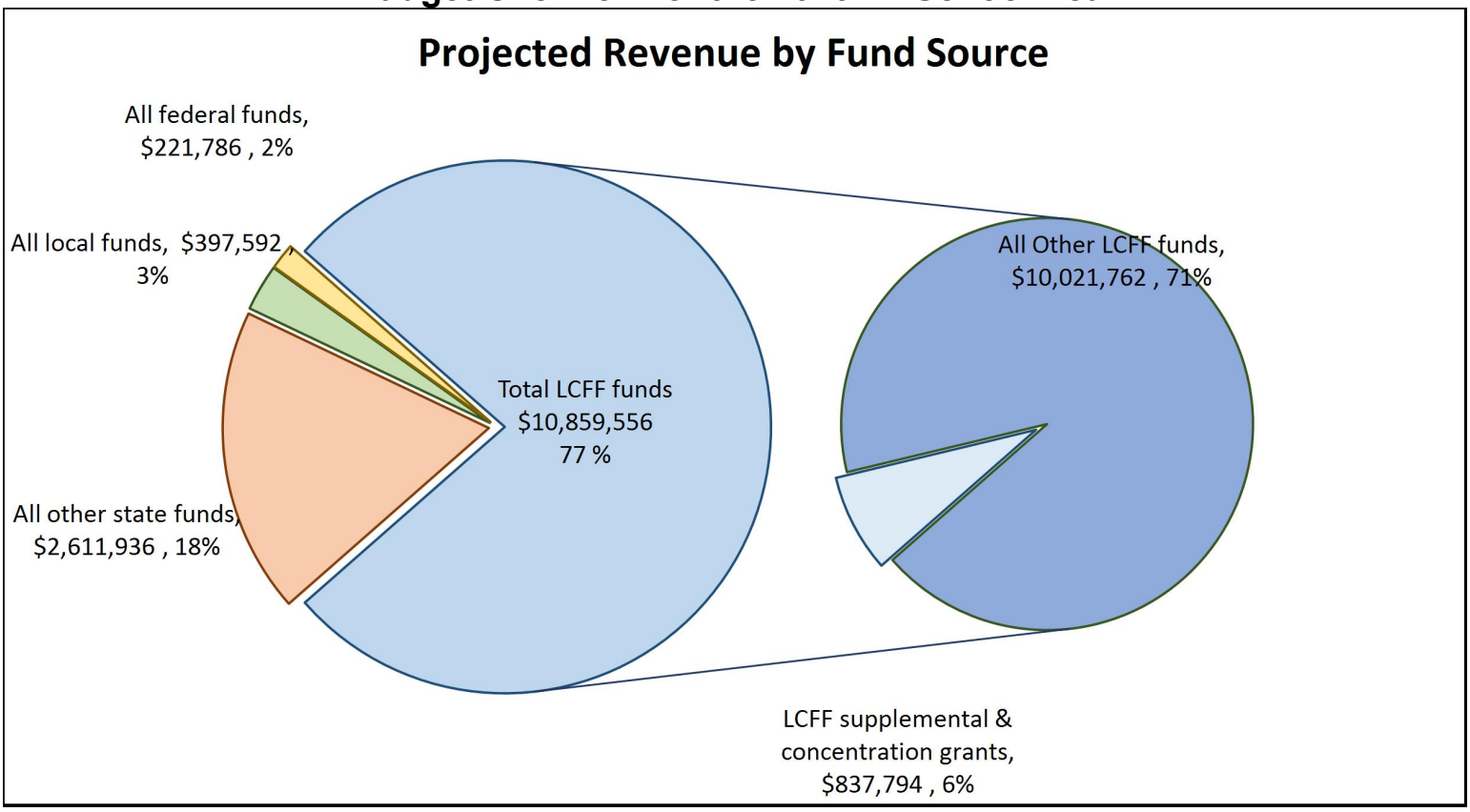
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Forest Charter School
CDS Code: 29 10298 0126219
School Year: 2026-27
LEA contact information:
Peter Sagebiel
Executive Director
psagebiel@forestcharter.com
(530) 265-4823

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

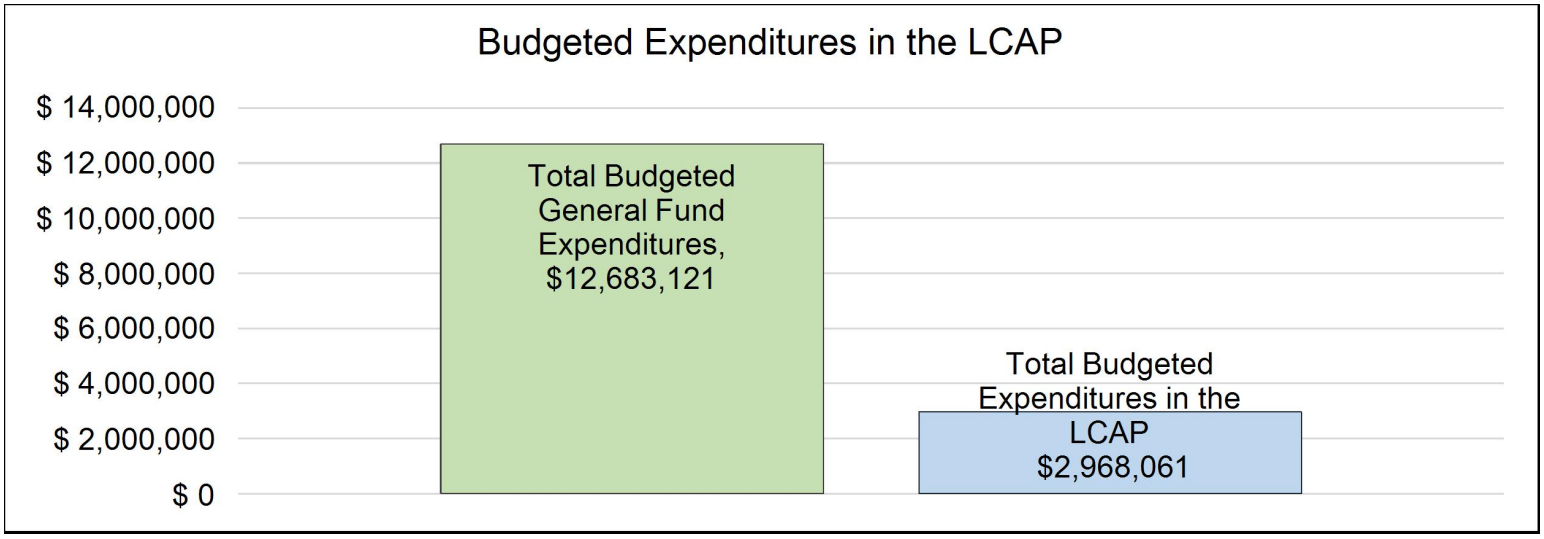


This chart shows the total general purpose revenue Forest Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Forest Charter School is $14,090,870, of which $10,859,556 is Local Control Funding Formula (LCFF), $2611936 is other state funds, $397592 is local funds, and $221786 is federal funds. Of the $10,859,556 in LCFF Funds, $837,794 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 Forest Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Forest Charter School plans to spend $12,683,121 for the 2026-27 school year. Of that amount, $$2,968,061 is tied to actions/services in the LCAP and $9,715,060 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

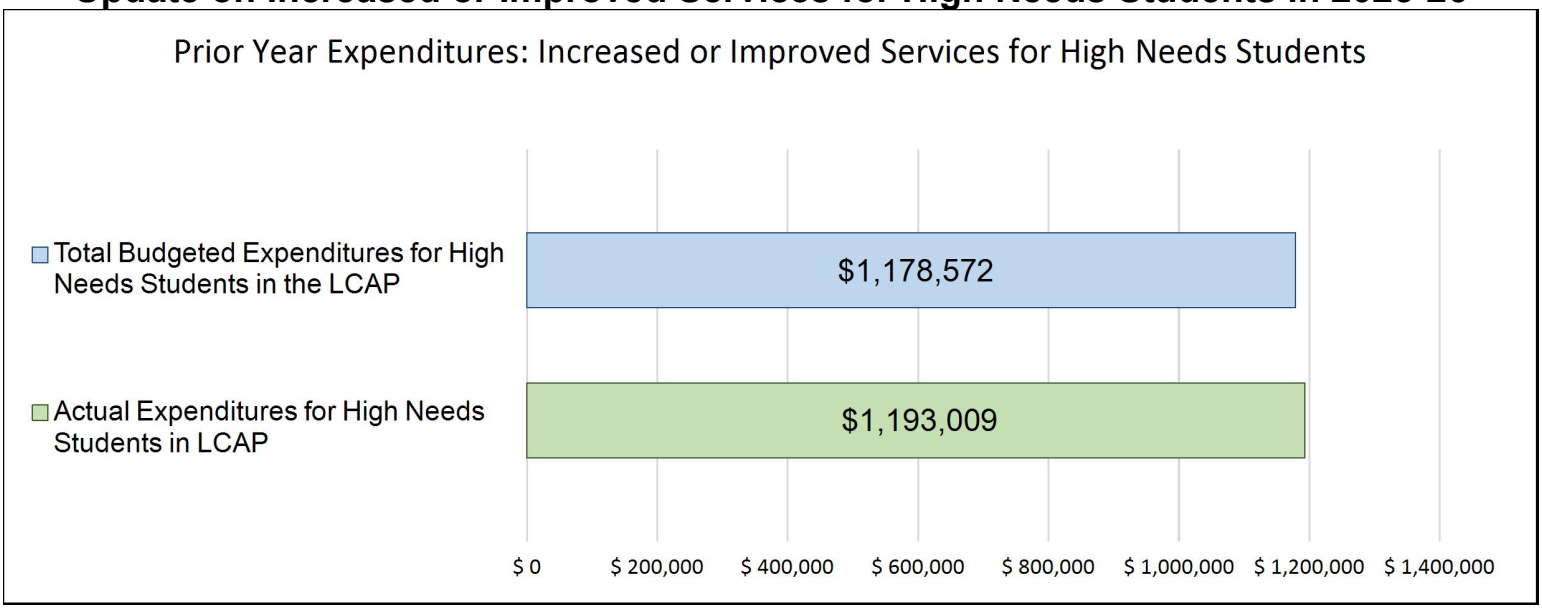
In addition to the actions and services included in the LCAP, the school's General Fund supports a variety of operational expenditures necessary for the ongoing operation of the school. These expenditures include facilities costs, utilities, insurance, technology, business and administrative services, and additional special education services.

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

In 2026-27, Forest Charter School is projecting it will receive $837,794 based on the enrollment of Foster Youth, English learner, and low-income students. Forest Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Forest Charter School plans to spend $$1,096,485 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Forest Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Forest Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Forest Charter School's LCAP budgeted $$1,178,572 for planned actions to increase or improve services for high needs students. Forest Charter School actually spent $1,193,009 for actions to increase or improve services for high needs students in 2025-26.

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
Forest Charter School	Peter Sagebiel Executive Director	psagebiel@forestcharter.com (530) 265-4823

Plan Summary [2026-27]

General Information

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

Forest Charter School (FCS) is a TK-12 personalized learning program centered in the foothills of the Sierra Nevada Mountains, an area with a rich history and an active tourist industry. The community hosts a variety of artists and related activities, including music festivals, poetry, writers, painters, and more. The mining industry's history in this region is also a major draw, as are the winter sports in the Truckee/Tahoe area of our community.

Forest Charter School serves all students of legal TK-12th grade age in Nevada County and its contiguous counties (Placer, Yuba, Sierra). Currently, FCS is staffed to enroll approximately 855 TK-12 students, and its demographics align with other schools in the county. As a public school, FCS does not charge fees or tuition.

Forest Charter School's foundational philosophy is to build an educational program around each student and thus, serves families who desire a standards-based yet flexible and personalized learning approach to education. Each student's personal learning program is developed by their education team, consisting of the student, parents/guardians, and a supervising teacher (ST). This team meets regularly in order to monitor, plan, update, and document the student's progress. This personalized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards.

Forest Charter School does not qualify for Equity Multiplier funding.

Reflections: Annual Performance

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

School Successes

School Climate
There are several aspects of Forest Charter School's program that we are proud of. Perhaps our strongest aspect is our culture, and this view of our culture is shared by both families and staff. Based on the FCS annual school survey, approximately 90% of the parents and 79% of the students feel that the teachers show respect for the students (approximately 4% of the parents were neutral and 5% were not on campus, 10% of the students were neutral, and 10% are not on campus). 96% of the staff feel that FCS promotes trust and collegiality (2% were neutral). This feedback, as well as our low overall suspension/expulsion rate (0.7%), help quantify the strong school climate that is present at Forest Charter School.

Suspension Rate 0.7% 2023 Dashboard
As mentioned above, our suspension rate is very low. We believe this supports our contention that we have a very strong school culture that supports students and makes them feel safe.

Chronic Absenteeism 4.1% 2023 Dashboard
The dashboard indicates that our chronic absenteeism status is in the yellow category (4.1%). We believe our color is lower, because this is an increase of 1.2% from last year. However, our overall chronic absenteeism is still low. Forest Charter School has historically done well in this category. We have implemented a process to identify students earlier who are not doing their work (i.e. being absent in a non-classroom based school) which gives us an opportunity to intervene and support students who might otherwise fail.

Students with Disabilities Improvement in English Language Arts (ELA) score and ELA Distance from Standard
Although the metrics from 2022-2023 are different, we can still see strong growth in our students with disabilities ELA scores on CAASPP. In 2022, this group scored "very low" on the CAASPP and in 2023, they grew to a yellow score which matches the highest score any of our sub groups achieved. Partly due to this achievement, our overall distance from standard in math reduced from 14.5 points in 2022 to 10.8 points in 2023 again demonstrating strong gains in this assessment.

English Language Arts & Math Improvement Based on Local Benchmark (iReady)
Although our 2023 status scores for math and ELA on the dashboard are lower than we would have liked, we still feel that our benchmark scores indicate that students are showing strong growth in these areas. In assessing the effectiveness of our program, we looked at studentsworking at or above grade level as well as students who began the year two or more grade levels below their assigned grade level. In bothcases, we demonstrated strong improvement. In addition, we broke down the benchmark scores with our sub groups, and in all cases, we made strong gains.

Benchmark score breakdowns are below
iReady Scores 2023-24

Percent of students in grades 3-8 on or above grade level

Reading - Fall 53% Winter 58.8%
Math - Fall 34.9%% Winter 42.1%

Percent of students in grades 3-8 and 11 on or above grade level
Reading - Fall 49.6% - Winter 56.1%
Math - Fall 31.8% - Winter 38.9%

Percent of students in grades 3-8 who tested 2 grades levels or more below their assigned grade level in iReady
(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 24.3% - Winter 19.9%
Math - Fall 30.5% - Winter 21.5%

Percent of students in grades 3- 8 and 11 who tested 2 grades levels or more below their assigned grade level in iReady(Note: the decreased percentage from fall to winter shows improvement in this area.)
Reading - Fall 27.5% - Winter - 22.2%
Math - Fall - 37.1% - Winter - 28.6%

Percent of students making typical progress
3-8
Reading - 71.43%
Math - 44.44%

White Sub Group
3-8
Reading - 60%
Math - 44.44%

Students with Disabilities Sub Group
3-8
Reading - 33.33%
Math - 29.63%

Socio-Economically Disadvantaged Sub Group3-8
Reading - 80%
Math - 29.63%

Percent of students working at or above grade level (change from fall assessment to winter assessment) 3-8 and 11
Reading - Fall 49.6% - Winter 56.1%
Math - Fall 31.8% - Winter 38.9%

White Sub Group 3-8 and 11
Reading - Fall 51% - Winter 57.9%
Math - Fall 32.7% - Winter 42%

Students with Disabilities Sub Group 3-8 and 11
Reading - Fall 24.25% - Winter 31%
Math - Fall 16.7% - Winter 20.3%

Socio-Economically Disadvantaged Sub Group 3-8 and 11
Reading - Fall 37.8% - 45.9%
Math - Fall 23.6% - 26.8%

CHALLENGES (AREAS FOR GROWTH)

Suspension Rate for Students with Disabilities (SWD)
This year, suspensions for students with disabilities was two tiers below our overall score (SWD scored in the orange and our overall score was green). However, we only had a total of 6 suspensions for our students with disabilities in 2022-23. While our raw number of suspensions is still low there was an increase in the number of suspensions for our students with disabilities from one suspension in 2021-22, to six suspensions in 2022-23. Currently, we only have three suspensions for our students with disabilities in the 2023-24 school year. Still, we want to ensure that this increase in suspensions for students with disabilities does not become a trend, so we will work to support this group with their behaviors.

To support improving our suspension rate for students with disabilities, we are planning to increase our mental health services and continue with our behavior specialist. We will also provide staff trainings to handle behaviors proactively so we can avoid suspensions.

Graduation Rate and Graduation Rate for Socio-Economically Disadvantaged Students
Overall, our graduation rate declined by 14.1 points and our socio-economically disadvantaged group was in the "red" category. Although we are disappointed by this result, we believe this is partly an impact of Covid. We had 15 students who needed an extra semester to complete their path to graduation (graduating in December of 2023) and we hope when these students graduate that it will have a positive impact on this number, especially considering our 2023 graduating class was smaller than normal with only 60 graduates including those students who graduated in December 2023. Further, 5 students are on track to graduate in June of 2024 who were part of the original 2023 graduation cohort.

To support improving our graduation rate, we will focus on academic intervention (action 1.2) and improving our ability to support student mental health.

College and Career Indicator
Our College and Career Indicator score in 2023 was "Low." This score is our first score first year since Covid so it will act as our baseline moving forward. We feel that this score was impacted by Covid, and we think it will increase next year.

To support improving our College and Career Indicator score, we will focus on academic intervention and improving our ability to support student mental health.

Math
Our overall score is in the orange category and we are 67.1 points below standard. Further, our socio economically disadvantaged (SED) students are in the red category. Our SED group declined by 4.9 points from 2022. Although this is not a large decline, it is enough to drop this group into a lower color (i.e. red).
To support improving our math score, we will focus on academic intervention (action 1.2) and improving our ability to support student mental health.

Additional Information:

Forest Charter School has not received the lowest performance level on any of the state indicators

Student group within the LEA that received the lowest performance level on one or more of the state indicators on the 2023 Dashboard

- Socio-economically disadvantaged students - Graduation Rate
- Socio-economically disadvantaged students - Math

2024 - We have expended all of our LREBG money.

2025-26 - We have expended all of our additional LREBG money. The $34,504 was spent on tutoring in Goal 1, Action 2.

2026-27 - The remaining LREBG funds of $68,906 are assigned to Goal 1, Action 2: Academic Intervention and Tutoring Services. These funds will be used to provide supplemental tutoring and targeted academic support for students who are not meeting grade-level standards in ELA and math. This expenditure aligns with the allowable LREBG use categories by providing evidence-based academic interventions designed to address learning gaps and accelerate student achievement. Tutoring services will offer individualized and small-group instruction focused on improving academic outcomes, increasing student engagement, and supporting students who require additional assistance to meet state academic standards.

The decision to allocate LREBG funds to tutoring services was informed by a comprehensive needs assessment that included state and local performance data including CAASPP and i-Ready results.

The effectiveness of this expenditure will be measured using the same metrics that informed the needs assessment. The LEA will monitor student growth through CAASPP performance, local assessment results, course grades, and progress-monitoring data. These measures will be reviewed throughout the year to determine the impact of tutoring services on student achievement and to inform future program improvements and resource allocation decisions.

Reflections: Technical Assistance

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

Not applicable - Forest Charter is not in technical assistance.

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 - Forest Charter is not eligible for comprehensive support and improvement.

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 - Forest Charter is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not applicable - Forest Charter is not eligible for comprehensive support and improvement.

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
Teachers	Teachers Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date. Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-

Educational Partner(s)	Process for Engagement
	study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School does not have a bargaining unit for teachers, however, two teachers attend board meetings as staff representatives to provide feedback and a teacher perspective for the board on any agenda items or topics that come up, including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Two staff representatives attend this meeting and all teachers are welcome to attend the meeting and provide input and feedback.
Principals/Administrators	Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date.

Educational Partner(s)	Process for Engagement
	Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School does not have a bargaining unit for administrators, however, the administrators attend board meetings to provide feedback for the board on any agenda items or topics that come up including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Administrators are present at this meeting.

Educational Partner(s)	Process for Engagement
Other School Personnel	Forest Charter School conducts an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 81.8% of the staff participated in the survey. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School staff and reminder emails were sent by a specific date. Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse group is selected for this committee and they are asked to bring in parent perspectives gained from learning record meetings as well as discussions with other teachers to ensure a strong foundation for decisions. This group also discusses topics/issues directly related to the LCAP, and the LCAP is a standing agenda item for these meetings. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan.

Educational Partner(s)	Process for Engagement
	The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School does not have a bargaining unit for other school personnel, however, other school personnel can attend board meetings to provide feedback for the board on any agenda items or topics that come up, including the LCAP. Forest Charter School presented the draft LCAP to the board for input and feedback. Other school personnel staff are welcome to attend this meeting and provide input.
Parents	Parents/guardians are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School. Another avenue for involvement is through the Charter Council which acts as the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents and, when one is available, a community member. Every attempt is made to have this council represent Forest Charter School's demographic make-up. This parent body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process (i.e. school wide action plan). Monthly LCAP reports are made at this meeting and include updates on the school's progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas, to give feedback regarding the plan, and to help make decisions regarding the LCAP. Members of the public who attend are also encouraged to participate in this discussion. The Charter Council meets on a monthly basis.

Educational Partner(s)	Process for Engagement
	Forest Charter School conducts an annual family survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey was conducted in February 2025. Approximately 23.6% of our families, based on 525 households (124 respondents), participated in these surveys. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and reminder emails were sent by a specific date. Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all educational partners and develop an action plan based on input from these groups. During the 2022-23 school year, we began a new self-study process for our upcoming WASC visit in November, 2023. Educational partner input was gathered through teacher meetings with families as well as group meetings at the school that included teachers, administrators and other school personnel. Following the WASC visit in November of 2023, Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. (Some of these action-plan items are also LCAP goals.) Further, this was our fifth six-year accreditation demonstrating that the school consistently follows through with its action plan. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions. Forest Charter School presented the draft LCAP to the parent advisory group in May (again, the Charter Council serves as the Parent Advisory Group for the LCAP) for input and feedback.

Educational Partner(s)	Process for Engagement
Students	Forest Charter School conducts an annual student survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The survey, was conducted in February 2025. Approximately 15.4% of our students in 3-12. To engage our educational partners in the specific aspects of the LCAP, Forest Charter School included questions in the surveys regarding those topics. The survey was emailed to our entire Forest Charter School community and reminder emails were sent by a specific date. In addition to the surveys, students are also annually engaged in a conversation at each learning center. Administrators at each learning center met with various students to discuss the school and to ask their input regarding areas that are working and areas that need improvement. Although we come with some specific questions, this is an organic conversation that the facilitators allow to take a natural course. Efforts are made to bring in independent study students, but we usually have a greater number of students involved in our co-ops and block classes. The LCAP and it's development are also added to the Forest Charter School newsletter and anyone is invited to contact the executive director to as questions and/or make suggestions.

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

Educational partner input led Forest Charter School to add/keep the following actions/services:

- Staff three full-time mental health counselors who can provide support for these students.
- Provide professional development and tools to support students with disabilities and emotional needs
- Provide parent training to improve at-home instruction
- Maintain our academic intervention program and the other academic services/supports
- Provide aides in co-op classes
- Provide intervention tutoring/support

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	The Percentage of students who demonstrate grade-level proficiency in ELA and math will increase annually.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

Based on state testing, benchmark assessments, and teacher observations, FCS has identified a need to improve proficiency in language arts and math. The actions below will allow Forest Charter to provide a scaffolded spectrum of options to support students achieving grade level proficiency in ELA and math beginning with a general foundation of services and increasing to targeted individual support based on student need. Further, the metrics will demonstrate the effectiveness of these actions by showing student growth and access to services.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Priority 1: Basic (Conditions of Learning) Local indicator and/or local survey Facility Inspection Tool (FIT)	Credentialing based on TAMO (2022): Total FTE 42.8 Clear 47.3 % Out of field 50.1% Intern 0 Ineffective 2.6% Incomplete 0 Note: Based on EC 448656 all FCS teachers are	Credentialing based on TAMO (2023): Total FTE 43.9% Clear 46.1% Out of field 49.1% Intern 0 Ineffective 4.8% Incomplete 0 Note: Based on EC 448656 all	Credentialing based on TAMO (2024): Total FTE 45.3% Clear 43.3% Out of field 50.4% Intern 1.3 Ineffective 5.9%% Incomplete 0 Note: Based on EC 448656 all	Maintain 100% of teachers appropriately assigned and fully credentialed based on EC448656 Maintain 100% of pupils having access	No difference - 100% of Teachers are based on EC 448656 No difference - 100% of pupils have access to standards aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2024) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2024)	FCS teachers are appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2024) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2025)	FCS teachers are appropriately credentialed. 100% of Pupils have access to standards aligned instructional materials (2025) All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2026)	to standards aligned instructional materials Achieve an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey	instructional materials No difference - All facilities earned an overall rating of "good" based on Facility Inspection Tool (FIT) and/or local survey (2024)
1.2	Priority 2: State Standards (Conditions of Learning)	100% of teachers implement state board adopted academic content and	100% of teachers implement state board adopted academic content	100% of teachers implement state board adopted academic content	100% of teachers will implement state board adopted academic	No difference - 100% of teachers implement state board adopted

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Local Indicator and/or local survey	performance standards for all students (2024) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts. (2024)	and performance standards for all students (2024) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California StateStandards (CSS) in math and English Language Arts. (2024)	and performance standards for all students (2025) 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California StateStandards (CSS) in math and English Language Arts. (2025)	content and performance standards for all students 100% of students (including unduplicated and students with disabilities) will be given access to CCSS curriculum and materials. Teachers will use ELD Standards and California State Standards (CSS) in math and English Language Arts.	academic content and performance standards for all students No difference - 100% of students (including unduplicated and students with disabilities) are given access to CCSS curriculum and materials. Teachers use ELD Standards and California State Standards (CSS) in math and English Language Arts.
1.3	Priority 3: Parental Involvement (Engagement) Local indicator and/or local survey to gain input on decision making	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2024)	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2025)	100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making. (2026)	100% of parents including parents of unduplicated pupils and students with exceptional needs will be contacted to participate in the annual Parent Survey for input in decision making	No difference - 100% of parents including parents of unduplicated pupils and students with exceptional needs were contacted via email to participate in the annual Parent Survey for input in decision making.
1.4	Priority 4: Pupil	Math - 29.06% of students met or	Math - 26.86% of students met or	Math - 26.72% of students met or	The percentage of students Meeting	Percent of students who met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Achievement (Pupil Outcomes) CA School Dashboard DataQuest College Board EAP Results - 3 or higher on CAASPP CTE Completion Results on CALPADS Local Data	exceeded the grade level standard on the CAASPP (2023) Math for socio-economically disadvantaged students (red) - 118.8 points below standard on the CAASPP (2023) ELA - 48.30% of students met or exceeded the grade level standards on the CAASPP (2023) Science - 36.56% of students met or exceeded the grade level standards in the CAASPP (2023) 32% of students are meeting the a-g requirement (2023) 0 EL students have progressed at	exceeded the grade level standard on the CAASPP (2024) Math for socio-economically disadvantaged students (orange) - 110.4 points below standard on the CAASPP (2024) ELA - 41.97% of students met or exceeded the grade level standards on the CAASPP (2024) Science - 33.62% of students met or exceeded the grade level standards in the CAASPP (2024) 23% of students are meeting the a-g requirement (2024) 2 EL students	exceeded the grade level standard on the CAASPP (2025) Math for socio-economically disadvantaged students (red) - 108.1 points below standard on the CAASPP (2025) ELA - 39.19% of students met or exceeded the grade level standards on the CAASPP (2025) Science - 30.70% of students met or exceeded the grade level standards in the CAASPP (2025) 25.6% of students are meeting the a-g requirement (2025)	or exceeding standard on the CAASPP math will increase by 5% The number of points below standard will decrease to 100 on the CAASPP The percentage of students Meeting or exceeding standard on the CAASPP ELA will increase by 5% The percentage of students Meeting or exceeding standard on the CAASPP Science will increase by 5% The percent of student meeting the a-g requirement will increase by 10%	or exceeded the grade level standard in CAASPP math Dropped by 2.34% Decreased the distance from standard in math for socio-economically disadvantaged students by 10.7 points Percent of students who met or exceeded the grade level standard in CAASPP ELA Dropped Dropped by 9.11% Percent of students who met or exceeded the grade level standard in CAASPP science Dropped Dropped by 6.4% The percent of students meeting

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		least one level on the ELPAC (Currently FCS has 3 EL students) (2023) 0 EL students have been reclassified (currently FCS has 3 EL students) (2023) 60% of students have passed the AP exam with a 3 or higher (2023) 57.9% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2023) 28% of students have been determined Ready or Conditionally Ready for college by EAP in math (2023). 0.003% of students have completed a CTE Pathway (Fall 2023)	have progressed at least one level on the ELPAC (Currently FCS has 6 EL students) (2024) 1 EL students have been reclassified (currently FCS has 6 EL students) (2024) 100% of students have passed the AP exam with a 3 or higher (2024) 50% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2024) 25% of students have been determined Ready or Conditionally	2 EL students have progressed at least one level on the ELPAC (Currently FCS has 10 EL students) (2025) 0 EL students have been reclassified (currently FCS has 10 EL students) (2025) 100% of students have passed the AP exam with a 3 or higher (2025) 52% of students have been determined Ready or Conditionally Ready for college by EAP in ELA (2025) 20% of students have been determined	100% of EL students will progress at least one level on the ELPAC FCS will reclassify 100% of its EL students. The percent of FCS students passing the AP exams with a 3 or higher will increase by 5% Students deemed Ready or Conditionally Ready in ELA will increase by 5% Students deemed Ready or Conditionally Ready in math will increase by 5%	the a-g requirement dropped by 6.4% Approximately 20% of EL students progressed at least one level on the ELPAC Approximately 0 EL students has been reclassified The percent of students who passed the AP exam with a 3 or higher improved by 40% The percent of students who are deemed Ready or Conditionally Ready for college by the EAP in ELA decreased by 5.9% The percent of students who are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Ready for college by EAP in math (2024). 0.02% of students have completed a CTE Pathway (Fall 2024)	Ready or Conditionally Ready for college by EAP in math (2025). 0.004% of students have completed a CTE Pathway (Fall 2025)	3% of FCS high school students will have completed a CTE Pathway	deemed Ready or Conditionally Ready for college by the EAP in math decreased by 8% The percent of students who completed a CTE Pathway increased by 0.001%
1.5	Priority 7: Course Access (Conditions of Learning) Local indicator and/or local survey/data	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2024)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2025)	100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs. (2026)	Maintain 100% of students having access to required areas of study, including for unduplicated pupils and pupils with exceptional needs	No difference - 100% of students have access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.
1.6	Priority 8: Other Pupil Outcomes (Pupil Outcomes) Benchmark Assessment Results	Percent of students in grades 3-8 on or above grade level Reading - Fall 53% Winter 58.8% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark assessment. (2023-24)	Percent of students in grades 3-8 on or above grade level Reading - Fall 46.9% Winter 54.7% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark	Percent of students in grades 3-8 on or above grade level Reading - Fall 47.8% Winter 58.1% of 3-8 students met or exceeded grade level standards on the iReady ELA benchmark	The percent of students meeting or exceeding grade level proficiency on the ELA benchmark will increase by 5%	The percent of student who met or exceeded grade level proficiency on the iReady ELA benchmark improved by 10.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Percent of students in grades 3-8 on or above grade level Math - Fall 34.9%% Winter 42.1% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment. (2023-24)	assessment. (2024-25) Percent of students in grades 3-8 on or above grade level Math - Fall 29.7%% Winter 38.9% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment. (2024-25)	assessment. (2025-26) Percent of students in grades 3-8 on or above grade level Math - Fall 32.7% Winter 48.9% of 3-8 students met or exceeded grade level standards on the iReady math benchmark assessment (2025-26)	The percent of students meeting or exceeding grade level proficiency on the math benchmark will increase by 5%	The percent of student who met or exceeded grade level proficiency on the iReady math benchmark improved by 16.2%

Goal Analysis [2025-26]

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

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

Forest Charter School implemented all planned actions, and there was no substantive difference in the planned actions and the actual implementation of these actions. Our action to improve our intervention support was very successful (1.2 Targeted Academic Support). We held regular "students of concern" meetings between admin and supervising teachers to identify students in need of intervention earlier and developed a process to better provide an monitor direct student intervention.

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.

Action 1.1: Expenditures exceeded the budget due to an increase in block class and enrichment offerings, including the addition of several virtual block classes that students can take from across all learning centers.

Action 1.3: Expenditures were lower than budgeted because fewer Chromebooks were needed than originally projected. The school currently maintains an almost 1:1 student-to-Chromebook ratio.

Action 1.4: Spending came in over budget due to an increased number of students with disabilities than budgeted for.

Action 1.6: Costs were slightly higher than planned due to i-Ready changing their model for services offered which resulted in an increased cost to the school.

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

Metrics 1.1, 1.2, 1.3, and 1.5 were not targeted by our actions because these metrics are already being implemented successfully.

Metrics 1.4 and 1.6 were targeted by all of our actions: 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, and 1.7. However, the best metric to determine the effectiveness of our actions is 1.6 (other pupil outcomes) because we can measure student growth throughout the school year which is a metric that has been directly impacted by our LCAP actions.

ELA and Math Proficiency – Benchmark (iReady, Grades 3–8)
In contrast to CAASPP trends, actions have been more effective at the benchmark level. iReady data for grades 3–8 shows meaningful growth in 2025–26 compared to the baseline year. ELA proficiency on the iReady winter benchmark improved from 58.8% in the baseline year to 58.1% in Year 2 — a slight dip — but the fall-to-winter growth within 2025–26 (from 47.8% to 58.1%) suggests that students are making within-year gains. More notably, math benchmark proficiency improved from a winter score of 42.1% at baseline to 48.9% in Year 2, reflecting a 16.2% improvement overall. These gains suggest that instructional strategies and curricular supports being implemented at the student level are gaining traction, and they represent the most promising evidence of effectiveness in the data set.

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.

Due to the positive growth in our benchmark scores, we do not see a need to make any changes to our planned goal, 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	Supplemental Academic Support	a) Provide optional support classes (Co-ops, Learning Center classes) b) Provide optional enrichment classes c) Provide College and career advisors d) Provide parent training to improve at-home instruction	$1,757,955.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Targeted Academic Support	a) Provide aides, tutoring as needed b) Provide ELA and math intervention such as SST meetings, tutoring, labs, technology, and intervention curriculum as needed c) Access to an Intervention Specialist and/or SST Coordinator Note: This action will support our Students with Disabilities (SWD) improving in improving the ELA score. Our SWD students scored in the "red" in these areas. Note: 2025-26 LREBG Funds were spent on tutoring.	$325,000.00	Yes
1.3	Academic Materials	Access to Technology - Provide access to technology by making Chromebooks available to all students in grades 6-12	$12,000.00	Yes
1.4	Students with Disabilities	Provide supplemental tutoring (intervention) as needed for our students with disabilities.	$115,000.00	Yes
1.5	Data Analysis	Conduct a thorough analysis of our benchmark assessment and state testing by measuring areas such as the following: a) Measure the percent of our students working at or above grade level proficiency through state testing and our local benchmark assessment. b) Measure growth of students in our intervention program c) Track how students perform when they have attended FCS for three or more years d) Measure the distance from standard in our benchmark assessment e) Measure percent of students making typical growth based on our local benchmark. f) Break down all assessment data by whole school and sub groups.	$14,025.00	
1.6	Benchmark Assessments	a) Use a benchmark assessment tool to measure growth.	$28,190.00	

Action #	Title	Description	Total Funds	Contributing
1.7	Additional Funds to Support Academics	Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.	$335,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Forest Charter School will maintain its positive school climate.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on family surveys, staff surveys, student interviews, teacher observations, and state statistics FCS has a strong school climate that creates emotional, intellectual and physical safety; the Forest Charter School community wishes to maintain that culture. The actions below will provide Forest Charter the training and the mental health support services to maintain our positive school climate. Further, the metrics will demonstrate the effectiveness of these actions by maintaining our strong pupil engagement and school climate scores.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Priority 5: Pupil Engagement DataQuest CALPADS CA School Dashboard Local Data	Attendance rates 98.30% (2023) Chronic Absenteeism 4.1% (2023) Middle school dropout rate: 0.012% (2023) High school dropout rate: 8.3%% (2023) High school	Attendance rates 97.5% (2024) Chronic Absenteeism 4.7% (2024) Middle school dropout rate: 0.03% (2024) High school dropout rate: 9.2% (2024) 4 of 9 dropouts for 2024 returned in	Attendance rates 97.96% (2025) Chronic Absenteeism 7.2% (2025) Middle school dropout rate: 0.01% (2025) High school dropout rate: 7.3% (2025) 3 of 6 dropouts for 2025 returned in	Maintain attendance rate at or above 97.5% Reduce Chronic Absenteeism to below 3% Maintain a Middle school dropout rate of less than 1% Reduce High school dropout rate to below 6%	Maintained an attendance rate of 97.5% Chronic Absenteeism increased by 3.1% and was 2.2% above our goal Maintained a middle school dropout rate of less than 1% High school drop out rate decreased

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		graduation rate: 72% (2023) High school graduation rate for socio-economically disadvantaged students (red): 63.8% (2023 100% of students have access to a broad course of study as articulated in the local indicators	the 24-25 school year. High school graduation rate: 82.5% (2024) High school graduation rate for socio-economically disadvantaged students: 75% (2024) 100% of students have access to a broad course of study as articulated in the local indicators	the 25-26 school year. High school graduation rate: 87.8% (2025) High school graduation rate for socio-economically disadvantaged students: 76.7% (2025) 100% of students have access to a broad course of study as articulated in the local indicators	Increase the High school graduation rate to 85% Increase high school graduation rate for socio economically disadvantaged students: to 75% Maintain 100% of students having access to a broad course of study as articulated in the local indicators.	by 1% (total rate of 7.3%) Increased the high school graduation rate by 15.8% to 87.8% Met - Increased high school graduation rate for socio-economically disadvantaged students by 12.9% to 76.7% Met - 100% of students have access to a broad course of study as articulated in the local indicators
2.2	Priority 6: School Climate DataQuest CALPADS CA School Dashboard CHKS data FCS Survey data	Pupil suspension rate 0.7% (2023) Pupil expulsion rate 0% (2023) Staff Survey School Connectedness - 97.2% strongly agreed or agreed that there is a strong school connection.	Pupil suspension rate 0.5% (2024) Pupil expulsion rate 0% (2024) Staff Survey School Connectedness - 98% strongly agreed or agreed that there is a	Pupil suspension rate 0% (2025) Pupil expulsion rate 0% (2025) Staff Survey School Connectedness - 97% strongly agreed or agreed that there is a	Maintain a pupil suspension rate of less than 1% Maintain a pupil expulsion rate of less than 1% Staff Survey School Connectedness Maintain a score above 95%	Decreased pupil suspension rate by 0.7% Met - zero expulsions The percent of staff who strongly agree or agree there is a strong school connection

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Safety 98.18% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 92.7% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 84.3% strongly agreed or agreed that there is a strong school connection. 6.1% didn't know or are not on campus. School Safety 79.3% strongly agreed or agreed that FCS is a safe place. 5.7% didn't know or are not on campus.	strong school connection. School Safety 96% strongly agreed or agreed that FCS is a safe place. 4% were neutral Caring Adult Relationships 94% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 82.6% strongly agreed or agreed that there is a strong school connection. 7.4% didn't know or are not on campus. School Safety 70.1% strongly agreed or agreed that FCS is a safe place. 18.5% didn't	strong school connection. School Safety 94% strongly agrees or agreed that FCS is a safe place. 6% were neutral Caring Adult Relationships 97% strongly agreed that there are positive adult relationships at FCS. Parent Survey School Connectedness 84.8% strongly agreed or agreed that there is a strong school connection. 9.5% were neutral 3.5% didn't know or are not on campus. School Safety 91.2% strongly agreed or agreed that FCS is a safe place. 3.3% were	School Safety Maintain a score above 95% Caring Adult Relationships Maintain a score above 90% Parent Survey School Connectedness Improve school connectedness score to 90% School Safety Improve School Safety score to 88%.	dropped by 0.2% (still above 95%) The percent of staff who agree or strongly agree that FCS is a safe place decreased by 4.18% The percent of staff who agree or strongly agree that there are positive adult relationships at FCS increased by 4.3% The percent of parents who agree or strongly agree that there is a strong school connection decreased by 0.5% The percent of parents who agree or strongly agree

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Caring Adult Relationships 89.3% strongly agreed or agreed that there are positive adult relationships at FCS. 5.3% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 67% strongly agreed or agreed that there is a strong school connection. 28.5% are neutral. School Safety 85.6% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 88% strongly agreed or agreed that there are positive adult	know or are not on campus. Caring Adult Relationships 88.2% strongly agreed or agreed that there are positive adult relationships at FCS. 6.7% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 68% strongly agreed or agreed that there is a strong school connection. 28% are neutral. School Safety 68% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 80% strongly agreed or agreed that there are positive adult	neutral. 3.8% didn't know or are not on campus. Caring Adult Relationships 94.1% strongly agreed or agreed that there are positive adult relationships at FCS. 2.9% were neutral. 2.4% didn't know or are not on campus. Student Survey (Grades 9-12) School Connectedness: 76.5% strongly agreed or agreed that there is a strong school connection. 12.5% are neutral. 6.5% didn't know or not on campus. School Safety 86.8% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships	Caring Adult Relationships Improve the caring adult Relationship score to 95%. Student Survey (Grades 9-12) School Connectedness Improve school connectedness score to 80% School Safety Improve School Safety score to 90%. Caring Adult Relationships Improve the caring adult Relationship score to 95%.	that FCS is a safe place increased by 11.9% The percent of parents who agree or strongly agree that there are positive adult relationships at FCS decreased by 4.8% The percent of students (Grades 9-12) who agree or strongly agree that there is a strong school connection increased by 9.5% The percent of students (Grades 9-12) who agree or strongly agree that FCS is a safe place increased by 1.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		relationships at FCS. 10.7% are neutral. Student Survey (Grades 6-8) School Connectedness 74% strongly agreed or agreed that there is a strong school connection. 22.5% are neutral. School Safety 88.7% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 80.5% strongly agreed or agreed that there are positive adult relationships at FCS. 16.6% are neutral.	relationships at FCS. 20% are neutral. Student Survey (Grades 6-8) School Connectedness 66% strongly agreed or agreed that there is a strong school connection. 26% are neutral. School Safety 78% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 78% strongly agreed or agreed that there are positive adult relationships at FCS. 20% are neutral. Student Survey (Grades 3-5)	79.2% strongly agreed or agreed that there are positive adult relationships at FCS. 6.5% are neutral. 6.5% didn't know or not on campus Student Survey (Grades 6-8) School Connectedness 73.6% strongly agreed or agreed that there is a strong school connection. 14.9% are neutral. 4.3% don't know School Safety 73.6% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 70.7% strongly agreed or agreed that there are positive adult relationships at	Student Survey (Grades 6-8) School Connectedness Improve school connectedness score to 85% School Safety Improve School Safety score to 95%. Caring Adult Relationships Improve the caring adult relationship score to 95%. Student Survey (Grades 3-5) School Connectedness Improve school connectedness score to 85%	The percent of students (Grades 9-12) who agree or strongly agree that there are positive adult relationships at FCS decreased by 8.8% The percent of students (Grades 6-8) who agree or strongly agree that there is a strong school connection decreased by 0.4% The percent of students (Grades 6-8) who agree or strongly agree that FCS is a safe place decreased by15.1% The percent of students (Grades 6-8) who agree or strongly agree that there are positive adult relationships

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Student Survey (Grades 3-5) School Connectedness 78.2% strongly agreed or agreed that there is a strong school connection. 19.2% are neutral. School Safety 93.3% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 77% strongly agreed or agreed that there are positive adult relationships at FCS. 17.4% are neutral. NOTE: 15.6% of our surveyed students do not take any classes on campus. These students may have answered "neutral" for certain questions because they didn't have an on-site	School Connectedness 83% strongly agreed or agreed that there is a strong school connection. 9% are neutral. School Safety 92% strongly agreed or agreed that FCS is a safe place. Caring Adult Relationships 87% strongly agreed or agreed that there are positive adult relationships at FCS. 12% are neutral. NOTE: 18.6% of our surveyed students do not take any classes on campus. These students may have answered "neutral" for certain questions because they didn't have an on-site experience to reference, which may have	FCS. 16.9% are neutral. Student Survey (Grades 3-5) School Connectedness 90% strongly agreed or agreed that there is a strong school connection. 7.3% are neutral. 2.6% disagreed School Safety 87.3% strongly agreed or agreed that FCS is a safe place. 9.3% were neutral Caring Adult Relationships 88% strongly agreed or agreed that there are positive adult relationships at FCS. 10.6% are neutral. NOTE: 8% of our surveyed students do not take any classes on campus. These	School Safety Improve School Safety score to 95%. Caring Adult Relationships Improve the caring adult relationship score to 90%.	at FCS decreased by 9.8% The percent of students (Grades 3-5) who agree or strongly agree that there is a strong school connection increased by 11.8% The percent of students (Grades 3-5) who agree or strongly agree that FCS is a safe place decreased by 6% The percent of students (Grades 3-5) who agree or strongly agree that there are positive adult relationships at FCS increased by 11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		experience to reference, which may have negatively impacted some scores.	negatively impacted some scores.	students may have answered "neutral" or don't know not on campus for certain questions because they didn't have an on-site experience to reference, which may have negatively impacted some scores.		

Goal Analysis [2025-26]

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

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

Forest Charter School implemented almost all all planned actions. The only action we did not implement was the Kelvin survey we were trying to use to get quick, ongoing data about student well being. It became too cumbersome a process because we had to get parent approval on all surveys before we could send them to students. We also felt that we were getting a lot of feedback about student mental health through teachers and staff. Our action to improve our mental health support was very successful (2.2 Mental Health). We once again hired a full time mental health counselor in Truckee and maintained out mental health counselors in Nevada City. These counselors not only provided support to students, they also regularly worked with students to provide SEL lessons. Having regular access to mental health counselors allowed us to defuse tense situations and proactively work with students. This proactive work not only built a strong culture, but also helped students know about and feel comfortable accessing this support.

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.

Action 2.1 ended up not costing us anything because we received free professional development from the county office.

Action 2.2 came in slightly lower than anticipated because the part time hire we made in Truckee was in a credential program for part of the year, so the salary was lower than projected.

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

Action 2.1 (specifically high school dropout rate and gradation rate) was targeted by action 2.1 (i.e. professional development). This year, we had a small decrease in the high school dropout rate of 1% from the baseline. We had a significant improvement in our graduation rate:
The graduation rate increased from the baseline of 72% to 87.8% (an increase of 5.3% from last yer and an increase of 15.8% from our baseline)
The gradation rate for socio-economically disadvantaged students increased from by 12.9% from our baseline to 76.7%
Overall, this action proved to be effective based on the strong graduation rate improvement.

Action 2.2 (specifically our survey results) was targeted by action 2.2 (i.e. mental health counselors and a behavior specialist). Although we saw some small decreases in our local survey results, we still feel the data points to a strong school culture.

Action 2.3 We did not use the Kelvin system to survey mental health needs.

Overall, the actions taken have produced meaningful and encouraging progress toward maintaining a positive school climate.

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.

Based on the strong results, are are not planning any changes to our 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
2.1	Professional Development	Provide professional development that focuses on supporting students social emotional learning/needs.	$2,500.00	

Action #	Title	Description	Total Funds	Contributing
2.2	Mental Health	a) Maintain two full time mental health counselors in Nevada City and one full time mental health counselor in Truckee to support student's emotional needs b) Maintain a part time behavior specialist to support teachers and aides working with high need students	$378,391.00	Yes
2.3	Data Collection	Implement a survey system to determine student and staff well-being, safety, and mental health.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2025-26]

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

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

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.

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

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.

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

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$837,794	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.360%	0.000%	$0.00	8.360%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Supplemental Academic Support **Need:** Academic Support **Scope:**	All actions support academics and struggling students. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark assessments

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Targeted Academic Support **Need:** Targeted Academic Support **Scope:** LEA-wide	All actions target students struggling and/or scoring low on local benchmarks. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark assessments
1.3	**Action:** Academic Materials **Need:** Academic Supports **Scope:** LEA-wide	Provides access to technology and the supports it provides to all students. This action is provided LEA-Wide because Forest Charter is a single LEA.	Chromebook checkout data
1.4	**Action:** Students with Disabilities **Need:** Extra support for students with disabilities **Scope:** LEA-wide	Allows us to provide targeted support specifically for students with disabilities.	CAASPP and local benchmark scores
1.5	**Action:** Data Analysis **Need:** Tracking and analyzing school data	Allows FCS to analyze student growth as a whole school and for all sub-groups. This action is provided LEA-Wide because Forest Charter is a single LEA.	CAASPP and local benchmark

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
1.6	**Action:** Benchmark Assessments **Need:** Track student growth and identify specific students who need support and/or intervention. **Scope:**	Math and ELA scores are low and we want to improve them. This action is provided LEA-Wide because Forest Charter is a single LEA.	
2.1	**Action:** Professional Development **Need:** Students with emotional needs is growing and teachers need training focused on supporting these students. **Scope:**	Specific training from mental health professionals about serving students with emotional challenges will help teachers support these students more effectively. This action is provided LEA-Wide because Forest Charter is a single LEA.	Improved graduation rate and high school drop out rate
2.2	**Action:** Mental Health **Need:** The number of students with emotional needs is growing and teachers need training focused on supporting these students. **Scope:**	This action allows Forest Charter to provide experts who can support and advise teachers with students needing mental health support. This action is provided LEA-Wide because Forest Charter is a single LEA.	CHKS survey and local survey results

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		
2.3	**Action:** Data Collection **Need:** Student and staff mental health **Scope:** LEA-wide	This survey system will allow us to regularly check in with students and staff about their mental health This action is provided LEA-Wide because Forest Charter is a single LEA.	Survey results

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.7	**Action:** Additional Funds to Support Academics **Need:** These student groups are scoring low in math and ELA scores as well as in the graduation rate. **Scope:** Limited to Unduplicated Student Group(s)	Targeted supports and tutoring will specifically address barriers to learning and provide targeted academic support.	Track amount of funds being used, and what barriers were addressed. Improved scores on Local Benchmarks

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.

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.

Not applicable. Forest Charter does not receive concentration grant 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		
Staff-to-student ratio of certificated staff providing direct services to students		

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	10,021,762	837,794	8.360%	0.000%	8.360%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,899,155.00	$68,906.00	$0.00	$0.00	$2,968,061.00	$2,574,346.00	$393,715.00

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	Supplemental Academic Support	All	No			All Schools		$1,755,955.00	$2,000.00	$1,757,955.00				$1,757,955.00	
1	1.2	Targeted Academic Support		Yes	LEA-wide		All Schools		$325,000.00	$0.00	$256,094.00	$68,906.00			$325,000.00	
1	1.3	Academic Materials		Yes	LEA-wide		All Schools		$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.4	Students with Disabilities		Yes	LEA-wide		All Schools		$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.5	Data Analysis					All Schools		$0.00	$14,025.00	$14,025.00				$14,025.00	
1	1.6	Benchmark Assessments					All Schools		$0.00	$28,190.00	$28,190.00				$28,190.00	
1	1.7	Additional Funds to Support Academics	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		$0.00	$335,000.00	$335,000.00				$335,000.00	
2	2.1	Professional Development					All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
2	2.2	Mental Health		Yes	LEA-wide		All Schools		$378,391.00	$0.00	$378,391.00				$378,391.00	
2	2.3	Data Collection		Yes	LEA-wide		All Schools		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
10,021,762	837,794	8.360%	0.000%	8.360%	$1,096,485.00	0.000%	10.941 %	**Total:**	$1,096,485.00
								LEA-wide Total:	$761,485.00
								Limited Total:	$335,000.00
								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 (%)
1	**1.1**	Supplemental Academic Support				All Schools	$1,757,955.00	
1	**1.2**	Targeted Academic Support	Yes	LEA-wide		All Schools	$256,094.00	
1	**1.3**	Academic Materials	Yes	LEA-wide		All Schools	$12,000.00	
1	**1.4**	Students with Disabilities	Yes	LEA-wide		All Schools	$115,000.00	
1	**1.5**	Data Analysis				All Schools	$14,025.00	
1	**1.6**	Benchmark Assessments				All Schools	$28,190.00	
1	**1.7**	Additional Funds to Support Academics	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	$335,000.00	
2	**2.1**	Professional Development				All Schools	$2,500.00	
2	**2.2**	Mental Health	Yes	LEA-wide		All Schools	$378,391.00	

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	**2.3**	Data Collection	Yes	LEA-wide		All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,816,564.00	$2,908,087.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Supplemental Academic Support		$1,637,992.00	$1,715,078
1	**1.2**	Targeted Academic Support	Yes	$325,000.00	$322,865
1	**1.3**	Academic Materials	Yes	$15,000.00	$10,297
1	**1.4**	Students with Disabilities	Yes	$85,000.00	$112,527
1	**1.5**	Data Analysis	Yes	$14,025.00	$14,025.00
1	**1.6**	Benchmark Assessments	Yes	$23,525.00	$28,190
1	**1.7**	Additional Funds to Support Academics	Yes	$335,000.00	$334,808
2	**2.1**	Professional Development	Yes	$2,500.00	0
2	**2.2**	Mental Health	Yes	$378,522.00	$370,297
2	**2.3**	Data Collection	Yes	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$802,962	$1,178,572.00	$1,193,009.00	($14,437.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Targeted Academic Support	Yes	$325,000.00	$322,865		
1	1.3	Academic Materials	Yes	$15,000.00	$10,297		
1	1.4	Students with Disabilities	Yes	$85,000.00	$112,527		
1	1.5	Data Analysis	Yes	$14,025.00	14,025.00		
1	1.6	Benchmark Assessments	Yes	$23,525.00	$28,190		
1	1.7	Additional Funds to Support Academics	Yes	$335,000.00	$334,808		
2	2.1	Professional Development	Yes	$2,500.00	0		
2	2.2	Mental Health	Yes	$378,522.00	$370,297		
2	2.3	Data Collection	Yes	$0.00	0		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$9,610,879	$802,962	0.000%	8.355%	$1,193,009.00	0.000%	12.413%	$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 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(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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