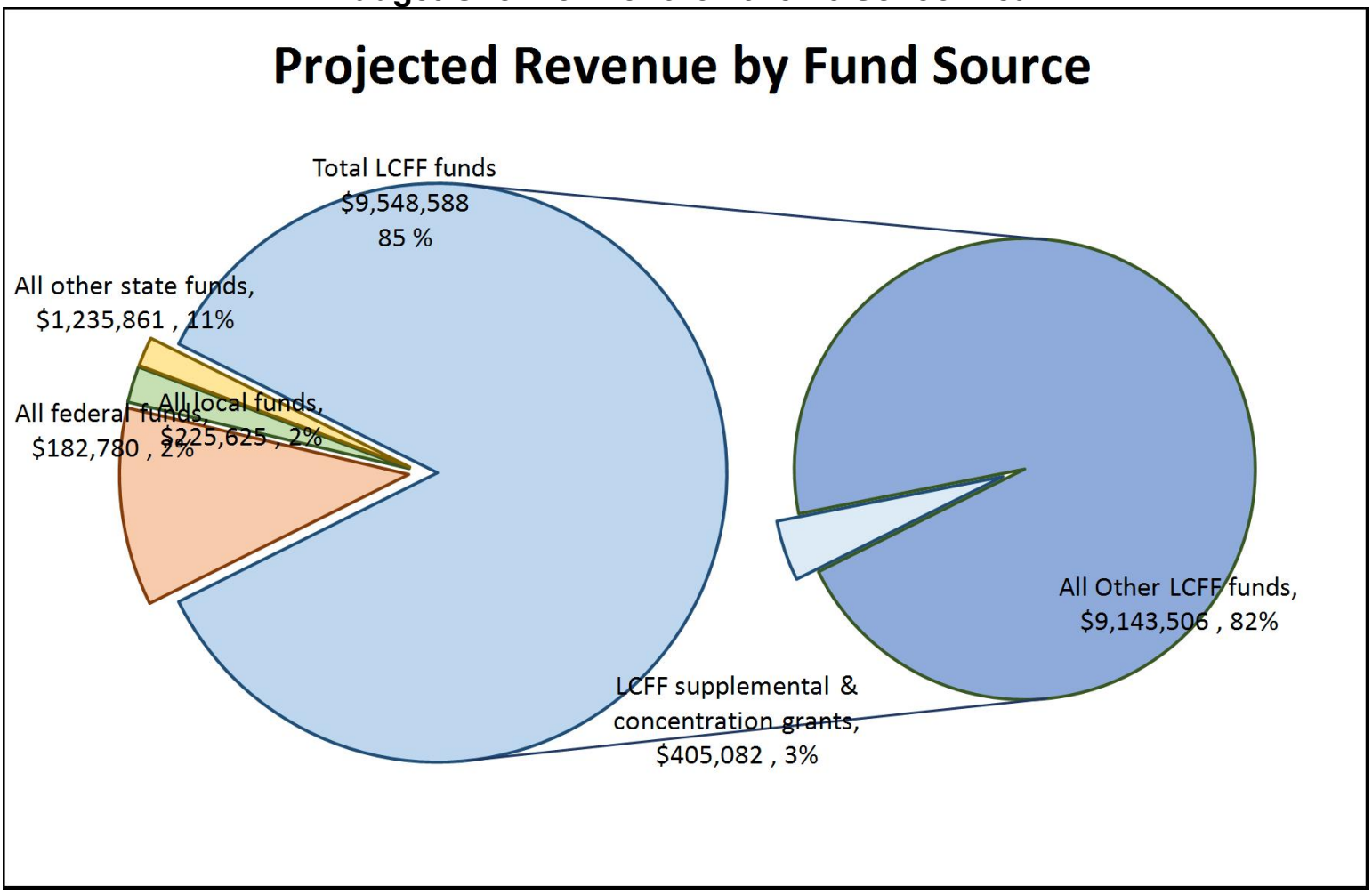
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Montessori
CDS Code: 37103710137695
School Year: 2025-26
LEA contact information:
Earl Otte
School Director
eotte@cmcharter.org
(760) 445-4907

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

Budget Overview for the 2025-26 School Year

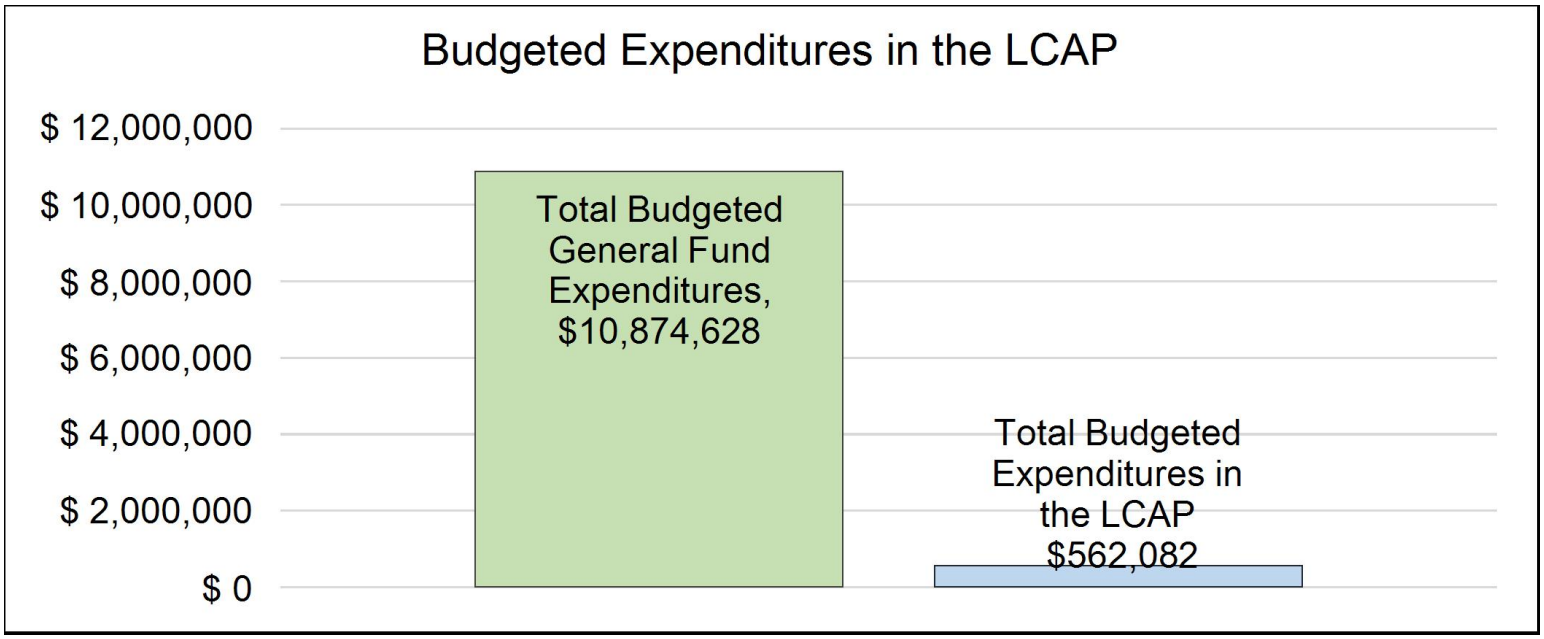


This chart shows the total general purpose revenue Community Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Montessori is $11,192,854, of which $9,548,588 is Local Control Funding Formula (LCFF), $1,235,861 is other state funds, $225,625 is local funds, and $182,780 is federal funds. Of the $9,548,588 in LCFF Funds, $405,082 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 Community Montessori plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community Montessori plans to spend $10,874,628 for the 2025-26 school year. Of that amount, $562,082.00 is tied to actions/services in the LCAP and $10,312,546 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

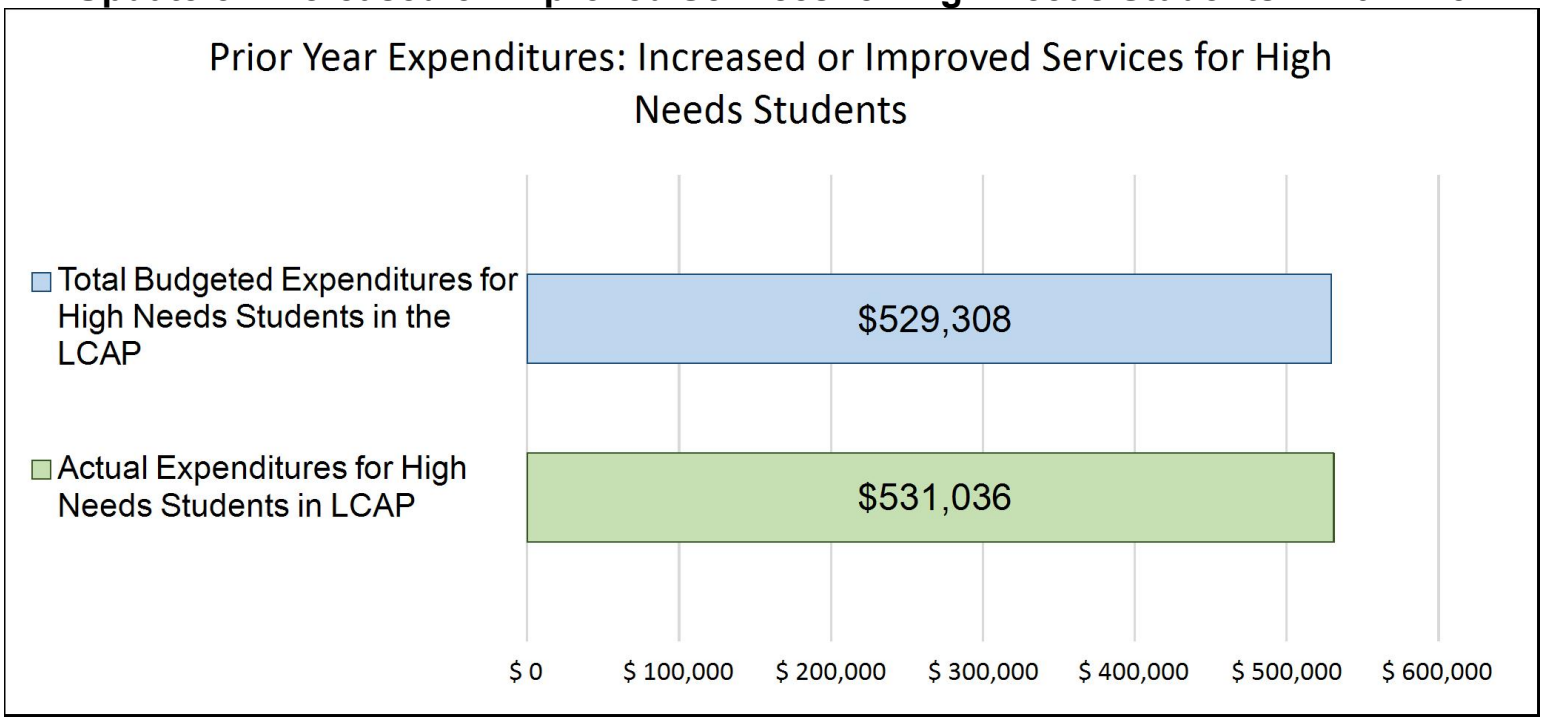
Salaries, benefits, books and supplies, curriculum and facilities

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

In 2025-26, Community Montessori is projecting it will receive $405,082 based on the enrollment of foster youth, English learner, and low-income students. Community Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Community Montessori plans to spend $405,082.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Community Montessori's LCAP budgeted $529,308 for planned actions to increase or improve services for high needs students. Community Montessori actually spent $531,036 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $1,728 had the following impact on Community Montessori's ability to increase or improve services for high needs students:

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Montessori	Earl Otte School Director	eotte@cmcharter.org (760) 445-4907

Plan Summary [2025-26]

General Information

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

Community Montessori School (CM) is a non-classroom based independent study TK-8 charter school sponsored by the San Diego County Office of Education serving approximately 800 students in San Diego County. CM was established in 2018 to meet the needs of families that desired a Montessori education with a high level of parent involvement. CM operates learning centers in Santee, Poway, Carlsbad, South Escondido, and North Escondido.
CM serves a diverse group of students with the goal of promoting a culture of education which empowers students to find and develop their passion and inspire the natural desire to explore and learn through choice and flexibility. Educational standards for each student develop from the Montessori methodology, Common Core, a research-based learning styles program, and the developmental stages of the learner and are met through the collaborative efforts of students, parents, mentors, resource centers, and community resources. Students work with students both within and outside their grade level and have access to teachers with a wide variety of interests and backgrounds. Students demonstrate mastery by making progress toward expertise in areas related to their educational goals. They demonstrate autonomy through choice and self-directed learning activities. They demonstrate a sense of purpose by engaging in meaningful learning which contributes to something larger than themselves in their educational journey to adulthood.

Reflections: Annual Performance

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

The report on Community Montessori School (CM) details various aspects of the school's performance under California's Accountability System.

School Overview
Community Montessori School is a TK-8 charter school located in Escondido, California, with additional learning centers across San Diego County. It serves approximately 762 students, emphasizing Montessori education and high parent involvement. The school is recognized for ensuring standards are met in key areas including teacher qualifications, instructional materials, and school facilities.

Academic Performance

- English Language Arts: Community Montessori students perform well, with an average score of 21.4 points above the standard. The performance is stable with a slight increase of 0.9 points from the previous year.
- Mathematics: The school shows a deficit of 12.8 points below the standard, but there's an improvement of 4.3 points compared to the previous year.

Student Demographics

- 27% of students are socioeconomically disadvantaged.
- 5% are English learners.
- The school has a diverse racial composition, but specific groups like African American, Filipino, and Homeless have fewer than 11 students each, limiting data disclosure due to privacy.

Academic Engagement

- Chronic Absenteeism: Virtually non-existent with 0% chronic absenteeism, indicating high student engagement.
- Suspension Rate: Very low at 0.6%, with minor fluctuations in certain demographics but generally stable.

School Climate and Conditions

- Community Montessori provides a supportive learning environment as evidenced by minimal suspensions and high standards in the physical and educational resources available to students.
- The school actively engages parents and families through various initiatives and maintains strong communication and community involvement.

Local Indicators and Standards Met

- Community Montessori meets all local educational standards and indicators, including the implementation of academic standards and access to a broad course of study.
- The school uses self-assessment tools to evaluate and report its progress in areas such as academic standards implementation, parent and family engagement, and local climate surveys.

Equity and Access

- The school tracks the extent to which students have access to a broad curriculum. There are no identified barriers preventing access, ensuring all students benefit from a full Montessori classroom experience.
- Equity in academic performance remains a focus, with ongoing efforts to address underperformance among English learners and students with disabilities.

Based on the available data from the "Community Montessori School (CM)" performance report, the following are some predictions for the school's progress and areas of focus:

1. Academic Performance: Given the trends of maintaining and slightly improving scores in English Language Arts and making positive strides in mathematics, it is likely that Community Montessori will continue to see improvement in these areas in 2024. The school's use of I-Ready assessments and its focus on individualized learning approaches should help in identifying and addressing specific student needs, contributing to ongoing academic improvement.
2. Chronic Absenteeism: With a 0% chronic absenteeism rate maintained over the period and a strong engagement strategy in place, Community Montessori is likely to maintain its exceptional attendance records into 2024. Continued emphasis on parent engagement and community involvement will be crucial to sustaining these rates.
3. Suspension Rates: The low suspension rates suggest a positive school climate and effective behavior management strategies. Predictably, Community Montessori will continue to maintain or possibly improve these rates by enhancing supportive measures and interventions for students at risk of suspension.
4. Parent and Family Engagement: Given the full implementation of strategies for parent and family engagement, as well as the active involvement of families in advisory roles, Community Montessori is likely to enhance these relationships further in 2024. This will likely include more comprehensive feedback mechanisms and greater inclusivity in decision-making processes, fostering a deeper community connection.
5. Local Indicators and Standards: Community Montessori has met local indicators consistently, which suggests that 2024 will see continued compliance and possibly new initiatives to exceed current standards. The school might focus on expanding its curriculum offerings or integrating new educational technologies to support learning.
6. English Learner Progress: Despite some challenges, there is a significant focus on the progress of English learners. Efforts made towards addressing the declines observed in the performance of these students are expected to bear fruit in 2024, potentially reflected in improved assessment outcomes.
Overall, Community Montessori School appears to be on a positive trajectory with robust systems in place for monitoring and enhancing student performance, engagement, and overall educational quality. These predictions assume continued commitment to the school's current strategies and responsiveness to emerging educational challenges.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school 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
Parents	Updates and input solicited primarily through surveys that were distributed and promoted via weekly class newsletters, Parent Square posts and Parent Club meetings. The Advisory Council met 3x in the year and LCAP was discussed at all three meetings
Staff	Updates and input solicited through weekly staff newsletters, Parent Square posts, Regional and school wide staff meetings and Advisory Council
Students	Input solicited via surveys that students could access in class or online at home. Student input sought during regular class meetings and through the advisory council.

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

Partner input is actively solicited via a variety of channels such as surveys, social media, phone calls, emails, texting, newsletters, orientations, site meetings and activities, etc. Community Montessori has intentionally aligned all site plans to address student engagement, learning, and achievement, so in developing each specific plan, educational partners are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meetings, and when students are interacting with their teachers and other staff members in academic settings. Significant expansion of opportunities for families, students, and other educational partners to engage with the learning community was implemented to assist the development of future plans.
Staff, student and Parent feedback for the LCAP was actively solicited through surveys, Advisory Council meetings and Parent Square posts and announcements. This year, out of 770 families, 115 responded to the most recent LCAP survey and 35/87 staff responded and 96% of respondents either "agreed" or "strongly agreed" to maintaining our current LCAP goals
The LCAP goals were shaped by responses to these surveys and from feedback solicited from staff during staff meetings.

As part of an Annual Determination, Community Montessori will be monitored in the Targeted Level 1 for Performance Element, and is working directly with the El Dorado County SELPA on this. The LCAP was shared with the SELPA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support high-quality teachers in their implementation of a Montessori program that is cohesive, aligned, equitable, and standards-based, resulting in proficiency in California state standards for all students and that prepares students for high school, college and career readiness.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our Charter document clearly outlines our mission, "Educational standards for each student develop from the Montessori philosophy of learning and the State Standards". In order to support this we need to support Educational Facilitators in implementing an effective Montessori Program that aligns with State Standards. We believe that the this goal continues the work started in our last LCAP but by shifting the focus and resources to " a high quality Montessori program" we can ensure that we are better serving our students, staying true to our philosophy and meeting the goals of our charter document. Sourcing already trained Montessori teachers has proven very difficult and so we are looking at a variety of ways to support our staff in becoming proficient in Montessori education.
We still have a high proportion of our students moving through the MTSS Process and ending up in Special Education. Providing staff more tools and strategies in the General Education classroom could help reverse this trend.

Our EL population has increased over time and we believe that this trend will continue. Focusing on this student population is an important piece of this goal. Math scores remain low.

Finding trained Montessori teachers has been challenging, prompting us to explore various methods, including the development of our own in house training, to help our staff excel in Montessori pedagogy.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	I-Ready ELA Diagnostics whole school	Grade 3 = 81% Grade 4 = 59% Grade 5 = 50% Grade 6 = 64% Grade 7 = 62% Grade 8 = 74%	Grade 3 = 76% Grade 4 = 73% Grade 5 = 61% Grade 6 = 65% Grade 7 = 71% Grade 8 = 65%		Grade 3 = 80% Grade 4 = 80% Grade 5 = 80% Grade 6 = 80% Grade 7 = 80% Grade 8 = 80%	Grade 3 = -5% Grade 4 = +14% Grade 5 = +11% Grade 6 = +1% Grade 7 = +9% Grade 8 = -9%
1.2	I-Ready Math Diagnostics whole school	Grade 3 = 47% Grade 4 = 41% Grade 5 = 41% Grade 6 = 54% Grade 7 = 32% Grade 8 = 21%	Grade 3 = 44% Grade 4 = 53% Grade 5 = 45% Grade 6 = 44% Grade 7 = 48% Grade 8 = 25%		Grade 3 = 60% Grade 4 = 60% Grade 5 = 60% Grade 6 = 60% Grade 7 = 60% Grade 8 =60%	Grade 3 = -3% Grade 4 = +12% Grade 5 = +4% Grade 6 = -10% Grade 7 = +16% Grade 8 = +4%
1.3	CAASPP ELA Results	60% of students met or exceeded CAASPP standards	61% of students met or exceeded CAASPP standards		70% of students met or exceeded CAASPP standards	Overall % Met/Exceeded Standards = +1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socio-economically disadvantaged (SED)- Grade 3 = 42% Grade 4 = 40% Grade 5 = 44% Grade 6 = 40% Grade 7 = 60% Grade 8 = 67% English Language Learners (ELL)- Grade 3 = 25% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = null	Socio-economically disadvantaged (SED)- Grade 3 = 48% Grade 4 = 41% Grade 5 = 50% Grade 6 = 38% Grade 7 = 31% Grade 8 = 58% English Language Learners (ELL)- Grade 3 = 33% Grade 4 = 0% Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%			Socio-economically Disadvantaged (SED): Grade 3 = +6% Grade 4 = +1% Grade 5 = +6% Grade 6 = -2% Grade 7 = -29% Grade 8 = -9% English Language Learners (ELL): Grade 3 = +8% Grade 4 = 0% Grade 5 = null (no baseline or year 1 comparison possible) Grade 6 = 0% Grade 7 = 0% Grade 8 = null

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Math Results	45% of students met or exceeded CAASPP standards Socio-economically disadvantaged (SED)- Grade 3 = 35% Grade 4 = 10% Grade 5 = 33% Grade 6 = 35% Grade 7 = 33% Grade 8 = 25% English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = null	48% of students met or exceeded CAASPP standards Socio-economically disadvantaged (SED)- Grade 3 = 24% Grade 4 = 34% Grade 5 = 20% Grade 6 = 38% Grade 7 = 15% Grade 8 = 17% English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%		55% of students met or exceeded CAASPP standards	Overall % Met/Exceeded Standards = +3% Socio-economically Disadvantaged (SED): Grade 3 = -11% Grade 4 = +24% Grade 5 = -13% Grade 6 = +3% Grade 7 = -18% Grade 8 = -8% English Language Learners (ELL): Grade 3 = 0% Grade 4 = 0% Grade 5 = null (no Year 1 data) Grade 6 = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 7 = 0% Grade 8 = null
1.5	Suspension Rates	2.6%	0		1%	1.6%
1.6	Expulsion Rates	0	0		0	0
1.7	Attendance rate as measured by the Monthly Attendance Summary Report	98%	99%		100%	1%
1.8	% of Students referred for Special Education Assessment	6% of our student population went through the MTSS process and were referred for Special Education Assessment	5.1%		3% of students are referred for Special Education assessment	0.9%
1.9	% of new Educational Facilitators that enroll in Montessori Training	80% of new Educational Facilitators have enrolled in Montessori Training	25%		100% of new Educational Facilitators have enrolled in Montessori Taining	-65%
1.10	% of teachers that are appropriately assigned and experienced per CalsAAs report	1 per year	0		0	1
1.11	% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores	42% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores	ELA- 44% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores MATH- 26% of Socio Economically		50% of Socio Economically Disadvantaged student meet or exceed CAASPP Scores	-7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantaged student that meet or exceed CAASPP Scores AVG: 35%			
1.12	% of EL Learners that progress to next level of reclassification	52% advance by at least one level this year 21% maintained their level this year 26% decreased a level this year	We have received 8 summative ELPAC scores for the 2025 administration (42% of our total scores). Of those 8 students, 3 are eligible for reclassification based upon their scores (37%). Among the 5 students who are not eligible for reclassification, 1 student increased their language proficiency score by at least one point (25%). The other 4 students remained at their present levels. None saw a decrease.		65% advance by at least one level this year 25% maintained their level this year 10% decreased a level this year	-40% difference for grade level advancement 75% maintained their level and none decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.13	CAASPP ELA Results for EL Students	7% EL students met or exceeded standards	6% EL students met or exceeded standards		20% EL students met or exceeded standards	-1% EL students met or exceeded standards
1.14	CAASPP Math Results for EL Students	0 % EL students met or exceeded standards	0% EL students met or exceeded standards		20 % EL students met or exceeded standards	No change
1.15	I-Ready ELA Diagnostics Unduplicated Students	(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 71% Grade 4 = 45% Grade 5 = 31% Grade 6 = 46% Grade 7 = 46% Grade 8 = 61% English Language Learners (ELL)- Grade 3 = 66% Grade 4 = 20% Grade 5 = null Grade 6 = 0% Grade 7 = 25% Grade 8 = 0%	(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 54% Grade 4 = 36% Grade 5 = 29% Grade 6 = 50% Grade 7 = 14% Grade 8 = 17% English Language Learners (ELL)- Grade 3 = 33% Grade 4 = null Grade 5 = 25% Grade 6 = null Grade 7 = 0% Grade 8 = 0%		Goals for Socio-Economically Disadvantaged (SED) Students Grade 3: Aim for an increase to 75%, a 4% increase reflecting steady, achievable growth. Grade 4: Target 50%, a moderate 5% increase that acknowledges the challenges but pushes for improvement. Grade 5: Set a goal of 35%, which is a 4% increase, aiming for gradual improvements. Grade 6: Raise the target to 50%, a balanced 4% increase. Grade 7: Also set at 50%, representing a moderate 4% growth.	Socio-economically Disadvantaged (SED): Grade 3 = -17% Grade 4 = -9% Grade 5 = -2% Grade 6 = +4% Grade 7 = -32% Grade 8 = -44% English Language Learners (ELL): Grade 3 = -33% Grade 4 = null (no Year 1 data) Grade 5 = null (no baseline data) Grade 6 = null (no Year 1 data)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 8: Aim slightly higher at 65%, a 4% increase, to continue building on relatively stronger baseline performance. Goals for English Language Learners (ELL) Grade 3: Increase to 70%, a solid 4% increase. Grade 4: Aim for a substantial increase to 25%, recognizing the particularly low baseline. Grade 5: Due to the absence of baseline data, set an initial target of 30% as a starting goal. Grade 6: Establish 5% as the goal given the 0% baseline, aiming for initial positive outcomes.	Grade 7 = -25% Grade 8 = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Grade 7: Target 30%, a substantial 5% increase. Grade 8: Set a goal of 5%, aiming for early positive results from targeted supports. These goals consider the starting points and typical growth patterns for similar student populations, while also aiming to close the achievement gap.	
1.16	I-Ready Math Diagnostics Unduplicated Students	(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 38% Grade 4 = 22% Grade 5 = 10% Grade 6 = 40% Grade 7 = 7% Grade 8 = 8% English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 20%	(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 15% Grade 4 = 9% Grade 5 = 19% Grade 6 = 10% Grade 7 = 33% Grade 8 = 0%		Goals for Socio-Economically Disadvantaged (SED) Students Grade 3: Target a 5% increase to 43%, fostering gradual improvement. Grade 4: Aim for a 5% increase to 27%, acknowledging the low baseline but	Socio-economically Disadvantaged (SED): Grade 3 = -23% Grade 4 = -13% Grade 5 = +9% Grade 6 = -30% Grade 7 = +26%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%	English Language Learners (ELL)- Grade 3 = 33% Grade 4 = null Grade 5 = 0% Grade 6 = null Grade 7 = 0% Grade 8 = 0%		striving for progress. Grade 5: Set a goal of 15%, a 5% increase, to initiate recovery from a very low starting point. Grade 6: Increase the target to 45%, a modest 5% rise. Grade 7: Aim for a significant boost to 12%, reflecting a focus on intensive interventions. Grade 8: Set a goal of 13%, a 5% increase, to start building momentum from a low base. Goals for English Language Learners (ELL) Grade 3: Set an ambitious initial target of 5% to start seeing positive results from targeted support. Grade 4: Aim for a 5% increase to	Grade 8 = -8% English Language Learners (ELL): Grade 3 = +33% Grade 4 = null (no Year 1 data) Grade 5 = null (no baseline data) Grade 6 = null (no Year 1 data) Grade 7 = 0% Grade 8 = 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					25%, building on an existing foundation. Grade 5: Due to the absence of baseline data, set an initial target of 5% as a starting goal. Grade 6: Set a goal of 5%, working from a 0% baseline to achieve early gains. Grade 7: Target a 5% increase, focusing on early positive results and foundational learning. Grade 8: Aim for 5%, working towards initial progress from a 0% start. These proposed goals reflect an understanding of the particular challenges faced by each student group, aiming for steady, incremental gains.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.17	Overall I-Ready participation rates for grades 3-8	Collected starting academic school year 2024-2025.	ELA Total Time on Task (minutes) 3-5: 65,586 6-8: 28,855 Math Total Time on Task (minutes) 3-5: 248,238 6-8: 133,491		For ELA and Math Grades 3-5 60 minutes/week = 2100 minutes per year Grades 6-8 90 minutes/week = 3150 minutes per year	ELA Grades 3-5 = -354 minutes 6-8 = -1907 minutes Math 3-5 =
1.18	% of eligible students completing the PFT	Collected starting academic school year 2024-25	100% of Eligible students participated		100% of Eligible students will participate in PFT	New metric developed for new Action Item 1.8
1.19	% of parents participating in parent events led by PE Coordinator	Collected starting academic school year 2024-25	0			New metric developed for new Action Item 1.8

Goal Analysis [2024-25]

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

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

Overall Implementation
It was noted by our authorizer that our original board approved LCAP had not fully satisfied State Priority 1. To do this we added a metric that measured the percentage of appropriately assigned and experienced teachers.
It was noted by our authorizer that our original board approved LCAP had not shown one of the approved metrics used as evidence to satisfy State Priority 5. It was decided to measure attendance as a way of satisfying this priority.
Successful Implementation

- Action Item 1.3 Structured Literacy - All primary and Lower Elementary teachers have received formal and informal training for this program. All classrooms have received the necessary supplies, resources and materials to implement this.

- Action Item 1.4 Professional Learning – All staff were certified in Positive Discipline. Teams at each Learning Cetner were identified and trained in Crisis Intervention Prevention.

- Action Item 1.5 EL Supports - Assessment and Accountability Manager provided training to all Teachers on supporting EL students. More time was spent providing EL families and student with test preparation tools and resources.

- Action Item 1.6 Mentors and Lead EFs – All new EF's were assigned a staff member for their first 6 months with the organization to help learn our systems and procedures. Tenured staff appreciated the opportunity to demonstrate their leadership potential and new staff reported high levels of satisfaction with their mentors

- Action Item 1.7 I-Ready Students were asked to do more I-Ready lessons as homeschool activities. I-Ready is also one of the tools we use in our SST process to help struggling students. Staff also asked students to complete the assessments at the Learning Center.

Implementational Challenges

- Action Item 1.1 Montessori Certification – We are proud that many of our new teachers joined us as learning assistants. These staff have now enrolled in the district intern program and are on their way to getting their CA Teaching credential. However, the workload of being a full-time teacher and then completing this credentialing program means that it is not possible to also study for the Montessori Credential simultaneously.
- Action Item 1.5 EL Supports - very low EL Family participation in MLAC meetings. Low usage rates by EL students of the online curriculum, "Language Live" that was provided to all EL students.
- Action Item 1.7 I-Ready – Online learning and computer time are not viewed as appropriate in a Montessori environment. With younger students, it is trickier to find the balance between collecting accurate assessment data using an online tool in an environment set up for hands on, concrete learning.

Modified Implementation

- Action Item 1.3 Structured Literacy – We began introducing this program to Upper Elementary in December and staff began using resources for the latter half of the school year.
- Action Item 1.7 I-Ready – I-Ready assessments were made optional for K-2 as online time is not seen as foundational in our philosophy. Families that were interested were provided with logins to complete at home.

Non-Implemented Actions

- All items were implemented

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 Item 1.1 Montessori Certification - Only 25% of new hires, not already Montessori certified, enrolled in the Montessori Credential program. Training costs have also increased

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

Based on our analysis of metrics and outcomes, the implementation of actions showed a mixed level of effectiveness in achieving Goal 1, as demonstrated by both quantitative and qualitative indicators.

- Action Item 1.7 I-Ready – ELA Overall all grades (except for 3rd and 8Th) show improvement from the baseline. All math grades (except for 3rd and 6th) show improvement from the baseline.
- Metric 1.3 CAASPP ELA Results show a 1% improvement
- Metric 1.4 CAASPP Math results show a 3% improvement
- Metric 1.11 % of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores – 7%. This is due in large part to the low performance of this group in math. So while they have showed gains in ELA, this is not replicated in math

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

Goal Description: No changes to current goal

Metrics Modifications

- Metric 1.3 – due to low % of increase in this it was determined that the target for ELA be adjusted from 80% to 70%
- Metric 1.4 – due to lower % of increase in this, it was determined that the target for Math be adjusted from 60% to 55%
- Metric 1.11 – due to low % increase , it was determined that the target for Socio Economically Disadvantaged students to meet or exceed state test scores be reduced from 60% to 50%
- Metric 1.13 and 1.14 – due to low % increase in CAASPP results for EL students it was determined to change this goal from 45% to 20%

Actions Modifications

- Action Item 1.5 EL Supports - further training will be provided to all General Ed teachers, Learning Assistants and Student support team on working with EL students. Dedicated time will be set aside when staff return in the new school year for this training.
- Action Item 1.1 Montessori Certification. Priority will be given in the hiring of teachers already Montessori credentialed. A working group is being set up to discuss the feasibility of the LEA providing its own foundational Montessori training that can be undertaken while staff are completing their CA Credential program.
- Action Items 1.4 and 1.5 will be increasingly focused on ways to support our unduplicated students in math
- Action item 1.8 is planned for the next school year. In line with out philosophy of whole child education, we are diverting more resources to implement a more robust PE program that will support our staff and help prepare our students to meet state standards.

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	Montessori Certification	Current staff who have no formal Montessori Training will become Montessori certified. This is crucial to maintain the integrity of the program and to ensure that all staff are providing the same experience for all student in every classroom. Based on the ongoing challenges to find a Montessori training that works with the schedule of the District Intern programs, we are planning on providing our own in house Montessori certification program. We will help new staff focus on completing their District Intern credential ASAP so that they can then move on to their Montessori training. To facilitate this, the LEA will pay for the District Intern mentors	$30,500.00	Yes
1.2	Structured Literacy	Literacy continues to be an area of focus, especially looking for ways to support our English Learners. We have made great strides in the implementation of this program, we are now looking to ensure that we maintain the progress made. Newly hired staff will need to be trained in this program. Staff will also need training on using new Reading Screener program and how best to interpret the results in the context of the Structured Literacy program. Supporting staff and students with the continued rollout of the Logic of English program and the integration of more direct explicit cursive instruction will be undertaken through the purchase of specific resources and and professional development time	$35,000.00	Yes
1.4	Professional Learning	Increase educator efficacy in supporting all unduplicated students in engagement, learning, and achievement. Provide training to instructional staff for using general education interventions, data, SEL, and Positive Discipline methods/frameworks. Where needed and identified, provide culturally appropriate curriculum and resources. Providing opportunities for staff to attend Professional Development trainings and conferences specifically aimed at our unduplicated students	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	EL Supports	Currently 5% of our student population are identified as English Learners and we predict this number to increase. CAASPP test scores for both Math and ELA were very low so this is an area of focus for us. We will therefore provide more training, resources and staff to EL Students, including providing resources and training for Gen Ed Teachers, Learning Assistants and Instructional Aides to work with this student population. Research and Evaluation manager will focus on data collection and analysis for this group of students so that we can monitor where help is needed and the impact that our help is having on this group.	$179,992.00	Yes
1.6	Reflex Math	Our school wide math scores are lower than our ELA scores, and our unduplicated students are below state averages. We are looking at more ways to provide students with math fluency. Math Reflex is a program that can be utilized at home and at the Learning Centers and is geared to helping students master basic math facts. Since it is an online program, low incomes students will need to be provided with the necessary technology to access this insruction.	$5,000.00	Yes
1.7	I-Ready	I-Ready is the assessment tool that the LEA uses as one way to measure student progress. Students also have access to I-Ready curriculum and online resources. The online accessibility allows families to use this as one tool in their independent study toolbox and can be a resource for staff to gauge a child's progress. Assessment data is also used as a guide in the MTSS process.	$30,000.00	Yes
1.8	Development of a robust PE program	Montessori recognizes the importance of educating the whole child. Healthy children will learn better and our role as partners with parents means we can provide students and their families with resources and ideas to help build healthy lifestyles. We will be dedicating a staff member to the development of a more robust PE program that provides students, staff	$17,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and families with resources and ideas to meet this goal. There will be more staff PD opportunities related to the PE program.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure facilities are in good repair and are set up and maintained in a way that supports Montessori pedagogy, including adequate technology.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A cornerstone of the Montessori Philosophy is the concept of the Prepared Environment. Every classroom at Community Montessori must be set up and equipped in a way that aligns with the Montessori Philosophy and is suitable for the developmental age range that it serves. Technology changes constantly and we need to keep up to date with equipment that still aligns with our philosophy and helps prepare students for high school and beyond. While the focus here is on materials and physical environment, the adults that are a part of this also need to be supported.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Montessori Materials Classroom Inventory	85% of classes have all of the materials listed on the Montessori Materials Classroom Inventory	Staff were surveyed and asked to complete an inventory list. Based on this 89% of classrooms have at least 70% of all the		100% of classhave all of the Montessori Materials as based on a standard Classroom Inventory	+4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Montessori materials listed			
2.2	Facilities Inspection Tool	Facilities currently ranked "Good" on the facilities inspection tool	Facilities are ranked "Good"		All facilities will receive a rank of "Good" or better on the Facility Inspection Tool	none
2.3	Technology inventory	Every classroom has one iPad Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	Every classroom has one iPad Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student		Every classroom has 2 IPads Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	none
2.4	% of low income students that request a laptop for home use % of low income students who request a Wi-Fi hotspot for home use	This has not been measured to date	100%- of low income students that request a laptop for home use 2%- of low income students who request a Wi-Fi hotspot for home use		100% of low income students that request a laptop for home use will receive one 100% of low income students who request a Wi-Fi hotspot for home use will receive one	n/a

Goal Analysis [2024-25]

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

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

Overall Implementation
Successful Implementation

- Action Item 2.1 Montessori Materials – All staff were provided with the opportunity to take inventory of their classroom and request Materials that were missing.
- Action Item 2.2 Facility Improvements - Several larger projects were completed
- Action Item 2.3 Technology – all classrooms were provided with agreed technology

Implementational Challenges

- Action Item 2.1 Montessori Materials – Not all staff are Montessori trained and were unable to correctly identify materials needed. Staff were asked to work with their mentors to help overcome this.

Modified Implementation

- Action Item 2.2 Facility Improvements –

o due to drainage work that needs to be carried out at the Poway Learning Center, it was decided to postpone the installation of artificial turf until this work is completed. The current timeline calls for this to be done over the summer and the turf to be installed next year.
o Proposals are being sought to replace all the classroom doors at the Oak Hill Learning Center and the construction of an animal enclosure is being investigated

Non-Implemented Actions

- All items were implemented

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 Item 2.3 Technology - all students were provided with necessary technology and the school was able to use existing supplies to meet this goal so there was no expenditure needed to meet this action item.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed a high level of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative indicators.

- Metric 2.1 Montessori Materials Inventory

- Metric 2.2 Facilities Inspection Tool – at our last Williams visit we received a “Good” ranking and we continue to use this tool as our road map for facility repairs and improvement

- Action 2.2 Facility Improvements

o ADA improvements at our Santee Learning Center were completed
o New front door that allows for better visitor screening was built at Oak Hill
o All facilities passed necessary inspections to provide free and reduced meals on campus.
o It was decided to defer the wholesale replacement of the classroom doors at Oak Hill for the current LCAP year, due to higher priorities

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.

No planned changes to current goal

- Action 2.2 Facility Improvements – we received an updated Conditional Use Permit for our Oak Hill Facility that will allow us to build an animal enclosure

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	Montessori Materials	The LEA will continue to replace broken/missing Montessori materials as needed, based on classroom inventory. One of the principals of Montessori is the prepared environment and staff spent a lot of time developing a list of essential Montessori materials for each classroom. The LEA spent a large portion of their general funds ensuring that these materials are in every classroom and now we want to make sure that this is maintained.	$10,000.00	No
2.2	Facility Improvements	Various capital projects to improve and maintain our Learning Centers. Students and staff need to have a safe, comfortable place to learn and	$145,000.00	No

Action #	Title	Description	Total Funds	Contributing
		work. We will continue to ensure that we meet all applicable state and local codes as well as continue to improve our Learning Centers. Larger projects include installation of artificial turf at Poway, new fence at Poway, construction of an animal barn and replacing some doors at Oak Hill.		
2.3	Technology	Continue to maintain existing ratio of students to laptops in each grade level. Provide internet access and laptops as needed to Socio Economically Disadvantaged families for home school learning so that they can successfully access this curriculum. Based on existing inventory it is not anticipated to spend any LCFF Funds on this item.	$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents, staff, students and community to promote meaningful educational opportunities for all students within a warm, caring, inspirational environment.	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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Community Montessori, sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The success of our independent study model hinges on effectively engaging parents by providing them with support and resources to fulfill their role as the primary educator. CM will work with parents/guardians and family members to jointly develop and agree upon strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall continue to be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. Parents will also be held accountable to the agreements made for the successful learning experience of their child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation Rates in Learning Center Activities	60% of families attend at least one Learning Center event each year	70%		80% of families attend at least one Learning Center event each year	10%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Survey Completion Rates	20% of families complete all surveys	Parent- 15% Student- 60% Staff- 40%		75% of families complete all surveys	-5%
3.3	Family Attendance at Student Led Conferences	75% of families attend student led conferences	97%		100% of families attend student led conferences	20%
3.4	% of parents attending Parent Club Meetings	40% of parents attend at least one Parent Club meeting each year	25%		40% of parents attend at least one Parent Club meeting each year	-25%
3.5	% of Socio Economically Disadvantaged students that attend Field Trips	60% of Socio Economically Disadvantaged students attend Field Trips	23% of students that attended an overnight field trips were identified as an SED student. 1% of students that attended overnight field trips were identified as an EL student.		80% of Socio Economically Disadvantaged students that attend Field Trips	not available
3.6	% of unduplicated families that attend community partnerships events	15% of EL learner families attend MLAC Meetings No current data on Socio Economically Disadvantaged students	43% of EL Learner families attended at least one MLAC meeting		50% of all unduplicated families attend MLAC Meetings and Community Partnership events that are geared towards them	-7%
3.7	% of new families that attend the Montessori Journey	This has not been measured to date	This event was not held		70% of new families attend the	n/a

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

Goal Analysis [2024-25]

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

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

Successful Implementation

- Action Item 3.1 Learning Center Events – All Learning Centers provided a variety of events for families to attend
- Action Item 3.2 Community Partnerships – 4 MLAC meetings were held this year
- Action Item 3.3 Staff Social and Emotional Wellbeing - Staff were surveyed at the end of every monthly meeting. There was a continued focus on Grade Level Professional Learning Communities and the development of Lead teachers to help facilitate these groups.
- Action Item 3.4 Field Trips – all grade levels are expected to do field trips. For younger students this includes visits from outside organizations. Upper Elementary added another overnight field trip to the Star of India making 2 overnight trips a year. Middle School attended 2 overnight trips, plus several day trips.

Implementational Challenges

- Action Item 3.3 Staff Social and Emotional Wellbeing - surveys are anonymous to encourage people to provide feedback and input. This makes it challenging to see who has not completed the surveys and we do not get 100% participation in surveys.
- Action Item 3.4 Field Trips – there was a concerted effort to ensure that all students were given the opportunity to attend field trips. Some families and students are still opposed to overnight trips so getting 80% of all students to attend is challenging.

Non-Implemented Actions

- All items were implemented

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 Item 3.4 Field Trips – Upper Elementary increased the number of overnight field trips offered which increased the estimated expenditure on this item. Overall we had a much higher rate of participation in field trips which led to a much higher than anticipated cost. This cost was offset through fundraising efforts at all Learning Centers.

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

Effectiveness or Ineffectiveness
Based on our analysis of metrics and outcomes, the implementation of actions showed a high level of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative indicators.

- Action Item 3.3 Staff Social and Emotional Wellbeing -

o Staff surveys at the end of every monthly meeting show high levels of satisfaction with topics covered at every meeting. Staff have shared both formally and informally how much they appreciate the support they get in their grade level Professional Learning Communities.
o Very low participation rates in staff wellness challenges suggests an indifference to these
Action Item 3.4 Field Trips

- Action Item 3.4 Field Trips – student feedback of those that attend shows a high level of satisfaction with these

Metric 3.6 - confirms the struggle to get more parent involvement in MLAC meetings and events. This is despite offering different events, at different time slots at various locations. Limited feedback and response has made it hard to fix this.

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.

No planned changes to current goal

- Metric 3.4 % of families attending Parent Club Meetings – in surveys parents have not felt the need to attend these meetings as they are satisfied with what is taking place. Based on projections we are lowering this target from 70% of families to 40% will attend.
- Metric 3.5 We were not able to gather this data as we did not keep accurate enough records of which students attended every field trip. A more robust recording system will be put in place for next years LCAP.
- Metric 3.7 Due to low interest in the Montessori Journey over the last 2 years it was decided to no longer offer this event.
- Action Item 3.4 Field Trips – Upper Elementary increased the number of overnight field trips that they offered. We will monitor the impact this has on the participation in these events for our Low Income families

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Learning Center Events	Provide ongoing workshops and events to parents, staff and students based on areas of interest and need to help provide the support and resources needed to succeed. Hold events that help foster community spirit and allow families to meet and engage with other members of the school community.		No
3.2	Community Partnerships	Continue and expand community partnerships to serve unduplicated students and families through the MLAC Council and other Learning Center events, including parent workshops that specifically address the unique parenting needs of these families. Provide a direct line for these families to access resources and guidance, including translation services for meetings. Work with local community programs to show students opportunities outside of school. Greater parent/family support and engagement in their student's schooling experience is needed in so many of the decisions that are made with and for school programs. The greater the involvement, the more skilled and empowered parents will be to request and lead improvement efforts.	$2,590.00	Yes
3.3	Staff Social and Emotional Wellbeing	To be able to offer a warm, caring and inspirational environment, the emotional and physical needs of staff must be met. Regular staff surveys asking for feedback and input and their needs and providing monthly mindfulness opportunities, self care challenges and chances to work together on challenging situations so that all staff feel supported.	$2,000.00	No
3.4	Field Trips	As part of providing meaningful educational opportunities, students will be able to attend a variety of different field trips at no cost to the families. Field trips are a cornerstone of our philosophy and help students build connections through a unique shared experience. It gives students who do not always shine inside the classroom, the opportunity to shine outside of it. The cost of these trips has increased significantly over the last few years, especially for transportation. For many of our socio economically disadvantaged students these trips offer them experiences that they may never have had before. It also contributes to greater parental engagement. Last year we had a very high participation rate in our overnight field trips	$95,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and we are looking to keep this in place and will need to use more LCFF funds to make this happen.		

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.

As we continue to grow we want to make sure that our decisions related to student educational progress are being data driven. We want to better understand if what we are doing in classrooms, in professional development and in the social emotional supports that we use are effective.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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 [2024-25]

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

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

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 [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$405082.00	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
4.564%	0.000%	$0.00	4.564%

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:** Montessori Certification **Need:** Unduplicated students can have higher needs in the classroom, which means we need to provide teachers that are fully trained. **Scope:**	By ensuring that our teachers are Montessori trained we are helping them meet the possible higher needs of all our unduplicated students. These students are spread out across the school, in all age groups so all staff should be trained	Measure the % of new hires that are not already Montessori trained who get Montessori trained

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		
1.2	**Action:** Structured Literacy **Need:** Low percentage of these students are meeting or exceeding test scores. **Scope:** LEA-wide	By providing more targeted, direct and explicit instruction to this group we can give them the skills and strategies needed to be successful. The LEA is one school.	% increase in unduplicated students that meet or exceed ELA standards in the CAASPP test
1.4	**Action:** Professional Learning **Need:** Unduplicated students often need a higher degree of social and emotional support in order to be successful learners **Scope:** LEA-wide	Trainings and resources that are focused on the social and emotional needs of this group of students can help staff support these students so that they feel safe and can learn effectively. The LEA is one school	Student and staff surveys. Test scores of unduplicated students. Discipline incidents, expulsion and suspension rates
1.5	**Action:** EL Supports **Need:** **Scope:** LEA-wide	Currently 5% of our student population are identified as English Learners and we predict this number to increase. CAASPP test scores for both Math and ELA were very low so this is an area of focus for us. We will therefore provide more training, resources and staff to EL Students, including providing resources and training for Gen Ed Teachers, Learning Assistants and Instructional Aides to work with this student population. Research and Evaluation manager will focus on data collection and analysis for this group of	#of EL students getting reclassified EL students CAASSP and I-Ready Test Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students so that we can monitor where help is needed and the impact that our help is having on this group. The LEA is one school	
1.6	**Action:** Reflex Math **Need:** Low percentage of these students are meeting or exceeding test scores. **Scope:** LEA-wide	By offering another option that is accessible both at the Learning Center and at home this group of students will have more resources and support to help ensure success.	Increase in CAASPP Math test scores for this student group
1.7	**Action:** I-Ready **Need:** Low percentage of these students are meeting or exceeding test scores. **Scope:** LEA-wide	By offering another option that is accessible both at the Learning Center and at home this group of students will have more resources and support to help ensure success.	% increase in I-Ready test scores for unduplicated students
1.8	**Action:** Development of a robust PE program **Need:** Need to know what and how to achieve a healthy lifestyle. Do not have the knowledge or resources to do this. **Scope:**	Healthy lifestyles and habits can be harder if families do not have the resources, both monetary and the time and space to enjoy nutritious meals and participate in healthy activities.	% of students participating in the Physical Fitness Test. % of parents participating in parent events led by PE Coordinator

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:** Technology **Need:** Students are independent study and will need technology and wi-fi access to access the full curriculum **Scope:** LEA-wide	It provide the requisite resources to access the curriculum from home	% of eligible students who are provided with wifi access and/or laptops
3.2	**Action:** Community Partnerships **Need:** Families of unduplicated students benefit from more targeted support **Scope:** LEA-wide	By creating regular meetings and opportunities for families to share concerns and challenges, we can better shape what we provide and ensure that all these families are heard. By providing a forum for outside organizations to offer support and resources to these families we can ensure that they are better supported.	Attendance at events. Parent and staff surveys
3.4	**Action:** Field Trips **Need:** Socio Economically disadvantaged students can often not afford these experiences. **Scope:** LEA-wide	Socio Economically disadvantaged students make up 27% of our school population and these trips and experiences are often experienced only by going on a school field trip	% of socio economically disadvantaged students who go on these field trips. Student and parent surveys to gauge success of the field trip.

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
1.5	**Action:** EL Supports **Need:** EL Students can benefit from more concentrated, small group instruction to succeed **Scope:** Limited to Unduplicated Student Group(s)	Students are struggling to meet grade level standards. Having a staff member who is dedicated and focused on our EL learners will ensure they get the support that they need and staff will get the training that they need. The LEA is one school.	#of EL students getting reclassified EL students CAASSP and I-Ready Test Scores

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.

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	28:1	

2025-26 Total 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	8875586	405082.00	4.564%	0.000%	4.564%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$562,082.00	$0.00	$0.00	$0.00	$562,082.00	$258,082.00	$304,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Montessori Certification	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	$15,000.00	$15,500.00	$30,500.00				$30,500.00	
1	1.2	Structured Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	$35,000.00	$0.00	$35,000.00				$35,000.00	
1	1.3							Annual								
1	1.4	Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.5	EL Supports	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	$169,992.00	$10,000.00	$179,992.00				$179,992.00	
1	1.6	Reflex Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	$2,000.00	$3,000.00	$5,000.00				$5,000.00	
1	1.7	I-Ready	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.8	Development of a robust PE program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$15,000.00	$2,000.00	$17,000.00				$17,000.00	
2	2.1	Montessori Materials	All	No			All Schools	Annual	$0.00	$10,000.00	$10,000.00				$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Facility Improvements	All	No			All Schools	One Year	$0.00	$145,000.00	$145,000.00				$145,000.00	
2	2.3	Technology	Low Income	Yes	LEA-wide	Low Income			$0.00	$0.00	$0.00				$0.00	
3	3.1	Learning Center Events	All	No			All Schools	Annual								
3	3.2	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annual	$1,090.00	$1,500.00	$2,590.00				$2,590.00	
3	3.3	Staff Social and Emotional Wellbeing	All	No			All Schools	Annual	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.4	Field Trips	Low Income	Yes	LEA-wide	Low Income		Annually	$10,000.00	$85,000.00	$95,000.00				$95,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8875586	405082.00	4.564%	0.000%	4.564%	$405,082.00	0.000%	4.564 %	**Total:**	$405,082.00
								LEA-wide Total:	$405,082.00
								Limited Total:	$179,992.00
								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**	Montessori Certification	Yes	LEA-wide	English Learners Low Income	All Schools	$30,500.00	
1	**1.2**	Structured Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	$35,000.00	
1	**1.4**	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	$10,000.00	
1	**1.5**	EL Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	$179,992.00	
1	**1.6**	Reflex Math	Yes	LEA-wide	English Learners Low Income	All Schools	$5,000.00	
1	**1.7**	I-Ready	Yes	LEA-wide	English Learners Low Income	All Schools	$30,000.00	
1	**1.8**	Development of a robust PE program	Yes	LEA-wide	English Learners Low Income		$17,000.00	
2	**2.3**	Technology	Yes	LEA-wide	Low Income		$0.00	
3	**3.2**	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth	All Schools	$2,590.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	**3.3**	Staff Social and Emotional Wellbeing				All Schools	$2,000.00	
3	**3.4**	Field Trips	Yes	LEA-wide	Low Income		$95,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$700,123.00	$700,340.00

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**	Montessori Certification	No	$12,000.00	$10,000.00
1	**1.3**	Structured Literacy	Yes	$52,200.00	$54,975.00
1	**1.4**	Professional Learning	Yes	$25,000.00	$49,277.00
1	**1.5**	EL Supports	Yes	$311,272.00	$306,329.00
1	**1.6**	Mentors and Lead EF's	Yes	$50,000.00	$40,665.00
1	**1.7**	I-Ready	Yes	$23,800.00	$12,000.00
2	**2.1**	Montessori Materials	No	$10,000.00	$11,489.00
2	**2.2**	Facility Improvements	No	$146,815.00	$146,815.00
2	**2.3**	Technology	Yes	$2,000.00	0
3	**3.1**	Learning Center Events	No		
3	**3.2**	Community Partnerships	Yes	$2,590.00	$1090.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Staff Social and Emotional Wellbeing	No	$2,000.00	$1000.00
3	**3.4**	Field Trips	Yes	$62,446.00	$66,700.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$405,082.00	$529,308.00	$531,036.00	($1,728.00)	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	1.3	Structured Literacy	Yes	$52,200.00	54975		
1	1.4	Professional Learning	Yes	$25,000.00	49277		
1	1.5	EL Supports	Yes	$311,272.00	306329		
1	1.6	Mentors and Lead EF's	Yes	$50,000.00	40665		
1	1.7	I-Ready	Yes	$23,800.00	12000		
2	2.3	Technology	Yes	$2,000.00	0		
3	3.2	Community Partnerships	Yes	$2,590.00	1090		
3	3.4	Field Trips	Yes	$62,446.00	66700		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,383,665	$405,082.00	0	4.832%	$531,036.00	0.000%	6.334%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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