LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mayacamas Countywide Middle School

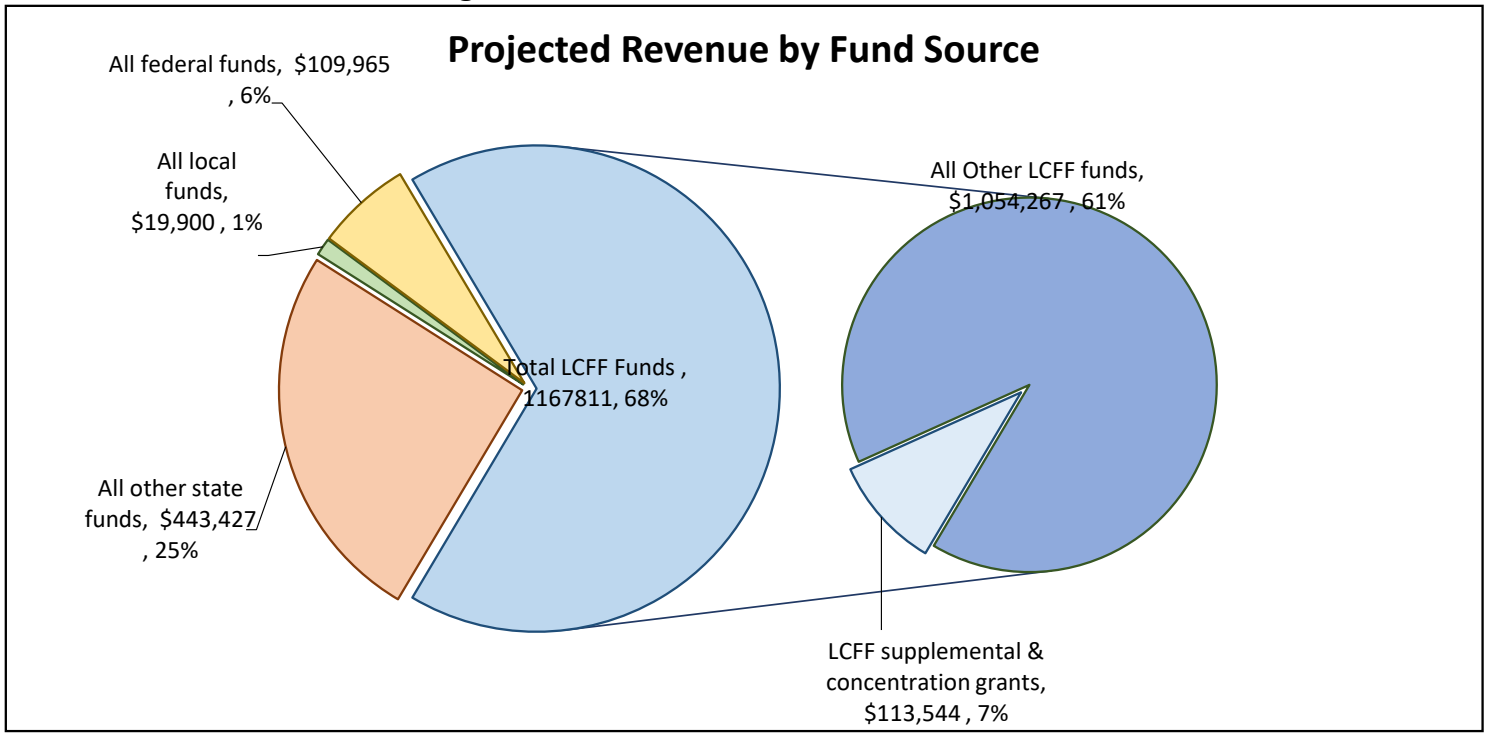
CDS Code: 28-10280-0148361

School Year: 2026-27

LEA contact information: Cathy Adams, Head of School 707-320-6394 cathy.adams@mayacamas.school

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

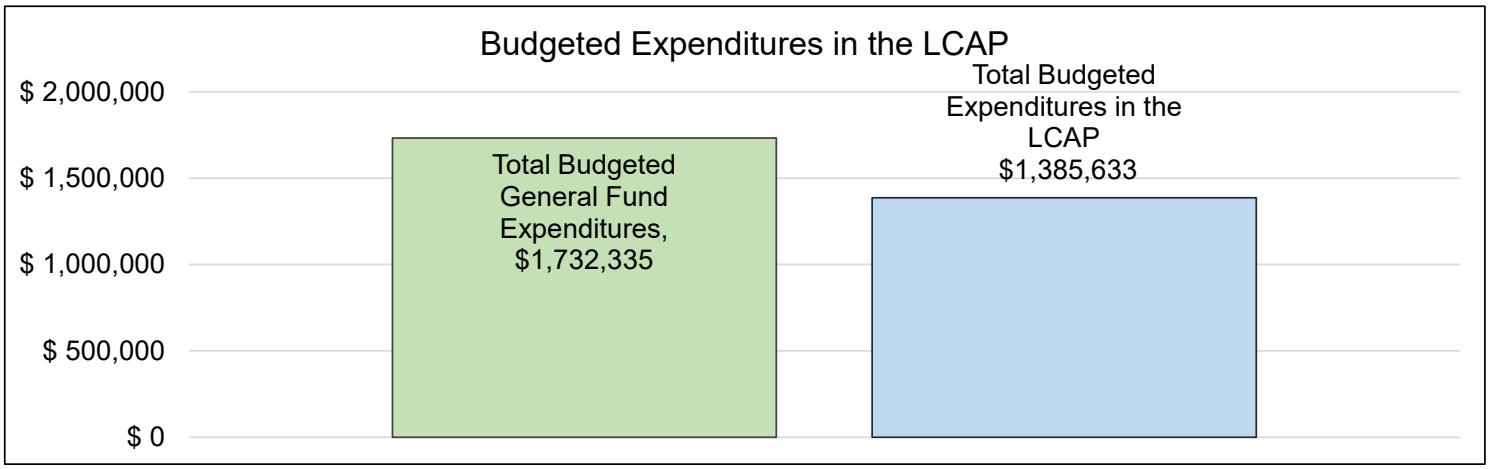


This chart shows the total general purpose revenue Mayacamas Countywide Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mayacamas Countywide Middle School is $1,741,103.00, of which $1,167,811.00 is Local Control Funding Formula (LCFF), $443,427.00 is other state funds, $19,900.00 is local funds, and $109,965.00 is federal funds. Of the $1,167,811.00 in LCFF Funds, $113,544.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much Mayacamas Countywide Middle School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Mayacamas Countywide Middle School plans to spend $1,732,335.00 for the 2026-27 school year. Of that amount, $1,385,633.00 is tied to actions/services in the LCAP and $346,702.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

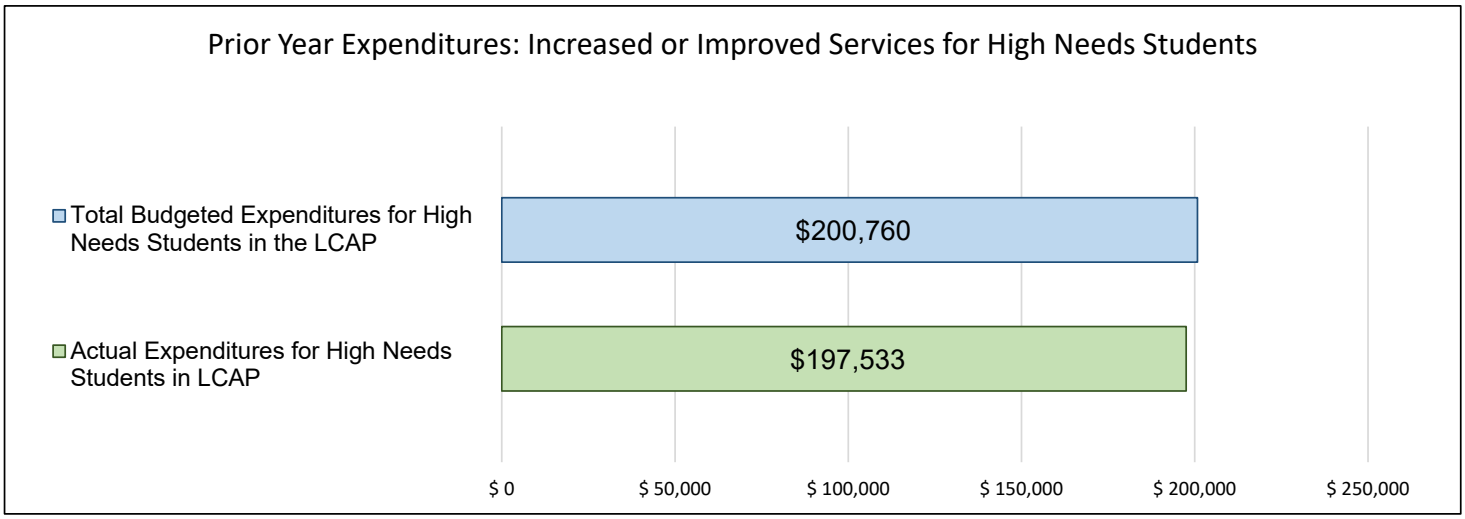
Expenditures in the 26-27 budget which are not in the LCAP are primarily related to administrative and operational expenses such as legal, audit, insurance, communication and oversight fees. The nutrition program expenses are also not included in the LCAP.

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

In 2026-27, Mayacamas Countywide Middle School is projecting it will receive $113,544.00 based on the enrollment of foster youth, English learner, and low-income students. Mayacamas Countywide Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Mayacamas Countywide Middle School plans to spend $122,662.00 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 Mayacamas Countywide Middle School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mayacamas Countywide Middle School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Mayacamas Countywide Middle School's LCAP budgeted $200,760.00 for planned actions to increase or improve services for high needs students. Mayacamas Countywide Middle School actually spent $197,533.00 for actions to increase or improve services for high needs students in 2025-26. The difference between the budgeted and actual expenditures of $3,227.00 had the following impact on Mayacamas Countywide Middle School's ability to increase or improve services for high needs students:

The total amount of Supplemental and Concentration funding that will be received for 2025-26 was below the amount in the 2025-26 LCAP due to lower enrollment vs. budget. The estimated expenditures to increase or improve high needs students should significantly exceed the amount of the Supplemental and Concentration funds that will be received. See the 2026-27 LCAP and the Annual Update Expenditure Tables for more information.

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
Mayacamas Countywide Middle School	Catherine Adams, Head of School	Cathy.adams@mayacamas.school 707-320-6394

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.

Overview, background, mission and vision: Opened in August of 2024, Mayacamas Countywide Middle School (MCMS) is a 6th – 8th grade middle school located in the former St. John's Catholic School in downtown Napa but open to students from all of Napa County and adjacent counties. In the first year, the school served 131 students in October, 2024 across the 3 grades and 124 in October, 2025. A wait list is maintained, as needed. Mayacamas is governed by the Napa Foundation for Options in Education (NFOE), with a seven-member Board. The NFOE was founded on June 30, 1994 to provide a uniquely personalized and supportive public school option for Napa middle school students and their families.

Background: MCMS is the response to the closure of River School, once a dependent charter of Napa Valley Unified School District that operated for over two decades until 2021, and Mayacamas Charter Middle School, an independent charter granted by the State Board of Education and assigned to Napa County Office of Education for oversight and support, which operated in 2023-24 and was subject to a legal challenge by NVUSD. Recognizing the need countywide for a middle school with Mayacamas' unique approach, the founders submitted their countywide charter petition in January 2024, which was authorized by the Napa County Office of Education in May 2024. The Charter Middle School suspended operations officially in July 2024.

Mission: Mayacamas Countywide Middle School provides a unique opportunity for diverse students from across Napa County to receive a highly individualized education in a small-school environment. As a countywide benefit charter school that is diverse by design, we are committed to providing a highly-personalized program that differentiates curriculum and instruction to meet the needs of individual students: socio-economically and racially/ethnically diverse students, students from different cultures and backgrounds within the Napa Valley, English Learners, foster youth, neurodiverse students, special education students, and students who are accelerated learners. Through innovative and individualized curricula; project-based learning; partnerships with area institutions of higher learning, community organizations, and businesses; block scheduling; and other engaging strategies, as well as an emphasis on students' social-emotional development, Mayacamas will ensure students master state content standards and grow developmentally in an inclusive, welcoming, and supportive school culture.

Vision: Our vision is that Mayacamas Countywide Middle School will offer families an important option for their children's middle grades education (and the option to have a complete K-12 pathway in New Tech Network schools in Napa County). We will prepare students for success in high school, post-secondary education, and meaningful careers. We will provide the structure for student grade-level mastery of the NTN workforce-aligned skills of Knowledge & Thinking, Collaboration, Oral Communication, Written Communication, and Agency, along with Social-Emotional Learning goals of age-appropriate Self-Awareness, Adaptability, Empathy, Collaboration, Agency, and Purpose.

The uniqueness of Mayacamas: MCMS offers an educational experience found nowhere else in the County, including the following unique elements:

Problem/project-based learning: Heralded as one of the most engaging and effective educational strategies, problem/project-based learning focuses on the mastery and application of California State Standards. Mayacamas makes learning come alive through collaboratively planned real world or simulated projects, many confronting local and global issues that require problem solving, critical thinking, and active engagement with the concepts and standards they are applying. MCMS features one interdisciplinary, schoolwide PBL project each year, with subject-specific projects in history/social studies, science, and English language arts. Ninety-minute periods allow students more time to explore a task deeply, conduct surveys, build models, engage in research, discuss and debate, make mistakes, and try again. While there is currently one elementary school and one high school offering problem/project-based learning, there are no middle schools, other than Mayacamas.

Highly personalized learning environment: The highly personalized learning environment at MCMS empowers students to take charge of their education. Every student has an Individual Learning Plan (ILP), with personal goals and information about how they best learn, areas of strength and interest, and areas of challenge, based on a variety of assessment data, and discussions among the Advisor, student, and parents/guardians. Advisors review students' ILPs one-on-one each trimester, and students discuss their progress with their parents/guardians in twice-yearly student-led conferences. While the school holds high expectations for every student's success, there are also provide comprehensive supports provided through a Multi-Tiered System of Support (MTSS) program that leverages differentiated instructional and behavioral/psycho-social strategies for student success. Online, adaptive "blended" learning programs include Teach-to-One in mathematics, Amira in ELA, and Newsela for science and history/social studies. These programs supplement direct classroom instruction and provide personalized practice and skill development based on individual student needs. Teachers can access data 24/7 to determine where students need additional support and which content standards they have mastered. During the 45-minute Learning Lab four times a week, students complete personalized assignments in the online programs, engage in small group instruction, receive tutoring (using Brainfuse HelpNow for all subjects plus Reading Champions tutors, as available), advanced learning opportunities, and, for students with special needs, intervention services including IEP services and/or English Language Development targeted, designated instruction. Potential future dual-enrollment in appropriate college courses may provide individualized and group options for learning outside the Mayacamas traditional curriculum. No other middle school in the County provides this scope of personalized learning.

Jerry Brown College and Career Explorers program: Mayacamas is working with NCOE, community colleges, four-year universities, trade schools, business groups, and individual community members to create the unique "Jerry Brown College & Career Explorers Program" for students. Using the project-based learning model, each year Mayacamas staff and teachers will collaborate with members of the Board, the community, and partner colleges/trade schools to introduce students to potential career pathways and post-secondary education, and to create cross-functional projects around the specific opportunities provided by the different experiences. Mayacamas is partnering with a variety of post-secondary institutions to give students the chance to see what college and trade school is really like. Such experiences will provide the opportunity for students to get a feel for college life, possibly including opportunities to tour campuses, learn about specific career programs, visit classes, talk to current students, and dine in campus eateries; and for professors, instructors, and college or trade school students to give lectures on different topics and to coach students in their projects. The "Jerry Brown College & Career Explorers Program" builds on the College and Career Readiness (CCR) curriculum of CDE's CalCRN. CalCRN's 5 lessons at each grade level, delivered through Advisory, allow students to investigate career pathways and include age-appropriate assessments leading to short- and long-term planning for high school graduation and post-secondary education. Additionally, MCMS 8th graders all attend NCOE's annual Career Expo. The entire Explorer's program is designed to make post-secondary education real, especially for students from low-income families who may be first-

generation college completers. Mayacamas is the only middle school in the County with such an extensive CCR program.

A culture of social-emotional learning and wellness: Through daily Advisory sessions and their classes, students learn about themselves and how to interact with their peers and adults in respectful, responsible ways. Grade-level appropriate lessons in developing critical "life skills" and character traits—focused on the MCMS social-emotional learning goals of trust, responsibility, respect for self, and respect for others—are explicitly taught in Advisory and infused throughout the curriculum. In sixth grade, the program lays the foundation of learning: how to "fail," try again, and persist with a growth mindset. The growth mindset then becomes the schoolwide theme for learning. The *Wayfinder* curriculum is used during Advisory and throughout the day, with the concepts discussed and applied throughout classroom instruction, as appropriate. NCOE provides a part-time counselor who collaborates with teachers to ensure that classroom management and discipline strategies are effective and sensitive to students' experiences and needs, both within and outside the school. The counselor leads small groups on topics appropriate to early adolescents, provides counseling assessments for individual students, and refers families and students to partner agencies for additional support.

Enrollment and demographics: In the second year, MCMS enrollment at CBEDS was 124, compared to 130 at the same time in year 1. However, enrollment fluctuated throughout the year.

The current use of the facility has a capacity of approximately 150 students. This number can be increased to 325, with the addition of an ADA-compliant elevator, providing access to the classrooms on the second floor. The school will apply for grant funding to cover the cost of this renovation when enrollment is projected to exceed 150. The school recognizes that there have been enrollment issues during year 2 but is striving to address the problems and continues to plan to grow the school.

The school's Charter states the intent to create a student body reflective of that in grades 6-8 countywide. The chart below shows the current student demographics for MCMS compared to students countywide and NVUSD, given that most MCMS students come from NVUSD. It utilizes the 2025-6 data from MCMS, Napa County, and NVUSD.

Subgroup	MCMS	All students countywide	NVUSD
Students with disabilities	23%	15%	15%
English learners	18%	20%	19%
Socio-economically disadvantaged	40%	65%	67%
Asian	1%	2%	1%
Black/African American	2%	1%	1%
Filipino	0%	6%	7%
Hispanic/Latino	36%	59%	60%
White	49%	25%	25%
2+ ethnic/racial groups	5%	5%	5%

The MCMS student body represents a fair approximation of the ethnic/racial make-up of the county as a whole, with the exception of having about

25% more White and fewer Hispanic/Latino students. Notable elements in the sub-populations are that MCMS has a significantly higher percentage of students with disabilities—50% higher than countywide, about the same percentage of English learners, and a lower percentage of socio-economically disadvantaged students. The chart also shows the comparative percentages of sub-populations in NVUSD, as almost all students currently enrolled were previous NVUSD students.

Staff and contractors: MCMS employs one full-time administrator, the Head of School; 1 operations manager; 1 family liaison; 5 full-time and 1 part-time teachers; 1 instructional aide; 1 special education Specialist; and contract counselor, psychiatrist, and therapists. All teachers hold valid credentials issued by the CTC, and all but one are appropriately credentialed for their current course assignments.

Reflections: Annual Performance

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

Current assessment data: Mayacamas does not yet have performance ratings in the Dashboard, given that it opened in August 2024. However, students completed CAASPP testing in 2025 and 2026 and NWEA MAP academic assessments in Winter and Spring 2025 and Fall, Winter, and Spring 2025-26. In both years, English Learners took the summative ELPAC, and all students completed the California Healthy Kids Survey (CHKS) providing data on social-emotional status. Results are shown below.

Social/emotional status: Results from CHKS, completed annually in the spring, reflect 7th graders' self-report responses to a variety of questions designed to produce an overview of their personal social/emotional status and their perception of school climate. These scores can vary dramatically from year-to-year in small schools like MCMS where the numbers of students responding can be very low, in the case of MCMS, 29 students.

School climate: Staff chose 4 key questions from the School Climate survey to capture student attitudes about school. Two were focused on positive factors, like trying hard on schoolwork, and two focused on negative factors, like finding school boring. The target was to show positive growth in at least 3 of the 4 factors each year.

Between year 1 and year 2, the school did show positive growth in both positive factors and one of the two negative factors.

The results of this year's CHKS led to the following recommendations for action in the Local Indicators report for Goal 2, in addition to the academic actions cited in Goal 1: 1) In professional development sessions prior to school opening, staff will consider the need for new strategies to promote student connectedness and establish an implementation plan for those strategies. 2) Staff will develop gender-specific strategies to promote self-confidence through Advisory. The same process will be used to provide additional support to increase connectedness for all students. These recommendations have been included in the LCAP for 2026-27.

Mathematics: In Fall 2025, Winter 2026, and Spring 2026, students completed an assessment of math achievement through NWEA MAP. The national norm is that 50% of students achieve their projected growth in math. NWEA designs these growth projections using a nationwide norming study. The projections represent the exact "average" (median) progress made by similar students. Because the projection is at the 50th percentile, it is normal to expect half of a typical group of students to hit or exceed this target, and half to fall below it.

The percentage of all students meeting or exceeding projected gains in math in 2026 was 42%, 8 percentage points below the national average. In 2025 it was reported as 81%. However, comparison of the growth data for 2025 and 2026 was complicated by the facts that a relatively low percentage of students was tested in 2024-25 and that those whose scores fell into the band of standard deviation were included as having met their growth projection. NWEA advised in 2026 not to include the students in the standard deviation as having met their projection. If the standard deviation group had been included, the percentage that met their projections this year would have been somewhat higher.

CAASPP math test scores in Spring 2025 were significantly affected by 3 elements: the low skill level of the incoming 6th grade students, the make-up of the student body (~25% students with disabilities), and a testing anomaly that resulted in only 82.75% of students having valid test scores. The last element was an issue with test administration, which was addressed in the 2026 testing this Spring. However, it must be taken into consideration when analyzing the scores shown below. CAASPP scores for Spring 2026 are not available until the fall.

CAASPP Math 2025 % met/exceed standards	MCMS
All students	18.8%
Hispanic	10.2%
White	26.3%
English learner	0
Students w/ disabilities	0
Low income	10.9%

The results of the MAP 2026 and CAASPP 2025 Math test results generated the responses listed in the section below on “how the adopted LCAP was influenced by the feedback provided by educational partners.”

Science: As with math, The MAP national norm is that 50% of students achieve their projected growth in science. The percentage of all students meeting or exceeding projected gains in MAP science in 2026 was 58%, 8 percentage points above the national norm.

The situation with comparison of MAP scores between 2025 and 2026 was discussed in the section above regarding math, and the issues equally pertain to the analysis of the science scores. in 2025 it was reported as 78%.

CAASPP testing for science in Spring 2025 was, like math, affected by the low skill level of the incoming 6th grade students and the make-up of the student body (~25% students with disabilities.) However, 97% of 8th graders were tested, so the scores below are valid. The state does not report scores for subgroups having less than 11 students. CAASPP scores for Spring 2026 are not available until the fall.

CAASPP Science 2025 % met/exceed standard	MCMS
All students	6.5%
Hispanic	7.4%
White	9.1%
English learner	N/A
Students w/ disabilities	N/A
Low income	N/A

The results of the MAP 2026 and CAASPP 2025 Science test results generated the responses listed in the section below on “how the adopted LCAP was influenced by the feedback provided by educational partners.”

English/language arts: As with math and science, the MAP national norm is that 50% of students achieve their projected growth in science. The percentage of all students meeting or exceeding projected gains in MAP reading in 2026 was 45%, 5 percentage points below the national norm.

The situation with comparison of MAP scores between 2025 and 2026 was discussed in the section above regarding math, and the issues equally pertain to the analysis of the reading scores. in 2025 it was reported as 78%.

CAASPP ELA test scores in Spring 2025 were unfortunately significantly affected by the same 3 elements previously reviewed in math: the low skill level of the incoming 6th grade students, the make-up of the student body (~25% students with disabilities), and a testing anomaly that resulted in only 81.67% of students having valid test scores. The last element was an issue with test administration, which was addressed in the 2026 testing this Spring. However, it must be taken into consideration when analyzing the scores shown below.

CAASPP ELA 2025 % met/exceed standards	MCMS
All students	20.4%
Hispanic	12.0%
White	31.4%
English learner	0%
Students w/ disabilities	5.0%
Low income	15.6%

The results of the MAP 2026 and CAASPP 2025 ELA test results generated the responses listed in the section below on “how the adopted LCAP was influenced by the feedback provided by educational partners.”

Reflections: Technical Assistance

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

As a new school, MCMS is not subject to state-mandated technical assistance. However, the school is fortunate to have technical assistance support from several significant partners, including

NCOE, the Mayacamas authorizer, which provides contractor support for school culture, administrative/organizational coaching, and oversight/feedback on meeting state and MOU requirements. Additionally, NCOE staff is providing UDL instructional coaching for teachers through a series of workshops that began in early October, is offering additional support in credentialing matters, provides analysis of CHKS annual results, has provided support for the development of the LCAP, offers administrative coaching, and is providing Teacher Induction, (fee for service) for teachers working on their clear credential.

ExEd, which is providing technical assistance and support for fiscal tracking and other financial and compliance reporting.

Awakening Wisdom, an SEL non-profit. If funds allow, Mayacamas will continue its important work with Awakening Wisdom*,* which has historically provided support to staff and students in designing refining and implementing the school-wide agreement system, increasing inclusion and equity, and supporting particularly vulnerable students.

New Tech Network, which was started in Napa, is a national nonprofit that partners with schools to redesign teaching and learning through project-based, real-world instruction that builds critical thinking, collaboration, and communication skills. If funding allows, Mayacamas will engage NTN to support teachers with coaching and tools to shift into a facilitator role, while giving students more ownership of their learning through authentic projects, community connections, and embedded skill development.

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

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	A significant portion of the staff meetings on October 1, March 18, and April 8 were devoted to the needs assessment and discussion of the goals and action plans in response to data analysis. At the October 1 meeting, teachers were given the goals, metrics, and action plans in the draft of the LCAP and met in small and large groups to provide feedback. At the April 8 meeting, teachers focused on the actions section of the LCAP goals, contributing ideas that resulted in many of the adjustments discussed in the section below. Teachers also completed the appropriate local indicators self-reflection and a local survey on April 8. Significant responses included the need to increase academic achievement for all students and sub-groups through improved Tier 1 classroom instruction, stronger support for students with disabilities, greater adherence to curriculum maps, more consistent use of project-based learning, and better use of instructional time in classroom blocks and Learning Lab.
Other school staff	Other school staff (operations manager, parent liaison, and aide) met individually with the Head of School during April to provide input into the needs assessment and proposed actions in relation to the goals. They also completed the appropriate local indicators self-reflection surveys on April 8.
Administrators	MCMS has only one administrator, the Head of School. She concurs with the LCAP goals and feels the projected outcomes to be reasonable. Her responses to the local indicators questions are reflected in the summary below of how input from community partners was integrated into the LCAP.
Parents	Most parents attended the first MCMS student-led conference in October. In addition to having their child review his/her personal ILP, parents were invited to provide comments about their experience with the school in the first 10 weeks in areas such as academic support, academic challenge, social-emotional learning, and student sense of competency and self-worth. Responses indicated that parents continued to be very supportive of Advisory SEL focus and activities. Some parents felt that there was not sufficient academic challenge for high-achieving students and commented that they thought homework would be appropriate. To increase family engagement in defining key strategy elements related to LCAP goals, the school held a Town Hall meeting on March 4th and again on June 3rd. The Head of School and a Board Co-Chair led the group of attending parents through a structured discussion related to the perceived effectiveness of current academic, behavioral, and social/emotional strategies and potential adjustments to those strategies. Then the floor was opened to any parental comments. The school also sent a survey to all families on April 6th specifically to ask for levels of satisfaction with the LCAP goals, objectives, and key actions. Survey responses were uniformly positive overall, with the only areas with double-digit “somewhat disagree” or “strongly disagree” dealing with communication (not sufficiently timely) and PowerSchool (not updated consistently.) All

parents also received the Family Engagement Local Indicator surveys on May 21st. Results indicate satisfaction with general communication but a desire to have more support for interfacing with PowerSchool and a strong need to have teachers use PowerSchool to post/adjust assignment expectations and student progress in real time.

Two important parent groups were also consulted.

School Site Council: On 12/2/25, at their first afternoon meeting, the SSC was introduced to their role in school planning and governance and discussed the LCAP goals, metrics, and strategies. Their input focused on the goals and strategies. The Council's second meeting was on 3/6/26 where they reviewed the goals, metrics, and strategies proposed for 2026-27 and suggested a stronger emphasis on grade-level standards in ELA, science, and math, an emphasis on bell-to-bell instruction, support for parents in accessing and understanding PowerSchool, and more assignments in individualized programming for students not fully challenged and those needing extra support in ELA, science, and math. The SSC also met to review the LCAP draft on June 4th. Their feedback is reflected in the section below.

English Learners Advisory Council: On October 2, at their first evening meeting, the ELAC was introduced to their role in school planning and governance. They discussed the LCAP EL goals, metrics, and strategies. Their input included their appreciation of the safety provided by MCMS, both physical and social/emotional. They had questions about English language development and expressed interest in having ELD supported after school, as possible. Subsequent regular meetings of ELAC were held on February 5th and March 26th, with a special ELAC Literacy Night featuring Dr. Francisco Jimenez on November 6th. During those meetings, specific activities and interventions were highlighted and discussed. Parents suggested that ELAC plan a meeting where part of the agenda was devoted to hands-on PowerSchool tutoring in Spanish. Communications issues were discussed on two occasions, with families expressing the need for early and consistent communication from the school. The meeting on May 28th was focused on review and comment on the most recent EL data available and the draft LCAP's proposed activities and interventions for improvement in 2026-27. Their feedback is reflected below, and much has been included in the actions sections of this document.

ELAC has extensive comments, summarized below:

Goal 1 Comments and input:

- Teachers value student contributions, treat students with respect, and emphasize student growth rather than focusing on comparisons or perceived weaknesses.
- The academic rigor and instructional pace are appropriate and supportive of student success.
- Literacy skills developed through AMIRA have supported student confidence, academic growth, and understanding across multiple subject areas.

	Goal 1 Recommendations: • Consider opportunities to strengthen Spanish language literacy and academic language development for Spanish-speaking students, including consideration of a Spanish elective course. • Consider additional one-on-one support and intervention services for EL students experiencing challenges in core academic subjects, particularly mathematics and English Language Development. Goal 2 Comments and input : Families supported the continued enforcement of the school's cell phone policy to reduce distractions during instructional time. Goal 2 Recommendations: Consider expanding extracurricular/enrichment opportunities, including sports, clubs, after-school activities, a garden club, etc. Goal 3 Comments and input: Families appreciated the increased school-to-family communication this year. Goal 3 Recommendations: • Consider increasing volunteer opportunities and strengthening family engagement efforts, e.g., opportunities to participate in school activities and shared decision-making processes. • Consider additional attention to timely, consistent, and accessible communication regarding school programs, student progress, events, meetings, and available supports. • Consider sending school communications to all households involved in a student's education to ensure information is received and shared effectively.
Students	On October 2-3, as a part of their work in Advisory on their Independent Learning Plan, students reviewed the overall LCAP goals. Then they responded in small groups and as a whole class to a series of questions about what the school could do to improve in areas such as support for academic success, engaging instruction, and promoting inclusive and safe environment. Students expressed some concerns, including not enough time dedicated to working on ILP skills and too much homework. In late April, students completed a school-generated survey that showed the following: 1) Over 92% felt safe in school. They cited caring staff and experiencing "fewer fights" than at their previous schools. 2) 81% felt that "learning was occurring" in all their classes. Comments cited moving too slowly through the curriculum in some classes and feeling that some learning opportunities, like Learning Lab, were not fully utilized.

	3) 21% felt that more challenge was needed academically for students who had mastered the material. Some comments reflected the desire for a greater emphasis on individualized learning programs, like Teach To One, that allow students to move forward at their own rate. 4) A significant majority responded to multiple questions about involvement and engagement stating that they wanted more variety in after school activities and clubs, they liked the multi-disciplinary PBLs, they were pleased with the College and Career Explorers Program, and they wanted more variety within each class period. Additionally, 7th grade students completed the CHKS in the spring. Results are reported under Goal 2.
Local bargaining unit	Not applicable
Authorizer	Staff and consultants from the Napa County Office of Education made observational and PD visits throughout the school year, including 9/2 and 10/10 in 2025 and 3/26 and 5/13 in 2026. Early in the year, NCOE identified the on-going need to strengthen Tier 1 UDL instruction and provide greater differentiation (challenge and intervention). Staff provided that support to teachers, as well as the Head of School. A contractor worked closely with the first-year administrator, providing support in understanding of the position as well as the work itself, and a second contractor provided 8 hours of explicit assistance in personnel management. The Office additionally offered support similar to that provided to other small school districts in the County, such as assistance with personnel certification and CHKS.

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.

Insert or delete rows, as necessary.

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

Collectively, our educational partners identified the need for greater personalization in instruction, including both greater challenge for those with high academic achievement and greater support for those who may be struggling academically. While the input was highly positive about the work in SEL, there was concern about behavior management.

Given the input of our educational partners, the following elements were included in the LCAP:

Goal 1: The school needs to increase the focus on excellent Tier 1 instruction, while fully implementing the opportunities for academic and personal challenge. To do so, the actions below have been added to the LCAP for 26-27.

1) 1.3: (a) Increase coaching for Head of School to generate heightened rigor, appropriate use of adopted curriculum, increased engagement, and appropriate individualized instruction in all Tiers, but particularly in Tier 1 in ELA, ELD, science, and math.

    (1) Support teachers in creating annual curricular maps and year-at-a-glance plans to ensure that all key standards are taught and reinforced; revisit each trimester for adjustment; monitor for adherence.

    (2) Coordinate with NCOE to provide coaching for teachers in UDL practices.

    (3) Coordinate with NCOE to establish a HOS observation/feedback schedule and format that focuses on key UDL practices and full utilization of instructional periods, reviewing and adjusting throughout the year to maximize effectiveness.

    (4) Create and monitor implementation of an annual schedule for Advisory and Learning Lab that supports improving academic achievement.

    (5) Develop at least one annual, schoolwide, multi-disciplinary PBL delivered through Advisory and/or Learning Lab, as an exemplar for individual course PBLs and assist teachers in social studies, ELA, and science to implement one or more projects each year

    (6) Work with faculty to ensure implementation of an individualized learning program minimally in science, math, and ELA; and establish student completion expectations for these programs that are grade-related

    (7) Review CAASPP and ELPAC data for all students and sub-groups with faculty annually and MAP data at the beginning of each trimester, with instructional plans adjusted to reflect findings

    (8) Include extra reading practice for all students and particularly low-income and English Learner students through consistent Reading Champions support, an emphasis on reading in Learning Lab and the ELOP NextGen Camp and Club program, and visits to the school library (monthly) and the public library (annually)

    (9) Initiate and sustain a schoolwide rewards system for students demonstrating academic accountability (e.g., completion of required individual learning program work, achieving MAP projected growth goals, etc.)

    (b) Focus NTN contract services that may be available on individual teachers needing specific Tier 1 support, including support in project-based learning.

1) 1.4: Increase accessibility to standards-based, aligned curriculum in ELD.

1) 2.3: Ensure that MAP, CAASPP, CAST, and ELPAC assessments are administered in a way that meets all CA state requirements and generates statistically valid results for use in planning and instruction.

Goal 2: The school needs to enhance the existing solid SEL program. Because these actions reflect on more than one metric, they are listed as a whole below.

Enhance student wellbeing through the following actions:

1) Plan and implement a proactive attendance strategy--includin encouraging, monitoring, and response—for students and families.
2) Plan activities to increase student connectedness, including at least 5 teacher-led interest clubs, chosen through student survey.
3) Create pacing guide for SEL curriculum, other common Advisory activities, ILP completion, gender-specific strategies to promo0te self-confidence, anti-bullying and harassment activities, and additional elements to increase student connection to school to ensure equity of experience, increased agency, and increased feelings of inclusion and support.
4) Improve MTSS instruction in all Tiers in core academic classes to increase student engagement
5) Analyze PBIS evidenced-based behavior options for discipline policy and protocol and adopt a plan to increase behavioral system effectiveness, including adding behavioral performance to the schoolwide rewards system to positively reinforce expectations
6) Implement new CalCRN curriculum during Advisory as part of Jerry Brown College and Career Explorers Program.

Goal 3: The school needs to enhance family involvement.

3.4. The Head of School will

• increase opportunities for engaging families in all-school events and 2-way conversations, including increasing the number and variety of family events, sponsoring special ELAC functions, and conducting off-campus outreach effective with hard-to-reach families

• increase opportunities for engaging parent volunteers in single and short term activities, such as ELOP short-term workshop or club leaders

• offer “how-to” workshops to help parents implement the various communication tools, access to student work and progress through PowerSchool, advocate for their children, and join and effectively engage in advisory groups and decision-making

• increase the consistency and quality of school-to-family communication

• send school communications, whenever possible, to all households involved in a student’s education to ensure information is received and shared effectively

• work with the Board to implement policies regarding teachers’ communication with families/students about student progress and ways to work together to support improved student outcomes

Goals and Actions

Goal #1

Goal #	Description	Type of Goal
Goal 1	**Academic Achievement: Students will demonstrate growth in English Language Arts (ELA) and math and mastery of California standards in math, ELA, and science. English Learners (EL) will demonstrate progress in English language mastery and achieve reclassification.**	Broad

State Priorities addressed by this goal.

This goal addresses State priorities 2, 4, and 8.

An explanation of why the LEA has developed this goal.

MCMS believes that maximizing academic growth for students in the targeted areas of math, ELA, English language development (for English learners), and science is essential to early adolescent academic development. This goal was developed in recognition of the fact that most middle school students in Napa County are achieving below the state average in math, English language arts, and science. First year CAASPP testing results show that MCMS students are also scoring below the state average.

What MCMS plans to achieve through this goal: Because most students entering MCMS are coming from schools currently below, and sometimes significantly below, the state average in math, ELA, and science and not meeting state expectations for improvement in English language development, MCMS understands that these gaps will not be immediately overcome. Thus, the school originally projected that students would show significant gains (reflected in MAP scores) while generating CAASPP results at least similar to statewide averages. MCMS planned that ≥75% of students would meet their MAP math, science, and ELA fall-to-spring projected growth goals; that all students and relevant sub-groups would score within 5 percentage points of the state average on CAASPP math, ELA, and science; that ≥75% of English Learners would progress by at least one ELPI level per year; and that MCMS would equal or surpass the state average for percentage of grade 6-8 EL students who were reclassified.

However, this original metric was designed with the assumption that the MCMS student body would reflect the demographics of students countywide. What actually happened in the first two years was significantly different. Specifically, almost 1/4th of the enrolled student body were students with disabilities, compared to the typical SWD enrollment countywide of 15%. Percentages of English Learners were also significantly higher in year one though about average in year 2.

The Board, recognizing that the demographics did not match the metrics designed prior to the school's opening, agreed to change the "Target for Year 3 Outcome" for Goal 1 metrics in the process of LCAP adoption for 2026-27 as shown below. Discussion of the rationale for the changes appears in the section "A description of any changes made to the planning goal, metrics, target outcomes, or actions for the coming year based on reflections on prior practice" below the Goal 1 chart.

1) The percentage of students meeting their fall to spring projected learning growth goals in math will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.
2) MCMS will demonstrate improvement in CAASPP "met/exceeded standards" scores in math over the LCAP period of at least 10% for all students and subgroups or equal/exceed the state average.
3) The percentage of students meeting their fall to spring projected learning growth goals in ELA will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.
4) MCMS will demonstrate improvement in CAASPP "met/exceeded standards" scores in ELA over the LCAP period of at least 10% for all students and subgroups or equal to the state average.
5) The percentage of students meeting their fall to spring projected learning growth goals in science will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.
6) MCMS will demonstrate improvement in CAASPP "met/exceeded standards" scores in science over the LCAP period of at least 10% for all students and subgroups or equal to the state average.
7) Reflecting the statewide average, ≥37% of English learners will progress by at least one ELPI level per year on the summative ELPAC.
8) Metric eliminated.

How the actions and metrics, when grouped together, will help MCMS achieve this goal. Actions include a focus on *what* is taught (standards aligned curriculum), *who* is teaching (hiring, professional development), and *how* instruction is provided (UDL strategies in MTSS Tiers 1, 2, and 3, plans for accelerated students, English development, and books/materials) to instruct and support students. Finally, aligned assessments for both growth (MAP) and summative achievement (CAASPP) provide the metrics to determine the extent to which the actions supported achievement of the goal and offer insight into adjustments to be made in the 2026 LCAP.

Measuring and Reporting Results

<table>
<tr><th>Metric #</th><th>Metric</th><th>Baseline</th><th>Year 1 Outcome</th><th>Year 2 Outcome</th><th>Target for Year 3 Outcome</th><th>Current Difference from Baseline</th></tr>
<tr><td>1</td><td>NWEA MAP Math</td><td>78% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)</td><td>81% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)</td><td>42% (Note: results based on Fall to Spring; did not include students within the standard deviation)</td><td>The percentage of students meeting their fall to spring projected learning growth goals in math will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.</td><td>Year 2: Projection not yet met--8 percentage points short of national norm for all students</td></tr>
<tr><td>2</td><td>CAASPP Math</td><td>Tests given in spring of 2025; results expected in early fall. See year 1 outcome.</td><td>2025: With 82.6% of students tested,<table><tr><td>All students</td><td>18.8%</td></tr><tr><td>Hispanic</td><td>10.2%</td></tr><tr><td>White</td><td>26.3%</td></tr><tr><td>English learner</td><td>0</td></tr><tr><td>Students w/ disabilities</td><td>0</td></tr><tr><td>Low income</td><td>10.9%</td></tr></table></td><td>Not yet available</td><td>MCMS will demonstrate improvement in CAASPP “met/exceeded standards” scores in math over the LCAP period of at least 10% for all students and subgroups or equal/exceed the state average</td><td>Not yet available</td></tr>
</table>

<table>
<tr><td>3</td><td>NWEA MAP ELA</td><td>65% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)</td><td>65% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)</td><td>45% (Note: results based on Fall to Spring; did not include students within the standard deviation)</td><td>The percentage of students meeting their fall to spring projected learning growth goals in ELA will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.</td><td>Year 2: Projection not yet met--5 percentage points short of national norm for all students</td></tr>
<tr><td>4</td><td>CAASPP ELA</td><td>Tests given in spring of 2025; results expected in early fall. See year 1 outcome.</td><td>2025: With 81.7% of students tested,<table><tr><td>All students</td><td>20.4%</td></tr><tr><td>Hispanic</td><td>12.0%</td></tr><tr><td>White</td><td>31.4%</td></tr><tr><td>English learner</td><td>0%</td></tr><tr><td>Students w/ disabilities</td><td>5.0%</td></tr><tr><td>Low income</td><td>15.6%</td></tr></table></td><td>Not yet available</td><td>MCMS will demonstrate improvement in CAASPP “met/exceeded standards” scores in math over the LCAP period of at least 10% for all students and subgroups or equal/exceed the state average</td><td>Not yet available</td></tr>
</table>

5	NWEA MAP Science	78% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)	78% (Note: results based on relatively low percentage of students tested Winter to Spring; included students within the standard deviation)	58% (Note: results based on Fall to Spring; did not include students within the standard deviation)	The percentage of students meeting their fall to spring projected learning growth goals in science will be ≥ 50%, the national norm for MAP--both for all students and for subgroups.	Year 2: Goal met for all students, 8 percentage points higher than national norm.
6	CAST Science	Tests given in spring of 2025; results expected in early fall. See year 1 outcome.	2025: With 97% of 8th graders tested, All students: 6.5% Hispanic: 7.4% White: 9.1% English learner: N/A Students w/ disabilities: N/A Low income: N/A	Not yet available	MCMS will demonstrate improvement in CAASPP "met/exceeded standards" scores in math over the LCAP period of at least 10% for all students and subgroups or equal/exceed the state average	Not yet available
7	ELPAC: English Language Development progress	2025: 27.8% of ELs progressed 1 ELPI level (69.2% of ELs tested)	2025: 27.8% of ELs progressed 1 ELPI level (69.2% of ELs tested)	Not yet available	Reflecting the statewide average, ≥37% of English learners will progress by at least one ELPI level per year on the summative ELPAC.	2025: 9.2 percentage points below projection, with 69.2% of EL students being tested

Goal Analysis for 2025-26

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

The stated Goal 1 is as follows: Academic Achievement. Students will demonstrate growth in English Language Arts (ELA), math, and science and mastery of California standards in math, ELA, and science. English Learners (EL) will demonstrate progress in English language mastery and achieve reclassification. As shown in the chart above, MCMS currently has data that addressed the first element in the tripartite goal—skill growth in math, ELA, and science, and ELD progress.

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.

Goal 1, Action 1

(1)1.1 Staffing: MCMS was fully staffed in 2025-26, with a down-sizing occurring in late October due to lower-than-expected enrollment; lower-than-state average class sizes were maintained.

(1)1.2 Professional development (PD): PD was provided in Project-Based Learning, UDL, and selected curricular programs, e.g. Amira, Teach To One. Some PD was provided in UDL and integrated English language development strategies. Successes included PD in the schoolwide PBL. Challenges included motivating staff to initiate PD activities and time for administrative monitoring for implementation. Staff did not receive PD in tutoring software or specific course PBL, nor did they take part in the Literacy For All project this year.

(1)1.3 Curriculum and instruction:

- Instruction—UDL was implemented at an entry level; differentiated instruction was offered in some classrooms and for some projects. Individualized instruction was offered in math, ELA (some activities), and ELD. Successes included significant gains in math in Teach to One, the individualized instruction program. Challenges included ensuring that teachers covered all key standards and that the full class period was used for effective instruction.
- Intervention—MTSS levels 2 and 3 were implemented in some classrooms in relation to reading for struggling readers, in math for all students, and in English language development for English Learners. Successes included EL progress on ELPAC. Challenges included ensuring that teachers provided effective interventions.
- Acceleration/challenge—The schoolwide PBL and some classroom projects were designed with additional challenge levels. The individualized learning programs provided automatic challenge. Successes included the individualized learning programs. Challenges included offering acceleration with such a small student population. Grade level advancement in math and dual enrollment were not offered.
- English language development—ELD-specific curriculum was not available at the beginning of the year; individually designated ELD curriculum and learning through Amira was implemented for part of the year.

Successes included meeting the ELCAP goal. Challenges included obtaining a research-based ELD curriculum, now in place.

(1)1.4 Books, software, hardware, materials, and supplies—Materials, books, and software to support the academic, arts, and PE curricula were purchased as planned, except as noted above, along with the appropriate hardware for students and staff.

Goal 1, Action 2

(1)2.1 Collaborative time for data analysis—Teachers had some time for data analysis of MAP data with regard to growth data but needed more.

(1)2.2 PD for assessment result analysis and application—Teachers had PD provided in-house in analyzing MAP data after the Fall and Winter test periods. They also had in-house training in analysis of CAASPP, CAST, ELPAC, and reclassification data in the fall when testing results were available. Staff determined that the Tier 1 instruction in science, math, ELD, and ELA needs to be strengthened through a combination of greater adherence to the adopted standards-based curriculum, higher expectations of student performance, greater student engagement, increased differentiation, improved utilization of instructional time, and strategic use of individualized skill-based software and assessments, e.g., Teach To One, Amira, Newsela. Successes included teachers' collective understanding of how growth data is generated and how to apply the data in the classroom. Challenges included applying those understandings to instruction. Additional administrative analysis, support, and structure was also needed.

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.

For Goal 1, in 2025-26, the actual expenditures for Action 1 were lower than budgeted, due to a reduction in teacher costs related to lower enrollment. For Action 2, the costs were higher than budgeted because the assessment software purchased was more than what was budgeted.

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

Some actions taken resulted in significant improvements that allowed progress toward the goal. For example, the staffing addition of a Director of Operations provided more time to the Head of School to support instruction through classroom observations and feedback, as well as working with NCOE to provide professional development. And one addition to staff of a highly experienced teacher resulted in improved classroom instruction and implementation of PBL. NCOE professional development in UDL did result in some improvements in classroom instruction for some teachers, including increases in use of interim assessments of learning.

However, several circumstances made the actions taken to date less effective than was planned in making progress toward the goal.

- Staff RIF in October: Due to lower-than-planned enrollment, teaching staff was cut by 1.75 positions, causing virtually all remaining personnel to take on both an additional class (or two) and often an additional prep. The move also affected staff morale.
- First year administrator: The Head of School worked to implement the actions
- Tight budget parameters: Some planned curriculum and materials purchases were not carried out, for example, in ELD and science, resulting in the materials used being less comprehensively focused on standards than planned.
- Difficulty in hiring support staff: A key classroom aide position that supported small group instruction was unfilled for several months, despite reasonable efforts to do so.
- Academic teacher assigned outside of credential authorization: As happens frequently in small schools, MCMS had one academic teacher assigned outside of credential authorization, and that teacher had a difficult time in maintaining the curriculum pacing to cover the key standards.
- Academic teacher suffering from chronic illness: One academic teacher had very irregular attendance due to chronic illness and resulting in the use of substitutes for significant periods.

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.

Changes to the planned metrics and target outcomes. The Board has discussed the specific metrics related to CAASPP and MAP in relation to the composition of the student body, given that 23% of the student body is comprised of students with disabilities (~50% higher than statewide for grades 6-8.)

- Based on feedback from school community members and in consultation with NCOE, the goal metrics for CAASPP will be changed from "MCMS will be within 5 percentage points of equaling or surpassing the state average for the percentage of grades 6-8 students who meet or exceed state standards—all students and relevant subgroups"—to "MCMS will demonstrate improvement in CAASPP "met/exceeded standards" scores over the LCAP period of at least 10% for all students and subgroups or until scores are equal to the state average." Beginning in 2026-27, this wording will apply to all 3 CAASPP-related metrics (1.2, 1.4, 1.6.)
- Also based on community and NCOE feedback, the goal metrics for MAP will be changed from "At least 75% of students will meet their fall to spring projected learning growth goals" to "The percentage of students meeting their MAP growth goals based on ≥2 valid scores/year will equal or exceed the national norm of 50%." Beginning in 2025-26, this wording will apply to all 3 MAP-related metrics (1.1, 1.3, 1.5.)
- Based on the availability of metrics and after consultation with NCOE, the goal metrics for English Learner Progress will be adjusted to bring the projected year 3 results more in line with statewide results, changing from "At least 75% of English learners will progress by at least one ELPI level per year on the summative ELPAC" to "Reflecting the statewide average, at least 37% of English learners will progress by at least one ELPI level per year on the summative ELPAC."
- Based on the availability of metrics, considering the likely passage of Assembly Bill 2555, given the MCMS ELAC recommendation to change the measure of English mastery in the current reclassification criteria, and

after consultation with NCOE, the goal metrics for English Learner Reclassification Rate will be eliminated from the LCAP, given that ELPAC is currently the primary element in reclassification and that ELPAC metrics are the focus of the item above, metric #7

Changes in planned actions: Added or adjusted actions are highlighted in the Actions section below.

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. These tables have been inserted at the end of the narrative section.

Goal #1

2026-27 Actions

Action #	Title	Description	Total Funds	Contributing
Goal 1, Action 1	**Targeted curriculum and instruction**	**Goal 1, Action 1 Targeted curriculum and instruction** MCMS will take the following actions to ensure 1. standards-aligned, appropriate instruction in math resulting in students' ability to fluently and accurately solve mathematical problems, apply mathematical reasoning, and explain their thinking at grade level; 2. standards-aligned, appropriate instruction in English language arts, both print and digital,, resulting in students' ability to read and comprehend grade-level fiction and non-fiction text, apply logic and reasoning to arguments, and express their thoughts accurately and concisely at grade level; 3. standards-aligned, appropriate designated and integrated instruction in English language development resulting in all English learners', including LTEL, growth in reading, writing, speaking, and listening in English; 4. standards-aligned, appropriate instruction in science resulting in students' mastery of grade-level concepts in biology, earth science, and physical science. ***1.1 Staffing:*** Using competitive salary/benefit packages and allowing for significant preparation and collaboration time, MCMS will attract, hire, and retain sufficient highly qualified instructional, administrative, and support staff to maintain lower-than-state-average class sizes to best serve English Learners, Foster Youth, and students from low-income families. ***1.2 Professional development:*** MCMS will calendar professional development days before and after the school, year, as well as 2 non-student days during the year, for staff who deliver instruction and support and ensure that the training offered meets program and staff needs and state requirements, specifically including ● Curriculum planning, resulting in curriculum maps and Year-At-A-Glance living documents ● Data analysis and curriculum adjustments for CAASPP, MAP, and ELPAC results ● Strategies for integrated English language development	**$305,555**	N

		● Design and implementation of appropriate, standards-based PBL projects ● Implementation of UDL strategies ● Use of instructional software specific to the appropriate discipline and grade level, as needed ● Use of tutoring programs and software generalized for all/multi-disciplines (e.g., Brainfuse HelpNow) and specialized for specific disciplines (e.g., Khan Academy.) ● Age-appropriate reading skills through membership in NCOE Literacy for All project ***1.3 Curriculum and instruction:*** Using whole class, small group, and individual grouping, provide high-quality, research-based, standards-based, grade-level instruction utilizing appropriate, standards-based materials, equipment, and supplies. ● Instruction: using high-impact UDL instructional strategies, teachers will offer MTSS level 1 *differentiated* instruction to maximize student learning, especially for foster youth, English learners, and low-income students. Coaching/PD will assist the teachers directly and the Head of School in supporting teachers to deliver this level of instruction. ● Intervention: Using research-based, tiered interventions, such as tutoring, small group coaching, and individual support, MCMS will provide additional MTSS level 2 & 3 support for students who are under-achieving or under-performing, with foster youth, English learners, and low-income students given priority. ● Acceleration/challenge: Acceleration/challenge will be offered through project adjustment (all disciplines), individualized discipline-specific programs, and, as available, dual enrollment, with foster youth, English learners, and low-income students given priority. ● English language development: Curriculum, instruction, and support–both integrated and designated–will be individually crafted to maximize student growth in English language skills for all ELs and especially LTELs. ● Specific activities will include the following: ● Increased coaching for Head of School to generate heightened rigor, appropriate use of adopted curriculum, increased engagement, and appropriate individualized instruction in all Tiers, but particularly in Tier 1 in ELA, ELD, science, and math. ● Support for teachers in creating annual curricular maps and year-at-a-glance plans to ensure that all key		

		standards are taught and reinforced; revisit each trimester for adjustment; monitor for adherence. ● Arrangement with NCOE to provide coaching for teachers in UDL practices. ● Coordination with NCOE to establish a HOS observation/feedback schedule and format that focuses on key UDL practices and full utilization of instructional periods. ● Creation an annual schedule for Advisory and Learning Lab that, in part, supports improving academic achievement. ● Development of at least one annual, schoolwide, multi-disciplinary PBL delivered through Advisory and/or Learning Lab, as an exemplar for individual course PBLs. ● Work with science and ELA faculty to develop additional alternatives to existing individualized learning programs; establish student completion expectations for these programs and Teach-to-One; and design/implement Go for Growth initiative to reward students meeting expectations. ● Review of CAASPP and ELPAC data for all students and sub-groups with faculty annually and MAP data at the beginning of each trimester, with instructional plans adjusted to reflect findings. ● Focus of NTN contract services that may be available on individual teachers needing specific Tier 1 support, including support in project-based learning. ● Inclusion of extra reading practice for struggling students through consistent Reading Champions support and an emphasis on reading through the ELOP NextGen Camp and Club program. ***1.4 Books, software, hardware, materials, and supplies:*** MCMS will provide all instructional materials and supplies for instruction staff, administrators, and students. New curriculum will be purchased to support improved learning in ELD.		

Goal 1, Action 2	Targeted learning assessment system	**Goal 1, Action 2. Targeted learning assessment system.** MCMS will take the following actions to ensure that a comprehensive assessment system of targeted learning provides the data needed to maximize student achievement and performance. ***2.1 Data analysis; plan development and implementation.*** Staff will have specific collaborative time to analyze assessment data for all students and significant subgroups and determine appropriate responses for ● schoolwide data ● grade/class level data ● individual student data. Results will be captured in adjustments to ● schoolwide actions during the year and in the LCAP for the following year ● classroom curricular and instruction strategies during the year ● student ILPs and intervention plans/activities. ***2.2 Professional development.*** MCMS will provide professional development in administration and results interpretation for ● specific curricula/intervention program assessments, e.g., Teach to One, Amira, etc.; ● formative assessments, e.g., MAP and Smarter Balanced Interim Assessments; ● Summative assessments, e.g., CAASPP, CAST, ELPAC, reclassification data ***2.3 Assessment administration.*** The MCMS Head of School will ensure that MAP, CAASPP, CAST, and ELPAC assessments are administered in a way that meets all CA state requirements and generates statistically valid results for use in planning and instruction. ***2.4 Program materials:*** Purchase/access assessment materials, including MAP, Smarter Balanced Interim Assessments, and other tools, as needed.	**$155,745**	N

Goal #2

Goal #	Description	Type of Goal
Goal 2	**Student engagement and climate: Positive student engagement and an inclusive school climate will support academic success and be reflected in student outcomes for attendance, chronic absenteeism, suspension, expulsion, drop-out rates, awareness of college/career options, and a sense of connectedness.**	Broad

State Priorities addressed by this goal.

This goal addresses State priorities 5, 6, and 8.

An explanation of why the LEA has developed this goal.

MCMS believes that creating the right climate and promoting student engagement supports student academic achievement and results in positive student social and emotional well-being. The need for such a targeted program is evidenced by data from traditional middle schools in Napa County, which show average percentages of students who were chronically absent that are considerably above the state average. California Healthy Kids Surveys of 7th graders also show indications of problems with school climate.

MCMS has made significant strides in creating an inclusive and supportive school climate, one of the hallmarks of the school charter. The school has directly addressed chronic absenteeism, lack of engagement, and the students' need for direct and meaningful participation in their education through project- and problem-based learning, increased student engagement, and the student and Advisor's collaborative Individual Learning Plan.

Finally, the California Department of Education provides an extensive range of options—from college-level academics to hands-on job training—to meet the criteria for being "college and career prepared" upon graduation. Unfortunately, Napa County seniors still lag behind the state average in meeting this criterion, with over half found to be NOT prepared for college and careers.

What MCMS plans to achieve through this goal: MCMS plans that the school will be equal to or lower than the state average for percentage of grade 6-8 students who are chronically absent, suspended, expelled, or drop outs; that the attendance rate will be ≥94%, and that students' positive responses on CHKS key elements of school climate will be equal to or greater than that of similar grade students in other public schools in the geographic target area. The Jerry Brown College and Careers Explorers program provides age-appropriate introduction to college and careers, a tangible reason for students' attention to academic achievement, another source of engagement, and a support for student growth in positive self-image.

How the actions and metrics, when grouped together, will help MCMS achieve this goal. Actions include implementing Advisory, counseling, SEL curriculum, Individual Learning Plans that include social/behavioral goals, MTSS/PBIS, proactive attendance monitoring and response, and the Jerry Brown College and Career Explorers program. MCMS will evaluate these activities individually and collectively to determine the extent to which the actions supported achievement of the goal. This will provide insight into adjustments to be made in future LCAPs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic Absenteeism Rate	18.5%	18.5%	TBD	The chronic absenteeism rate will be equal to or below the countywide average for middle schools.	Year 1: met target; 3 percentage points below county MS average; Year 2 data will be available in the fall. See data below.
2	Attendance Rate	93%	93%	96%	The attendance rate will be ≥ 94% at P2	Year 1: 1% below target; Year 2: 2 percentage points above target
3	Drop Out Rate	0	0	0	The dropout rate will be ≤1 student/year.	Years 1 & 2: target met
4	Suspension Rate	5.8%	5.8%	2.5%	The suspension rate will be below the countywide average for middle schools.	Year 1: met target with 9 percentage points below county MS average; Year 2 data will be available in the fall. See data below.

5	Expulsion Rate	0	0	0	The expulsion rate will be below the state average	Year 1: target met .1% below the state average; Year 2 data will be available in the fall
6	CHKS – specific elements	Indicator #1 (+) 68% Indicator #2. (+) 38% Indicator #3. (-) 44% Indicator #4. (-) 35%	Indicator #1. 68% Indicator #2. 38% Indicator #3. 44% Indicator #4. 35%	Indicator #1. 73% Indicator #2. 49% Indicator #3. 34% Indicator #4. 41%	Positive scores on ≥3 out of 4 key CHKS indicators of School Climate will increase during the LCAP period,	Target met. From Year 1 to Year 2, positive movement in scores increased on 3 of the 4 indicators. See data below.

Comparison with countywide middle schools: Year 1 2024-25

	MCMS	Countywide average	Amer Canyon	Unidos	Redwood	Silverado	RL Stevenson	Calistoga Jr-Sr
Chronic absenteeism	18.5%	21.5%	19.3%	11.5%	21.3%	31.8%	7.2%	14.6%
Suspension	5.8%	14.8%	4.5%	26.8%	21.3%	17.3%	3.8%	3.7%
% of total enrollment			28%	16.5%	24%	21%	7%	3.5%

CHKS 7th grade responses. Because the survey is only given to 7th graders and the numbers enrolled are relatively small, the exact nature of the indicators has been withheld to protect confidentiality.

	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27
Indicator #1	68%	73%	
Indicator #2	38%	49%	
Indicator #3	44%	34%	

Indicator #4	35%	41%	

Goal Analysis for 2025-26

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

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

Because the actions for this goal are quite diverse, the following discussion addresses each focus area individually.

Advisory, SEL curriculum, counseling. Advisory was initiated as planned and has been generally successful and embraced by students and parents, as indicated by Town Halls and survey responses. The SEL curriculum was implemented at every grade level in years 1 and 2. However, there was some grade level inconsistency, and the curriculum will be spelled out at each grade level in the Advisory calendar for 2026-27. The value of SEL curriculum is enhanced by a schoolwide focus on common, cross-grade language and concepts and use of these in situations and classes outside Advisory. The counseling program was initiated this year as part of the NCOE collaborative. Additional limited counseling services were provided through special education and the County Probation Department for eligible students.

Individual Learning Plans (ILP.) The ILPs were initiated in year one. Staff was provided training by the Head of School and asked to have students complete the basic information (scores on tests, initial assessments, attendance, etc.), set personal goals, and then to review the goals/achievements at least each trimester. Implementation was much more consistent in year 2 and began immediately. Students and faculty indicated a need for more structure and clearer expectations to enhance the effectiveness and importance of the ILPs.

Pro-active attendance monitoring and response. MCMS has implemented most of the attendance monitoring and response plan, and the results have been encouraging. Given the success of year 2 activities and feedback by faculty, parents, and staff, the school determined to put more resources toward attendance monitoring and response in the next year.

MTSS/PBIS. MTSS was implemented in the four core academic classes to varying degrees. NCOE has provided professional development in culture/engagement to help teachers increase their Tier 1 instructional engagement, but there is still significant work to do. Interdisciplinary project-based learning was initiated and was deemed successful by staff and students. A variety of project-based learning assignments also took place in social studies. A PBIS structure was put into place and was adjusted significantly in year 1 and to some extent in year 2 to address concerns. The general

consensus of the school community is that the program should be evaluated in relation to PBIS standards and the resulting adjustments consistently implemented across all grades and classes.

Jerry Brown College and Career Explorers Program. This program was partially implemented in 24-25, with great success. Students took field trips and had guest speakers at assemblies. Seventh and eighth graders spent a full day on the Sonoma State University campus working with various staff on a marketing project in year 1. In year 2, they visited the Solano Community College and the automotive program in Vallejo. In both years, all 8th graders attended Career Day at NCOE. Guest speakers on campus in year 2 included a reporter, a lawyer and City Council member, and a female mountain climber! Students also toured the courthouse, visiting judges in chambers, and observed and conversed with several artists working in studios. Not yet implemented are the CalCRN curriculum lessons at each grade level; these will be included in the Advisory annual calendar for 2026-27.

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.

For Goal 2, Actions 3, 4 and 5 did not have any significant differences between the estimated actual expenditures and the budgeted expenditures. For Action 1, the cost of the program and services were lower than what was originally budgeted. For Action 2, there were some increased staff costs compared to what was originally budgeted.

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

Goal 2 is measured by 6 different indicators. Each is discussed below in relation to the specific actions.

Chronic absenteeism, attendance rate, and drop-out rate: MCMS year 2 data is not yet available for chronic absenteeism and drop-out rate; however, there were no drop-outs, so that target is most likely met. The attendance rate was 96%, exceeding the target of 94%. Even with this gain from year 1 (93%), as discussed above, staff feels that more time needs to be dedicated to monitoring and responding to student attendance patterns. Of course, attendance is greatly affected by the quality of classroom instruction (MTSS/PBIS), the degree to which students feel supported by the staff and their peers (Advisory/SEL curriculum/counseling), the extent to which students feel they have some control over their learning (ILP), and the extent to which they connect school attendance to their future success (Jerry Brown College and Career Explorers Program.)

Suspension rate and expulsion rate: Both targets were met. The suspension rate for year 1 is 9 percentage points lower than the weighted average for county middle schools, and the expulsion rate for year one is .1 percentage points lower than the state average. The two actions key to these indicators are the implementation of a successful PBIS program and engaging, relevant MTSS Tier 1 instruction. Both of these actions are works in progress, with some essential elements implemented successfully and others needing further support, administrative oversight, or changes in approach.

CHKS safety and school climate indicators: MCMS 7th grade students took the CHKS survey in the spring of both years. Four key indicators were chosen to reflect school climate and three of the four showed improvement between years 1 and 2, again reflecting the actions related to increasing student connectedness to the school. Staff, students, and parents agreed that increased focus on engagement would accelerate the positive trend.

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.

Changes to the planned metrics and target outcomes. For a variety of reasons, noted below, the Board has determined that changes are required in several Goal 2 metrics, as follows;

1) Chronic absenteeism: The year 1 goal metric was that "The chronic absenteeism rate will be below the state average." The problem is that the state average is only available for the entire grade span, K-12. It is widely recognized that chronic absenteeism takes a sharp upswing in 6th grade and that upward trend continues through high school. Thus, the chronic absenteeism statewide rate, which includes the elementary grades, is not comparable to the same rate for middle school. The new metric is as follows: "The chronic absenteeism rate will be equal to or below the countywide average for middle schools."
2) Dropout: Though the state requires this metric, CDE has not published rates since 2017. Thus, the current metric, "The dropout rate will be below the state average" has been changed to "The dropout rate will be ≤1 student/year."
3) Suspension: The current goal metric is that "The suspension rate will be below the state average." Like the chronic absenteeism metric, the data from the state is only available for K-12, while the incidence of suspension increases dramatically in middle/high school. The new metric is as follows: "The suspension rate will be below the countywide average for middle schools."
4) CHKS specific elements: The current goal metric is that "Students' positive responses on the CHKS elements of school connectedness and safety will be equal to or greater than that of similar grade students in other public schools in the geographic target area." The problem here is that the policy on providing access to CHKS data to persons not affiliated with the specific district has changed, and that data is no longer publicly available. Thus, the metric has been changed to "Positive scores on at least 3 of 4 key indicators of School Climate will increase during the LCAP period."

Changes in planned actions for Goal 2: Added or adjusted actions are highlighted in the Actions section below.

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. These tables have been inserted at the end of the narrative section.

Goal #2 2026-27 Actions

Action #	Title	Description	Total Funds	Contributing
1	Advisory, SEL curriculum, counseling	SEL curriculum is used during daily advisory and reinforced throughout the school day in classes and other venues. Additionally, staff will develop both general and gender-specific strategies to promote self-confidence and student connectedness. The school will create and implement an annual calendar detailing SEL curriculum, other common Advisory activities, ILP completion, and additional elements to increase student connection to school to ensure equity of experience, increased agency, and increased feelings of inclusion and support.	**$19,117**	Y
2	Individual Learning Plans (ILP)	Individual Learning Plans, initiated in 2024, include supported student development and progress tracking of goals in academics, learning and social behavior/habits, and personal growth. ILPs have been expanded to include student understanding of data to help them set goals. Students will also explain their data and goals to parents in the student-led conferences. Staff will work on up-dating ILP format and including ILP activities in the annual Advisory calendar. Training will be provided, as needed.	**$270,736**	Y
3	MTSS/PBIS	MTSS academic responses in Tiers 1, 2 and 3 were discussed in Goal 1. In terms of behavior management, staff will review evidenced-based PBIS behavior management programs and select/adjust one that better reflects the needs of the student body, appropriately holds students holds students accountable, and provides opportunities for them to reflect on their actions in relation to their ILP goals. In year 3, additional engagement strategies will include adding teacher-led clubs to ELOP,	**$2,076**	Y
4	Pro-active attendance monitoring and response	MCMS serves a high percentage of students with disabilities, and research indicates that students in this population tend to have lower attendance rates than that for all students. MCMS has used a pro-active attendance strategy with particular attention to students with disabilities, English learners, and low-income students, initiating parental contact to reflect concern early—at the 5 days of absence mark. In 2026-27, the first contact will be at 3 days of absence. Results will be reviewed by faculty monthly.	**$92,667**	N
5	Jerry Brown College and Career Explorers Program	The Jerry Brown College and Career Explorers program has 3 major elements: 1) Use of CalCRN college/career awareness curriculum for each grade level in Advisory; 2) Field trips to workplaces, union apprenticeship programs, trade schools, etc.; and 3) An 8th grade hands-on college experience involving a project. All 3 elements will be in place in 2026-27.	**$4,290**	Y

GOAL #3

Goal #	Description	Type of Goal
Goal 3	**Infrastructure for student success: Student success will be supported by a sound basic academic and physical infrastructure, a focus on state standards, assignment of appropriately credentialed teachers, an emphasis on family engagement/involvement, and access to a broad array of courses to meet student needs.**	Broad

State Priorities addressed by this goal.

This goal addresses State priorities 1, 2, 3, and 7.

An explanation of why the LEA has developed this goal.

MCMS believes that creating the right climate and promoting student engagement supports student academic achievement. Research demonstrates that appropriately credentialed teachers, a focus on academic standards, access to a broad course of study, and effective family engagement programs can boost academic achievement. Studies have also shown that schools with appropriately maintained facilities have higher rates of attendance, fewer suspensions/expulsions, and higher levels of academic achievement.

What MCMS plans to achieve through this goal: MCMS plans that the school will employ/assign teachers who are appropriately credentialed; this is a challenge in a small school, but MCMS is making it a priority. The school will also provide all students with access to standards-aligned materials, offer all students a broad course of study, maintain facilities, and involve parents with their children's education.

How the actions and metrics, when grouped together, will help MCMS achieve this goal. Maintaining a sound infrastructure is essential to the operation of a successful program. Actions include a wide range of parent engagement activities; offering social studies, health/PE, arts, and college/career activities to complement the ELA, math, and science delineated in Goal 1; providing standards-aligned instructional materials for all students; hiring and appropriately assigning credentialed teachers; and maintaining facilities in good repair. MCMS will evaluate these activities individually and collectively to determine the extent to which the actions supported achievement of the goal. This will provide insight into adjustments to be made in the 2026-27 LCAP.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Teachers appropriately credentialed for their assignments according to CDE Teacher Assignment, Monitoring, and Outcome data	All teachers credentialed; all are appropriately credentialed for their assignments	All teachers credentialed; all are appropriately credentialed for their assignment; CDE data is not yet available.	All teachers credentialed; all but one are appropriately credentialed for their assignment; CDE data is not yet available.	MCMS will demonstrate improvement, if needed, on the Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp	One teacher was not appropriately credentialed for the assignment.
3.2.a	Access to standards-aligned instructional materials and a broad course of study: Ratings on CDE reflection items for Implementation of State Academic Standards	All students have access to standards-aligned instructional materials and a broad course of study (24-25)	All students have access to standards-aligned materials for use at school and home; a baseline was established on the reflection items for implementation of the State Academic Standards.		All students have access to standards-aligned materials for use at school and home; MCMS will demonstrate improvement on a majority of CDE's reflection items for Implementation of State Academic Standards	Data not yet available for new baseline

3.2.b	Access to a broad course of study: Responses to CDE prompts for Access to a Broad Course of Study	All students have access to a broad course of study (24-25)	All students have access to a broad course of study, as indicated by the response to the CDE "Access to a Broad Course of Study" demonstrate		Responses to CDE prompts for Access to a Broad Course of Study show all students have such access.	Target met.
3.3	Facilities in good repair: NCOE staff analysis of the "good repair" standard	Facilities inspection conducted by NCOE staff and contractor in 8/24 resulted in a GOOD rating	Facilities inspection conducted by NCOE staff in 8/25 resulted in a GOOD rating		MCMS will have no identified instances where facilities do not meet the "good repair" standard at the opening of school, according to NCOE.	Target met.
3.4	Family Involvement and parent participation: Ratings on CDE reflection items for Parental Involvement and Family Engagement.		MCMS established the baseline scores for CDE's reflection items for Parental Involvement and Family Engagement		MCMS will demonstrate improvement on a majority of CDE's reflection items for Parental Involvement and Family Engagement	Data not yet available for new baseline

Goal Analysis for 2025-26

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

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

Because the actions for this goal are quite diverse, they are discussed below individually.

Teacher assignment. All teachers in 25-26 were credentialed, and all but one were appropriately credentialed for the classes they taught. Actions were implemented as planned. This is counted as success in a very small school. The challenge remains in finding exact matches between credentialing and assignment with just a handful of teachers.

Standards-aligned curriculum in a broad course of study. The curricula used in all courses were aligned to the California State Standards, except in ELD. The middle school currently offers, at each grade, four core academic courses (ELA, math, science, social studies), arts/leadership, and PE. Successes were in securing and implementing CommonLit in ELA. Challenges were in finding an affordable and effective ELD curriculum.

Facilities. MCMS is housed in the former St. John's School in downtown Napa. While maintenance is more frequently required in this older building than in a new school, requests for repairs have been responded to in a timely fashion. NCOE inspects the facility annually before school starts.Family involvement. MCMS supported family involvement through activities including Orientation, Back-to-School, School Site Council, English Learners Advisory Council, Parent/Family-Teacher Organization–BaseCamp, student-led conferences, volunteer opportunities, and parent workshops. Families were encouraged to participate in activities through the weekly newsletter and email/text notices in English and Spanish, as well as individual phone contacts with EL parents and parents of students experiencing challenges in the classroom. Parents agreed that the school had improved communication and family involvement support but felt there were still areas in need of improvement.

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.

For Goal #3, there was only one area where the estimated actual expenditures were below the originally budgeted amounts. That was for Action 1, and was due to the fact that there were fewer teachers who needed induction than originally budgeted.

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

Goal 3 is measured by 5 different indicators. Each is discussed below in relation to the effectiveness of the specific actions.

3.1 Appropriate teaching credentials. Actions taken, including advertising, hiring, and maintaining appropriately credentialed staff, were effective, as demonstrated by the alignment of credentials and assignments for all but one.

3.2 Standards-aligned curriculum. MCMS uses standards-aligned curriculum for math (CPM and Teach to One), ELA (CommonLit), science (STEMscopes), and social studies (TCI). ELD curriculum was not fully standards-aligned in year 2; this has been addressed for 2026-27. Standards-aligned assignments are additionally made from Newsela, which offers the same article at different reading levels to provide differentiation for Advisory, ELA, science, arts, and PE.

3.3 Broad course of study. As noted above, students have four academic core courses, plus arts and PE. Additionally, MCMS offers daily Advisory to support students in social/emotional wellness, as well as provide a venue for the Jerry Brown College and Careers Explorers Program curriculum and activities, Individual Learning Plan interactions, and building connections to school. Learning Lab, scheduled four days a week, provides a venue for students to work on their own ILP goals as well as the individualized program expectations for math (Teach To One), ELA/ELD (Newsela, Amira), and science and social studies (Newsela.)

3.4 Facilities. The MCMS facilities have been maintained in good order and repair (especially considering the age of the building) by the landlord. Middle school presents some unique challenges to any facility, and staff is looking to address the toll on the building by strengthening the connectedness to the school and the PBIS system.

3.5 Family involvement. MCMS has done an adequate job of family involvement, but a school can always do better. As noted in the input from parents, families felt that the school could improve on communication, both through the SIS, PowerSchool, and through the traditional methods of newsletters and email/text alerts. Families also requested increased opportunities for involvement, including volunteerism.

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.

Changes to the planned metrics and target outcomes for Goal 3. One change was made in the metrics for facilities to bring them into alignment with standard practice and Dashboard definitions. The current metric, “MCMS will have no identified instances where facilities do not meet the “good repair” standard at the opening of school, according to NCOE” will be changed to “MCMS will maintain an overall GOOD rating on NCOE’s annual FIT analysis.”

Changes in planned actions for Goal 3: Added or adjusted actions are highlighted in the Actions section below.

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. These tables have been inserted at the end of the narrative section.

Goal #3 2026-27 Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Teacher assignment	Every effort is made to have 100% of courses taught by teachers appropriately credentialed.	**$7,854**	Y

3.2	Standards-aligned curriculum in broad course of study	The school ensures that curriculum is standards-aligned. Students have appropriate access to the curriculum at school and at home. All students experience the curriculum through a broad course of study including ELA, math, science, social studies, PE, arts, and advisory. Additional standards-aligned curricula will be added next year in ELD.	**$165,656**	N
3.3	Facilities	All facilities are safe, adequate for the program, and inspected by NCOE before school opens, with any needed repairs completed in a timely manner resulting in a “good” rating.	**$271,077**	N
3.4	Family involvement	As a Title 1 school, MCMS is committed to family involvement through activities including Orientation, Back-to-School, School Site Council, English Learners Advisory Council, Parent-Teacher Organization–BaseCamp, student-led conferences, volunteer opportunities, parent workshops, and other significant engagement opportunities. The Head of School will… • increase opportunities for engaging families in all-school events and 2-way conversations, including increasing the number and variety of family events, sponsoring special ELAC functions, and conducting off-campus outreach effective with hard-to-reach families • Offer “how-to” workshops to help parents implement the various communication tools, access to student work and progress through PowerSchool, advocate for their children, and join and effectively engage in advisory groups and decision-making. • Increase the consistency and quality of school-to-family communication • Work with the Board to implement policies regarding teachers’ communication with families/students about student progress and ways to work together to support improved student outcomes	**$90,862**	Y

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$113,544	$0

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
10.77%	0%	$0	10.77%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table. These are inserted at the end of the narrative section.

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Academic concerns: CAASPP scores demonstrate need to increase student mastery of standards	(a) Assessments are needed to gauge relative needs and determine effectiveness of strategies. (b) Assessments are given on a schoolwide basis to ensure a common database and experience for all students. State tests are required of all students.	Assessments provide the metrics for monitoring the academic progress for all elements of Goal 1.

2.1	Non-academic/social-emotional concerns: student sense of belonging	(a) Advisory and the SEL curriculum provide the foundation for the SEL program, which is key to student well-being. (b) Every student is assigned to an Advisory class to establish common norms and understandings about SEL that are the essence of the school culture.	School culture metrics include all those cited for Goal 2: attendance/absenteeism/drop out, suspension/expulsion, and specific CHKS elements

2.2	Non-academic/social-emotional concerns: need for student agency	(a) The ILP provides students with a pro-active way to influence their education and set personal goals. (b) The ILP is a major component of Advisory and sets the tone for the school's expectations of student agency, a significant part of the school culture.	School culture metrics include all those cited for Goal 2: attendance/absenteeism/drop out, suspension/expulsion, and specific CHKS elements
2.4	Non-academic/social-emotional concerns: student sense of belonging	(a) The focus on attendance ensures that students are in school to benefit from the other actions in Goal 2. (b) Attendance is an expectation that is foundational for the school culture.	School culture metrics include attendance and absenteeism, as well as the related measure of drop out.
2.5	Non-academic/social-emotional concerns: preparation for college and careers	(a) The Jerry Brown College and Career Explorers program provides a venue for developing short-and long-term plans and strengthening student agency. (b) It is an important part of the school culture.	School culture metrics include all those cited for Goal 2: attendance/absenteeism/drop out, suspension/expulsion, and specific CHKS elements
3.1	Academic and social-emotional concerns: appropriate educational infrastructure	(a) Having teachers appropriately assigned and providing support through induction and other programs improves instruction and teachers' ability to relate to the whole child. (b) Teachers' classes are not segregated by student economic status, so the benefit of teacher support automatically accrues schoolwide.	Percentage of teachers appropriately credentialled

3.4	Academic and social-emotional concerns: appropriate educational infrastructure	(a) Parent involvement has been consistently proven to improve student academic performance and general well-being. (b) Especially in a small school, parent involvement activities need to be schoolwide to establish the culture of inclusion.	Percentage of parents responding positively to specific items on annual survey based on CDE guidelines

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

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.

N/A

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.

MCMS does not anticipate receiving any concentration grant funds in 2026-27. If these funds are received after the Fall 1 CALPADS data is reported, the school will identify which staffing costs can be increased to meet the requirements. The staffing ratios below are for certificated teachers providing direct services to students, and for classified instructional support staff who provide direct services to students. Administrative staff is not included.

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	**1:17**	N/A
Staff-to-student ratio of certificated staff providing direct services to students	**1:50**	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,791,921.00	$ 1,533,541.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Targeted curriculum and instruction	No	$ 1,311,985	$ 1,066,155
1	2	Assessment System	Yes	$ 6,703	$ 13,334
2	1	Counseling and curriculum	Yes	$ 28,429	$ 22,131
2	2	Individual Learning Plans	Yes	$ 4,786	$ 6,823
2	3	MTSS/ PBIS	Yes	$ 2,122	$ 1,822
2	4	Attendance Monitoring	Yes	$ 103,151	$ 100,010
2	5	College/Career Experience	Yes	$ 9,380	$ 8,885
3	1	Teacher Credentialing	Yes	$ 9,448	$ 2,224
3	2	Broad Course of Study	Yes	$ -	$ -
3	3	Appropriate Facilities	No	$ 260,168	$ 254,981
3	4	Family Involvement	Yes	$ 55,749	$ 57,176

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 134,210	$ 200,760	$ 197,533	$ 3,227	0.00%	0.00%	0.00% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	2	Assessment System	Yes	$ 6,703	$ 13,334.00	0.00%	0.00%
2	1	Counseling and curriculum	Yes	$ 17,019	$ 20,363.00	0.00%	0.00%
2	2	Individual Learning Plans	Yes	$ 4,786	$ 5,127.00	0.00%	0.00%
2	3	MTSS/ PBIS	Yes	$ 2,122	$ 1,822.00	0.00%	0.00%
2	4	Attendance Monitoring	Yes	$ 98,918	$ 100,010.00	0.00%	0.00%
2	5	College/Career Experience	Yes	$ 9,380	$ 8,885.00	0.00%	0.00%
3	1	Teacher Credentialing	Yes	$ 8,356	$ 2,224.00	0.00%	0.00%
3	2	Broad Course of Study	Yes	$ -		0.00%	0.00%
3	4	Family Involvement	Yes	$ 53,476	$ 45,768.00	0.00%	0.00%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 1,230,231	$ 134,210	0.00%	10.91%	$ 197,533	0.00%	16.06%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 923,996	$ 385,231	$ -	$ 76,408	1,385,635	$ 937,472	$ 448,163

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Targeted curriculum and instruction	All	$ 297,419	$ 8,136	$ -	$ -	$ 305,555
1	2	Assessment System	All	$ 155,745	$ -	$ -	$ -	$ 155,745
2	1	Advisory & Counseling	All	$ 11,066	$ 8,051	$ -	$ -	$ 19,117
2	2	Individual Learning Plans	All	$ 19,556	$ 187,813	$ -	$ 63,367	$ 270,736
2	3	MTSS/ PBIS	All	$ 2,076	$ -	$ -	$ -	$ 2,076
2	4	Attendance Monitoring	All	$ 92,667	$ -	$ -	$ -	$ 92,667
2	5	College/Career Program	All	$ 4,290	$ -	$ -	$ -	$ 4,290
3	1	Teacher Assignment & Credentialing	All	$ 7,854	$ -	$ -	$ -	$ 7,854
3	2	Broad Course of Study	All	$ 145,789	$ 19,867	$ -	$ -	$ 165,656
3	3	Appropriate Facilities	All	$ 109,713	$ 161,364	$ -	$ -	$ 271,077
3	4	Family Involvement	All	$ 77,821	$ -	$ -	$ 13,041	$ 90,862

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
$ 1,054,266	$ 113,544	10.77%	0.00%	10.77%	$ 122,663	0.00%	11.63%	**Total:**	$ 122,663
								LEA-wide Total:	$ -
								Limited Total:	$ -
								Schoolwide Total:	$ 122,663

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 (%)
2	1	Advisory & Counseling	Yes	Schoolwide	All	MCMS	$ 11,066	0.00%
2	2	Individual Learning Plans	Yes	Schoolwide	All	MCMS	$ 19,556	0.00%
2	3	MTSS/ PBIS	Yes	Schoolwide	All	MCMS	$ 2,076	0.00%
2	5	College/Career Program	Yes	Schoolwide	All	MCMS	$ 4,290	0.00%
3	1	Teacher Assignment & Credentialing	Yes	Schoolwide	All	MCMS	$ 7,854	0.00%
3	4	Family Involvement	Yes	Schoolwide	All	MCMS	$ 77,821	0.00%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA

engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

  - LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***
- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to

replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display "Not Required."

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

- This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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