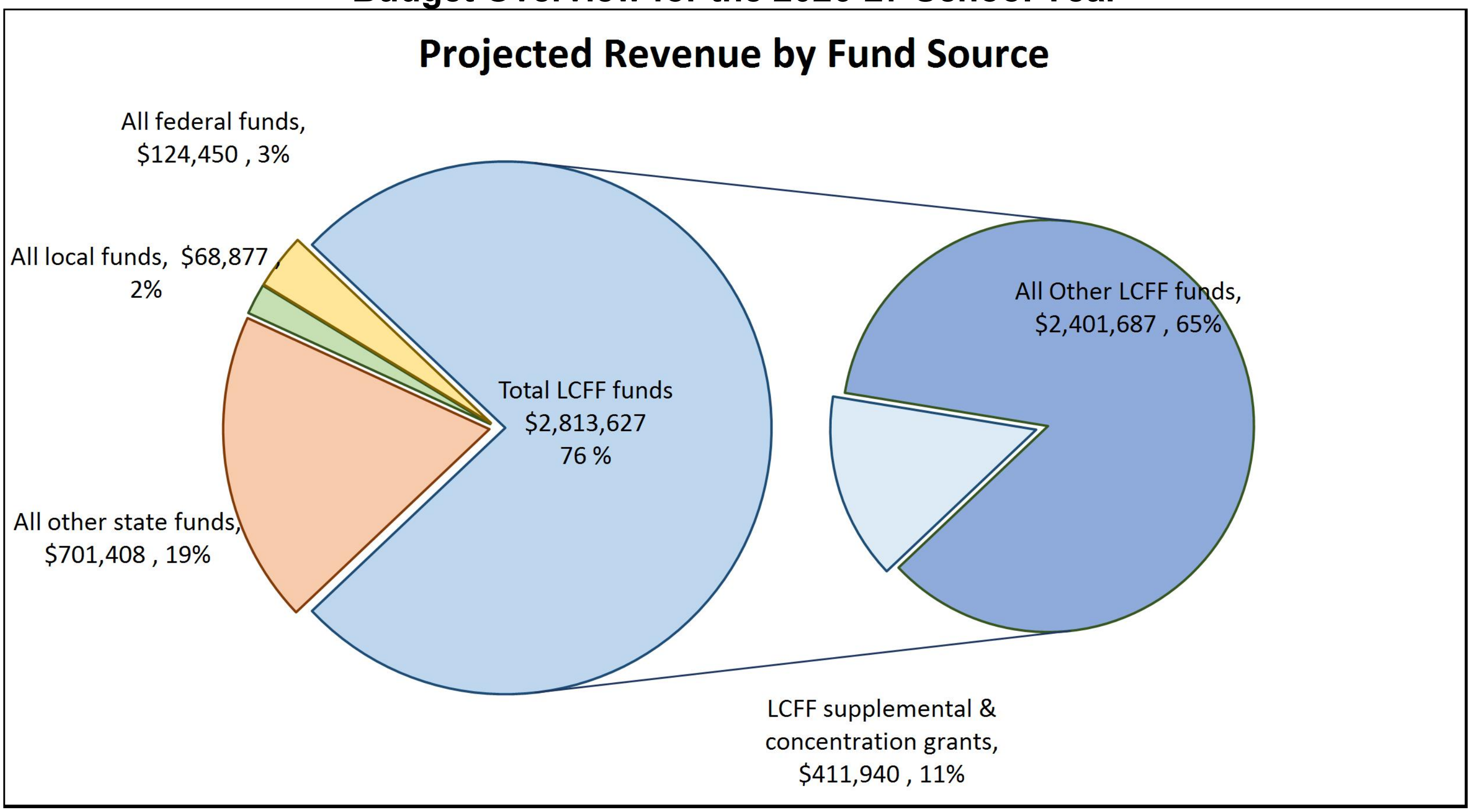
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: -- CDS Code: -- School Year: 2026-27 LEA contact information:

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

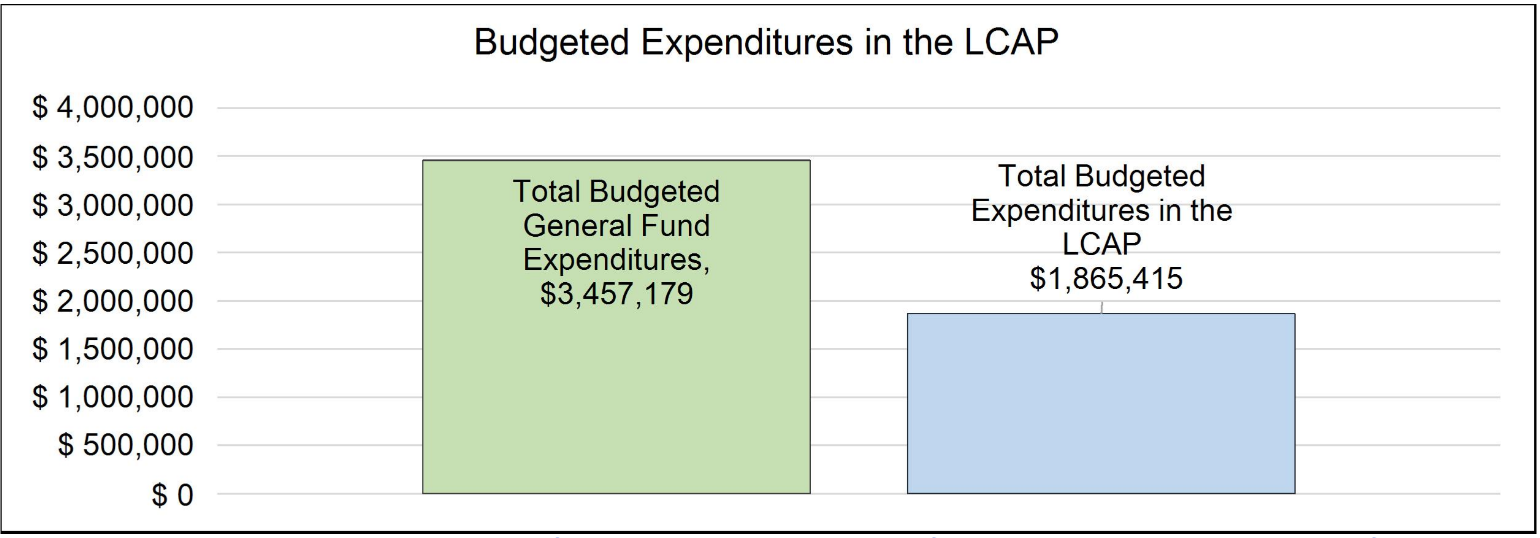


This chart shows the total general purpose revenue ---I expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for -- is $3,708,362, of which $2,813,627 is Local Control Funding Formula (LCFF), $701,408 is other state funds, $68,877 is local funds, and $124,450 is federal funds. Of the $2,813,627 in LCFF Funds, $411,940 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much --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: --- plans to spend $3,457,179 for the 2026-27 school year. Of that amount, $1,865,415 is tied to actions/services in the LCAP and $1,591,764 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

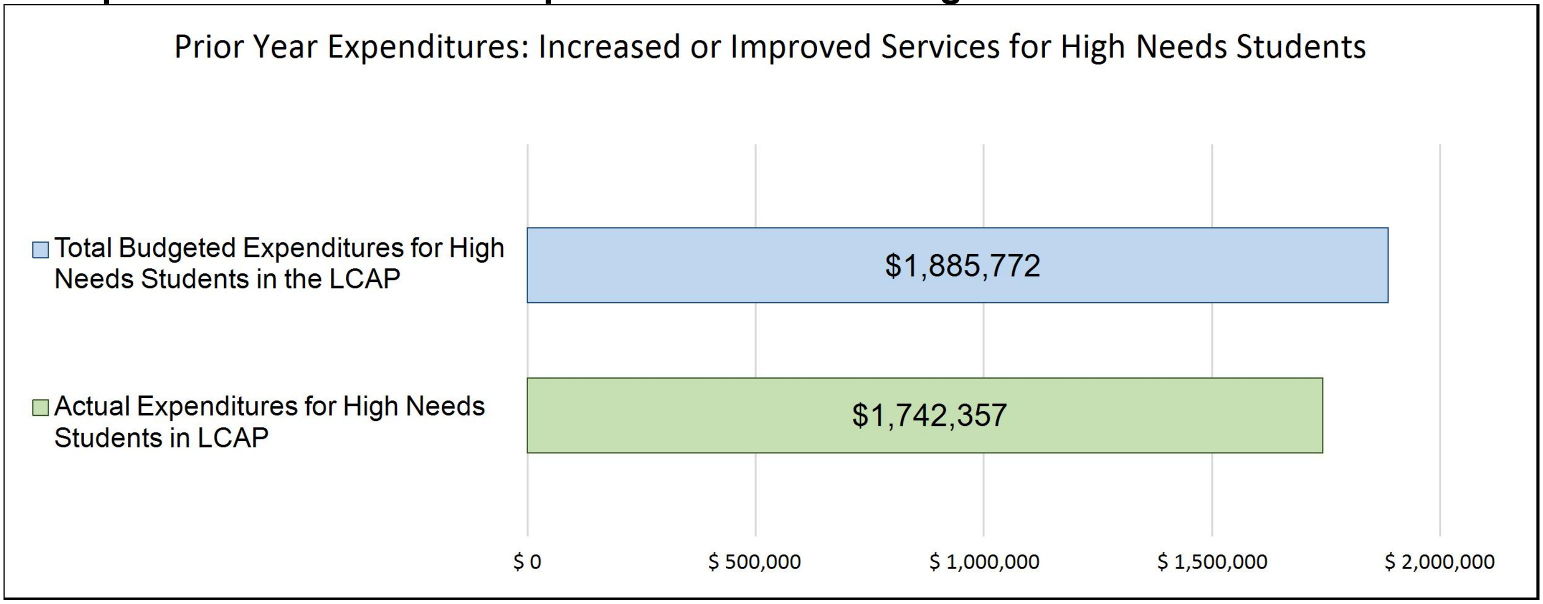
Expenditures not included in the LCAP are primarily general operational costs that support the day-to-day functioning of the school, such as utilities, custodial services, administrative and business operations, insurance, maintenance, and other sitewide expenses. These costs are necessary for school operations but are not allocated to specific LCAP actions or services.

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

In 2026-27, --- is projecting it will receive $411,940 based on the enrollment of foster youth, English learner, and low-income students. C-- must describe how it intends to increase or improve services for high needs students in the LCAP. Children's Community Charter School plans to spend $1,785,415 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 --budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what -- 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, -- LCAP budgeted $$1,885,772.00 for planned actions to increase or improve services for high needs students. -- actually spent $1,742,357.00 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $143,415 had the following impact on --- ability to increase or improve services for high needs students:

Actual expenditures were lower than budgeted because several planned services were implemented with existing staff, grant support, or lower-than-expected costs, and some activities were adjusted based on student needs and implementation timing. These differences did not change the intent of the actions, and --- continued to provide targeted services designed to increase and improve support for high needs students.

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
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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.

--- is a direct-funded TK–8 charter school of choice located in ---, California, on a rebuilt campus overlooking the West Branch of the Feather River. Established in 1996, --- is a single-school district with deep roots in the --- community and a long-standing commitment to family partnership, volunteerism, and a small-school environment in which students are known, supported, and challenged. --- is not identified as an Equity Multiplier school. Because --- is a small TK–8 school, several student groups are not reportable on some state indicators due to size, including English Learners, Long-Term English Learners, Foster Youth, students experiencing homelessness, and some racial/ethnic groups. CCCS also does not meet the 30 English Learner / 15 Long-Term English Learner threshold required for certain LCAP compliance features, although language acquisition and EL-related professional development are included in Goal 2.

---s recent history has been shaped by the 2018 Camp Fire and the COVID-19 pandemic. In the years since the fire, the school has steadily rebuilt enrollment and now serves more students than it did prior to 2018, reflecting both renewed growth in the --- area and continued family confidence in the --- program. These experiences have reinforced the school's commitment to resilience, trauma-informed practices, and a stable, caring environment for students and staff.

---combines high academic expectations with a strong sense of belonging. Its program includes an environmental science focus featuring farm animals, fruit trees, and a working garden that support hands-on learning in science, sustainability, and stewardship of the local environment. The school also emphasizes enrichment and extended learning opportunities so students experience both rigorous instruction and joyful, engaging learning.

-- has engaged in a strategic planning process throughout the 2025–26 school year, and that work has been incorporated into this LCAP for alignment purposes, although the plan has not yet been formally approved by the Board. The mission of --- is to ensure every student has access to rigorous academics, strong character development, and the emotional support needed to thrive in school and in life. The vision of --- is a community where every child grows into a confident, empathetic, and capable person, ready to continue learning, begin working, and contribute to the broader community and world ahead. ---'s core values—Community, Accountability, Relationships, and Endurance—guide daily practice and reflect the school's belief that meaningful learning occurs when students, families, and staff feel connected, supported, and held to high expectations.

--- educational approach is community-centered and whole-child focused. Students benefit from instruction tailored to their individual needs, integrated social-emotional learning and character development, hands-on outdoor learning, service learning, and long-term TK–8 relationships that support growth over time. Staff are supported through collaboration, professional learning, clear communication, and partnerships with institutions such as Chico State and Butte College. Families are welcomed as active partners through classroom participation, campus events, field trips, and open two-way communication, and the school works to connect families with practical supports when needed.

Stakeholder engagement is a core strength of ---. The school maintains active partnerships with families through the Parent Involvement Committee, the Charter Advisory Group, regular school events, and frequent communication between home and school. Students contribute through leadership opportunities and feedback about school culture, while staff, families, and community partners collaborate through leadership teams, board meetings, and advisory groups to review data, monitor progress toward LCAP goals, and refine actions in response to stakeholder input.

--- also uses a continuous improvement cycle grounded in multiple data sources, including state assessments, local interim assessments such as i-Ready, attendance and behavior data, and stakeholder survey results. These data inform the school's LCAP goals in culture, academics, and partnerships and guide focused work in areas such as math instruction, literacy, MTSS, and social-emotional learning.

During the 2025–26 school year, --- enrolled 220 students and employed 11 certificated staff, 2 administrators, and 9 classified staff. The student population was 53.6% female and 46.4% male. Racial/ethnic demographics included 79.5% White, 10.9% Hispanic or Latino, 6.4% Two or More Races, 1.4% American Indian or Alaska Native, 1.4% Asian, and 0.5% Filipino. Student groups included 2.3% English Learners, 1.4% Foster Youth, 0.2% students experiencing homelessness, 63.2% socioeconomically disadvantaged students, and 12.3% students with disabilities.

Reflections: Annual Performance

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

The 2025 California School Dashboard shows that ---continues to perform strongly across multiple state indicators. CCCS earned Blue performance levels in Chronic Absenteeism and Suspension Rate and Green performance levels in English Language Arts and Mathematics. The Dashboard also did not identify any student group at the lowest performance level (Red), although several student groups are not separately reported due to small subgroup size or privacy protections.

At the same time, ---'s current local data show a more mixed picture in student engagement and school climate than the Dashboard alone suggests. Based on 2025–26 local metrics, student attendance (ADA) is 93.54%, suspension is 1.3% representing 3 student suspensions, and chronic absenteeism is 17.8% based on current student information system data. These local results suggest that while --- continues to maintain a generally positive and supportive school climate, attendance and consistent student engagement have become more urgent areas of need this year.

In school climate and safety, --- continues to show important strengths. Student, staff, and community feedback consistently describe the school as safe, caring, welcoming, and relationship-centered, and survey results continue to show strong levels of teacher care, school safety, and staff collaboration. At the same time, the increase in suspensions from 0% to 1.3% and the rise in chronic absenteeism from 7% to 17.8% indicate a need to strengthen Tier 1 behavior supports, belonging, student voice, and proactive attendance systems. Student survey results also suggest that growth is needed in areas such as student voice, cultural responsiveness, and wellness supports, including whether students feel their opinions matter, whether family culture is celebrated, and whether basic needs such as food satisfaction are being fully met.

Academic performance remains a clear strength. In English Language Arts, --- achieved Green performance, with students scoring 8.1 points above standard and improving 14.7 points from the prior year, nearly three times the statewide rate of improvement. The school also reported strong local progress in reading, with the percentage of students meeting or exceeding standards rising above the prior baseline and aligning with the school's continued focus on literacy, intervention, and instructional support. In addition, 80.3% of students improved their ELA performance from the previous year, including strong gains among White students, socioeconomically disadvantaged students, and students with disabilities.

Mathematics also showed substantial improvement. --- remained in the Green performance level, with students scoring 12.9 points below standard but improving 17.5 points from the prior year, more than three times the statewide rate of growth. Local LCAP metrics similarly reflect continued progress in mathematics achievement, suggesting that intervention supports, math coaching, lesson study, and stronger instructional systems are helping students recover unfinished learning and move closer to grade-level expectations. --- also demonstrated accelerated growth in mathematics, with 77.6% of students improving from the prior year.

Local survey data reinforce both the school's strengths and its next steps. Students reported high levels of teacher care, safety, and support for practicing difficult skills, while staff reported very strong relationships with colleagues and leaders, trust, and access to needed resources. At the same time, staff identified the need for stronger professional growth opportunities, more meaningful feedback and coaching, more time for collaboration, and continued refinement of behavior systems that support student engagement and success. These findings suggest that --- has a strong foundation but must continue improving the systems that connect school culture, staff development, and student outcomes.

English Learner data remain limited because --- serves a very small EL population. Dashboard reporting does not display detailed EL results due to privacy protections, but local ELPAC information indicates that current English Learners maintained their proficiency levels without decline. --- also met all five local indicators in 2025, reflecting strong organizational systems and implementation across key state priority areas.

Overall, the data show that --- continues to demonstrate strong academic growth, strong relationships, and positive conditions for learning, while local attendance, chronic absenteeism, and suspension data point to a need for additional attention to engagement and Tier 1 support systems. The 2025–26 local data suggest that --- should continue protecting its strengths in academic growth and school connectedness while intensifying efforts to improve attendance, reduce chronic absenteeism, strengthen behavior supports, and ensure that every student feels seen, heard, and supported.

Reflections: Technical Assistance

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

N/A

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.

N/A - --- has not been identified for eligibility.

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 - --- has not been identified for eligibility.

Monitoring and Evaluating Effectiveness

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

N/A - --- has not been identified for eligibility.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parent/Community	Family and community meet 9 times each year (PIC) during the last Friday of each month to provide feedback and recommendations. A targeted Family Feedback Session was held on January 30th to target an understanding for how --- provides a unique choice to families, what they expect of graduates, areas to strengthen, and ideas for future feedback opportunities. LCAP was provided for review to families prior to the Board Public Hearing with a Public Hearing provided, as required, prior to approval, in June. A parent/community survey was distributed in April/May to obtain additional input of parents.
Certificated, Classified, Administrative	Monthly staff meetings and school leadership teams are held monthly throughout the year to obtain staff perceptions, feedback, and engage in shared leadership. Staff representatives serve on the PIC meetings. A targeted Staff Feedback Session was held on January 30th to engage staff is strategic planning, reflecting on the shared vision of ---'s identity and impact, and identify organizational strengths, areas of improvement, and ideas for the future. A staff survey was distributed in April/May to obtain additional input of staff.
Student	Student focus groups were created and brought together in January. Topics discussed included: what they loved about ---, what does learning look like, what they like to do at school outside of class time, how the school helped them explore things they liked/were curious about, what would make them more exited to come to school, their top ideas for a change, and a dream about what campus would look

Educational Partner(s)	Process for Engagement
	like. Students in grades 3-8 were surveyed in April/May to obtain additional feedback and input.
Collective Bargaining Units (Classified & Certificated)	A draft of the LCAP was distributed to union leadership in May for feedback.
SELPA Consultation	Consultation provided per EC 52062(a)(5).

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

Summary of Feedback from Parent/Community:

Community feedback captures overwhelmingly positive sentiment from 50 respondents, including 70% current parents, teachers, board members, alumni, and an administrator, resulting in a strong 8.6 score for parent's willingness to recommend the school to others. Key strengths highlighted include ---'s small class sizes (67% of responses), close-knit and welcoming community where students feel cared for (60%), and rigorous academics (50%); families and students praised the safe, inclusive environment (76%), individualized support, holistic education with social-emotional focus and hands-on learning (56%), and core values such as growth mindset (78%), accountability (62%), and empathy (58%). Students described the school as kind, safe, learning-focused, fun, and responsible, loving the teacher care and engaging experiences, while families appreciated leadership opportunities, intentional technology use, and conflict resolution. Future desires included more field trips, larger classrooms, expanded facilities (gym, library, science/art rooms, farm interaction), and leadership focused on communication, presence, and vision.

---'s current LCAP goals and actions directly address this feedback by prioritizing Goal 1 Culture: safe environment (1.5), MTSS and PBIS (1.1/2.1), mental health (1.2) campus modernization (1.5), field trips (1.6), and enrichment (1.7), Goal 2 Academics: rigorous, individualized support through intervention (2.1), instructional materials (2.3), PD (2.4), and technology (2.5), and Goal 3 Partnerships: family communication (3.1) and engagement events (3.3). These align with the community's emphasis on safety, belonging, small-class attention, hands-on learning, and character development, while facility and leadership priorities can inform long-term strategic planning to sustain the school's strengths.

Summary of Feedback from Certificated, Classified, and Administrative Staff
Staff feedback reflects a highly engaged group that sees --- as a close-knit, mission-driven school with a strong sense of community, individuality, and shared purpose. Staff members consistently described CCCS as a place where students are known, accepted, and supported as individuals, and they connected this strength to the school's broader identity of belonging, personal expression, and connection to the Paradise community. This qualitative feedback aligns with the spring 2026 staff survey results, which showed especially strong agreement that staff have positive relationships with colleagues and leaders, can rely on one another for help and ideas, feel respected by students, and are trusted to do their jobs well. Overall, staff feedback suggests a collaborative and thoughtful culture with strong buy-in around the school's identity work and long-term vision.

At the same time, staff identified important areas for growth related to clarity, professional development, and systems alignment. Staff expressed a desire for the school's mission and identity to be more clearly differentiated between what CCCS currently offers and what it aspires to offer in the future, along with a stronger bridge between identity language and actionable strategic priorities so that the vision can be more easily operationalized through the LCAP and annual planning. Survey data reinforced these themes, with the greatest areas of concern involving long-term professional growth opportunities, meaningful feedback and coaching, pathways to leadership, time and space to learn from colleagues, and continued refinement of behavioral systems that support student engagement. Taken together, staff feedback highlights a strong cultural foundation while pointing to the need for clearer systems, stronger growth pathways, and tighter alignment between vision, strategy, and implementation.

CCCS's current LCAP goals and actions directly address staff feedback by prioritizing Goal 1 Culture: a close-knit, supportive, and mission-driven school culture through MTSS and PBIS (1.1), mental health supports (1.2), highly qualified staffing and teacher support (1.3), after school care (1.4), campus modernization and safety (1.5), field trips (1.6), and enrichment opportunities (1.7); Goal 2 Academics: strong instructional systems and student support through intervention (2.1), technology access and support (2.2), instructional materials and supplies (2.3), professional development and collaboration (2.4), and technology-based learning curriculum (2.5); and Goal 3 Partnerships: family communication (3.1), coaching stipends and scholarship opportunities (3.2), and family engagement opportunities (3.3). These actions align with staff priorities around student belonging, individualized support, strong relationships, clearer systems, and a deeper connection between CCCS and the broader Paradise community.

Summary of Feedback from Students
Student feedback suggests that --- is experienced as a safe, caring, and supportive school where teachers know students well and provide meaningful academic and emotional support. In the spring 2026 student survey, the strongest themes were that teachers care about students, students are given time to practice difficult skills, and the school is a safe place to attend, with majorities also reporting that they have plans for their goals and are willing to try different strategies when they face challenges. Student responses also indicate a strong sense of belonging and high expectations, with many students saying their teachers ask about their interests and challenge them to think deeply and explain their reasoning.

At the same time, students identified several areas for growth that should continue to inform ---'s planning. The most notable concerns were whether family culture is fully celebrated at school, whether students feel they get enough food to feel satisfied, and whether their opinion matters at school, suggesting a need for deeper student voice, stronger cultural responsiveness, and continued attention to student wellness. Overall, the student feedback reinforces ---'s strengths in relationships, safety, and academic care while also highlighting opportunities to strengthen cultural inclusion, student agency, and basic supports that help all students feel fully seen and heard.

---s current LCAP goals and actions directly address student feedback by prioritizing Goal 1 Culture: a safe and caring school environment through MTSS and PBIS (1.1), mental health supports (1.2), highly qualified staffing (1.3), after school care (1.4), campus modernization and safety (1.5), field trips (1.6), and enrichment opportunities (1.7); Goal 2 Academics: rigorous and supportive learning through intervention (2.1), technology access and support (2.2), instructional materials and supplies (2.3), professional development (2.4), and technology-based learning curriculum (2.5); and Goal 3 Partnerships: family communication (3.1), coaching stipends and scholarship opportunities (3.2), and family engagement events (3.3). These goals and actions align with student feedback emphasizing teacher care, academic support, safety, hands-on learning, belonging, and the desire for stronger cultural celebration, student voice, and wellness supports.

***Summary of feedback from Bargaining Units
Feedback provided within the engagement process. LCAP draft specifically shared with association representatives.

Summary of Feedback from SELPA

Consultation with SELPA and learning activities as included participation in the Special Education Monitoring Process (Including Targeted, Intensive, and Small LEA Cyclical Monitoring), Program/Technical support by the Program Specialists andor other SELPA team members, and Participation in the SELPA's Professional Learning Offerings.

***SUMMARY: ***
--- is viewed very positively by parents, staff, and students as a safe, caring, and relationship-centered school with strong academics and a close-knit culture. Across all three groups, there is clear appreciation for the school's small-school feel, the quality of teacher relationships, the attention students receive as individuals, and the way --- combines academic rigor with social-emotional support and hands-on learning.

Common strengths

* A safe, caring, and welcoming school environment.
* Strong relationships between students and adults.
* High levels of individualized support and attention.
* A positive sense of community and belonging.
* Commitment to academic growth and high expectations.
* Hands-on, engaging learning experiences.
* Shared values such as kindness, responsibility, empathy, and respect.

Common growth areas (and associated actions that may address the area)
* Clearer two-way communication and more explicit alignment between vision, identity, and actions.(Goal 1: 1.5, 1.7. Goal 2: 2.4, 2.5. Goal 3: 3.1, 3.3)
* Expanded opportunities for student voice and leadership.(Goal 1: 1.1, 1.2, 1.7. Goal 3: 3.3.)
* Continued attention to cultural responsiveness and inclusion. (Goal 1: 1.1, 1.2, 1.5. Goal 2: 2.1, 2.4. Goal 3: 3.3.)
* More consistent systems to support professional growth, feedback, and leadership development for staff. (Goal 1: 1.3. Goal 2: 2.4. Goal 3: 3.2.)
* Ongoing improvement in facilities, space, and enrichment opportunities. (Goal 1: 1.5, 1.6, 1.7. Goal 2: 2.2, 2.3. Goal 3: 3.3.)
* Stronger supports around student wellness and basic needs, including belonging and satisfaction. (Goal 1: 1.1, 1.2, 1.4, 1.5, 1.7. Goal 2: 2.1. Goal 3: 3.3.)

LCAP implications
In addition to the specific actions listed above, the feedback received from each of the engagement partner groups supports CCCS's current direction in three ways. First, it confirms that Goal 1 should continue to protect school culture, safety, and belonging. Second, it shows that

Goal 2 should keep emphasizing strong instruction, intervention, and individualized academic support. Third, it reinforces the importance of Goal 3 by strengthening communication, family partnership, and shared decision-making.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Culture: We will cultivate a positive school environment that is socially, emotionally, culturally, and physically safe led by passionate staff members dedicated to and advocating for ALL students including ELs and SWD, their families, and our Paradise community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

---developed this goal in response to both its history and its current climate data. Since the 2018 Camp Fire and the COVID-19 pandemic, --- has intentionally focused on creating a stable, caring, and trauma-informed environment where students feel safe, connected, and ready to learn; recent survey data and discipline records show that this work remains essential, even as the school continues to demonstrate strong attendance, high family satisfaction, and minimal suspensions.

This goal was also informed by stakeholder feedback indicating that school culture should remain a central priority for student success. While the school continues to perform strongly in school climate and safety, student survey feedback and office referral data show that there is still room to strengthen peer behavior, belonging, and consistent expectations across grade levels; this goal keeps the school focused on sustaining the positive culture already in place while refining systems of support for all students, including English Learners, students with disabilities, and unduplicated students.

The proposed strategic plan strongly supports Goal 1 by centering belonging, empathy, shared values, safety, and student well-being. Its emphasis on PBIS, outdoor learning, community service, healthy technology habits, and family support aligns with the LCAP’s focus on creating a positive, safe, and inclusive school culture where students can thrive socially, emotionally, and behaviorally. Together, the strategic plan and LCAP reinforce ---’s commitment to helping students feel connected, supported, and responsible members of the school community.

The following actions/metrics apply to each of the state priorities:
Priority 1: Metrics: 1.7 / Actions: 1.3, 1.5
Priority 5: Metrics: 1.1, 1.6, 1.8 / Actions: 1.1, 1.2, 1.4, 1.6, 1.7
Priority 6: Metrics: 1.2, 1.3, 1.4, 1.5, 1.7, 1.8 / Actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7
Priority 7: Actions: 1.4, 1.6, 1.7

Priority 8: Actions: 1.4, 1.6, 1.7

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Student Absenteeism	2023-2024 94.5%	2024-2025 95%	2025-2026 93.54%	2026-2027 95%	2025-2026 -1.46%
1.2	Student Suspension	2023-2024 0%	2024-2025 0%	2025-2026 1.3%	2026-2027 0%	2025-202 +1.3%
1.3	Expulsion Rate	2023-2024 0%	2024-2025 0%	2025-2026 0%	2026-2027 0%	2025-2026 0 (No change)
1.4	Sense of Belonging	2023-2024 Students = 86% Staff = 100% Families = 92%	2024-2025 Students = 79% Staff = 91% Families = 92%	2025-2026 Students = 88% Staff = 94% Families =60%	2026-2027 Students = 80% Staff = 80% Families = 80%	2025-2026 Students = +9% Staff = +3% Families = -32%
1.5	Positive School Climate	2023-2024 Students = 86% Staff = 100% Families = 97%	2024-2025 Students = 87% Staff = 100% Families = 99%	2025-2026 Students = 81% Staff = 100% Families = 76%	2026-2027 Students = 80% Staff = 80% Families = 80%	2025-2026 Students = -6% Staff = 0 (No change) Families = -23%
1.6	Middle School Drop Out Rate	2023-2024 0%	2024-2025 0%	2025-2026 0%	2026-2027 0%	2025-2026 0 (No change)
1.7	FIT Assessment	2023-2024 Good	2024-2025 Good	2025-2026 Good	2026-2027\ Good	2025-2026 No change
1.8	Chronic Absenteeism	2023-2024 7%	2024-2025 7%	2025-2026 17.8%	2026-2027 3%	2025-2026 +10.8

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.

During 2025–26, --- implemented Goal 1 largely as planned by sustaining a schoolwide culture of safety, belonging, and proactive support through MTSS/PBIS, mental health supports, staffing, campus upkeep, field trips, after-school care, and enrichment opportunities. The evidence from the Dashboard and local data shows that these actions were effective in maintaining strong conditions for learning, including Blue performance in chronic absenteeism and suspension rate, low office referrals relative to enrollment, and favorable student, staff, and family climate results. Survey and engagement feedback also confirmed that the school is experienced as safe, caring, welcoming, and relationship-centered, which aligns closely with the intent of Goal 1.

There were some differences between planned and actual implementation, but they were primarily shifts in timing, scope, and cost rather than changes in direction. Several actions required more or less funding than projected, including mental health, campus improvements, and family-facing activities, as the school adjusted services in response to current needs and stakeholder input. The main challenge remained strengthening peer behavior, consistency, and belonging at the Tier 1 level, as reflected in office referrals and student feedback about voice, cultural celebration, and wellness. Overall, Goal 1 was implemented with fidelity and produced strong results, while also reinforcing the need to keep refining behavioral systems, student voice, and inclusive school culture.

A decrease in ADA and increase in chronic absenteeism was also noted, based on data obtained from the student information system (SIS). The rise from 7% to 17% chronic absenteeism likely reflects a combination of reduced student connection, unmet wellness/basic-needs issues, and family or system barriers that surfaced in the feedback data. The strategic planning process currently in process is addressing these needs.

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.

Estimated actuals were reviewed with an explanation provide below for those items that were more than a 20% increase or decrease from what was budgeted.

Action 1.1: While MTSS implementation continued to be a priority, we utilized existing resources and grant funding.
Action 1.2: The cost for mental health services increased beyond what was expected and budgeted for. We also added mental health services to address the needs of our unduplicated students.
Action 1.3: Within expected percentage.
Action 1.4: Salaries came in higher than budgeted in order to address the needs of higher enrollment.
Action 1.5: --- is in a facilities improvement in order to better address the needs of our entire learning community, including unduplicated students. Expended costs for planning and addressing key modifications were higher than expected. We also identified additional facility improvements that supported MTSS and providing a high level of services to our unduplicated students.
Action 1.6: Planned fieldtrips were not conducted as planned.
Action 1.7: Materials and resources needed to better support enrichment for unduplicated students was identified and purchased.

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

Action 1.1 (MTSS Implementation/Chronic Absenteeism): One student suspension and low chronic absenteeism demonstrate effective multi-tiered supports.
Action 1.2 (Mental Health): Student sense of belonging and emotional safety survey results reflect counseling and SEL impacts.
Action 1.3 (Highly Qualified Teachers): Staff satisfaction (100% Safety and Connection) shows successful recruitment and retention.
Action 1.4 (After School Care): Expanded after-school programs (from 9 to 15 offerings) correlate with improved attendance.
Action 1.5 (Safe Campus): High family satisfaction with physical environment (99%) validates facilities investments.
Action 1.6 (Field Trips): Increased field trip opportunities contribute to positive school climate and engagement.

Action 1.7 (Enrichment Activities): Student participation in enrichment supports sense of belonging and attendance.

Metric 1.4:The student and staff surveys were modified to better address feedback required for the strategic planning process. For students, this percentage reflects students' responding to the following prompt: "My teachers show they care for me." For staff, this percentage reflects staff responding to the following prompt: "I am trusted to do my job well." For parents, this percentage reflects feedback received during community strategic planning meets as they responded to the following: "Top reasons families choose ---: close-knit and welcoming community in which students feel cared for and supported." While a comparison was made, due to the change in question format, the provided "difference from baseline" should not be considered valid.

Metric 1.5: The student and staff surveys were modified to better address feedback required for the strategic planning process. For students, this percentage reflects students' responding to the following prompt: "This is a safe place to attend school." For staff, this percentage reflects staff responding to the following prompt: "I have positive relationships with other staff and leaders." For parents, this percentage reflects feedback received during community strategic planning meetings as they responded to the following: "What does CCCS do best: ensure a safe and inclusive environment or all students." While a comparison was made, due to the change in question format, the provided "difference from baseline" should not be considered valid.

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.

* Goal remained the same.
* Goal Development Explanation was revised to reflect current feedback.
* Contributing language descriptions were rewritten to reflect requirements and better describe why each contributing action is being offered at the schoolwide level.
* Actions remained unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implement Multi-Tiered System of Supports (MTSS).	Implement MTSS and Positive Behavior Support System (e.g. special assemblies, awards, conferences, substitutes, trainings, activities, food events, incentives for staff and students, and materials) to support positive environments for ALL students including Students with Disabilities (SWD) and English Learners (ELs), staff, and families.	$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Mental Health	Implement Mental Health as a priority (e.g., counelor, Mental Health professional development [adult and student SEL, Trauma Informed Practices, Character Strong, Brain Science, De-Escalation Strategies, etc.])	$65,000.00	Yes
1.3	Highly Qualified Teachers	Recruit and retain highly qualified and effective teachers and paraprofessionals. Staff will build and support a positive school culture for ALL students including Students with Disabilities and English Learners and support new teachers during their internships and teacher induction programs with mentors and Induction coaches. We are adding 1.0 FTE of classified staff using the additional 15% concentration to support our unduplicated students. This action is supported in part by LREBG funds because the needs assessment identified a continued need for additional staffing and direct academic support to address unfinished learning, strengthen Tier 1 behavior supports, and improve engagement and attendance for students who are performing below grade level. (($70,000 - LRE Funds)	$1,565,357.00	Yes
1.4	After School Care	Provide After School Care (ASC). Provide extended learning opportunities and enrichment in After School Care to reinforce a positive school culture and academic learning activities to support positive environments for ALL students (e.g., ASC staff, enrichment curriculum and supplies, scholarship opportunities).	$3,500.00	Yes
1.5	Maintain and Modernize Safe Campus	Maintain and modernize a safe campus for staff, students, and families to learn and grow (e.g., site grounds, classroom furniture upkeep, playground equipment).	$60,000.00	Yes
1.6	Field Trips	Field Trips; Offer field trips to students in grades TK-8 in an effort to increase a positive school climate and culture.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Enrichment Activities	Offer extra enrichment opportunities (i.e. gardening, environmental science, farm animals, sports, etc.)	$795.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Academics: We will take collective responsibility for providing a guaranteed, viable curriculum in all subject areas so that ALL students including ELs and SWD meet or exceed grade-level academic standards through effective, data-driven instructional practices that ensure ALL students are fully prepared for college or career success.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

--- developed this goal because strong academic outcomes remain a core indicator of student success and an essential part of its mission to educate the whole child. --- recognizes that academic growth is closely connected to students' sense of safety, belonging, and confidence, and its recent performance data show both meaningful progress and continued opportunity for growth in ELA and mathematics, particularly for students who benefit from targeted intervention and differentiated support.

This goal was also shaped by the school's long-standing commitment to providing a rigorous, standards-aligned program for all students, including English Learners and students with disabilities. Based on local assessment results, state assessment data, and staff reflection, --- identified the need to strengthen instructional coherence, maintain a robust intervention system, and continue using data-driven practices so that all students can meet or exceed grade-level standards and leave --- prepared for future academic success.

The proposed strategic plan aligns closely with Goal 2 by prioritizing strong academic foundations, clear curriculum expectations, intervention systems, and data-driven instruction. Its focus on essential standards, consistent instructional practices, paraprofessional support, and progress monitoring matches the LCAP's commitment to a guaranteed, viable curriculum and targeted supports for students who need intervention or acceleration. Both plans are aimed at helping all students meet grade-level expectations and leave --- prepared for future success.

The following actions/metrics apply to each of the state priorities:
Priority 1: Metrics: 2.5, 2.6, 2.7 / Actions: 2.2, 2.3
Priority 2: Metrics: 2.4 / Actions: 2.1, 2.3, 2.4, 2.5
Priority 4: Metrics, 2.1, 2.2, 2.3, 2.7 / Actions: 2.1, 2.2, 2.3, 2.4, 2.5
Priority 7:Actions: 2.1, 2.2, 2.3, 2.5

Priority 8: Actions: 2.5, 2.7

Required Actions Addressed in this Goal:
Special Education Students: 2.1
El/Language Acquisition: 2.1
EL/Professional Development: 2.4

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Statewide SBAC Assessment	2022-2023 ELA = 44.79% met or exceeds standards Math = 36.46% met or exceeds standards	2023-2024 ELA = 48.60% met or exceeds standards Math = 41.13% met or exceeds standards	2024-2025 ELA =52.29% met or exceeds standards Math = 45.87% met or exceeds standards	2025-2026 ELA = 53% Math = 45%	2025-2026 ELA = +7.5% Math = +9.41%
2.2	EL Reclassification	2023-2024 1 student	2024/2025 N/A	2025/2026 N/A	2026/2027 2 students	2025-20 No Change
2.3	ELPAC Levels	2023-2024 4 students Level 1 = 1 Level 2 = 2 Level 3 = Level 4 = 1	2024/2025 N/A	2025/2026 N/A	2026/2027 All students move up one level	2025-2026 N/A
2.4	---I mplementation Including ELs and ELD Standards	2023-2024 100%	2024/2025 100%	2025/2026 100%	2026/2027 100%	2025-2026 0 (No change)
2.5	--- Instructional Materials for Every Student	2023-2024 100%	2024/2025 100%	2025/*2026 100%	20265/2027 100%	2025-2026 0 (No change)
2.6	Teacher Missassignment	2023-2024 2 - errors with back office and CALPADS - we do not have any misassignments but it is	2024/2025 0%	2025/2026 0%	2026/2027 0%	2025-2026 0% (No change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reported that way - new system.				
2.7	iReady January Diagnostics	2023-2024 Overall Reading = 52% meet and/or exceeds standards Math = 42% meet and/or exceeds standards	2024/2025 Overall Reading = 56% meet and/or exceeds standards Math = 48% meet and/or exceeds standards	2025/2026 Overall Reading = 55% meet and/or exceed standard. Math = 53%	2026/2027 Overall Reading = 60% Math = 50%	2025-2026 Reading = +1% Math = +5%

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.

During 2025–26, --- implemented Goal 2 with fidelity through its intervention department, technology support, ----aligned instructional materials, professional development, PLC collaboration, and supplemental learning platforms. These actions supported measurable academic progress, with the Dashboard showing continued Green performance in ELA and Mathematics and accelerated growth for large portions of the student population, including students who are socioeconomically disadvantaged and students with disabilities. Local survey and engagement data also support the conclusion that students experienced strong academic care, high expectations, and meaningful support from staff.

A few planned expenditures shifted during implementation, most notably in technology staffing and some support services, because the school adjusted staffing and funding sources to meet operational needs. Even with those differences, the overall strategy remained consistent: provide a guaranteed, viable curriculum and targeted academic intervention so that students can access grade-level standards and make steady progress. The main challenge continues to be accelerating performance toward full proficiency, especially in mathematics, where growth is strong but achievement still leaves room for improvement. Overall, Goal 2 was carried out effectively, with clear signs that instructional coherence, intervention, and professional learning are helping students make measurable gains

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.

Estimated actuals were reviewed with an explanation provide below for those items that were more than a 20% increase or decrease from what was budgeted.

Action 2.1: Within expected percentage
Action 2.2: The level of IT services required and availability was lower than expected.
Action 2.3: Within expected percentage
Action 2.4: Within expected percentage
Action 2.5: Within expected percentage

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

Action 2.1 (Intervention Department): Accelerated growth rates (80.3% ELA, 77.6% Math) demonstrate effective tiered academic supports.
Action 2.2 (Technology Staff): 1:1 Chromebook access and technology integration enabled personalized learning and progress monitoring.
Action 2.3 (Instructional Materials): 100% access to CCSS-aligned materials supports implementation fidelity.
Action 2.4 (Professional Development): Math coaching, lesson studies, and PLCs correlate with dramatic math improvement (17.5-point increase).
Action 2.5 (Technology Learning Curriculum): Online platforms (i-Ready, etc.) enabled targeted practice and data-driven instruction.
Action 2.6 (Teacher Misassignment): No teacher misassignments were identified.
Action 2.7 (i-Ready January Diagnostics): Percentage of students meeting reading standards remained nearly the same (55% in 25/26 compared to 56% in 24/25). The percentage of students meeting math standards increased (53% in 25/26 compared to 48% in 24/25.

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.

* Goal remained the same.
* Goal Development Explanation was revised to reflect current feedback.
* Contributing language descriptions were rewritten to reflect requirements and better describe why each contributing action is being offered at the schoolwide level.
* Metrics remained unchanged.
* Actions remained unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Provide a Robust Intervention Department	Provide a robust Intervention department; Implement a Multi-tiered System of Support (MTSS) and continue a Response to Intervention (RTI) program by providing paraprofessional(s) to support all students including Students with Disabilities (SWD). Intervention supports will also address language acquisition needs of students with support given to teachers to address	$56,763.00	Yes

Action #	Title	Description	Total Funds	Contributing
		ELL students receiving access to state and EL standards and progressing towards reclassification.		
2.2	Technology Staff	Provide technology staff to support 1:1 devices and state of the art technology for the staff and all students including ELs of ---.	$1,000.00	Yes
2.3	Instructional Materials and Supplies	Provide Common Core State Standards (CCSS) aligned instructional materials and supplies to ensure access to high-quality learning in all content areas to ensure a guaranteed, viable curriculum.	$19,000.00	Yes
2.4	Professional Development	Provide high-quality professional development (PD) for all staff (conferences, substitutes, materials) that integrate Mental Health, ---, NGSS, ELD, in all academic content areas, including our priority on PLCs (Professional Learning Communities) to focus on effective collaboration, essential standards, common assessments, data analysis, and effective instructional strategies. This action is also supported in part by LREBG funds because the needs assessment identified a need for targeted professional learning that strengthens Tier 1 instructional practices, improves student engagement, and supports intervention staff and classroom teachers in accelerating learning recovery for students performing below their peers..($10,000 - LRE Funds)	$10,000.00	No
2.5	Technology Learning Curriculum	Provide cutting edge supplemental and Common Core State Standard online learning platforms for student academic achievement and supplemental learning.	$26,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Partnerships: We will actively engage our family, school, and community partners through ongoing communication and outreach because we value, respect, and believe we are stronger together in ensuring and advocating for the future success of ALL our students including ELs and SWD.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

---developed this goal because family and community partnerships are central to the school's identity and long-term success. As a small charter school deeply rooted in the Paradise community, --- has historically relied on strong relationships with families, local partners, and educational collaborators to extend student learning, strengthen school culture, and reinforce the shared responsibility for student success.

This goal was also informed by stakeholder feedback showing that family engagement is a major strength that should continue to expand in both reach and quality. -- has seen strong participation in family events and communication systems, but it also recognized the need to broaden access and ensure more equitable participation across all family groups, including those with limited availability or underrepresented voices; this goal supports that effort by keeping communication, outreach, and shared decision-making at the center of the school's improvement work.

The proposed strategic plan's family and community partnership goals align with the LCAP's partnership work by emphasizing communication, involvement, shared responsibility, and family support. Its strategies around two-way communication, family engagement, parent leadership, access to resources, and community participation strengthen the same relationships the LCAP seeks to build through family communication and interaction. This alignment shows that --- views strong partnerships with families and the broader community as essential to student success and school improvement.

The following actions/metrics apply to each of the state priorities:
Priority 3: Metrics: 3.2, 3.3 / Actions: 3.1, 3.2, 3.3
Priority 5: Metrics: 3.1 / Actions: 3.2, 3.3
Priority 6: Actions: 3.1
Priority 7: Metrics: 3.1

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	After School Programs	2023-2024 9 Track and Field Esports Basketball Music Club Science Club Board Game Club Spanish Club Environmental Science Club Sports Club	2024-2025 15 Sports Club Mindful Yoga Performance Dance Competitive Science Spanish Club Board Game Club Probability and Statistics Club Creative Writing Music Club Basketball for boys Basketball for girls Basketball for co-ed Cross County Esports	2025-2026 15 Sports Club Mindful Yoga Performance Dance Competitive Science Spanish Club Board Game Club Probability and Statistics Club Creative Writing Music Club Basketball for boys Basketball for girls Basketball for co-ed Cross County Esports	2026-2027 14 Sports Club Mighty Movers Competitive Science Spanish Club Music Club After School Care Sewing Club Basketball for Boys Basketball for Girls Basketball for Co-ed Cross Country E-Sports Track & Field Volleyball for Girls	2025-2026 -1
3.2	Number of Scheduled Family Opportunities	2023-2024 10 Back to School Night Movie Night Carnival Winter Performance Parent Involvement Committee Volunteering in Class STEAM Night Awards Assemblies Jogathon Incentive Day	2024-2025 24 Monthly PIC Meetings(9 meetings) Back to School Night Family Day Movie Night Carnival Costume Parade Parent Teacher Conference Week	2025-2026 24 Monthly PIC Meetings(9 meetings) Back to School Night Family Day Movie Night Carnival Costume Parade Parent Teacher Conference Week	2026-2027 27 Monthly PIC Meetings (9 meetings) Back to School Night Family Day Carnival Costume Parade Parent Teacher Conference Week Winter Performance	2025-2026 +3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Winter Performance Awards Assemblies (2 of them) Mother Son Dance Father Daughter Dance STEAM Night Gold Nugget Parade Open House Book Fair	Winter Performance Awards Assemblies (2 of them) Mother Son Dance Father Daughter Dance STEAM Night Gold Nugget Parade Open House Book Fair	Awards Assemblies (2 of them) Mother Son Dance Father Daughter Dance Gold Nugget Parade Open House Book Fair Staff Appreciation Week (Parent Led) Jog-a-Thon Incentive Day Easter Egg Hung Science Fair	
3.3	Family Satisfaction Rate of School	2023-2024 92%	2024-2025 93%	2025-2026 94%	2026-2027 80% = Success	20258-2026 +1

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.

During 2025–26, --- carried out Goal 3 largely as planned by expanding family communication, increasing opportunities for school-family interaction, and sustaining a broad menu of after-school and engagement activities. Family and community feedback showed strong satisfaction with the school, a high willingness to recommend ---, and appreciation for communication, belonging, and partnership, while the student and staff data also reflected strong relational trust across the school community. The number of scheduled family opportunities and the continued use of communication tools such as PowerSchool, Remind, events, and meetings helped maintain strong family involvement throughout the year.

The main implementation differences were tied to increased participation and the need to respond to stakeholder requests for more events, more connection, and stronger alignment with the school's identity and long-term direction. Some partnership-related expenditures shifted as the school invested additional effort into family engagement and strategic planning input, especially for underrepresented voices and unduplicated student groups. The biggest challenge remains ensuring equitable participation across all families while keeping communication consistent and meaningful for busy households. Overall, Goal 3 was implemented successfully and helped reinforce the school's strong community ties, while also showing the need to keep improving outreach, access, and shared decision-making.

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.

Estimated actuals were reviewed with an explanation provide below for those items that were more than a 20% increase or decrease from what was budgeted.

Action 3.1: Additional funds and resources were utilized to engage our families, especially those of unduplicated students, as we promoted parent engagement and awareness for supporting their children in school culture activities and academic success.
Action 3.2: Unplanned expenses related to our engagement with --- and ---Parks and Recreation to offer programs and additional opportunities to the --- students.
Action 3.3: Additional funds and resources were utilized to engage our families, especially those of unduplicated students to participate in extra curricular activities.

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

Action 3.1 (Family Communication): High family satisfaction (93%) demonstrates effective communication systems.
Action 3.2 (Coaching Stipends and Scholarships): Maintained after-school programs (from 9 to 15 offerings) increase family engagement through student activities.
Action 3.3 (Interaction with Families): Maintained x family events reflects successful expansion of partnership opportunities.

Metric 3.3 - Parent input was obtained through surveys and engagement sessions that were designed to support the strategic planning process. From this input the strongest data source is the family satisfaction survey item(s) plus the recommendation/willingness-to-refer question, because those directly measure parent sentiment about the school. In the --- feedback, the clearest family indicators are the overall recommendation score of 8.6, the high agreement around a safe and inclusive environment, strong feelings of care and belonging, and the repeated praise for small class sizes, academics, and teacher relationships. Those data points were combined into a simple family satisfaction index by using the percentage of respondents who rate the school favorably on the main satisfaction question and then cross-checking it with related questions on communication, safety, belonging, and overall experience. The indicated 94% is a reflection of this combination.

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.

* Goal remained the same.
* Goal Development Explanation was revised to reflect current feedback.
* Contributing language descriptions were rewritten to reflect requirements and better describe why each contributing action is being offered at the schoolwide level.
* Metrics remained unchanged.
* Actions remained unchanged.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Family Communication	Increase and sustain parent communication to keep our partners informed (e.g., PowerSchool, Remind, websites, SEL, events, flyers, etc.).	$40,000.00	Yes
3.2	Coaching Stipends and Scholarship Opportunities	Coaching stipends and scholarship opportunities for students. Provide coaching stipends for stakeholders to coach a program (e.g., flag football, volleyball, basketball, Girls on the Run, Tech Gaming, etc.). Partner with Paradise and Oroville Parks and Recreation to offer programs or additional opportunities to the --- students.	$8,000.00	Yes
3.3	Interaction with Families	Provide opportunities for interaction with families. Provide opportunities for scheduled Family Nights throughout the school year (e.g., Winter program, Carnival, Family Day, Art Night, Spring Performance, STEAM Night, End of Year Promotions, etc.). Provide PIC opportunities for families to learn about school initiatives and provide input and feedback for future direction. Emphasis placed on connecting and engaging parents of EL students, SpEd students, and unduplicated students.,	$3,000.00	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
$411,940	$22,684

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
14.641%	0.000%	$0.00	14.641%

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
1.1	**Action:** Implement Multi-Tiered System of Supports (MTSS). **Need:** Review of local data for Goal 1, including student absenteeism, chronic absenteeism, and suspension metrics, shows that unduplicated students (English learners, foster youth, and low-income students) are disproportionately represented among	This action implements a schoolwide MTSS and Positive Behavior Support System (including special assemblies, awards, conferences, substitute coverage, trainings, activities, food events, incentives for staff and students, and related materials) to strengthen universal, targeted, and intensive supports for student engagement and behavior. It is principally directed toward the needs of unduplicated students by increasing access to proactive, culturally responsive supports, positive reinforcement, and	1.4 (Sense of Belonging); 1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism)

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
	students who are frequently absent and at risk for disengagement from school. Sense of Belonging and Positive School Climate survey results further indicate gaps in perceptions of safety, connection, and support for unduplicated pupils and their families when compared to all students. These patterns, along with input from educational partners, demonstrate a need for a more coherent, schoolwide MTSS and Positive Behavior Support System that explicitly targets the attendance, behavior, and climate needs of unduplicated students in order to improve their engagement and outcomes relative to all students. Research on schoolwide Positive Behavioral Interventions and Supports (PBIS) and interconnected systems of PBIS and school mental health shows that these frameworks can significantly reduce problem behavior, strengthen school climate, and improve outcomes such as attendance and safety when implemented with consistency and strong Tier 1–3 systems (OJP, 2020; Fink, 2024). **Scope:** Schoolwide	timely interventions, with particular attention to students who demonstrate patterns of chronic absenteeism, behavioral incidents, low sense of belonging, or other indicators of risk; Students with Disabilities and English learners are explicitly included to ensure coordinated supports across subgroups. This action is implemented on a schoolwide basis to ensure that every classroom and common area consistently reinforces shared expectations, positive behavior supports, and relational practices so that unduplicated students experience a coherent environment throughout the school day rather than fragmented or pull-out supports. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Through universal prevention and climate efforts, coupled with targeted check-ins, conferences, and incentives that prioritize students with higher attendance, behavior, or engagement risks, this action is intended to reduce disproportionality and accelerate improvements in outcomes for unduplicated pupils as compared to all students on the associated Goal 1 metrics.	
1.2	**Action:** Mental Health **Need:** Local data for Goal 1, including absenteeism, chronic absenteeism, suspension, and expulsion, show that unduplicated students	This action elevates mental health as a schoolwide priority by providing access to a counselor and implementing ongoing mental health professional development for staff and students, including adult and student SEL, trauma-informed practices, Character Strong, brain science, and de-escalation strategies. It is principally directed toward the	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism), Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.5

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
	(English learners, foster youth, low-income students, and many students with disabilities) are at greater risk for inconsistent attendance, behavioral escalations, and disengagement from school. Student, family, and staff survey results for Sense of Belonging and Positive School Climate further highlight that some unduplicated pupils report higher levels of stress, anxiety, and difficulty regulating emotions, which can affect relationships, learning, and behavior. Educational partner input during LCAP engagement activities has emphasized the need for stronger mental health supports, social-emotional learning, and trauma-informed practices so that unduplicated students experience a safe, predictable, and supportive school environment that addresses both their academic and social-emotional needs. Large meta-analyses of school-based social-emotional learning programs and related universal mental health supports show improved social-emotional skills, behavior, and academic achievement over time, while follow-up studies and trauma-informed practice research demonstrate lasting gains in well-being and reductions in conduct problems and emotional distress (Durlak et al., 2011; Taylor et al., 2017). **Scope:** Schoolwide	needs of unduplicated students by increasing and improving services that build protective factors (such as self-regulation, coping skills, and safe adult relationships), reduce the impact of trauma, and ensure earlier identification and support for students showing signs of emotional or behavioral distress, with particular attention to English learners, foster youth, low-income students, and students with disabilities. This action is implemented on a schoolwide basis because unduplicated students are enrolled in every classroom and benefit when all adults share common language, skills, and strategies for supporting mental health, SEL, and de-escalation across the school day. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Professional learning, counselor time, and SEL/trauma-informed strategies will be targeted first to students and classrooms with higher concentrations of unduplicated pupils and higher levels of need, so that these students experience more consistent support, improved emotional safety, and stronger connections to school, leading to improved outcomes compared to all students on the associated Goal 1 metrics.	(Positive School Climate); 1.6 (Middle School Dropout Rate)
1.3	**Action:** Highly Qualified Teachers	This action focuses on recruiting and retaining highly qualified and effective teachers and paraprofessionals, and on providing structured	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism),

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
	Need: Local data for Goal 1, including absenteeism, chronic absenteeism, and school climate metrics, show that unduplicated students (English learners, foster youth, and low-income students, including many students with disabilities) are more likely to experience academic gaps, inconsistent engagement, and lower sense of belonging when compared to all students. Educational partner feedback also indicates that stable relationships with highly qualified teachers and paraprofessionals, along with consistent mentoring for new teachers, are critical for maintaining a positive, predictable learning environment for unduplicated pupils. Research consistently finds that access to effective teachers and well-trained paraeducators can reduce achievement gaps and improve outcomes for students from low-income backgrounds and students with extensive support needs, making recruitment, retention, and support of these staff a key equity strategy (Mathematica, 2011; Walker et al., 2021; Hemelt, Ladd, & Clifton, 2026).. **Scope:** Schoolwide	support for new teachers through internships and teacher induction programs with mentors and induction coaches. It is principally directed toward the needs of unduplicated students by increasing and improving access to stable, skilled adults who can deliver high-quality instruction, differentiated supports, and targeted interventions, particularly for Students with Disabilities and English learners who rely on close collaboration between teachers and classified staff. The addition of 1.0 FTE of classified staff funded with the additional 15 percent concentration grant is specifically intended to expand direct support for unduplicated students, including small-group and one-to-one assistance, behavior and engagement supports, and increased communication with families. This action is implemented on a schoolwide basis because unduplicated students are enrolled in all classrooms and benefit when every learning environment is staffed with effective teachers and well-trained paraprofessionals who share responsibility for a positive, inclusive culture. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. By prioritizing unduplicated students when assigning the additional classified FTE, matching mentors and induction coaches to teachers serving higher concentrations of EL, FY, and low-income students, and aligning professional learning to the needs of these student groups, the school intends to improve instructional quality,	Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.5 (Positive School Climate)

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
		classroom climate, and support structures in ways that accelerate outcomes for unduplicated pupils compared to all students on the associated Goal 1 metrics.	
1.4	**Action:** After School Care **Need:** Local data for Goal 1, including student absenteeism, chronic absenteeism, and climate metrics, indicate that unduplicated students (English learners, foster youth, and low-income students) are at higher risk for inconsistent attendance, lower engagement, and reduced sense of belonging compared to all students. Educational partner input has highlighted that families of unduplicated students often need safe, structured after-school options that provide supervision, enrichment, and academic support, but may face financial and logistical barriers to accessing such programs. These data and stakeholder perspectives demonstrate a need for expanded after-school care and enrichment that intentionally supports unduplicated pupils' academic progress, relationships with adults and peers, and sustained connection to school; research on high-quality afterschool and expanded learning programs shows that, when well designed, they can improve attendance, behavior, and coursework for at-risk students (Durlak, Weissberg, & Pachan, 2010; Kremer et al., 2014). **Scope:**	This action provides After School Care (ASC) that offers extended learning opportunities and enrichment aligned to the school's culture and academic goals, including ASC staff, enrichment curriculum and supplies, and scholarship opportunities so that cost does not prevent unduplicated students from participating. It is principally directed toward the needs of unduplicated pupils by increasing access to safe, structured time after school where students can receive homework help, small-group support, and enrichment experiences that reinforce core instruction and positive school culture, with particular attention to students with disabilities and English learners who benefit from additional academic practice and language-rich activities. This action is implemented on a schoolwide basis in order to create a consistent, positive extension of the school day that all students experience, while prioritizing enrollment and scholarships for unduplicated pupils who are most likely to benefit from additional supervision, academic support, and enrichment. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. By using concentration funds to underwrite scholarships for low-income students, targeting outreach to families	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism), Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.5 (Positive School Climate)

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
	Schoolwide	of unduplicated pupils, and aligning ASC enrichment and learning activities with identified academic and engagement needs, the school intends to improve attendance, behavior, and sense of belonging for unduplicated students at a faster rate than for all students on the associated Goal 1 metrics.	
1.5	**Action:** Maintain and Modernize Safe Campus **Need:** Local data for Goal 1, including student absenteeism, chronic absenteeism, and school climate survey results, show that unduplicated students (English learners, foster youth, and low-income students) are more vulnerable to disengagement when facilities or learning spaces feel unsafe, outdated, or poorly maintained. Educational partner input has emphasized the importance of clean, welcoming classrooms, safe playgrounds, and well-maintained common areas so that all students—and especially unduplicated pupils and their families—experience the campus as a safe, inviting place to learn and connect. Research on school facilities consistently finds that better building conditions and modernized learning environments are associated with higher attendance, improved behavior, and stronger academic outcomes, while substandard facilities are linked to truancy, lower achievement, and higher suspension rates (California Department of Education, 2016; Durán-Narucki, 2008; Boese & Shaw, 2005)	This action maintains and modernizes a safe campus for staff, students, and families by investing in site grounds, classroom furniture upkeep, and playground equipment to ensure that all indoor and outdoor spaces are safe, functional, and conducive to learning. It is principally directed toward the needs of unduplicated students by increasing and improving access to high-quality learning environments that reduce health and safety risks, support positive behavior, and signal that the school community values every student; this includes ensuring that spaces used heavily by unduplicated pupils (e.g., specific classrooms, play areas, and shared spaces) are prioritized for maintenance and modernization. This action is implemented on a schoolwide basis because unduplicated students are enrolled in all classrooms and use all campus spaces, and their sense of safety and belonging is directly influenced by the condition of the entire school environment. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. By using facilities and maintenance investments to ensure that	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism), Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.7 (FIT Assessment)

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: Schoolwide	classrooms, restrooms, playgrounds, and common areas most frequented by unduplicated pupils are safe, clean, and welcoming—and by addressing any facility issues that could disproportionately affect low-income families or students with disabilities—the school intends to improve perceptions of safety, reduce behavior incidents, and support stronger attendance and engagement for unduplicated students as compared to all students on the associated Goal 1 metrics.	
1.6	**Action:** Field Trips **Need:** Local data for Goal 1, including student absenteeism, chronic absenteeism, and school climate/sense of belonging survey results, show that unduplicated students (English learners, foster youth, and low-income students) are more likely to report lower levels of connection to school and are at greater risk for inconsistent attendance than their peers. Educational partner feedback has emphasized that authentic, engaging learning experiences beyond the classroom—especially those that connect students to the wider community—help unduplicated pupils see relevance in school, build positive relationships with adults and peers, and feel proud of their school. Research on culturally enriching field trips and informal learning experiences finds that participation in multiple high-quality field trips is associated with higher test scores, better course grades, fewer absences, and fewer behavioral infractions, as well as increased engagement and interest in	This action provides field trips for students in grades TK–8 that extend learning beyond the classroom and reinforce a positive school climate and culture by connecting curriculum to real-world, community-based experiences. It is principally directed toward the needs of unduplicated students by increasing access to structured, supervised experiences where they can deepen academic learning, explore new environments, and build stronger relationships with peers and staff, thereby enhancing their sense of belonging and engagement with school. This action is implemented on a schoolwide basis so that all students experience a common set of high-quality field trip opportunities that are integrated with core instruction and schoolwide culture, while ensuring unduplicated pupils are actively included and supported to participate in every trip (e.g., through targeted communication and logistical support for families). While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism), Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.5 (Positive School Climate)

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
	learning (Erickson et al., 2022; DeWitt & Storksdieck, 2008; Kisiel, 2005). **Scope:** Schoolwide	not part of the unduplicated student group. By prioritizing participation of unduplicated pupils, designing trips that reflect their cultural and linguistic backgrounds and interests, and using these experiences to build ongoing classroom connections, the school intends to strengthen engagement, reduce behavior issues, and improve sense of belonging for unduplicated students at a faster rate than for all students on the associated Goal 1 metrics.	
1.7	**Action:** Enrichment Activities **Need:** Local data for Goal 1, including absenteeism, chronic absenteeism, and school climate/sense of belonging survey results, indicate that unduplicated students (English learners, foster youth, and low-income students) benefit from more opportunities to connect their interests and identities to school through hands-on, experiential activities. Educational partner feedback has highlighted that students who are less engaged in traditional academic settings often thrive when given enrichment opportunities such as gardening, environmental science, caring for farm animals, and sports, which build confidence, leadership, and peer relationships. Research on extracurricular participation and school gardening shows that access to a wide range of enrichment activities is associated with higher attendance, lower dropout risk, stronger engagement, and improved well-being, with particular benefits for students who struggle in typical classroom environments	This action offers extra enrichment opportunities such as gardening, environmental science, interaction with farm animals, and sports to provide students with meaningful, interest-based learning experiences that extend beyond the traditional classroom. It is principally directed toward the needs of unduplicated students by increasing and improving access to structured, supervised activities where they can develop social-emotional skills, leadership, persistence, and a stronger sense of connection to school, particularly for students who may not always experience success in purely academic contexts. This action is implemented on a schoolwide basis to ensure that all students in grades TK–8 have equitable access to enrichment opportunities that are intentionally designed to reflect diverse interests and backgrounds, while prioritizing outreach and participation supports (e.g., scheduling, communication, cost) for unduplicated pupils. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains	1.1 (Student Absenteeism); 1.8 (Chronic Absenteeism), Metric 1.2 (Student Suspension); 1.3 (Expulsion Rate); 1.4 (Sense of Belonging), 1.5 (Positive School Climate)

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
	(NCES, 1995; Mohd Tajuddin, 2023; Ohly et al., 2016). **Scope:** Schoolwide	than students who are not part of the unduplicated student group. By using enrichment activities as a vehicle for building relationships, practicing teamwork, and connecting students to nature and wellness, the school intends to strengthen engagement, sense of belonging, and positive behavior for unduplicated students at a faster rate than for all students on the associated Goal 1 metrics.	
2.1	**Action:** Provide a Robust Intervention Department **Need:** Statewide assessment data (SBAC ELA and Math), i-Ready diagnostics, and local progress monitoring show that unduplicated students (English learners, foster youth, and low-income students, including many students with disabilities) are over-represented among students performing below grade-level standards in reading and mathematics. ELPAC results and EL reclassification data indicate that several English learners remain at lower proficiency levels for multiple years, signaling a need for more intensive language development and access to core content aligned with both state standards and ELD standards. Educational partner feedback has emphasized that these students need earlier identification, more consistent small-group intervention, and better coordination between classroom teachers and intervention staff so they can close skill gaps and progress toward grade-level proficiency and reclassification. Research on multi-tiered systems of support and Response to Intervention frameworks	This action provides a robust Intervention Department by implementing a Multi-Tiered System of Support (MTSS) and continuing a Response to Intervention (RTI) program, including paraprofessional(s) and intervention staff who deliver targeted small-group and individualized supports in reading, mathematics, and language development. It is principally directed toward the needs of unduplicated students by increasing and improving access to timely, data-driven interventions for students who are below grade level, with explicit focus on Students with Disabilities and English learners; interventionists and paraprofessionals will support language acquisition, vocabulary, and comprehension, and provide teachers with strategies to ensure EL students have access to state standards, ELD standards, and progress toward reclassification. This action is implemented on a schoolwide basis because students requiring intervention are enrolled across all grade levels and classrooms, and a coherent MTSS/RTI system ensures that unduplicated students are identified early and receive consistent supports regardless of teacher or grade. While this action is being provided on a schoolwide basis, the needs of our unduplicated	2,1 (Statewide SBAC Assessment); 2.7 (i-Ready Diagnostics); 2.2 (EL Reclassification); 2.3 (ELPAC Levels)

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
	finds that well-implemented tiered academic interventions—especially targeted small-group reading and math supports and evidence-based interventions for English learners—can produce positive or potentially positive effects on word reading, fluency, comprehension, and overall achievement for at-risk students. (REL Southeast; What Works Clearinghouse; University of Kansas MTSS/RTI study; Colorín Colorado). **Scope:** Schoolwide	students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. By prioritizing unduplicated pupils for intervention groups, scheduling additional time and paraprofessional support for EL and low-income students with the greatest gaps, and closely monitoring their progress, the school intends to accelerate growth on key academic and language measures for unduplicated students at a faster rate than for all students.	
2.2	**Action:** Technology Staff **Need:** Goal 2 academic data, including SBAC ELA/Math performance and i-Ready diagnostics, show that unduplicated students (English learners, foster youth, and low-income students) are more likely to perform below grade level and require additional, targeted support to access rigorous, standards-aligned instruction. English learners in particular depend on consistent access to devices, platforms, and digital tools that support language development, small-group instruction, and scaffolded practice aligned with ELD and content standards. Feedback from staff and families has highlighted that inequitable or interrupted access to functioning devices, connectivity, and timely technology support disproportionately affects unduplicated students, limiting their opportunity to fully	This action provides dedicated technology staff to support CCCS's 1:1 device program and maintain state-of-the-art technology infrastructure for staff and all students, including English learners. The technology staff ensure that devices are functional, secure, and available for daily instruction, intervention, and assessment; provide just-in-time technical assistance; and support teachers in effectively integrating digital tools that enhance access to grade-level content and language development for unduplicated pupils. By stabilizing device access and reducing instructional time lost to technology problems, this action increases and improves services for unduplicated students whose learning depends on reliable use of adaptive software, online interventions, and language-supportive platforms. This action is implemented on a schoolwide basis because unduplicated students are enrolled in all classrooms and benefit when every learning environment has dependable technology,	2,1 (Statewide SBAC Assessment); 2.7 (i-Ready Diagnostics); 2.2 (EL Reclassification); 2.3 (ELPAC Levels)

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
	participate in instruction, intervention, and assessment. Research syntheses on 1:1 laptop environments and digital technology for less advantaged students indicate that, when devices are reliably available and supported and integrated into instruction, students show statistically significant gains in English/language arts, writing, mathematics, and science, with particular benefits for those who previously had limited access to technology (Zheng, Warschauer, Lin, & Chang, 2016; A meta-analysis on the effect of technology on the achievement of less advantaged students, 2024; Altavilla, 2024). **Scope:** Schoolwide	consistent 1:1 device access, and staff support for troubleshooting and implementation. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Technology staff will prioritize support for classrooms and programs serving higher concentrations of EL, FY, and low-income students; ensure that EL-supportive applications and assessment platforms are functioning; and collaborate with teachers to use data from digital tools to adjust instruction and intervention, thereby accelerating progress for unduplicated pupils relative to all students on key Goal 2 metrics.	
2.3	**Action:** Instructional Materials and Supplies **Need:** Goal 2 academic data, including SBAC ELA/Math outcomes and i-Ready diagnostics, show that unduplicated students (English learners, foster youth, and low-income students) are more likely to perform below grade-level standards and require consistent access to high-quality, standards-aligned curriculum in every classroom to close achievement gaps. EL reclassification and ELPAC level data further indicate that English learners need materials that integrate language development with rigorous content, aligned to both CCSS and ELD standards, so they can simultaneously develop academic	This action provides Common Core State Standards (CCSS)-aligned instructional materials and supplies in all content areas to ensure a guaranteed, viable curriculum for every student. It is principally directed toward the needs of unduplicated students by increasing and improving access to high-quality, grade-level resources that are aligned to CCSS and ELD standards, so that English learners, foster youth, low-income students, and students with disabilities can engage with the same rigorous content as their peers, with appropriate scaffolds and supports. By standardizing materials across classrooms and grade levels, this action reduces variability in opportunity to learn and ensures that unduplicated pupils are not dependent on individual teachers' capacity to find or create aligned resources.	2,1 (Statewide SBAC Assessment); 2.7 (i-Ready Diagnostics); 2.2 (EL Reclassification); 2.3 (ELPAC Levels); 2.4 (CCSS Implementation)

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
	language and meet grade-level expectations. Educational partner feedback has underscored that when curriculum and materials vary in quality or alignment from class to class, unduplicated students experience inconsistent expectations and gaps in opportunity to learn. Research on “guaranteed and viable curriculum” and high-quality instructional materials finds that ensuring every student has access to a coherent, standards-aligned curriculum is one of the most powerful school-level factors influencing student achievement, particularly for students from low-income backgrounds (Marzano, 2003; DuFour & Marzano, 2011; EdReports, 2017; Rivet Education, 2025). **Scope:** Schoolwide	This action is implemented on a schoolwide basis because unduplicated students are enrolled in every classroom and must have consistent access to the same high-quality curriculum regardless of teacher or course. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Materials purchases and adoptions will prioritize resources that include built-in language supports, culturally responsive content, and embedded intervention and enrichment components, and teachers will use these materials to provide targeted scaffolds and extensions for unduplicated pupils—especially English learners and low-income students—so that their progress toward proficiency and reclassification accelerates more quickly than that of students who are not unduplicated.	
2.5	**Action:** Technology Learning Curriculum **Need:** Goal 2 academic data, including SBAC ELA/Math outcomes and i-Ready diagnostics, show that unduplicated students (English learners, foster youth, and low-income students, including many students with disabilities) are disproportionately represented among students performing below grade level and needing additional time and targeted practice to master essential standards. Staff and family feedback indicate that many unduplicated pupils benefit from highly	This action provides cutting-edge supplemental and Common Core State Standards-aligned online learning platforms to support student academic achievement and supplemental learning in reading, mathematics, and other core content areas. These platforms offer adaptive, standards-based tasks, immediate feedback, and progress monitoring that allow teachers and intervention staff to target instruction based on student need; they are principally directed toward unduplicated students by increasing and improving access to personalized practice, scaffolds, and reteaching opportunities that can accelerate growth for English learners, foster youth, low-income	2,1 (Statewide SBAC Assessment); 2.7 (i-Ready Diagnostics); 2.2 (EL Reclassification); 2.3 (ELPAC Levels); 2.4 (CCSS Implementation)

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
	engaging, adaptive practice that can adjust to their current skill level, provide immediate feedback, and be accessed both at school and at home to reinforce classroom learning. These patterns highlight the need for cutting-edge supplemental and standards-aligned online learning platforms that can individualize practice in reading and mathematics and provide teachers with real-time data to inform instruction and intervention; meta-analyses and large-scale studies show that blended learning, adaptive learning systems, and computer-assisted instruction can produce statistically significant gains in math and reading achievement and help narrow gaps for struggling readers and English learners when used to supplement high-quality core instruction (Putri et al., 2025; Chaney, 2017; Shamir & Yoder, 2017; WSIPP, 2024; EdWorkingPapers, 2024). **Scope:** Schoolwide	students, and students with disabilities who are below grade level. This action is implemented on a schoolwide basis so that all students have access to high-quality online supports, while unduplicated pupils receive prioritized access, extended usage, and closer monitoring of their progress. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Teachers will use platform data to identify unduplicated students who need additional small-group or one-to-one support, assign targeted lessons aligned to essential standards, and coordinate with intervention staff to ensure that supplemental online learning time is focused on closing specific skill gaps, thereby accelerating gains for unduplicated pupils more rapidly than for all students on key Goal 2 metrics.	
3.1	**Action:** Family Communication **Need:** Local data for Goal 3, including the number of scheduled family engagement opportunities and family satisfaction with the school, show that CCCS families are generally positive but that participation and satisfaction can vary for families of unduplicated students (English learners, foster youth, and low-income students). Feedback from educational partners	This action increases and sustains parent communication to keep educational partners informed by using tools such as PowerSchool, Remind, school and classroom websites, SEL updates, event notices, and flyers to share timely information about student progress, attendance, behavior, and school activities. It is principally directed toward the needs of unduplicated students by increasing and improving access for their families to clear, frequent, and culturally responsive communication about learning expectations, support options, and opportunities to	3.2 (Number of Scheduled Family Opportunities); 3.3 (Family Satisfaction Rate)

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
	indicates that some unduplicated families face barriers such as work schedules, transportation, language, and limited access to technology, which can make it harder for them to stay informed, monitor student progress, and participate in school events. These patterns highlight a need for more frequent, accessible, and two-way communication (e.g., PowerSchool, Remind, websites, SEL updates, and event flyers) that reaches unduplicated families in multiple formats and languages so they can partner effectively with the school; decades of research show that strong family engagement and effective two-way communication are associated with higher student achievement, better attendance, improved behavior, and greater equity in outcomes, particularly for students from historically underserved groups (Hoover-Dempsey, Epstein, Mapp, Doss et al., 2016; APA meta-analyses; EEF and Waterford guidance on two-way communication). **Scope:** Schoolwide	engage with the school, including translation and multiple modalities (text, email, print, in-person) to reduce common barriers. This action is implemented on a schoolwide basis because unduplicated students are enrolled in every classroom, and consistent, high-quality communication systems must reach all families to ensure that unduplicated pupils are not left out of critical information and partnership opportunities. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. Communication tools and routines will prioritize outreach to families of EL, foster youth, and low-income students (for example, text-based reminders, language-appropriate messages, and personal invitations to events), and staff will monitor which families are not yet connected so that communication can be intensified and individualized, thereby strengthening engagement and support for unduplicated pupils at a faster rate than for all students.	
3.2	**Action:** Coaching Stipends and Scholarship Opportunities **Need:** Prompt 1 – Identified Need(s) of Unduplicated Pupils Goal 3 data, including the number of after-school programs (Metric 3.1) and family	This action provides coaching stipends for stakeholders (staff and community members) to coach programs such as flag football, volleyball, basketball, Girls on the Run, Tech Gaming, and other enrichment activities, and offers scholarship opportunities so that cost does not prevent unduplicated students from participating. It is principally directed toward the needs of unduplicated pupils by increasing and improving	3.1 (After School Programs); 3.3 (Family Satisfaction Rate)

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
	satisfaction with the school (Metric 3.3), show that CCCS has expanded opportunities over time but that participation can still be uneven for unduplicated students (English learners, foster youth, and low-income students). Educational partner feedback indicates that many unduplicated pupils would benefit from more structured extracurricular options—such as sports, clubs, and enrichment programs—but face barriers related to cost, transportation, and limited access to community-based programs. These patterns highlight the need for coaching stipends and scholarship opportunities, along with partnerships with Paradise and Oroville Parks and Recreation, to increase accessible, supervised activities that build skills, relationships, and school pride; research consistently finds that participation in sports and extracurricular activities is associated with higher attendance, stronger engagement, improved academic performance, and reduced dropout risk, with particularly positive effects for students from low-income backgrounds and those at risk of disengagement (NCES, 1995; Mohd Tajuddin, 2023; Education Policy Institute, 2024). **Scope:** Schoolwide	access to organized, high-quality extracurricular programs that promote teamwork, perseverance, leadership, and positive peer/adult relationships—protective factors that are especially important for English learners, foster youth, and low-income students. The partnership with Paradise and Oroville Parks and Recreation further expands the range of available programs and facilities, allowing CCCS to connect unduplicated students to additional community-based opportunities they might not otherwise access on their own. This action is implemented on a schoolwide basis so that all --- students can benefit from a rich menu of extracurricular and recreational programs that strengthen school climate and student connectedness, while intentionally prioritizing unduplicated students for scholarships, targeted outreach, and program slots. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. --- will actively recruit unduplicated pupils into these programs, reserve scholarship funds for low-income students, coordinate with foster/homeless liaisons and EL staff to reduce participation barriers, and monitor participation and outcomes by student group so that gains in engagement, connectedness, and satisfaction accelerate more quickly for unduplicated students than for all students.	
3.3	**Action:** Interaction with Families	This action provides opportunities for interaction with families by offering scheduled Family Nights throughout the school year (e.g., Winter Program,	3.2 (Number of Scheduled Family Opportunities); 3.3 (Family Satisfaction Rate)

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
	Need: Goal 3 data on the number of scheduled family opportunities and family satisfaction with the school show overall positive perceptions, but participation and feedback from families of unduplicated students (English learners, foster youth, low-income students, and students with disabilities) are not yet as consistent as desired. Educational partner input indicates that some EL, SpEd, and unduplicated families feel less connected to the school, are unsure how to support learning at home, or are not always aware of school initiatives and opportunities to give input, especially when events or communication are not tailored to their needs, languages, and schedules. These patterns indicate a need for more intentional family events (Family Nights) and structured Parent Involvement Committee (PIC) opportunities that both strengthen relationships and invite meaningful two-way input, with particular emphasis on EL, SpEd, and unduplicated families; research on family engagement nights and targeted family events shows that well-designed, culturally responsive events improve family–school relationships, increase families' knowledge of how to support learning, and are especially important for families from historically underserved groups, including English learners. (CAPTA Family Engagement Nights toolkit; IES strategies for effective family engagement events; Colorín Colorado and Title III guidance on EL family outreach). **Scope:**	Carnival, Family Day, Art Night, Spring Performance, STEAM Night, End-of-Year Promotions) and by providing Parent Involvement Committee (PIC) opportunities where families can learn about school initiatives and provide input and feedback on future direction. It is principally directed toward the needs of unduplicated students by increasing and improving access for their families to welcoming, relationship-focused events and structured input forums, with intentional strategies to reduce participation barriers (e.g., translation, childcare, varied times and formats) and to ensure that EL, SpEd, foster, and low-income families understand how their input shapes school decisions, including LCAP goals and actions. This action is implemented on a schoolwide basis because all --- students benefit when families feel connected, informed, and empowered to partner with the school, yet the design and outreach for these events will prioritize participation of EL, SpEd, and unduplicated families. While this action is being provided on a schoolwide basis, the needs of our unduplicated students will be specifically addressed as described below and the action is designed so that unduplicated students experience greater gains than students who are not part of the unduplicated student group. --- will use personal invitations, targeted communication, translated materials, and topic-specific PIC sessions (e.g., EL, SpEd, attendance, academic supports) to engage underrepresented families, and will use their feedback to refine programs and supports, so that unduplicated pupils experience stronger family–	

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
	Schoolwide	school partnerships, improved access to supports, and greater connection to school than before.	

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

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.

--- has no limited actions contributing to the increased or improved services requirement. All contributing actions are implemented schoolwide and supported by LCFF expenditures.

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.

--- will use the additional concentration grant add-on funding to increase classified staffing that directly supports unduplicated students, including foster youth, English learners, and low-income students. Specifically, --- is allocating the funds to add a 1.0 FTE classified staff member to enhance academic and behavioral support within the school's Multi-Tiered System of Support (MTSS). This added position will assist with interventions, small group instruction, and supervision, ensuring more personalized attention and timely support for high-needs students. This investment aligns with ---'s commitment to equity and helps ensure that all students have access to the services they need to succeed. These additional funds of $22,684 are included in Goal 1, Action 3.

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: --- is a single-school district	N/A: --- is a single-school district
Staff-to-student ratio of certificated staff providing direct services to students	N/A: --- is a single-school district	N/A: --- is a single-school district

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	$2,813,627	411,940	14.641%	0.000%	14.641%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,785,415.00	$80,000.00	$0.00	$0.00	$1,865,415.00	$1,691,120.00	$174,295.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implement Multi-Tiered System of Supports (MTSS).	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$4,000.00	$4,000.00				$4,000.00	
1	1.2	Mental Health	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$60,000.00	$5,000.00	$65,000.00				$65,000.00	
1	1.3	Highly Qualified Teachers	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$1,565,357.00	$0.00	$1,495,357.00	$70,000.00			$1,565,357.00	
1	1.4	After School Care	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$3,500.00	$3,500.00				$3,500.00	
1	1.5	Maintain and Modernize Safe Campus	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$60,000.00	$60,000.00				$60,000.00	
1	1.6	Field Trips	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.7	Enrichment Activities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$795.00	$795.00				$795.00	
2	2.1	Provide a Robust Intervention Department	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$56,763.00	$0.00	$56,763.00				$56,763.00	
2	2.2	Technology Staff	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$1,000.00	$0.00	$1,000.00				$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.3**	Instructional Materials and Supplies	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$19,000.00	$19,000.00				$19,000.00	
2	**2.4**	Professional Development	All	No			All Schools Specific Schools: CCCS		$0.00	$10,000.00		$10,000.00			$10,000.00	.005
2	**2.5**	Technology Learning Curriculum	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$26,000.00	$26,000.00				$26,000.00	
3	**3.1**	Family Communication	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$40,000.00	$40,000.00				$40,000.00	
3	**3.2**	Coaching Stipends and Scholarship Opportunities	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$8,000.00	$0.00	$8,000.00				$8,000.00	
3	**3.3**	Interaction with Families	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income			$0.00	$3,000.00	$3,000.00				$3,000.00	

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
$2,813,627	411,940	14.641%	0.000%	14.641%	$1,785,415.00	0.005%	63.461 %	**Total:**	$1,785,415.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,785,415.00

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	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	Yes	Schoolwide	English Learners Foster Youth Low Income		$4,000.00	
1	**1.2**	Mental Health	Yes	Schoolwide	English Learners Foster Youth Low Income		$65,000.00	
1	**1.3**	Highly Qualified Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,495,357.00	
1	**1.4**	After School Care	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,500.00	
1	**1.5**	Maintain and Modernize Safe Campus	Yes	Schoolwide	English Learners Foster Youth Low Income		$60,000.00	
1	**1.6**	Field Trips	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	
1	**1.7**	Enrichment Activities	Yes	Schoolwide	English Learners Foster Youth		$795.00	

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 (%)
					Low Income			
2	**2.1**	Provide a Robust Intervention Department	Yes	Schoolwide	English Learners Foster Youth Low Income		$56,763.00	
2	**2.2**	Technology Staff	Yes	Schoolwide	English Learners Foster Youth Low Income		$1,000.00	
2	**2.3**	Instructional Materials and Supplies	Yes	Schoolwide	English Learners Foster Youth Low Income		$19,000.00	
2	**2.5**	Technology Learning Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income		$26,000.00	
3	**3.1**	Family Communication	Yes	Schoolwide	English Learners Foster Youth Low Income		$40,000.00	
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income		$8,000.00	
3	**3.3**	Interaction with Families	Yes	Schoolwide	English Learners Foster Youth Low Income		$3,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,066,727.00	$1,735,696.89

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implement Multi-Tiered System of Supports (MTSS).	Yes	$66,790	$4,183
1	**1.2**	Mental Health	Yes	$4,200	$5,745
1	**1.3**	Highly Qualified Teachers	Yes	$1,844,767	$1,560,571
1	**1.4**	After School Care	Yes	$2,500	$3,600
1	**1.5**	Maintain and Modernize Safe Campus	Yes	$38,710	$66,370
1	**1.6**	Field Trips	Yes	$7,140	$9.889
1	**1.7**	Enrichment Activities	Yes	$0	$795
2	**2.1**	Provide a Robust Intervention Department	Yes	$0	$0
2	**2.2**	Technology Staff	Yes	$34,980	$1,498
2	**2.3**	Instructional Materials and Supplies	Yes	$19,540	$19,185
2	**2.4**	Professional Development	Yes	$0	$0

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	**2.5**	Technology Learning Curriculum	Yes	$26,150	$26,229
3	**3.1**	Family Communication	Yes	$15,950	$43,619
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	$0	$673
3	**3.3**	Interaction with Families		$6,000	$3,219

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)
$418,416	$1,885,772.00	$1,742,357.00	$143,415.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implement Multi-Tiered System of Supports (MTSS).	Yes	$66,790	$4,183		
1	1.2	Mental Health	Yes	$0	$5,745		
1	1.3	Highly Qualified Teachers	Yes	$1,681,152	$1560,571		
1	1.4	After School Care	Yes	$2,500	$3,600		
1	1.5	Maintain and Modernize Safe Campus	Yes	$38,710	$66,370		
1	1.6	Field Trips	Yes	$0	$9,889		
1	1.7	Enrichment Activities	Yes	$0	$795		
2	2.1	Provide a Robust Intervention Department	Yes	$0	$0		
2	2.2	Technology Staff	Yes	$34,980	$1,498		
2	2.3	Instructional Materials and Supplies	Yes	$19,540	$19,185		
2	2.4	Professional Development	Yes	$0	$0		
2	2.5	Technology Learning Curriculum	Yes	$26,150	$26,229		
3	3.1	Family Communication	Yes	$15,950	$43,619		

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)
3	**3.2**	Coaching Stipends and Scholarship Opportunities	Yes	$0	$673		

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)
$1,858,309	$418,416	0	22.516%	$1,742,357.00	0.000%	93.760%	$0.00	0.000%