of ensuring students successfully complete their education and the current reality, indicating a need for targeted interventions and strategies to improve student retention and graduation rates.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action supports increasing the graduation rate by providing supplemental curriculum support, intervention services, and referral to online tutoring agencies for high-need students, while offering summer school and credit recovery courses to address academic deficiencies. Additionally, enrichment opportunities and increased community connectivity specifically tailored for unduplicated students aim to bolster their academic success and confidence, ultimately contributing to higher graduation rates. | Priority 5E |
| **1.08** | **Action:**<br>Assessments<br><br>**Need:**<br>Students in these subcategories perform at a level overall less than other students.<br><br>Overall Achievement Met or Exceeded<br><br>ELA (CAT/PT):<br>EL All Grades 8.70%<br>SWD All Grades 8.33%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s | Local Assessments (FastBridge, internal benchmarks) provide data that teachers can use to determine supports within the classroom. These assessments can also be reviewed by administration to address academic needs at the school level. | Priority 4A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | MATH (CAT/PT)<br>EL All Grades 4.35%<br>SWD All Grades 0.00%<br>HOM *data suppressed due to few #s<br>FY *data suppressed due to few #s<br><br>CAST(CAT/PT):<br>EL All Grades 0.00%<br>SWD All Grades 10.53%<br>HOM No Data Available<br>FY *data suppressed due to few #s<br><br>2022-23 CAASSP Scores (DataQuest)<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | | |
| **1.09** | **Action:**<br>Supporting College/Career Pathways<br><br>**Need:**<br>Based on Priority 4 (Pupil Achievement) and Priority 8 (College/Career Readiness), unduplicated pupils at TISCS show a clear need for expanded college and career preparation. Metrics indicate low A-G and CTE pathway completion rates, with no CTE progress in 2023–24 due to staffing shortages.<br><br>State assessments and FastBridge diagnostics reveal performance gaps in core subjects, especially math, which limit | This action addresses the needs of unduplicated pupils by expanding access to CTE pathways, academic counseling, and credit recovery options that directly support college and career readiness (Priorities 4 & 8). These supports are critical for English Learners, socioeconomically disadvantaged students, and students with disabilities, who often enter TISCS with credit deficiencies and below-grade-level performance. | Priority 8 CCI |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | postsecondary readiness. Targeted support through CTE access, academic advising, and credit recovery is essential to help these students graduate prepared for future opportunities.<br><br>**Scope:**<br>Schoolwide | | |
| **1.10** | **Action:**<br>Teacher/Student Ratio Reduction<br><br>**Need:**<br>The identified need for reducing the teacher/student ratio at Tracy Independent Study Charter is to provide enhanced support and personalized attention to students, particularly those who are considered unduplicated.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Reducing the teacher/student ratio at Tracy Independent Study Charter provides students with individualized attention and support, fostering improved academic outcomes and a more inclusive learning environment. By allocating additional time for teachers to engage with unduplicated students beyond required service time, teachers will be able to address the unique needs of all learners and ensuring equitable access to education. | Priority 4A |
| **1.11** | **Action:**<br>Career Preparation<br><br>**Need:**<br>The need for unduplicated students regarding Career Technical Education (CTE) pathways is in the absence of access to CTE approved classes within the current online curriculum. This hinders unduplicated students from exploring and preparing for various career | Tracy Independent Study Charter will develop Career Technical Education (CTE) pathways, integrating relevant courses and hands-on experiences into the online curriculum. This aims to expand opportunities for skill development and career exploration, empowering students to pursue diverse career paths and achieve long-term success after graduation. | Priority 4C |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | options, limiting their opportunities for skill development and future career success.<br><br>CA State Dashboard Data<br>7.9% Prepared (Very Low)<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | | |
| **2.02** | **Action:**<br>Prevention Services<br><br>**Need:**<br>Chronic Absenteeism is at 24.3% per 2023 CA School Dashboard<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action supports the need to address chronic absenteeism, especially with the rate at 24%, by leveraging the resources and expertise of TUSD Prevention Services to implement targeted interventions. These interventionsare designed to identify and address the root causes of absenteeism, ultimately fostering a supportive environment that encourages regular attendance and reduces the likelihood of students missing school unnecessarily. | Priority 5B |
| **2.03** | **Action:**<br>Staff Development<br><br>**Need:**<br>TISCS Teachers will be trained on how to work with students in various subgroups.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action supports school climate by fostering a culture of inclusivity, understanding, and respect among staff members. By providing training to increase awareness and positive responsiveness to diversity and equity, staff members are better equipped to create an environment where all students feel valued, respected, and supported. | Priority 6C |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **2.04A** | **Action:**<br>Student Attendance and Engagement<br><br>**Need:**<br>School Attendance less than 90%<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action promotes positive school attendance and engagement by implementing incentives and awards to encourage regular attendance and purchasing school planners to facilitate organization and engagement in classes. By rewarding students for good attendance and providing tools like planners, Tracy Independent Study Charter fosters an environment that values attendance, organization, and active participation, ultimately contributing to a positive school climate and enhancing overall student success. | Priority 5A |
| **2.06** | **Action:**<br>Mental Health/ Social/Emotional & Behavioral Agencies<br><br>**Need:**<br>Students have stated that they do not feel connected to school per the site survey and advisory meetings.<br><br>**Scope:**<br>LEA-wide | This action directly supports school climate by addressing the diverse academic, social/emotional, and behavioral needs of Tracy Independent Study Charter students through contracted support services. By engaging outside agencies to provide specialized assistance such as mental health workers for Tier 2 interventions, Tracy Independent Study Charter ensures that students receive the tailored support they require to thrive. | Priority 6C |
| **2.07** | **Action:**<br>Parent Education<br><br>**Need:**<br>Provide resources for parents to address how to support student learning at home. Parents have said that they need help at home to support students in the online environment. | This action demonstrates a commitment to fostering a positive school climate from the parent's perspective by providing access to parent education services and programs facilitated by TUSD. By offering resources and support for parents, Tracy Independent Study Charter acknowledges the crucial role families play in their children's education and well-being, fostering a sense of partnership and collaboration between the school and parents. | Priority 3A |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Scope:**<br>LEA-wide | | |
| **2.08** | **Action:**<br>Extracurricular Activities<br><br>**Need:**<br>Resources and activities to promote student wellness and connection to the school. Students have stated (surveys and meetings) that they wanted more activities and field trips to enhance their school experience.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | This action promotes a positive school climate by actively engaging high-needs students in curricular and extracurricular activities through dedicated support personnel. By organizing and promoting extracurricular opportunities, Tracy Independent Study Charter creates a school community where students feel connected, valued, and motivated to participate beyond the classroom. | Metric 6C |
| **2.09** | **Action:**<br>Transportation<br><br>**Need:**<br>School Attendance Rate for 2022-23 was 84.5%<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | Providing transportation to school for students will help the students attend their weekly meetings with their teachers. | Metric 5A |
| **2.10** | **Action:**<br>Pupil Engagement and Parent Participation for EL student<br><br>**Need:** | Tracy Independent Study Charter will schedule regular meetings for parents of EL students and provide translation at all meetings. TISCS will celebrate the successes of EL students, including the Seal of Biliteracy, reading milestones for | Priority 6C |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | Parents have stated they would like more activities and celebratory events for students.<br><br>**Scope:**<br>LEA-wide<br>Schoolwide | elementary students and reclassification as English proficient. | |

## *Limited Actions*

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

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| **1.01B** | **Action:**<br>Supplemental Services - Personnel<br><br>**Need:**<br>CAASP ELA scores<br>All Grades 30.96%<br>EL All Grades 8.70%<br><br>CAASSP Math Scores<br>All Grades 13.77%<br>EL All Grades 4.35%<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Additional Courses for Students based on Math Scores/assigned courses<br><br>Students will receive support from a certificated teacher. They will have targeted intervention using EL Strategies to support their general education curriculum. | Metric 4A |
| **1.03** | **Action:**<br>EL Student Support | Students will receive support from a certificated teacher. They will have targeted intervention using | Metric 4A |

| Goal and Action # | Identified Need(s) | How the Action(s) are Designed to Address Need(s) | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>ELD Support in content area classes<br><br>CAASP ELA scores<br>All Grades 30.96%<br>EL All Grades 8.70%<br><br>CAASSP Math Scores<br>All Grades 13.77%<br>EL All Grades 4.35%<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | EL Strategies to support their general education curriculum. | |

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.

To determine the contribution of the action where students receive support from a certificated teacher using EL strategies, we identified the unduplicated student groups, gathered baseline academic performance data, and defined the scope of the action. We will monitor participation using ELPAC and other formative assessments, and analyze the data to calculate the improvement in student performance.

By comparing the improvement attributed to the intervention with the overall improvement goal, we determine the contribution. This approach ensures the contribution is measurable and aligned with the LCAP goals.

## 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.

Tracy Charter will be hiring a new teacher to support the increased enrollment.
4 hour paraeducator to support the increase of EL students. Tracy Charter will be adding an additional 2 hour para to support teachers

| 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 | N/A | 56.333 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | 14.696 |

# 2026-27 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | $4,271,686.00 | $1,179,028.00 | 27.601% | 12.086% | 39.687% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $6,086,592.00 | $45,953.00 | $0.00 | $94,184.00 | $6,226,729.00 | $4,943,818.00 | $1,282,911.00 |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1 | 1.01 | Basic Services - Personnel | All | No | | | All Schools | ongoing | $3,869,980.00 | $0.00 | $3,869,980.00 | | | | $3,869,980.00 | |
| 1 | 1.01B | Supplemental Services - Personnel | English Learners Foster Youth Low Income | Yes | Limited to Unduplicated Student Group(s) | English Learners Foster Youth Low Income | | ongoing | $195,107.00 | $0.00 | $195,107.00 | | | | $195,107.00 | |
| 1 | 1.02A | Basic Services - Instructional Materials, Technology | All | No | | | | ongoing | $0.00 | $150,000.00 | $150,000.00 | | | | $150,000.00 | |
| 1 | 1.02B | Supplemental - Instructional Materials, Technology | English Learners Foster Youth Low Income | | | English Learners Foster Youth Low Income | | | $0.00 | $403,766.00 | $356,878.00 | | | $46,888.00 | $403,766.00 | |
| 1 | 1.03 | EL Student Support | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | | ongoing | $282,358.00 | $22,000.00 | $304,358.00 | | | | $304,358.00 | |
| 1 | 1.04 | Support for Students w/Disabilities | Students with Disabilities | No | | | | ongoing | $0.00 | $10,500.00 | $500.00 | $10,000.00 | | | $10,500.00 | |
| 1 | 1.05 | Professional Development | English Learners Foster Youth Low Income | Yes | LEA-wide Schoolwide | English Learners Foster Youth Low Income | | ongoing | $4,500.00 | $20,000.00 | $19,500.00 | | | $5,000.00 | $24,500.00 | |
| 1 | 1.06 / 1.07 | Intervention, Extended Learning Opportunities | English Learners Foster Youth Low Income | Yes | LEA-wide School | English Learners Foster Youth | | ongoing | $204,373.00 | $198,341.00 | $341,373.00 | $35,953.00 | | $25,388.00 | $402,714.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | wide | Low Income | | | | | | | | | | |
| **1** | **1.08** | Assessments | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | | ongoing | $0.00 | $4,000.00 | $4,000.00 | | | | $4,000.00 | |
| **1** | **1.09** | Supporting College/Career Pathways | English Learners<br>Foster Youth<br>Low Income | Yes | School wide | English Learners<br>Foster Youth<br>Low Income | | ongoing | $2,000.00 | $21,000.00 | $18,000.00 | | | $5,000.00 | $23,000.00 | |
| **1** | **1.10** | Teacher/Student Ratio Reduction | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | | ongoing | $350,000.00 | $206,396.00 | $556,396.00 | | | | $556,396.00 | |
| **1** | **1.11** | Career Preparation | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | | Ongoing | $0.00 | $30,000.00 | $30,000.00 | | | | $30,000.00 | |
| **2** | **2.01** | FIT Report<br>HVAC and Water Filtration<br><br>Maintenance / Facilities | All | No | | | | ongoing | $1,000.00 | $750.00 | $1,750.00 | | | | $1,750.00 | |
| **2** | **2.02** | Prevention Services | Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | Foster Youth<br>Low Income | | ongoing | $12,000.00 | $8,000.00 | $20,000.00 | | | | $20,000.00 | |
| **2** | **2.03** | Staff Development | English Learners<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Low Income | | ongoing | $5,000.00 | $10,000.00 | $15,000.00 | | | | $15,000.00 | |
| **2** | **2.04A** | Student Attendance and Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | | ongoing | $2,500.00 | $16,500.00 | $16,000.00 | | | $3,000.00 | $19,000.00 | |
| **2** | **2.04B** | Student Attendance and Engagement | All | No | | | | ongoing | $0.00 | $250.00 | $250.00 | | | | $250.00 | |
| **2** | **2.05** | Community Outreach | All | No | | | | ongoing | $1,000.00 | $2,500.00 | $2,000.00 | | | $1,500.00 | $3,500.00 | |
| **2** | **2.06** | Mental Health/ Social/Emotional & Behavioral Agencies | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth | | | $0.00 | $95,500.00 | $95,500.00 | | | | $95,500.00 | |

| Goal # | Action # | Action Title | Student Group(s) | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Time Span | Total Personnel | Total Non-personnel | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Planned Percentage of Improved Services |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Low Income | | | | | | | | | | |
| **2** | **2.07** | Parent Education | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $3,000.00 | $14,000.00 | $17,000.00 | | | | $17,000.00 | |
| **2** | **2.08** | Extracurricular Activities | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | English Learners<br>Foster Youth<br>Low Income | All Schools | | $10,000.00 | $31,408.00 | $37,000.00 | | | $4,408.00 | $41,408.00 | |
| **2** | **2.09** | Transportation | Foster Youth<br>Low Income | Yes | LEA-wide<br>School wide | Foster Youth<br>Low Income | All Schools | | $0.00 | $25,000.00 | $25,000.00 | | | | $25,000.00 | |
| **2** | **2.10** | Pupil Engagement and Parent Participation for EL student | English Learners | Yes | LEA-wide<br>School wide | English Learners | All Schools | | $1,000.00 | $13,000.00 | $11,000.00 | | | $3,000.00 | $14,000.00 | |

# 2026-27 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $4,271,686.00 | $1,179,028.00 | 27.601% | 12.086% | 39.687% | $1,705,234.00 | 0.000% | 39.919 % | **Total:** | $1,705,234.00 |
| | | | | | | | | **LEA-wide Total:** | $1,187,769.00 |
| | | | | | | | | **Limited Total:** | $499,465.00 |
| | | | | | | | | **Schoolwide Total:** | $1,093,269.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.01B | Supplemental Services - Personnel | Yes | Limited to Unduplicated Student Group(s) | English Learners<br>Foster Youth<br>Low Income | | $195,107.00 | |
| 1 | 1.02B | Supplemental - Instructional Materials, Technology | | | English Learners<br>Foster Youth<br>Low Income | | $356,878.00 | |
| 1 | 1.03 | EL Student Support | Yes | Limited to Unduplicated Student Group(s) | English Learners | | $304,358.00 | |
| 1 | 1.05 | Professional Development | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $19,500.00 | |
| 1 | 1.06 / 1.07 | Intervention, Extended Learning Opportunities | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $341,373.00 | |
| 1 | 1.08 | Assessments | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $4,000.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.09 | Supporting College/Career Pathways | Yes | Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $18,000.00 | |
| 1 | 1.10 | Teacher/Student Ratio Reduction | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $556,396.00 | |
| 1 | 1.11 | Career Preparation | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $30,000.00 | |
| 2 | 2.02 | Prevention Services | Yes | LEA-wide<br>Schoolwide | Foster Youth<br>Low Income | | $20,000.00 | |
| 2 | 2.03 | Staff Development | Yes | LEA-wide<br>Schoolwide | English Learners<br>Low Income | | $15,000.00 | |
| 2 | 2.04A | Student Attendance and Engagement | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | | $16,000.00 | |
| 2 | 2.06 | Mental Health/ Social/Emotional & Behavioral Agencies | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | | $95,500.00 | |
| 2 | 2.07 | Parent Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $17,000.00 | |
| 2 | 2.08 | Extracurricular Activities | Yes | LEA-wide<br>Schoolwide | English Learners<br>Foster Youth<br>Low Income | All Schools | $37,000.00 | |
| 2 | 2.09 | Transportation | Yes | LEA-wide<br>Schoolwide | Foster Youth<br>Low Income | All Schools | $25,000.00 | |
| 2 | 2.10 | Pupil Engagement and Parent Participation for EL student | Yes | LEA-wide<br>Schoolwide | English Learners | All Schools | $11,000.00 | |

# 2025-26 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,888,184.00 | $5,170,858.93 |

| 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** | **1.01** | Basic Services - Personnel | No | $3,919,075.00 | $3,828,378.38 |
| **1** | **1.01B** | Supplemental Services - Personnel | Yes | $219,578.00 | $14,913.43 |
| **1** | **1.02A** | Basic Services - Instructional Materials, Technology | No | $273,900.00 | $248,767.50 |
| **1** | **1.02B** | Supplemental - Instructional Materials, Technology | | $171,888.00 | $154,645.91 |
| **1** | **1.03** | EL Student Support | Yes | $327,000.00 | $178,218.60 |
| **1** | **1.04** | Support for Students w/Disabilities | No | $10,000.00 | $10,000.00 |
| **1** | **1.05** | Professional Development | Yes | $20,000.00 | $10,871.79 |
| **1** | **1.06 / 1.07** | Intervention, Extended Learning Opportunities | Yes | $236,373.00 | $154,843.07 |
| **1** | **1.08** | Assessments | Yes | $5,000.00 | $2,250.00 |
| **1** | **1.09** | Supporting College/Career Pathways | Yes | $10,000.00 | $5,230.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.10 | Teacher/Student Ratio Reduction | Yes | $457,918.00 | $457,918.00 |
| 1 | 1.11 | Career Preparation | Yes | $10,000.00 | $0.00 |
| 2 | 2.01 | FIT Report<br><br>HVAC and Water Filtration<br><br>Maintenance / Facilities | No | $10,000.00 | $10,000.00 |
| 2 | 2.02 | Prevention Services | Yes | $20,000.00 | $0.00 |
| 2 | 2.03 | Staff Development | Yes | $6,500.00 | $0.00 |
| 2 | 2.04A | Student Attendance and Engagement | Yes | $32,000.00 | $3,182.40 |
| 2 | 2.04B | Student Attendance and Engagement | No | $2,000.00 | $2,227.22 |
| 2 | 2.05 | Community Outreach | No | $1,500.00 | $2,606.00 |
| 2 | 2.06 | Mental Health/ Social/Emotional & Behavioral Agencies | Yes | $70,000.00 | $54,000.00 |
| 2 | 2.07 | Parent Education | Yes | $10,000.00 | $3,054.51 |
| 2 | 2.08 | Extracurricular Activities | Yes | $39,452.00 | $2,660.75 |

| 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) |
|---|---|---|---|---|---|
| **2** | **2.09** | Transportation | Yes | $25,000.00 | $25,000.00 |
| **2** | **2.10** | Pupil Engagement and Parent Participation for EL student | Yes | $11,000.00 | $2,091.37 |

# 2025-26 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $1,154,093.00 | $1,441,413.00 | $900,573.79 | $540,839.21 | 0.000% | 0.000% | 0.000% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.01B | Supplemental Services - Personnel | Yes | $219,578.00 | $14,913.43 | | |
| 1 | 1.03 | EL Student Support | Yes | $327,000.00 | $178,218.60 | | |
| 1 | 1.05 | Professional Development | Yes | $15,000.00 | $10,871.79 | | |
| 1 | 1.06 / 1.07 | Intervention, Extended Learning Opportunities | Yes | $206,373.00 | $148,316.57 | | |
| 1 | 1.08 | Assessments | Yes | $5,000.00 | $2,250.00 | | |
| 1 | 1.09 | Supporting College/Career Pathways | Yes | $2,000.00 | $0.00 | | |
| 1 | 1.10 | Teacher/Student Ratio Reduction | Yes | $457,918.00 | $457,918.00 | | |
| 1 | 1.11 | Career Preparation | Yes | $10,000.00 | $0.00 | | |
| 2 | 2.02 | Prevention Services | Yes | $20,000.00 | $0.00 | | |
| 2 | 2.03 | Staff Development | Yes | $6,500.00 | $0.00 | | |
| 2 | 2.04A | Student Attendance and Engagement | Yes | $24,000.00 | $3,182.40 | | |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| **2** | **2.06** | Mental Health/ Social/Emotional & Behavioral Agencies | Yes | $70,000.00 | $54,000.00 | | |
| **2** | **2.07** | Parent Education | Yes | $10,000.00 | $2,998.00 | | |
| **2** | **2.08** | Extracurricular Activities | Yes | $35,044.00 | $905.00 | | |
| **2** | **2.09** | Transportation | Yes | $25,000.00 | $25,000.00 | | |
| **2** | **2.10** | Pupil Engagement and Parent Participation for EL student | Yes | $8,000.00 | $2,000.00 | | |

# 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) |
|---|---|---|---|---|---|---|---|---|
| $4,152,461.00 | $1,154,093.00 | 5.981% | 33.774% | $900,573.79 | 0.000% | 21.688% | $501,877.90 | 12.086% |

# 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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

**Reflections: Technical Assistance**

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

**Comprehensive Support and Improvement**
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

### Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

### Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

### Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

# Engaging Educational Partners

## *Purpose*

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

# Requirements

## *Requirements*

**School districts and COEs:** *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

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

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

**Charter schools:** *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and

- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

## *Instructions*

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

# Goals and Actions

## *Purpose*

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

## *Requirements and Instructions*

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

**Requirement to Address the LCFF State Priorities**

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

## Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

## Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

### Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

**Note:** *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

## Broad Goal

### Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

### Type of Goal

Identify the type of goal being implemented as a Broad Goal.

### State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

### An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

## Maintenance of Progress Goal

### Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

### Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

## Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

- The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
  - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
  - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
  - Indicate the school year to which the baseline data applies.
  - The baseline data must remain unchanged throughout the three-year LCAP.
    - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
    - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
  - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

## Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

## Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

## Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

## Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|
| Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then. | Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then. | Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric. | Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then. |

## Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

**Note:** When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

## Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

## Required Actions

### For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

**For Technical Assistance**

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

**For Lowest Performing Dashboard Indicators**

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

**For LEAs With Unexpended LREBG Funds**

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

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

## *Purpose*

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

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

### Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

### LEA-wide and Schoolwide Actions

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

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

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

### For School Districts Only

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

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

## *Requirements and Instructions*

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

***Required Descriptions:***

**LEA-wide and Schoolwide Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

**Limited Actions**

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

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

Complete the table as follows:

**Identified Need(s)**

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

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

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

**Metric(s) to Monitor Effectiveness**

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

**Additional Concentration Grant Funding**

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

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

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

## *Total Planned Expenditures Table*

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

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

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

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

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

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

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

divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

## *Contributing Actions Table*

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

## *Annual Update Table*

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

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

## *Contributing Actions Annual Update Table*

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

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

## *LCFF Carryover Table*

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

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

## *Calculations in the Action Tables*

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

### Contributing Actions Table

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

### Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater

than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

## LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.
- **13. LCFF Carryover — Percentage (12 divided by 9)**
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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