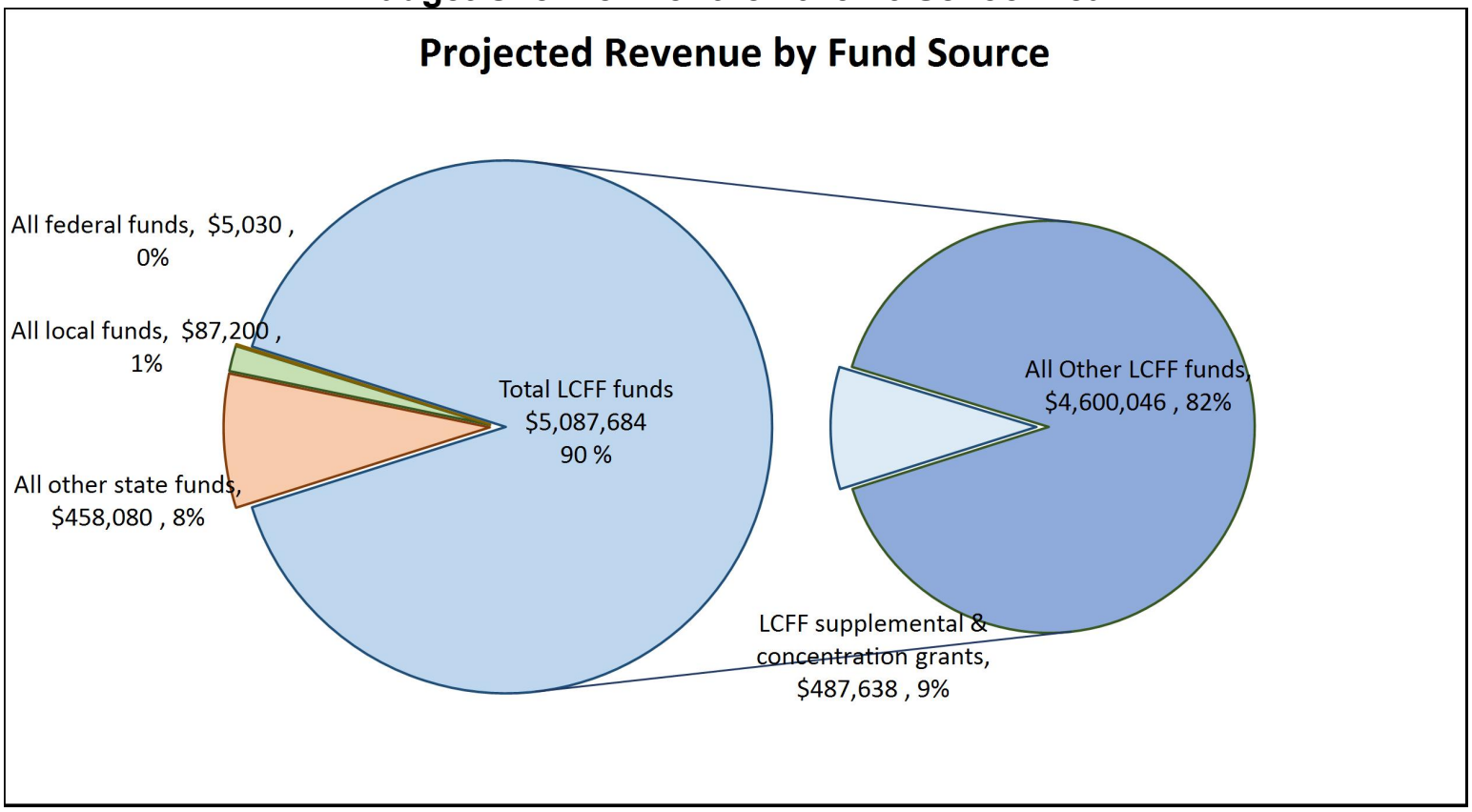
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Mountain Oaks
CDS Code: 05100580530154
School Year: 2025-26
LEA contact information:
Kathleen Lewis
Administrator
klewis@ccoe.k12.ca.us
209-754-0532 ext 2262

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 2025-26 School Year

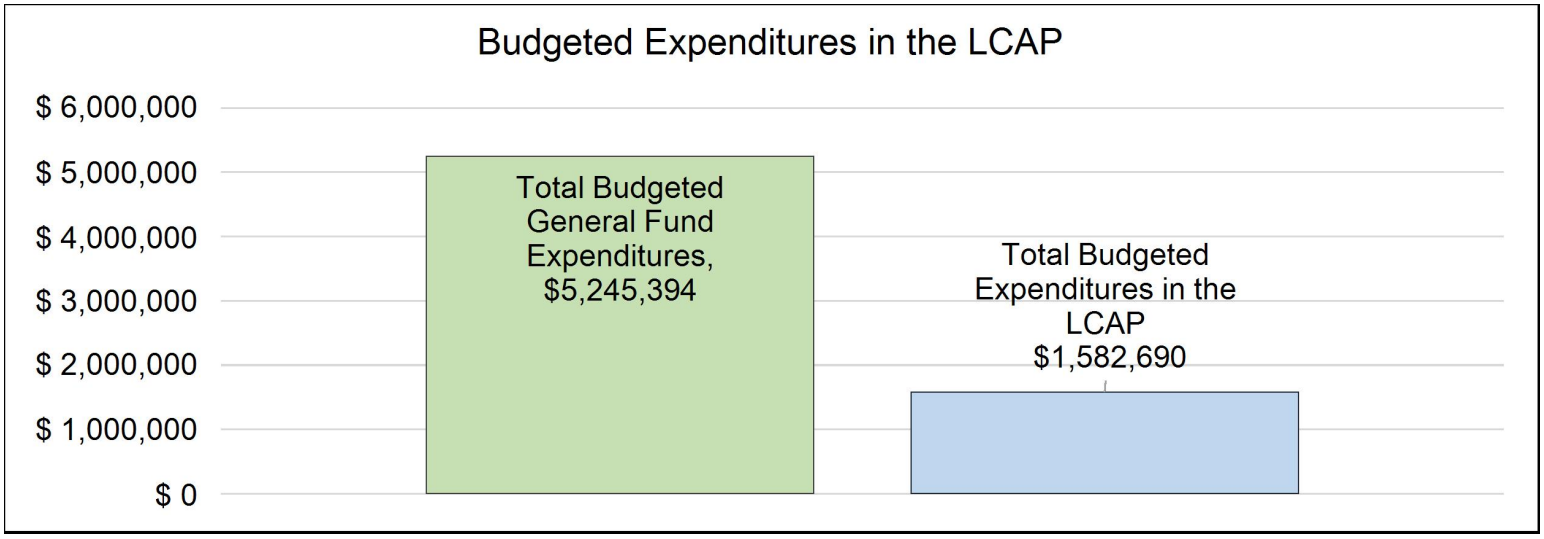


This chart shows the total general purpose revenue Mountain Oaks expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Mountain Oaks is $5,637,994.00, of which $5,087,684.00 is Local Control Funding Formula (LCFF), $458,080.00 is other state funds, $87,200.00 is local funds, and $5,030.00 is federal funds. Of the $5,087,684.00 in LCFF Funds, $487,638.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Mountain Oaks plans to spend for 2025-26. 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: Mountain Oaks plans to spend $5,245,394.00 for the 2025-26 school year. Of that amount, $1,582,690.00 is tied to actions/services in the LCAP and $3,662,704.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for administration, teachers and school support staff as well as facilities, curriculum purchases and other general educational items.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Mountain Oaks is projecting it will receive $487,638.00 based on the enrollment of foster youth, English learner, and low-income students. Mountain Oaks must describe how it intends to increase or improve services for high needs students in the LCAP. Mountain Oaks plans to spend $556,640.00 towards meeting this requirement, as described in the LCAP.

Action 2.1: CTE Pathways
Low-income students made up the majority (70%) of the students listed as "Not Prepared" on the California School Dashboard. The analysis of contributing factors and discussions with educational partners revealed that the school needs to create more options for low-income students to prepare for college and careers. All educational partners identified access to CTE Pathways and the encouragement of dual enrollment as the top focus areas. The school's main goal is to bridge the readiness gap between all students and low-income students, as these actions are put into place.

Action 2.2: Achievement and College/Career data.
Low-income students made up the majority(70%) of the students listed as "Not Prepared" on the California School Dashboard. The analysis of contributing factors and discussions with educational partners revealed that many low-income students are either first-generation college students or are less aware of the available career options, which proves to be an additional barrier to appropriate career development. These barriers can be addressed by building career development strategies tailored to the strengths, interests, values, and abilities of each student.

Action 2.4: Personalized learning plans

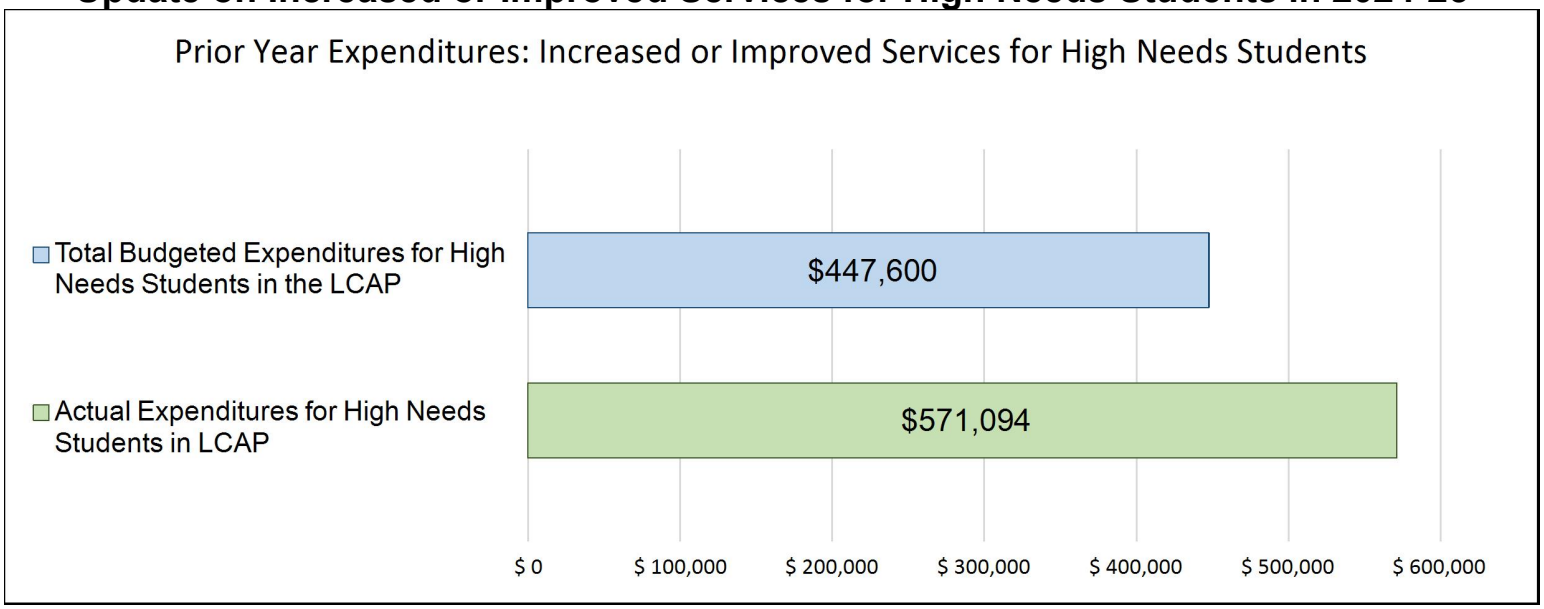
Low-income students made up the majority(70%) of the students listed as "Not Prepared" on the California School Dashboard College and Career indicator. After analyzing contributing factors and discussing with educational partners, it was identified that the school needs to assist parents and teachers in aligning personalized learning plans with expected learner outcomes, as well as with college and career readiness.

Action 3.2: Social and emotional based curriculum
Low-income students are more likely to experience more adverse childhood events. The school reviewed student data and feedback from stakeholders to identify any additional barriers to learning that low-income students may be experiencing. It has been identified that there is a need to prioritize expanding social-emotional support. If left unaddressed, these needs would impact the student achievement priorities for low-income students.

Mountain Oaks has a consistently high low-income-pupil ratio, with over 50% of the total student population being from low-income backgrounds. Any support provided to low-income students is automatically extended to the majority of students. The primary goals of the school are to narrow the readiness gap between all students and low-income students as these support measures are implemented.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Mountain Oaks budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Mountain Oaks 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 2024-25, Mountain Oaks's LCAP budgeted $447,600 for planned actions to increase or improve services for high needs students. Mountain Oaks actually spent $571,093.93 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $123,493.93 had the following impact on Mountain Oaks's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures had no impact on Mountain Oaks's ability to increase or improve services for high needs students. All actions with the primary goal of narrowing the readiness gap between all students and low-income students were implemented as planned. The difference between the budgeted and actual expenditures of $123,493.93 was mostly due an increase in salary costs.

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
Mountain Oaks	Kathleen Lewis Administrator	klewis@ccoe.k12.ca.us 209-754-0532 ext 2262

Plan Summary [2025-26]

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.

Mountain Oaks Vision Statement; Inspirational Education through Community, Collaboration, and Care.

Mountain Oaks Mission Statement; Mountain Oaks' mission is to support homeschooling families so that students develop the academic, personal, and social skills; and qualities of lifelong learners.

Mountain Oaks Philosophy; Mountain Oaks provides the opportunity for each student to be treated as a unique person with individual needs, goals, and interests. The Mountain Oaks philosophy is based on the belief that children grow and learn in different ways. The program is designed to meet the unique personal and educational needs of students in grades TK-12. This program is specially designed by, and for, homeschool families working closely with qualified educational consultants who are knowledgeable and supportive of the homeschool model.

Mountain Oaks is a Dependent, Independent Study charter school authorized through the Calaveras County Board of Education through June 2028. The school is designed to serve students in grades TK through 12th. Our philosophy, as stated in our Mission and Vision, is to support each student to develop the academic, personal skills, social skills, and qualities of a lifelong learner. The school offers a wide range of 21st-century online and text resources that are aligned with California State Standards. There is also a wide variety of workshops on each of the two campuses, including, but not limited to, grade-level math, lab science, drama, pottery, CTE, and art. Mountain Oaks is fully accredited by the Western Association of Schools and Colleges (WASC), completed a full self-study in 2021, and has been recognized by the University of California Board of Regents as having a-g compliant courses since 2004. Mountain Oaks’ service area includes Calaveras County and the contiguous counties of Alpine, Amador, San Joaquin, Stanislaus, and Tuolumne. We have two school sites. Our main

campus is in San Andreas (Calaveras County) and serves more than 51% of the school's student population. We have a resource site in Sutter Creek (Amador County). The Mountain Oaks student population represents the diverse cultural and socioeconomic status of the communities we serve. 53.2% of the student population are Low Income and 24% are Students with Disabilities. Mountain Oaks is a single-school LEA and did not receive Equity Multiplier Funding.

Reflections: Annual Performance

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

Looking at the California School Dashboard data for 2024, the average CAASPP score for all students in ELA was 35.9 points below standard, a decline of 7.3 points from the previous year. This decline was seen in all three significant subgroups (Socioeconomically Disadvantaged, Students with Disabilities, and White). Students with Disabilities had the greatest decline of 10.1 points. Looking at the grade level scores, compared to 2023, the greatest gains were in 7th and 11th grades. Both had increases greater than 10% in the met or exceeded percentage and decreases of more than 14% and 5% respectively in not met. The grades that struggled the most were 3rd, 5th, and 6th. They had the greatest decrease in met or exceeded and the greatest increase in not met, along with the highest percent in not met.

In Math, the average CAASPP score for all students was 82.4 points below standard, maintaining within the margin of error from the previous year. Similar to ELA, compared to 2023, the greatest gains were in 7th and 11th grades. Both had increases near or slightly above 10% in the met or exceeded percentage, and decreases of more than 12% and 14% respectively in not met. The grades that struggled the most were 3rd, 5th, and 6th. They had the greatest decrease in met or exceeded and the greatest increase in not met, along with the highest percent in not met.

College and Career data show that 21.1% of students were considered prepared, and 15.8% were approaching prepared. 37.5% were considered prepared through CAASPP assessment placement, 50% through dual enrollment in community college, and 62.5% through meeting UC/CSU requirements. 83.3% met approaching prepared through CAASPP assessment placement, and 16.7% through dual enrollment in community college. The percent prepared overall and the three significant subgroups (Socioeconomically Disadvantaged, Students with Disabilities, and White) were below the State percentages.

Chronic absenteeism was at 3.3%, a decrease of 2.4%. The percentage for students overall and all four significant subgroups (Socioeconomically Disadvantaged, Students with Disabilities, and Hispanic) all decreased, and are well under the State percentages. The greatest decrease (11.5%) was seen among Hispanic students. The lowest decrease was among Students with Disabilities (2.4%). The Suspension Rate for all students was 0%. The Graduation Rate for all students decreased by 1% to 94.7%. The percentage of students overall and all significant subgroups (Socioeconomically Disadvantaged) performed better than the State. Students overall did not receive the lowest performance level on any of the state indicators, however, Students with Disabilities did fall into the lowest performance category in both ELA and Math. The standards for all Local indicators were met.

Looking at local assessment data, 2nd-8th grade had an almost even distribution between on-grade level and below-grade level placement in ELA for grades 2nd-4th and 8th at the start of the school year. Grades 5th -7th showed an increase in students placing below grade level, which grew proportionally as the grade increased. The percentage distribution of students who were placed below grade level, broken out by

subdomain and grade, showed a distinct pattern of vocabulary and comprehension support needed across all grades. High School (grades 9th,10th, and 11th) placed above the median for national norms overall and broken out by grade. The students in these grades who placed below the median had similar needs as the lower grades, support in vocabulary and comprehension. In Math, 2nd-8th grade had only 31% of students placed on or above grade level. The percentage distribution of students who were placed below grade level, broken out by subdomain and grade, showed a much less distinct pattern than ELA. This indicated that almost all students would benefit from support in any domain, and many had multiple areas that needed support. High school (grades 9th,10th, and 11th) placed in the median compared to national norms overall, and for 10th grade. 9th and 11th grade placed above the median. The areas of need were similar to the lower grades, with a less defined pattern compared to ELA.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Administrators	Each year, achievement data is received, analyzed, and studied. A course of action is recommended to use the information to direct and improve student achievement. The data is reviewed by the Administration team, all of whose input is gathered for presentation to the Board of Directors at the Annual Business Meeting. Study sessions are held during the day-long event and are used to gather additional ideas and input, including the results of the Annual Program Survey. 2024 Annual Business Meeting; January 22, 2024 2024/25 Draft LCAP reviewed by the Program Committee on February 26, 2024, and April 29, 2024 2024/25 Draft Goals and Actions reviewed by the Mountain Oaks Board of Directors, March 13, 2024, Regular Board of Directors Meeting 2024/25 Draft LCAP presented for public comment at the June 11, 2024, Special Board of Directors Meeting 2024/25 LCAP was approved at the June 12, 2024, Special Board of Directors Meeting 2025 Annual Business Meeting; January 27, 2025

Educational Partner(s)	Process for Engagement
	2024/25 LCAP Mid-Year Update Report presented at the February 12, 2025, Regular Board of Directors Meeting 2025/26 Draft LCAP presented for public comment at the June 10, 2025, Regular Board of Directors Meeting 2025/26 LCAP was approved at the June 11, 2025, Regular Board of Directors Meeting
Teachers and Other school personnel	Collection of input from the staff comes through the Annual Program Survey, which is done each year. Also, each year the school has an Annual Business Meeting on the last Friday in January. The meeting is open to all educational partners, including staff. Assessment data is presented, and study sessions are held during the day-long event. The results of the study sessions are used to gather additional ideas and input. The draft LCAP Goals and Actions are reviewed by the staff. In addition, Board and committee meetings are fully open to the public, and all stakeholders are encouraged to attend. The BoardDocs link on the main page of the school website links to the agendas with a web link to join the meeting via Google Meet and a phone number to call in. 2024 Annual Program Survey; 12/1/2024 2024 Annual Business Meeting; January 22, 2024 2024/25 Draft LCAP Goals and Actions reviewed by all Staff at Inservice, April 25, 2024 2024/25 Draft LCAP presented for public comment at the June 11, 2024, Special Board of Directors Meeting 2025 Annual Program Survey; 1/1/5025 2025 Annual Business Meeting; January 27, 2025

Educational Partner(s)	Process for Engagement
	2024/25 LCAP Mid-Year Update Report presented at the February 12, 2025, Regular Board of Directors Meeting 2025/26 Draft LCAP presented for public comment at the June 10, 2025, Regular Board of Directors Meeting 2025/26 LCAP was approved at the June 11, 2025, Regular Board of Directors Meeting
Parents	Collection of input from parents comes through the Annual Program Survey, which is done each year. Also, each year the school has an Annual Business Meeting on the last Friday in January. The meeting is open to all educational partners, including parents. Assessment data is presented, and study sessions are held during the day-long event. The results of the study sessions are used to gather additional ideas and input. The draft LCAP Goals and Actions are reviewed by the PTO. In addition, Board and committee meetings are fully open to the public, and all stakeholders are encouraged to attend. The BoardDocs link on the main page of the school website links to the agendas with a web link to join the meeting via Google Meet and a phone number to call in. 2024 Annual Program Survey; 12/1/2024 2024 Annual Business Meeting; January 22, 2024 2024/25 Draft LCAP Goals and Actions reviewed by the PTO, April 28, 2024 2024/25 Draft LCAP Goals and Actions survey sent out to parents, May 13, 2024 2024/25 Draft LCAP presented for public comment at the June 11, 2024, Special Board of Directors Meeting 2025 Annual Program Survey; 1/1/5025

Educational Partner(s)	Process for Engagement
	2025 Annual Business Meeting; January 27, 2025 2024/25 LCAP Mid-Year Update Report presented at the February 12, 2025, Regular Board of Directors Meeting 2025/26 Draft LACP presented for public comment at the June 10, 2025, Regular Board of Directors Meeting 2025/26 LCAP was approved at the June 11, 2025, Regular Board of Directors Meeting
Students	Collection of input from students comes through the Annual Program Survey, which is done each year. Also, each year the school has an Annual Business Meeting on the last Friday in January. The meeting is open to all stakeholders, including high school students. Assessment data is presented, and study sessions are held during the day-long event. The results of the study sessions are used to gather additional ideas and input. The draft LCAP Goals and Actions are reviewed by the Student Leadership Group. In addition, Board and committee meetings are fully open to the public, and all educational partners are encouraged to attend. The BoardDocs link on the main page of the school website links to the agendas with a web link to join the meeting via Google Meet and a phone number to call in. 2024 Annual Program Survey; 12/1/2024 2024 Annual Business Meeting; January 22, 2024 2024/25 Draft LCAP Goals and Actions reviewed by the Student Leadership Group, February 28, 2024 2024/25 Draft LCAP presented for public comment at the June 11, 2024, Special Board of Directors Meeting 2025 Annual Program Survey; 1/1/5025

Educational Partner(s)	Process for Engagement
	2025 Annual Business Meeting; January 27, 2025 2024/25 LCAP Mid-Year Update Report presented at the February 12, 2025, Regular Board of Directors Meeting 2025/26 Draft LACP presented for public comment at the June 10, 2025, Regular Board of Directors Meeting 2025/26 LCAP was approved at the June 11, 2025, Regular Board of Directors Meeting

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

After reviewing feedback from all educational partners through the school's annual surveys and committee structure, as well as assessment scores and Dashboard Indicators, the following major student learner needs were identified:

High school: Continued improvement in Math and ELA, College and Career preparedness.
Grades 4-8: Continued improvement in Math and ELA.

These needs are addressed in Goal One and Goal Two along with their supporting actions. Supporting action number one for Goal One was included based on feedback from parents, teachers, and students regarding the individualized assessment needs for K-8th and high school students. Based on the feedback from the Student Leadership group, the metric for data on student performance; high school grade distribution was added to Goal Two.

Goal Three and its supporting actions address the comments from all educational partners that indicated the need to improve understanding of the Mountain Oaks program by all educational partners to support students in developing the academic, personal, social skills, and qualities of lifelong learners in alignment with the school's vision and mission.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improving the percentage of 2nd through 11th grade students scoring on or above grade level in schoolwide standards-based benchmark and/or summative assessments.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school has consistently met its participation goals for CAASPP and other school-wide assessments. However, based on assessment scores and educational partner feedback, there is a need to improve understanding, engagement, and acceptance of standards-based benchmark and/or summative assessments among all educational partners to support student achievement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The School meets state standards for safety, cleanliness, and adequacy. Facilities are in good repair.	2023 CA School Dashboard Local Indicator: Mountain Oaks' San Andreas facility is maintained in good repair.	2024 CA School Dashboard Local Indicator: Mountain Oaks' San Andreas facility is maintained in good repair.		Mountain Oaks' San Andreas facility is maintained in good repair.	None
1.2	All students have access to and use appropriate grade-level, standards-aligned instructional materials for all content areas. English learners,	2023 CA School Dashboard Local Indicator: 100% of students have access to standards-aligned instructional materials.	2024 CA School Dashboard Local Indicator: 100% of students have access to standards-aligned		100% of students have access to standards-aligned instructional materials.	None

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students with disabilities, and students receiving intervention services have appropriate and accessible materials to support their learning.		instructional materials.			
1.3	All students have equitable access to appropriately assigned, experienced, and effective teachers.	2023 CA School Dashboard Local Indicator: 100% of teachers are appropriately assigned and fully credentialed.	2024 CA School Dashboard Local Indicator: 100% of teachers are appropriately assigned and 78.6% are fully credentialed.		100% of teachers are appropriately assigned and fully credentialed.	Appropriately assigned: none Fully credentialed: 28.4% below baseline.
1.4	Implementation of academic content and performance standards for all students.	2023 CA School Dashboard Local Indicator: 100% of the teachers have implemented the CSS-aligned academic content.	2024 CA School Dashboard Local Indicator: 100% of the teachers have implemented the CSS-aligned academic content.		100% of the teachers have implemented the CSS-aligned academic content.	None
1.5	CA School Dashboard ELA and Math Indicators.	2023 CA School Dashboard English Language Arts: 96% participation rate. 28.6 points below standard Declined 13.7 points. Mathematics: 97%participation rate. 80 points below standard. Increased 4.4 points.	2024 CA School Dashboard English Language Arts: 96% participation rate. 35.9 points below standard Declined 7.3 points. Mathematics: 97%participation rate.		CA School Dashboard English Language Arts: 95% participation rate. 11 points below standard Mathematics: 95%participation rate. 65 points below standard.	English Language Arts: Participation rate: none Points below standard: increased by 7.3 points from baseline Mathematics: Participation rate: none Points below standard:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			82 points below standard. Maintained -2.4 points.			increased by 2 points from baseline
1.6	Data on student performance.	2023 MTSS Tier Placement ELA; 98.3% participation rate. Tier 1: 58% Tier 2: 21% Tier 3: 21% Math; 97% participation rate. Tier 1: 40% Tier 2: 33% Tier 3: 26%	2024 MTSS Tier Placement ELA; 90% participation rate. Tier 1: 54% Tier 2: 25% Tier 3: 20% Math; 92.6% participation rate. Tier 1: 39% Tier 2: 36% Tier 3: 25%		MTSS Tier Placement ELA; 95% participation rate. Tier 1: 53% Tier 2: 25% Tier 3: 25% Math; 95% participation rate. Tier 1: 37% Tier 2: 37% Tier 3: 31%	ELA; Participation rate: 8.3% below baseline Tier 1: 3% below baseline Tier 2: 4% above baseline Tier 3: 11% below baseline Math; Participation rate: 4.4% below baseline Tier 1: 1% below baseline Tier 2: 3% above baseline Tier 3: 1% below baseline

Goal Analysis [2024-25]

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.

Actions 1.1 and 1.2: 2024/25 Fall Testing Window One: Aug 19, 2024, through Sept 20, 2024. 2nd-8th grades tested in iReady. 9th-11th grades tested in NWEA/MAP. Kindergarten, 1st, and 12th grades were optional.

Winter Testing Window Two: Jan 20, 2025, through Feb 21, 2025. Any 2nd-8th grade student who did not test at grade level overall or 9th-12th-grade student who did not score at least in the median percentile was required to test in the second testing window.

Spring Testing Window Three: April 10, 2025, through May 13, 2025. All 2nd, 9th, and 10th-grade students not participating in CAASPP testing were required to test.

ELA: The participation rates were below the desired outcomes. 2nd-8th grade had an almost even distribution between on-grade level and below-grade level placement in ELA for grades 2nd-4th and 8th at the start of the school year. Grades 5th -7th showed an increase in students placing below grade level, which grew proportionally as the grade increased. High School (grades 9th,10th, and 11th) placed above the median for national norms overall and broken out by grade. Math: The participation rate was below the desired outcome. In 2nd-8th grade, only 31% of students placed on or above grade level. High school (grades 9th,10th, and 11th) placed in the median compared to national norms overall, and for 10th grade. 9th and 11th grades placed above the median.

iReady, Edmentum Exact Path, and multiple paper options were provided for individualized remediation. Any 11th-grade student who did not test into at least the median percentile in math in the fall was required to take an elective Math course. Resource Specialists provided push-in support in multiple classes.

Action 1.3: Fall 2024/25: A curriculum advisory group was established. Recommendations from the group will be presented to the Program Committee and used to inform the curriculum orders for the 205/26 school year. Staff conducted a self and peer audit of student curriculum assignments, and the results were shared to help identify areas of focus. The guidelines for the newly required Ethnic Studies curriculum were reviewed, and two were approved for adoption and use starting in the 2025/26 school year.

Action 1.4: Professional development provided included the 2024 CSDC Charter School Development Conference, F3 SPED Law, i-Ready, MTSS 2024, AALRR 2024 Education Law Conference, CMC North 67th Annual Math Conference, SJCOE Fostering Number Fluency, 2024 ACSA Every Child Counts, SJCOE Math Fractions, SJCOE Equitable Math, Supporting students with diabetes, and NARCAN training.

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.

The only material difference between Budgeted Expenditures and Estimated Actual Expenditures was for Action 1.1. After calculating the total hours dedicated to assessing students during all three testing windows, reviewing data to identify students who need additional support, and providing that support, the estimated actual personnel expenses were significantly higher than initially planned. However, this discrepancy did not impact the implementation or effectiveness of the action taken. Consequently, the planned expenditures for the 2025/26 Local Control and Accountability Plan (LCAP) have been revised to better align with the estimated actual expenses from 2024/25.

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

Local assessment data shows that students in grades 2-4 and 8 were almost evenly split between being on grade level and below grade level in English Language Arts (ELA). However, grades 5-7 had more students who were below grade level, and this number increased with each higher grade.

In high school (grades 9-11), students scored above the national median overall, and each grade performed well individually.

In Math, only 31% of students in grades 2-8 were at or above grade level. For high school, grades 9 and 11 were above the median, while grade 10 was at the median compared to national norms.

Actions 1.1 and 1.2: Multi-Tier System of Support and K-8th and high school grade level assessments, were highly effective in providing the necessary data to identify remediation needs both at the school-wide level and for individual students. Actions 1.3 and 1.4, focusing on curriculum development and school-wide professional development, were also effective in facilitating programmatic revisions aimed at enhancing student achievement. This support included curriculum updates, teacher-led workshops, goal-setting sessions led by teachers and resource specialists, as well as small-group and one-on-one instruction.

Although these combined actions led to mixed results for the lower grades in ELA and Math, the data combined with the results of the self and peer audit of student curriculum assignments helped narrow areas of focus and inform best practices and programmatic planning for the 2025/26 school year.

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

There were no changes made to the planned goal, metrics, target outcomes, or actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Multi-Tier System of Support	The school will use student data from local assessments to identify students in need of additional support and facilitate placement into the Multi-Tier System of Support and track progress through the tiers. Support will be provided through direct instruction (virtual and in-person), teacher-led workshops, goal setting as provided by teachers/resource specialists,small-group instruction, and/or one-on-one instruction.	$700,000.00	No
1.2	K-8th and high school grade level assessments	The school will continue to implement targeted grade-level testing platforms as an effective strategy to assess student progress.	$27,700.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Curriculum	The school will continue to support a curriculum committee whose purpose is to provide recommendations to administration for acquiring new instructional materials or resources that are standards-aligned, culturally responsive, and meet the diverse needs of our students.	$46,850.00	No
1.4	School-wide professional development	School-wide professional development will be supported for all staff to build staff capacity to improve academic instruction for all students.	$30,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Analysis of the data has revealed a need for the development of a program that focuses on interpreting and applying student data to support student growth and academic rigor. There is also an ongoing need to provide more information about Best Practices for parents and teachers to align personalized learning plans with expected learner outcomes and college and career readiness.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students who complete CP courses	2023; 32.6% of students participated in CP courses.	2025; 49.7% of students participated in CP courses.		60% of students participated in CP courses.	Students who participated in CP courses increased 17.1% above baseline.
2.2	Percentage of students who complete at least one semester of dual enrollment.	2023: 6.2% of students completed at least one semester of dual enrollment.	2024: 12.4% of students completed at least one semester of dual enrollment.		20% of students completed at least one semester of dual enrollment.	Students who completed at least one semester of dual enrollment increased 6.2% above baseline.
2.3	Percentage of students who complete CTE courses	23/24: 6% of students completed courses that	24/25: 5% of students completed courses		10% of students completed courses that are in line with	Students completed courses that are in line with

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		are in line with CTE instruction.	that are in line with CTE instruction.		CTE instruction.	CTE instruction 1% below baseline.
2.4	Data on student performance	2023 High school grade distribution A: 40.5% A-: 4.1% A+: 5.7% B: 20.4% B-: 4.1% B+: 4.4% C: 11% C-: 1.7% C+:1.6% D: 3.6% D-: 2.7% D+: 0.9%	2025 High school grade distribution A: 37.1% A-: 8% A+: 10.4% B: 16.4% B-: 4.8% B+: 4.2% C: 8% C-: 3% C+:1% D: 4.1% D-: 3% D+: 0.9%		High school grade distribution A: 40.5% A-: 4.1% A+: 5.7$ B: 20.4% B-: 4.1% B+: 4.4% C: 11% C-: 1.7% C+:1.6% D: 3.6% D-: 2.7% D+: 0.9%	High school grade distribution difference from baseline: A: 3.4% decrease A-: 3.9% increase A+: 4.7% increase B: 4% decrease B-: 0.7% increase B+: 0.2% decrease C: 3% decrease C-: 1.3% increase C+:0.6% decrease D:0.5% increase D-: 0.3% increase D+: None
2.5	Attendance Rate	2023 CA School Dashboard: Chronic Absenteeism 5.7% chronically absent, Increased 2.7%	2024 CA School Dashboard: Chronic Absenteeism 3.3% chronically absent, decreased 2.4%		CA School Dashboard: 4% chronically absent.	Chronic Absenteeism: Decreased 3.3% from baseline
2.6	Middle school dropout rates	23/24: 0% of Middle school students dropped out.	24/25: 1% of Middle school students dropped out.		0% Middle school students dropped out.	The percentage of middle school students who dropped out increased 1% over baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	High school dropout rates	23/24: 0% of High school students dropped out.	24/25: 0% of High school students dropped out.		0% of High school students dropped out.	None
2.8	High school graduation rates	2023 CA School Dashboard: Graduation Rate 95.7% graduated, Increased 1.4%	2024 CA School Dashboard: Graduation Rate 94.7% graduated, decreased 1%		CA School Dashboard: 97% Graduation Rate.	Graduation Rate: Decreased 1% from baseline
2.9	Pupil suspension rates	2023 CA School Dashboard: Suspension Rate 0% suspended at least one day, Maintained -0.2%	2024 CA School Dashboard: Suspension Rate 0% suspended at least one day, Maintained 0%		0% of students were suspended	None
2.10	CA School Dashboard College/Career Indicator	2023 CA School Dashboard: College/Career Indicator 19.1% prepared	2024 CA School Dashboard: College/Career Indicator 21.1% prepared Maintained 1.9%		CA School Dashboard: College/Career Indicator 30% prepared.	College/Career Indicator: Increased 1.9% above baseline

Goal Analysis [2024-25]

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

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

Action 2.1: The school established CTE courses supported through dual-enrollment partnerships with local community colleges.

Action 2.2: The school encouraged dual enrollment at local community colleges and provided ongoing support to students who were dual enrolled. The school Counselor administered interest surveys and created post-secondary college individualized plans. Data was tracked through Infinite Campus.

Action 2.3: The school implemented the completion of the Senior Portfolio by all 12th-grade graduates, starting with all 9th-grade students in the 2025/26 school year.

Action 2.4: Personalized Learning Plan filled out at the beginning of the year, reviewed at the mid-year, and completed and submitted at the end of the year.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were seen for Actions 2.1, 2.3, and 2.4. After calculating the total hours dedicated to establishing CTE pathways, supporting completion of the Senior Portfolio by all 12th-grade graduates, and tracking the annual completion of personalized learning plans, the estimated actual personnel expenses were significantly lower for Action 2.1 and significantly higher for Actions 2.3 and 2.4 than initially planned. However, this discrepancy did not impact the implementation or effectiveness of the actions taken. Consequently, the planned expenditures for the 2025/26 Local Control and Accountability Plan (LCAP) have been revised to better align with the estimated actual expenses from 2024/25.

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

Personalized learning plans that align with expected learner outcomes and college and career readiness were developed and completed for each student (Action 2.4). The school promoted dual enrollment at local community colleges and provided ongoing support to students participating in the program. The school counselor administered interest surveys and created individualized post-secondary college plans. (Action 2.2).The school implemented the Senior Portfolio requirement for all 12th-grade graduates, starting with the freshmen class of 2025/26. (Action 2.3). The school established CTE courses supported through dual-enrollment partnerships with local community colleges (Action 2.1).

This is the first year that the College/Career Indicator was reported on the CA Dashboard with status and change since 2019. This complicates the ability to monitor progress throughout the three-year cycle.

Positive changes were observed in chronic absenteeism and dual enrollment rates. However, there was a decline in the number of students opting for virtual Career and Technical Education (CTE) instruction classes, as well as an increase in the middle school dropout rate. Overall, absenteeism, dropout rates, and graduation rates were better than the state averages. While not all metrics contribute to the calculations for placement and progress on the College and Career indicator, they do emphasize the ongoing stability of the school program. Collectively, these metrics demonstrate that Actions 21 through 2.4 were effective in making progress toward the goal of increasing the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator. The school has been successful in maintaining a stable environment, even for the most at-risk students. However, there is still work to be done in preparing these students for transitions to college and career.

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.

After analysis of the data as related to performance on all of the available metrics and progress made toward the goal, there were no changes made to the planned goal, metrics, or target outcomes for the coming year. Action 2.1 was updated to shift the focus to supporting student access of CTE pathways now that the pathways are established.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	CTE Pathways	The school will support student access to one or more of the established CTE Pathways supported through dual enrollment partnerships with local community colleges.	$6,000.00	Yes
2.2	Achievement and College/Career data	Increase the understanding of paths to College and career preparedness and the supports available to all students by all educational partners.	$60,640.00	Yes
2.3	12th grade School-wide Learning Objective measurement	The school will implement and support completion of the Senior Portfolio by all 12th grade graduates to ensure student success upon 12th grade graduation.	$190,000.00	No
2.4	Personalized learning plans	The school will track the annual completion of personalized learning plans that are aligned with expected learner outcomes and college and career readiness.	$390,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve understanding of the Mountain Oaks program by all educational partners to support students developing the academic, personal, social skills and qualities of lifelong learners.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

The school has recognized the need to further enhance the tradition of personalized learning at Mountain Oaks while also meeting the expectations and requirements of State Standards to improve student achievement. Additionally, the independent study model and the rural demographic have historically resulted in low student participation in both curricular and co-curricular activities. Therefore, the school will need to concentrate on increasing student involvement. Finally, there is a need to prioritize expanding social-emotional learning opportunities beyond the counseling services that are already available to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA School Dashboard Local Indicator: Parent and Family Engagement	2023 School Dashboard; Parent and Family Engagement Standard Met	2024 School Dashboard; Parent and Family Engagement Standard Met		CA School Dashboard; Parent and Family Engagement Standard Met	None
3.2	CA School Dashboard Local Indicator: Local Climate Survey	2023 School Dashboard; Local Climate Survey Standard Met	2024 School Dashboard; Local Climate Survey Standard Met		CA School Dashboard; Local Climate Survey Standard Met	None
3.3	Participation by parents in the Annual Program Survey	2023/24: 28% participation by parents in the Annual Program Survey.	2024/25: 12% participation by parents in the		40% participation by parents in the Annual Program Survey.	Participation by parents in the Annual Program

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Annual Program Survey.			Survey 16% below baseline.
3.4	Participation by high school students in the Annual Program Survey	2023/24: 42% participation by high school students in the Annual Program Survey	2024/25: 45.9% participation by high school students in the Annual Program Survey		60% participation by high school students in the Annual Program Survey	Participation by high school students in the Annual Program Survey 3.9% above baseline.
3.5	Participation by staff in the Annual Program Survey	2023/24: 93% participation by staff in the Annual Program Survey.	2024/25: 70% participation by staff in the Annual Program Survey.		96% participation by staff in the Annual Program Survey.	Participation by staff in the Annual Program Survey 23% below baseline.
3.6	Certificated professional goal statement participation	2023/24:100% Certificated professional goal statement participation.	2024/25:100% Certificated professional goal statement participation.		100%Certificated professional goal statement participation	None
3.7	Participation in Workshop Evaluations	2023/24: 0% participation in Workshop Evaluations	2024/25: 0% participation in Workshop Evaluations		60% participation in Workshop Evaluations	None
3.8	California Healthy Kids Survey	2023/24: 0% participation in the California Healthy Kids Survey.	2024/25: 0% participation in the California Healthy Kids Survey.		90% participation in the California Healthy Kids Survey	None

Goal Analysis [2024-25]

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

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

Action 3.1: Extra and co-curricular activities that were held included Spirit Week, CA History Day Field Trip, Girls volleyball team, Point Reyes Science Camp, College Tours, Tea Party Fundraiser, Family Formal, Fall and Spring Book Fairs, Forestry Challenge, Halloween Parade and

Dance, Bug Run, Monterey Bay Aquarium Field Trip, Dinner with a Scientist, Garden Clean Up Day, Mercer Caverns Field trip, LGBTQ+ Day, Winter Craft Day, Battle of the Books, No So Scary Math Night.

Action 3.2: 75 SEL lessons were presented in the online daily engagement classes for TK-8th. In-person workshops focused on SEL skills were conducted three times a week for students in grades 1-4, 5-8, and 9-12.

Action 3.3: Kick-Off Kamp was held on the first day of school. Topics covered included Homeschooling 101 for grades TK-3rd, 4th-8th, and 9th-12th Assessments, Learning Types, SEL, Growth Mindsets, Science Camp, Internet Safety, College and Career, Experiential Learning, and new curriculum. The Annual Program survey was put out to families, and the results were presented at the Annual Retreat.

Acton 3.5: The Vision statement was used to guide the discussions at the Mountain Oaks Annual Retreat. The results of those discussions were presented to the Mountain Oaks Board of Directors. The Board worked with the administration team to respond to concerns and questions brought up during the discussions.

Action 3.4: The Annual Program survey was put out to all high school students. The Student Leadership group attended the Annual Retreat, participated in the focus group discussions, and provided feedback on programmatic goals. They also worked with the PTO to fundraise and hold student-sponsored events.

Action 3.5: The Annual Program survey was put out to families, and the results were presented at the Annual Retreat. Parents and other educational stakeholders led the discussion groups at the Annual Retreat, and the results of those discussions were presented to the Program Committee and the Mountain Oaks Board of Directors. The administration team posted responses to concerns and questions brought during the discussions on the school website. Monthly parent chats with the school Administrator were offered both in person and online.

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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures were seen for Actions 3.2 and 3.4. After calculating the total hours dedicated to providing current and relevant social and emotional based curriculum and increasing student voice in the school's decision-making process, the estimated actual personnel expenses were lower for both actions than initially planned. However, this discrepancy did not impact the implementation or effectiveness of the actions taken. Consequently, the planned expenditures for the 2025/26 Local Control and Accountability Plan (LCAP) have been revised to better align with the estimated actual expenses from 2024/25.

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

Improving substantive student, parent, and community understanding of and engagement with all Mountain Oaks programmatic offerings and community resources was challenging due to the independent study model. While parent participation in the Annual Survey did not increase, the feedback received was overwhelmingly positive. There was a slight increase in student participation, and their responses were similarly favorable.

The school increased and expanded communication with all educational partners, updating platforms based on feedback. (Action 3.5). Opportunities were provided for parents and students to have a voice in the school's decision-making processes (Actions 3.5 and 3.4). Staff continued to have 100% professional Goals participation. The school utilized Student Leadership to provide feedback on programmatic goals and organized multiple student events in partnership with the Mountain Oaks PTO (Action 3.1). A parent support program, social and emotional-based curriculum offerings, and extra and co-curricular activities were used to strengthen the school community (Actions 3.3, 3.2, and 3.1). The school vision statement was used in conjunction with educational partner feedback to inform long-term planning. (Action 3.3).

All five actions were effective in addressing goal #3.

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.

After analysis of the data as related to performance on all of the available metrics and progress made toward the goal, the descriptions of Action 3.3 and Action 3.5 were updated to more clearly communicate the intended actions. However, there were no changes made to the metrics used to measure progress, the planned goal, or the target outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Extra and co-curricular activities	The school will continue to partner with the PTO to provide extra and co-curricular activities in order to expand students' view of the world with an emphasis on multicultural activities utilizing project based learning opportunities including special events, workshops, field trips, student clubs, and special projects.	$13,000.00	No
3.2	Social and emotional based curriculum	The school will provide current and relevant social and emotional based curriculum offerings through both in-person and online offerings.	$100,000.00	Yes
3.3	Parent support program	The school will continue to develop and refine a program to support the parent as the primary educator.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.4	Increase student voice	The school will increase student voice in the school's decision-making processes.	$2,000.00	No
3.5	Stakeholder communication	The school will support and expand pathways for educational partners to strengthen communication with the goal to improve student success and well being.	$4,000.00	No
3.6	Vision statement	The school will incorporate the vision statement and input from all educational partners to inform long-term planning.	$6,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$487,638	$0.00

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
10.601%	0.000%	$0.00	10.601%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** CTE Pathways **Need:** Low-income students made up the majority (70%) of the students listed as "Not Prepared" on the California School Dashboard. **Scope:**	The analysis of contributing factors and discussions with educational partners revealed that the school needs to create more options for low-income students to prepare for college and careers. All educational partners identified access to CTE Pathways and the encouragement of dual enrollment as the top focus areas. The school's main goal is to bridge the readiness gap between all students and low-income students as these actions are put into place.	CA School Dashboard College/Career Indicator, percentage of students who complete CP courses, and percentage of students who complete at least one semester of dual enrollment.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Achievement and College/Career data **Need:** Low-income students made up the majority(70%) of the students listed as "Not Prepared" on the California School Dashboard. **Scope:** LEA-wide	The analysis of contributing factors and discussions with educational partners revealed that many low-income students are either first-generation college students or are less aware of the available career options, which proves to be an additional barrier to appropriate career development. These barriers can be addressed by building career development strategies tailored to the strengths, interests, values, and abilities of each student. Mountain Oaks has a consistently high low-income-pupil ratio, with over 50% of the total student population being from low-income backgrounds. Any support provided to low-income students is automatically extended to the majority of students. The primary goal of the school is to narrow the readiness gap between all students and low-income students as these support measures are implemented.	CA School Dashboard College/Career Indicator, percentage of students who complete CP courses, and percentage of students who complete at least one semester of dual enrollment.
2.4	**Action:** Personalized learning plans **Need:** Low-income students made up the majority(70%) of the students listed as "Not Prepared" on the California School Dashboard. **Scope:** LEA-wide	After analyzing contributing factors and discussing with educational partners, it was identified that the school needs to assist parents and teachers in aligning personalized learning plans with expected learner outcomes, as well as with college and career readiness. Mountain Oaks has a consistently high low-income-pupil ratio, with over 50% of the total student population being from low-income backgrounds. Any support provided to low-income students is automatically extended to the majority of students. The primary goal of the school is to narrow the readiness gap between all students and low-income students as these support measures are implemented.	CA School Dashboard College/Career Indicator

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Social and emotional based curriculum **Need:** Feedback from stakeholder identified low-income students are more likely to experience more adverse childhood events. **Scope:** LEA-wide	The school reviewed student data and feedback from stakeholders to identify any additional barriers to learning that low-income students may be experiencing. It has been identified that there is a need to prioritize expanding social-emotional support. If left unaddressed, these needs would impact the student achievement priorities for low-income students. With a low-income student ratio consistently above 50% of the total student population, any action provided to low-income students also benefits the majority of students by default.	CA School Dashboard Local Indicator: Local Climate Survey and California Healthy Kids Survey

Limited Actions

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

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

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

Not Applicable.

Additional Concentration Grant Funding

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

Mountain Oaks does not receive additional concentration grant add-on funding.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,600,046	$487,638	10.601%	0.000%	10.601%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,557,190.00	$25,500.00	$0.00	$0.00	$1,582,690.00	$1,472,000.00	$110,690.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Multi-Tier System of Support	All	No			All Schools	On going	$700,000.00	$0.00	$700,000.00				$700,000.00	
1	1.2	K-8th and high school grade level assessments	All	No			All Schools	On going	$0.00	$27,700.00	$27,700.00				$27,700.00	
1	1.3	Curriculum	All	No			All Schools	On going	$1,000.00	$45,850.00	$46,850.00				$46,850.00	
1	1.4	School-wide professional development	All	No			All Schools	Ongoing	$5,000.00	$25,500.00	$5,000.00	$25,500.00			$30,500.00	
2	2.1	CTE Pathways	Low Income	Yes	LEA-wide	Low Income	All Schools 9th-12th	Ongoing	$6,000.00	$0.00	$6,000.00				$6,000.00	
2	2.2	Achievement and College/Career data	Low Income	Yes	LEA-wide	Low Income	All Schools 9th-12th	Ongoing	$49,000.00	$11,640.00	$60,640.00				$60,640.00	
2	2.3	12th grade School-wide Learning Objective measurement	All	No			All Schools	Ongoing	$190,000.00	$0.00	$190,000.00				$190,000.00	
2	2.4	Personalized learning plans	Low Income	Yes	LEA-wide	Low Income	All Schools 9th-12th	Ongoing	$390,000.00	$0.00	$390,000.00				$390,000.00	
3	3.1	Extra and co-curricular activities	All	No			All Schools	Ongoing	$13,000.00	$0.00	$13,000.00				$13,000.00	
3	3.2	Social and emotional based curriculum	Low Income	Yes	LEA-wide	Low Income	All Schools	Ongoing	$100,000.00	$0.00	$100,000.00				$100,000.00	
3	3.3	Parent support program	All	No			All Schools	Ongoing	$6,000.00	$0.00	$6,000.00				$6,000.00	
3	3.4	Increase student voice	All	No			All Schools	Ongoing	$2,000.00	$0.00	$2,000.00				$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	**3.5**	Stakeholder communication	All	No			All Schools	Ongoing	$4,000.00	$0.00	$4,000.00				$4,000.00	
3	**3.6**	Vision statement	All	No			All Schools	Ongoing	$6,000.00	$0.00	$6,000.00				$6,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,600,046	$487,638	10.601%	0.000%	10.601%	$556,640.00	0.000%	12.101 %	**Total:**	$556,640.00
								LEA-wide Total:	$556,640.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	CTE Pathways	Yes	LEA-wide	Low Income	All Schools 9th-12th	$6,000.00	
2	**2.2**	Achievement and College/Career data	Yes	LEA-wide	Low Income	All Schools 9th-12th	$60,640.00	
2	**2.4**	Personalized learning plans	Yes	LEA-wide	Low Income	All Schools 9th-12th	$390,000.00	
3	**3.2**	Social and emotional based curriculum	Yes	LEA-wide	Low Income	All Schools	$100,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$646,800.00	$1,539,041.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Multi-Tier System of Support	No	$50,000.00	$742,368.00
1	**1.2**	K-8th and high school grade level assessments	No	$27,700.00	$21,093.00
1	**1.3**	Curriculum	No	$46,500.00	$46,850.00
1	**1.4**	School-wide professional development	No	$25,000.00	$30,538.17
2	**2.1**	CTE Pathways	Yes	$50,000.00	$8,115.00
2	**2.2**	Achievement and College/Career data	Yes	$79,600.00	$60,759.93
2	**2.3**	12th grade School-wide Learning Objective measurement	No	$10,000.00	$196,066.00
2	**2.4**	Personalized learning plans	Yes	$200,000.00	$398,987.00
3	**3.1**	Extra and co-curricular activities	No	$10,000.00	$13,798.00
3	**3.2**	Social and emotional based curriculum	Yes	$128,000.00	$103, 232.00
3	**3.3**	Parent support program	No	$5,000.00	$6,789.00

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)
3	**3.4**	Increase student voice	No	$5,000.00	$2,263.00
3	**3.5**	Stakeholder communication	No	$5,000.00	$4,522.00
3	**3.6**	Vision statement	No	$5,000.00	$6,789.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$509,989.00	$447,600.00	$571,093.93	($123,493.93)	0.680%	0.680%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	CTE Pathways	Yes	$50,000.00	$8,115.00	0.68	0.68
2	2.2	Achievement and College/Career data	Yes	$79,600.00	$60,759.93		
2	2.4	Personalized learning plans	Yes	$200,000.00	$398,987.00		
3	3.2	Social and emotional based curriculum	Yes	$118,000.00	$103,232.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,785,795.00	$509,989.00	0.00%	10.656%	$571,093.93	0.680%	12.613%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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