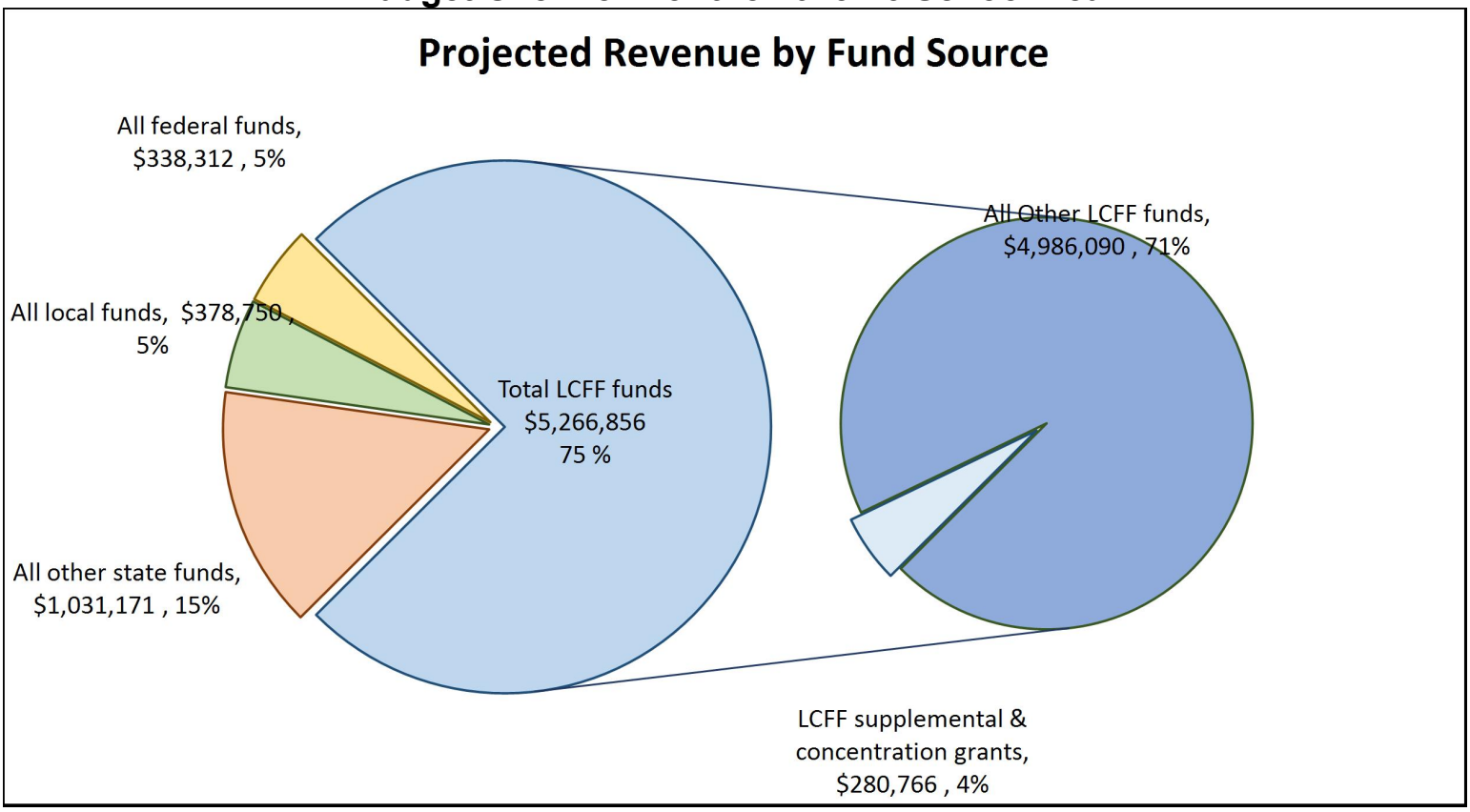
# LCFF Budget Overview for Parents

| |
|---|
| Local Educational Agency (LEA) Name: Monterey Bay Charter School |
| CDS Code: 27102720112177 |
| School Year: 2025-26 |
| LEA contact information: |
| Jessica Guzzi |
| Executive Director |
| j.guzzi@mbcharterschool.org |
| 831-655-4638 |

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

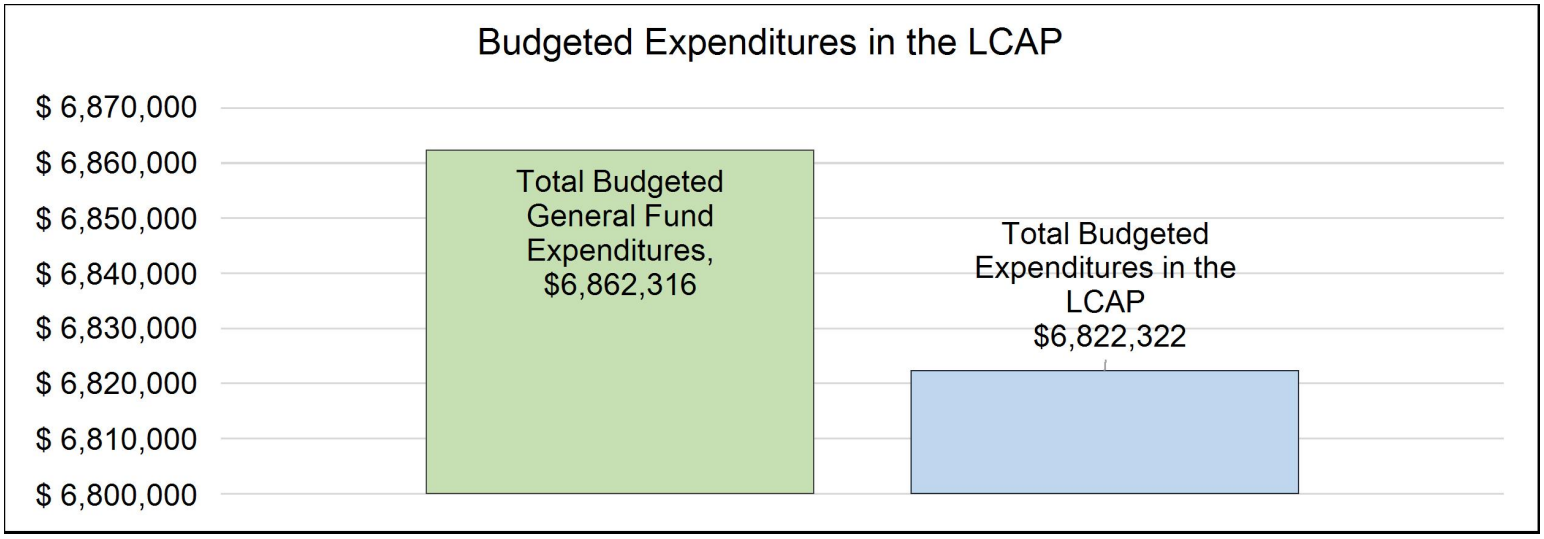



This chart shows the total general purpose revenue Monterey Bay Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Monterey Bay Charter School is $7,015,089, of which $5,266,856 is Local Control Funding Formula (LCFF), $1,031,171 is other state funds, $378,750 is local funds, and $338,312 is federal funds. Of the $5,266,856 in LCFF Funds, $280,766 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 Monterey Bay Charter School 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: Monterey Bay Charter School plans to spend $6,862,316 for the 2025-26 school year. Of that amount, $6,822,322 is tied to actions/services in the LCAP and $39,994 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

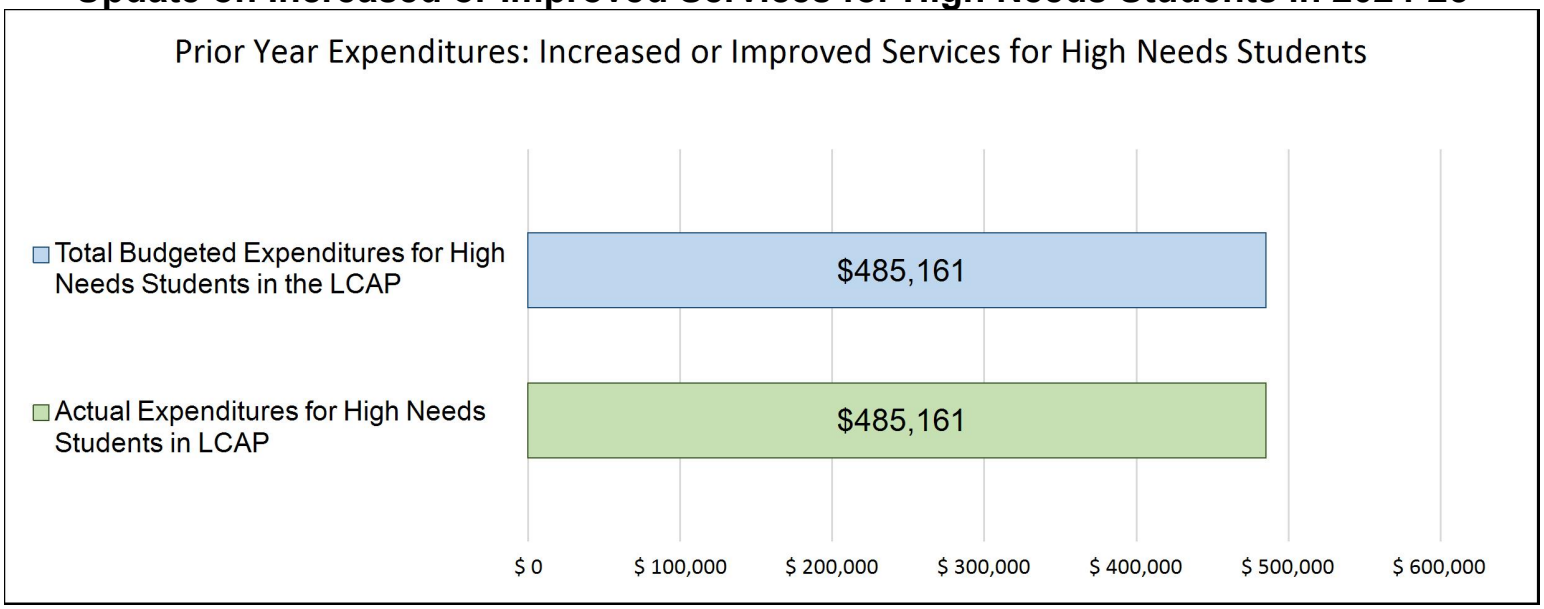
These funds support core operational costs necessary to run the school but are not tied to specific LCAP goals. Examples include some professional services such as legal and audit fees. These ensure the school operates efficiently and remains in compliance with state and federal requirements.

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

In 2025-26, Monterey Bay Charter School is projecting it will receive $280,766 based on the enrollment of foster youth, English learner, and low-income students. Monterey Bay Charter School must describe how it intends to increase or improve services for high needs students in the LCAP.  Monterey Bay Charter School plans to spend $872,811 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 Monterey Bay Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Monterey Bay Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Monterey Bay Charter School's LCAP budgeted $485,161 for planned actions to increase or improve services for high needs students. Monterey Bay Charter School actually spent $485,161 for actions to increase or improve services for high needs students in 2024-25.

# 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 |
|---|---|---|
| Monterey Bay Charter School | Jessica Guzzi<br>Executive Director | j.guzzi@mbcharterschool.org<br>831-655-4638 |

# 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.

Monterey Bay Charter School (MBCS) is a public school open to all families living in Monterey County or adjacent counties, currently serving 475 students from transitional kindergarten through 8th grade. MBCS has been the county's only TK-8 tuition-free Waldorf-inspired public school for 25 years. Founded in 1998, MBCS is guided by the Core Principles for Public Waldorf Education, a member of the Alliance for Public Education, and accredited by the Western Association of Schools and Colleges. Committed to meeting common core state standards through Waldorf methods, MBCS strives to educate the whole child by encouraging creativity, critical thinking, and the inspiration of self-initiative for lifelong learning.

Authorized by the Monterey County Office of Education, MBCS enrolls students from all areas of Monterey and adjacent counties. Families are committed to the mission and vision of the school, our unique educational model, and commute from all corners of the county. The school is currently serving students who reside in Monterey, Seaside, Marina, Carmel, Carmel Valley, Big Sur, Pacific Grove, Prunedale, Watsonville, Hollister, Gilroy, and Salinas. Families organize community carpools, allowing families with long drive times more access to the MBCS Foothill or Pacific Grove campuses. The school continues to strive to reunite our campuses in one centralized location and remove enrollment barriers due to location for families. Monterey Bay Charter School leases facilities from two districts, Pacific Grove Unified School District ("PGUSD"), which houses grades three through eight, and Monterey Peninsula Unified School District ("MPUSD"), which houses transitional kindergarten through second grade. The school continues to strive to reunite our campuses at a leased property on the CSUMB.

# Reflections: Annual Performance

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

Overall, the school has made progress towards goals and, with community partner input, has aligned the LCAP goals to the school's WASC goals for greater clarity of purpose and continues to strive in the identified focus areas for the next three years. The school will track data for the next three years towards goals to measure the educational program's effectiveness in the focus areas. The school will continue to work towards the critical goal areas encompassing the whole school community in various ways. The action items associated with each goal reflect current practices and/or expenditures and were developed with community partner input through the committee process.

Goal 1: Ensure the broad course of study balances academic standards with Waldorf principles, integrates universal designs for learning, and culturally relevant pedagogy, and is supported by high-quality instructional materials evidenced by demonstrated academic gains measured by state assessment data and local verified data.

Goal 1 Reflection-
Assessment data show that overall student achievement has risen, and scores for students in subpopulations either remained flat or rose. Mathematics data in S2024 shows a need to continue to focus on mathematics as the dashboard overall score dropped from green to yellow. Student sub-populations continue to be monitored by general education and intervention teachers in collaboration with the Director(s) of Education.

Since 2019, the English Learner program has been fortified with a standards-based curriculum, an ELAC Committee, and the English Learner Master Plan developed by the committee. The school's current ELPI rate is 63.2 growing from 45%. Like the intervention program, the school tracks student data and monitors students who reclassify. Within our small population of English Learners, 1-4 students typically reclassify yearly.

Goal 2: Through the school’s MTSS program ensure a safe and positive school climate that supports the whole child physically, socially-emotionally and culturally through consistent procedures measured by student survey data, suspension rate, chronic absenteeism, and truancy rates.

Goal 2 Reflection-
The school has implemented many safeguards to monitor student overall and sub-population achievement through verified data benchmark testing, coordinated services team meetings, and increased intervention services to support students. All students have access to a broad course of study through standards-aligned instructional materials, and teachers implement content and state standards instruction in the classroom, engaging students in learning. Teachers regularly assess progress towards standards; students are assessed three times per year through verified data benchmark assessments. The coordinated services team meets bi-monthly to review benchmark data and intervention program data to determine if students qualify for intervention programs or have made progress and should matriculate out of intervention programs.

The school expects the suspension rate to rise for the 2025-26 school year. Behavioral incidents occurred that warranted student suspensions due to physical aggression. The school employs a Behavior Technician at each campus to support students and work to resolve

incidents through restorative methods in addition to the school counseling team. School staff continue to work to reduce the overall suspension rate.

The chronic absenteeism rate decreased to 18% in 2023-24 from 19.9% in 2022-23 for all students. Students with disabilities (SWD) are making the most significant gains, reducing chronic absenteeism to 25% in 2023-24 from 33% in 2022-23. Outreach efforts by school staff and increased participation in independent study contribute to the reductions. School staff contact all families directly to reduce attendance barriers for each family and re-engage students, to avoid the legal truancy process. Additionally, students have continued to experience significant illnesses verified by medical professionals.

Goal 3: Ensure that all students, parents/guardians, and stakeholders are actively engaged in the school community as measured by the number of school events, volunteer opportunities for family engagement, the level of participation, and survey results.

Goal 3 Reflection-
While participation appears low at school festivals and events as compared to the prior LCAP cycle, families have logged 6,200 hours of volunteerism this year, showing a strong level of engagement. Families feel overwhelmed by a work/life balance and the high cost of living in our area, leading to a lack of availability to engage in school events and programs. Distance also remains a barrier within our extensive county-wide attendance area. Despite surveying families for effective times to hold events and offering child care and meals at events, families often cannot return to attend a school event. Families support where they can volunteer in the classrooms and on field trips.

The school continues to engage families in the work of the school and provide programs of interest, such as the ELAC committee, Our Complicated Kids Forum, and Ocean Guardian events, such as beach clean-ups and environmental education events. Community and a healthy social life for students and families remain the school's core values that we strive to achieve during the next LCAP cycle.

Currently, the district does not have unspent LREBG funds. In anticipation of the additional LREBG funds proposed as part of the 2025-26 Budget Act, we have conducted a needs assessment by looking at 2024 CA Dashboard data and student data to best support targeted actions in the 2026-27 LCAP. While Monterey Bay Charter does not have any unexpended LREBG funding, should more funding become available, the school plans to invest the funds in accordance with the needs assessment and expend them through 2028.

# Reflections: Technical Assistance

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

NA

# 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.

NA; the school has not been identified 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.

NA

### *Monitoring and Evaluating Effectiveness*

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

NA

# 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 |
|---|---|
| ELAC Committee | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |
| Parent Circle (PTA) | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |
| Ocean Guardian Committee | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |
| All Community Input Survey | Sent school wide survey to all families through the school communication portal on April 29, 2025 |
| Faculty Council | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |
| Student Council | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |
| Student Climate Survey | Evaluated the fall student survey to inform action items for the LCAP cycle and annual LCAP reporting. |

| Educational Partner(s) | Process for Engagement |
|---|---|
| Board of Directors | Defined the LCAP; reviewed goals and metrics; provided a general overview of how the school ties public funds to each goal; asked for input on goals and action items; held open discussion to receive feedback and public comment on the agenda item. |
| HR/Finance Committee | At the scheduled committee time, the LCAP was defined, and a general overview of how the school ties public funds to each goal was provided. Then, administrators asked the committee for input on goals or action items and held an open discussion to receive feedback. |

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

Monterey Bay Charter School has strong community engagement with its educational partners. This engagement is a cornerstone of the school's programming. The committees listed above expressed that the goals and actions are appropriate to support students in academic areas. Partners and the faculty expressed a desire for more social-emotional support. While the school has invested as many dollars as possible into this area by increasing staff and programming over the last several years, should additional LREBG funds be made available, the school plans to use them to support goal 2 actions, which address these areas of opportunity for the school.

The educational partner survey data shows that 86% of respondents feel the school provides a supportive learning environment; 98% of respondents expressed the school provides adequate supervision; 85% of respondents feel discipline is fairly and consistently applied; 94% of respondents reported their students make sufficient academic progress; 98% of respondents agree that the school's special subject classes in music, handwork, blacksmithing, woodworking, and Spanish enrich their student's experience at the school; Regarding specialized services such as academic intervention classes in ELA & Math, ELD services and special education services 45% of respondents do not interact with these services and 45% of respondents who do access services are satisfied with the level of support provided; Regarding ELO Program services 45% of respondents do not utilize this program and 45% of respondents who do utilize these programs are satisfied with the program's quality and finally 94% of respondents agree that the school provides timely communications.

Monterey Bay Charter School thanks the community for participating in school committees and surveys and engaging with the school to support a continuous cycle of improvement and make the school a wonderful place for all students to grow and learn.

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 1 | Ensure the broad course of study balances State academic standards with Waldorf principles, the curriculum is supported by high quality instructional materials and universal designs for learning evidenced by demonstrated academic gains measured by state assessment data and local verified data. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Monterey Bay Charter developed this goal to monitor and appropriate funds to support a high quality instructional program.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.1 | Annual CAASPP Scores in English Language Arts | 2022-23 CAASPP<br>99.7% participation in assessment<br><br>School-wide Results<br>Met or Exceeded in ELA 59.72%<br>Total Population Students:<br>14.4 points above standard; declined 3.2 points from prior year | 2023-24 CAASPP<br>99% participation in assessment<br><br>School-wide Results<br>Met or Exceeded in ELA 63.57%<br>Total Population Students:<br>22.3 points above standard; increased 7.9 | | Maintain CAASPP<br>99% participation in assessment<br><br>Total Population Students:<br>Maintain or increase from baseline distance from standard by 3 points per year | ELA<br>All Students: +7.9<br>Hispanic: -11.7<br>Two or More Races: Maintained -1.6 Points<br>Socioeconomically Disadvantaged: Maintained -2 Points<br>Students with Disabilities: |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Met/Exceeded by Sub-Population<br>ELA<br>Hispanic:<br>14.3 points above standard<br>Increased 14.7 Points<br>Number of Students: 60<br><br>ELA<br>Two or More Races:<br>16.2 points above standard<br>Declined 9.3 Points<br>Number of Students: 40<br><br>ELA<br>Socioeconomically Disadvantaged:<br>12.3 points below standard<br>Declined 9 Points<br>Number of Students: 58<br><br>ELA<br>Students with Disabilities:<br>10.6 points below standard<br>Increased 3.4 Points<br>Number of Students: 53 | points from prior year<br><br>Met/Exceeded by Sub-Population<br>ELA<br>Hispanic:<br>2.6 points above standard<br>Declined 11.7 Points<br>Number of Students: 71<br><br>ELA<br>Two or More Races:<br>14.6 points above standard<br>Maintained -1.6 Points<br>Number of Students: 31<br><br>ELA<br>Socioeconomically Disadvantaged:<br>14.3 points below standard<br>Maintained -2 Points<br>Number of Students: 71<br><br>ELA<br>Students with Disabilities: | | Met/Exceeded by Sub-Population-<br><br>Hispanic:<br>Maintain or increase from baseline distance from standard by 3 points per year<br><br>Two or More Races:<br>Maintain or increase from baseline distance from standard by 3 points per year<br><br>Socioeconomically Disadvantaged:<br>Maintain or increase from baseline distance from standard by 3 points per year<br><br>Students with Disabilities:<br>Maintain or increase from baseline distance from standard by 3 points per year | Increased +11.7 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 1.1 points above standard<br>Increased 11.7 Points<br>Number of Students: 53 | | | |
| 1.2 | Annual CAASPP scores in Mathematics | 2022-23 CAASPP Scores in Mathematics<br><br>CAASPP 98% participation in assessment<br><br>The 2022-2023 CAASPP Results:<br>Met or Exceeded in Math: 43.06%<br><br>Met or Exceeded in Math by Sub-Population<br><br>Math<br>Hispanic:<br>29.3 points below standard<br>Increased 10.5 Points<br>Number of Students: 60<br><br>Math<br>Two or More Races:<br>19.9 points below standard<br>Increased 14.5 Points<br>Number of Students: 40 | 2023-24 CAASPP Scores in Mathematics<br><br>CAASPP 99% participation in assessment<br><br>The 2023-2024 CAASPP Results:<br>Met or Exceeded in Math: 37.67%<br><br>Met or Exceeded in Math by Sub-Population<br><br>Math<br>Hispanic:<br>38.5 points below standard<br>Increased 9.3 Points<br>Number of Students: 71<br><br>Math<br>Two or More Races: | | Maintain CAASPP 98% participation in assessment<br><br>Total Population Students: Maintain or increase from baseline distance from standard by 3 points per year<br><br>Met/Exceeded by Sub-Population-<br><br>Hispanic: Maintain or increase from baseline distance from standard by 3 points per year<br><br>Two or More Races: Maintain or increase from baseline distance from standard by 3 points per year | Math<br>All Students: -5.39%<br>Hispanic: +9.3<br>Two or More Races:-24.2 Points<br>Socioeconomically Disadvantaged: Maintained -1.7 Points<br>Students with Disabilities: -10.5 Points |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | Math<br>Socioeconomically Disadvantaged<br>43.7 points below standard<br>Increased 11.4 Points<br>Number of Students: 58<br><br>Math<br>Students with Disabilities:<br>28 points below standard<br>Increased 35.3 Points<br>Number of Students: 53 | 44 points below standard<br>Declined 24.2 Points<br>Number of Students: 30<br><br>Math<br>Socioeconomically Disadvantaged<br>45.4 points below standard<br>Maintained -1.7 Points<br>Number of Students: 70<br><br>Math<br>Students with Disabilities:<br>38.5 points below standard<br>Declined 10.5 Points<br>Number of Students: 53 | | Socioeconomically Disadvantaged: Maintain or increase from baseline distance from standard by 3 points per year<br><br>Students with Disabilities: Maintain or increase from baseline distance from standard by 3 points<br>per year | |
| 1.3 | Local Verified Data | 2023-24 Verified Data in ELA<br>37% Met or Exceeded Standard | 2024-25 Verified Data in ELA<br>60.4% Met or Exceeded Standard | | Verified Data in ELA<br>40% Met or Exceeded Standard | +23.4% |
| 1.4 | Local Verified Data | 2023-24 Verified Data in Mathematics<br>42% Met or Exceeded Standard | 2024-25 Verified Data in Mathematics | | Verified Data in Mathematics | +18.4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | | 60.4% Met or Exceeded Standard | | 45% Met or Exceeded Standard | |
| 1.5 | Annual ELPI Rate from dashboard on EL Progress 45% | 2022-23 ELPI Rate 45% of English Learners remained in top level or moved up to a higher level | 2023-24 ELPI Rate 63.2% of English Learners remained in top level or moved up to a higher level | | 48% of English Learners will remain in the top level or move to a higher level of achievement per year | +18.2% |
| 1.6 | Local Reclassification Rate | 2022-23 Reclassification Rate & Number 4/29 students reclassified | 2023-24: Reclassification Rate & Number 5/21 students reclassified | | Maintain or increase number of students who reclassify | Maintained +1 |
| 1.7 | Annual CAST Results | 2022-23 Met or Exceeded 45.9% | 2023-24 Met or Exceeded 57.9% | | Met or Exceeded 47% | +12% |
| 1.8 | Professional Development to Support Implementation of State standards for priority 2 including ELD standards | Professional Development Record 55 hours provided | Professional Development Record 66 hours provided | | Atleast 50 hours of professional development is provided | Maintained +11 |
| 1.9 | Appropriately credentialed and assigned teachers | 2021-22 74.3% Teachers were appropriately credentialed or assigned | 2022-23 75% Teachers were appropriately credentialed or assigned | | 80% Teachers are appropriately credentialed or assigned per year | +0.7% |
| 1.10 | Standards Aligned Materials offered to all students<br>High quality, creative expression materials | 2023-24 100% Students | 2024-25 100% Students | | 100% Students | Maintained 100% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 1.11 | Access to Broad Course of Study | 2023-24 100% Students have access to a broad course of study | 2024-25 100% Students have access to a broad course of study | | 100% Students maintain access to a broad course of study | Maintained 100% |
| 1.12 | Programs and Services for Unduplicated Students | 2023-24 Push in/Pull out services<br>100% Students who qualify receive services | 2024-25 Push in/Pull out services<br>100% Students who qualify receive services | | 100% Students who Qualify | Maintained 100% |
| 1.13 | Students with Disabilities | 2023-24 Push in/Pull out services and specialized academic instruction<br><br>100% Students who qualify receive services | 2024-25 Push in/Pull out services and specialized academic instruction<br><br>100% Students who qualify receive services | | 100% Students who Qualify | Maintained 100% |

# 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.

Monterey Bay Charter made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:
Action 1.1: Provide high-quality standards-based instruction to all students in ELA & Math, 1.2: Provide high-quality program materials
These actions were implemented by providing all students with high-quality, standards-based instruction in ELA and Math, supported by the use of high-quality program materials. Instructional materials aligned to state standards were distributed equitably across classrooms to ensure consistency and rigor in academic expectations. Students showed academic gains in local verified data benchmark assessments in ELA and Math.

Action 1.3 All English Language Learners will receive designated and integrated ELD services with state-adopted curriculum

This action was implemented by ensuring that all English Language Learners received both designated and integrated ELD services using state-adopted curriculum. Instructional schedules were developed to guarantee daily designated ELD, while content area teachers incorporated integrated ELD strategies to support language acquisition across disciplines.

Action 1.4 All identified students, including specific sub-groups, are provided targeted intervention supports.

Action 1.5 Students with identified needs will be provided special education services
Targeted intervention supports and special education services were provided to all identified students, including specific subgroups such as students with disabilities and unduplicated pupils. The charter ensured 100% of eligible students received appropriate push-in/pull-out services and Specialized Academic Instruction (SAI), maintaining access to the full breadth of the academic program.

Action 1.6 Staff will be provided professional development opportunities
Professional development was delivered throughout the year to support teacher growth in standards-based instruction and ELD implementation. Educators engaged in a total of 66 hours of training focused on curriculum implementation, instructional strategies, ELD standards-based instruction in content areas, and inclusive practices, reflecting the district's emphasis on educator capacity-building.

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.

Monterey Bay Charter experienced varying degrees of alignment between planned expenditures and actual spending throughout the year, reflecting both operational adaptations and implementation realities. In all actions, the budgeted costs and actuals are very close.

EXPENDITURE DIFFERENCES:
1.1 Provide high-quality standards-based instruction to all students in ELA and Math: $2,629,569.00 was allocated and spent on this action.
1.2 Provide high-quality program materials. $140,000.00 was allocated and $141,826.00 was spent towards this action; a minor increase of $1826.00 was spent on additional high-quality materials. This was primarily spent on replacement costs for some materials.
1.3 All English Language Learners will receive designated and integrated ELD services with state-adopted curriculum. $65,780.00 was allocated and spent on this action.
1.4 All identified students, including specific sub-groups, are provided targeted intervention supports. $379,351.00 was allocated and spent on this action.
1.5 Students with identified needs will be provided special education services. $461,299.00 was allocated and spent on this action.
1.6 Staff will be provided professional development opportunities. $40,030.00 was allocated and spent on this action.

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

Monterey Bay Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal One helped make progress towards the LEA's goal:
Action(s): 1.1 Provide high-quality standards-based instruction to all students in ELA & Math, 1.2 Provide high-quality program materials.
Effectiveness of Action(s): 2
Metric(s): 1.1, 1.2, 1.3, 1.4
Analysis Statement: The actions implemented to support student achievement have demonstrated some effectiveness, with more notable progress in ELA than in Math. In ELA, overall student performance improved by +7.9 points from the baseline, with students with disabilities showing a significant gain of +11.7 points. However, Hispanic students experienced a decline of 11.7 points. Socioeconomically disadvantaged students and those identifying as two or more races maintained performance levels. Math outcomes declined overall by 5.39 points. Hispanic students showed a notable improvement of +9.3 points, students with disabilities and those identifying as two or more races saw substantial declines (-10.5 and -24.2 points). The socioeconomically disadvantaged subgroup maintained performance. The actions showed positive impact in ELA and for certain subgroups, but math remains a growth area for all students.

Action(s): 1.3 All English Language Learners will receive designated and integrated ELD services with state-adopted curriculum
Effectiveness of Action(s): 3
Metric(s): 1.5 & 1.6
Analysis Statement: The actions implemented to support English Learners have been effective in accelerating English language development, as evidenced by the increase in the ELPI rate from 45% in 2022–23 to 63.2% in 2023–24. The school holds regular ELAC Committee meetings where required business is discussed in addition to biography work and storytelling through guided questions and an element of art or discussion of public Waldorf education. The ELD teacher always sets up a tea party with snacks, and students play games or engage in art while their parents participate in the committee. The Executive Director, Director(s) of Education, and ELD teacher set the agenda and plan for the committee. This committee builds community, attendees share stories, and provide the school with critical feedback on educational programming for English Learners.

Action(s): 1.4 All identified students, including specific sub-groups, are provided targeted intervention supports, 1.5 Students with identified needs will be provided special education services.
Effectiveness of Action(s): 3
Metric(s): 1.10, 1.11, 1.12
Analysis Statement: The actions designed to support students with identified needs, specifically those receiving targeted interventions and special education services, have been highly effective in ensuring equitable access to supports. Across the 2023–24 and 2024–25 school years, 100% of students who qualified for special education received push-in/pull-out services and specialized academic instruction. In addition, all students, including unduplicated pupils and students with disabilities, had full access to a broad course of study, aligning with the charter's commitment to educational equity and inclusive practices.

Action(s): 1.6 Staff will be provided professional development opportunities
Effectiveness of Action(s): 3
Metric(s): 1.8
Analysis Statement: Monterey Bay Charter has demonstrated a strong commitment to supporting educators in implementing state standards, including ELD standards, through sustained professional development. In 2024–25, 66 hours of professional development were provided. This level of investment reflects a focused effort to build teacher capacity and ensure alignment with Priority 2 goals.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year based on reflections on prior practice. The current actions will continue to be implemented as outlined, with ongoing monitoring to ensure effectiveness and support continuous improvement.

**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** | High Quality Instruction | Provide high quality standards based instruction to all students in ELA & Math | $2,416,118.00 | Yes |
| **1.2** | Materials | Provide high quality program materials. | $133,000.00 | Yes |
| **1.3** | ELD | All English Language Learners will receive designated and integrated ELD services with state adopted curriculum | $67,715.00 | Yes |
| **1.4** | Intervention | All identified students including specific sub-groups are provided targeted intervention supports | $792,824.00 | Yes |
| **1.5** | Special Education | Students with identified needs will be provided special education services. | $826,725.00 | Yes |
| **1.6** | Professional Development | Staff will be provided professional development opportunities | $44,000.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 2 | Support the whole child socially-emotionally and culturally aligned to the principles by increasing culturally relevant pedagogy in the broad course of study so students see themselves reflected in the curriculum and learn about a wide range of human perspectives. Concurrently ensuring a safe and positive school climate through consistent procedures and measured by student survey data, suspension rates, chronic absenteeism and truancy rates. | Broad Goal |

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Monterey Bay Charter developed this goal to create a welcoming and supportive school environment where all students feel safe, respected, and connected. By promoting social-emotional learning and cultural inclusivity, the goal helps ensure every student can thrive both academically and personally.

## Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 2.1 | Attendance Rate | 92% | 93.4% | | 95% | +1.34% |
| 2.2 | Chronic Absenteeism | All Students 19.9%<br><br>SWD 33% | All Students 18%<br><br>SWD 25.3% | | All Students 16%<br>SWD 25% | All Students: -1.9%<br>SWD: -7.7% |
| 2.3 | Suspension Data | 1% suspended per day | 1.5% suspended per day | | .08% suspended per day | +0.5% |
| 2.4 | Local Student Survey Data | School rules are applied in a fair way and there are clear consequences | School rules are applied in a fair way and there are clear | | 65% of students will report that school rules are applied in a fair | +4% |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| | | for not following school rules - 62% | consequences for not following school rules - 66% | | way and there are clear consequences for not following school rules | |
| 2.5 | Estimated Field Trip Opportunities | 10 | 10 | | 12 | Maintained |
| 2.6 | Expulsion Rate | 2022-23 0% | 2023-24 0% | | 0% | Maintained 0% |
| 2.7 | Middle School Drop Out Rate<br>CALPADS 1.14 | 2022-23 0% | 2023-24 0% | | 0% | Maintained 0% |
| 2.8 | Safe and functional school facilities | FIT Report Findings<br>0 findings | FIT Report Findings<br>0 findings | | Less than 3 findings | Maintained 0 findings |

# 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.

Monterey Bay Charter made significant progress in implementing our planned actions while adapting to emerging needs and challenges throughout the year.

SUCCESSFUL IMPLEMENTATION:
Action 2.1 (Safe and Clean Facilities):
This action was implemented by maintaining clean, safe, and functional facilities, as verified by the Facilities Inspection Tool (FIT), with no findings.

Action 2.1 (Counseling Opportunities):
This action was implemented by providing counseling support to all students, which contributed to improvements in the school climate. Student surveys indicated that 66% felt rules were applied fairly, and attendance remained strong at 93.4%.

Action 2.3 (College/Career Readiness):

This action delivered targeted instruction aligned to college and career readiness standards, including activities focused on career exploration and post-secondary planning.

Action 2.4 (Chronic Absenteeism):
This action was implemented by regularly monitoring attendance data and implementing strategies to reduce chronic absenteeism, including outreach and support for students and families. Chronic absenteeism decreased from 19.8% to 18% overall and from 33% to 25% for students with disabilities.

IMPLEMENTATION CHALLENGES:
Action 2.5 (Suspension Rate):
Monterey Bay Charter continued to monitor suspension data and implemented supports focused on encouraging positive behavior and school climate. The suspension rate increased slightly to 1.5%, highlighting an area for continued focus.

NON-IMPLEMENTED ACTIONS:
Action 2.6 (DEI in General Education)
This action was not implemented and was removed from the plan.

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.

Monterey Bay Charter experienced varying degrees of alignment between planned expenditures and actual spending throughout the year, reflecting both operational adaptations and implementation realities.

EXPENDITURE DIFFERENCES:
2.1 Provide safe and clean facilities. $1,050,588.00 was allocated and spent on this action.
2.2 Provide all students with counseling opportunities. $203,246.00 was allocated for this action, and $203,250.00 was spent; a minor difference of $4.00.
2.3 Provide students with targeted instruction in College/Career Readiness. $62,500.00 was allocated and spent on this action.
2.4 Monitor chronic absenteeism rates. $119,319.00 was allocated and spent on this action.
2.5 Monitor school suspension rate. $119,319.00 was allocated and spent on this action.
2.6 Ensure diversity, equity, and inclusion threads are woven through the general education program. $2500.00 was allocated to this action and not spent. The action was removed from the plan.

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

Monterey Bay Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Two helped make progress towards the LEA's goal:
Action(s): 2.1 Provide safe and clean facilities
Effectiveness of Action(s): 3
Metric(s): 2.8
Analysis Statement: The school maintains safe and functional facilities that support student learning, as evidenced by the Facilities Inspection Tool (FIT) report, which recorded zero findings.

Action(s): 2.2 Provide all students with counseling opportunities
Effectiveness of Action(s):
Metric(s): 2.1, 2.2, 2.4
Analysis Statement: As part of the action to provide all students with counseling opportunities, student feedback indicates that 66% report school rules are applied fairly and that there are clear consequences for not following them. The school maintains a strong attendance rate of 93.4%. The school has seen an increase in suspension rates of 0.5%, indicating a need to continue to promote a positive school climate and responsible student behavior.

Action(s): 2.3 Provide students with targeted instruction in College/Career Readiness
Effectiveness of Action(s): 3
Metric(s): 2.5
Analysis Statement: As part of the College/Career Readiness program, students participated in career exploration field trips to local businesses and community colleges. These experiences increased awareness of post-secondary options for students.

Action(s): 2.4 Monitor chronic absenteeism rates
Effectiveness of Action(s): 3
Metric(s): 2.2
Analysis Statement: Our current attendance rate is 93.4%. The chronic absenteeism rate declined from 19.8% to 18% for all students and from 33% to 25% for students with disabilities. These improvements reflect the positive impact of counseling supports and schoolwide efforts to engage students and families, promote consistent attendance, and address barriers to learning.

Action(s): 2.5 Monitor school suspension rate
Effectiveness of Action(s): 3
Metric(s): 2.3
Analysis Statement: Suspension rates have increased from 1% to 1.5% per day, reflecting a need for improved campus climate and effectiveness of social-emotional supports in reducing disciplinary incidents.

Action(s): 2.6 Ensure diversity, equity, and inclusion threads are woven through the general education program
Effectiveness of Action(s):
Metric(s): N/A
Analysis Statement: This action was removed from the plan.

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.

Action 2.6 has been removed from the plan.

**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** | Facilities | Provide safe and clean facilities | $1,418,434.00 | Yes |
| **2.2** | Counseling | Provide all students with counseling opportunities | $180,905.00 | Yes |
| **2.3** | College/Career Readiness | Provide students with targeted Instruction in College/Career Readiness | $348,899.00 | Yes |
| **2.4** | Chronic Absenteeism | Monitor chronic absenteeism rates | $147,666.00 | Yes |
| **2.5** | Suspension Rate | Monitor school suspension rate | $151,161.00 | Yes |

# Goals and Actions

## Goal

| Goal # | Description | Type of Goal |
|---|---|---|
| 3 | Ensure that all students, parents, guardians, and community partners are actively engaged in the school community as measured by the number of events/volunteer opportunities for family engagement, the level of participation, community partnerships, and survey results. | Maintenance of Progress Goal |

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Monterey Bay Charter developed this goal to continue building strong partnerships with families and the community. Positive relationships and active engagement help create a welcoming school culture, support student success, and ensure all voices are heard in the school community.

## 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 Engagement Opportunities | School Festivals- 50%<br>Special Workshops- 10%<br>FamilyConferences- 80%<br>Committee Work- 12 %<br>Volunteer Hours- 6,000 | School Festivals- 52%<br>Special Workshops- 11%<br>FamilyConferences- 83%<br>Committee Work- 12%<br>Volunteer Hours- 6,000 | | Increase Participation Rates<br>School Festivals- 55%<br>Special Workshops- 12%<br>FamilyConferences- 82%<br>Committee Work- 15%<br>Volunteer Hours- 6,100 | School Festivals- +2%<br>Special Workshops- +1%<br>FamilyConferences- +3%<br>Committee Work- maintained<br>Volunteer Hours- maintained |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|---|---|---|---|---|---|---|
| 3.2 | Host events specific to families of students with disabilities | Complicated Kids Forum | The counseling team held two fall sessions of the Complicated Kids Forum, and 2 Spring sessions. | | Maintain or Increase events specific to families of students with disabilities | Maintained |
| 3.3 | Hold English Learner Advisory Committee Meetings | ELAC Committee | ELAC Committee | | Maintain or increase regular attendance at ELAC meetings | Maintained |
| 3.4 | Socioeconomically Disadvantaged Families | Increase outreach to students with low socio-economic status | Increased outreach to students with low socio-economic status | | Ensure regular meetings with administrators to plan direct outreach | Maintained |
| 3.5 | Community Partnerships | 5 Significant Community Partnerships | 5 Significant Community Partnerships | | Maintain or Grow Community Partnerships | Maintained |

# 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.

Monterey Bay Charter made significant progress in implementing our planned actions while adapting to emerging needs throughout the year.

SUCCESSFUL IMPLEMENTATION:
3.1 Provide regular family engagement opportunities
The LEA implemented the planned actions for this goal by continuing school events that have become seasonal traditions. The successful implementation showed maintained or slightly increased percentages in community participation overall.

3.2; 3.3; & 3.4 Direct outreach
The implementation focused on students who qualify for ELO-Program services, ensuring access to programming. The ELO-Program Coordinator and Director(s) of Education, School Counselors, and counseling interns provided direct outreach to many families via the parent communication portal and telephone calls to ensure families are aware of services for which they qualify and to support reducing chronic absenteeism and truancy rates.

3.3 Maintain community partnerships and regular outreach marketing events
The LEA successfully implemented the planned actions for this goal by maintaining community partnerships, although marketing costs were reduced by $7,851.00 to allocate funds into educational programming.

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.

Monterey Bay Charter experienced varying degrees of alignment between planned expenditures and actual spending throughout the year, reflecting both operational adaptations and implementation realities.

EXPENDITURE DIFFERENCES:
3.1 Provide regular family engagement opportunities $111,687.00 was allocated and $111,700.00 spent on this action; a difference of $13.00.
3.2 Provide regular student enrichment opportunities and a high-quality Expanded Learning Opportunities Program (ELOP) on a free or reduced basis. $28,765.00 was allocated and spent on this action.
3.3 Maintain community partnerships and regular outreach marketing events. $35,851.00 was allocated and $28,000.00 was spent on this action due to a $7851.00 reduction in advertising costs this year.

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

Monterey Bay Charter used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.
Rating Scale (lowest to highest): 1 – Not Effective; 2 – Somewhat Effective; 3 –Effective.

The actions outlined in Goal Three helped make progress towards the LEA's goal:
Action(s): 3.1 Provide regular family engagement opportunities
Effectiveness of Action(s): 3
Analysis Statement: The LEA implemented the planned actions by continuing school events that have become seasonal traditions. The successful implementation showed maintained or slightly increased percentages in community participation overall.

Action(s): 3.2 ELO-Program
Effectiveness of Action(s): 3
Analysis Statement: The implementation focused on students who qualify for ELO-Program services, ensuring access to programming. The ELO-Program Coordinator and Director(s) of Education, School Counselors, and counseling interns provided direct outreach to many families via the parent communication portal and telephone calls to ensure families are aware of services for which they qualify and to support reducing chronic absenteeism and truancy rates. This action also includes providing families in need with access to McKinney-Vento resources.

Action(s): 3.3 Partnerships and Outreach

Hold English Learner Advisory Committee Meetings
Effectiveness of Action(s): 3
Analysis Statement: The school holds regular ELAC Committee meetings where required business is discussed in addition to biography work and storytelling through guided questions and an element of art or discussion of public Waldorf education. The ELD teacher always sets up a tea party with snacks, and students play games or engage in art while their parents participate in the committee. The Executive Director, Director(s) of Education, and ELD teacher set the agenda and plan for the committee. This committee builds community, attendees share stories, and provide the school with critical feedback on educational programming for English Learners.

Action(s): 3.4 Increase outreach to students with low socio-economic status

Action(s): 3.5 Community Partnerships
Effectiveness of Action(s): 3
Analysis Statement: The LEA continues to maintain positive partnerships with other non-profits, local universities and community organizations.

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

There are no planned changes to the goal, metrics, target outcomes, or actions for the coming year based on reflections on prior practice. The current actions will continue to be implemented as outlined, with ongoing monitoring to ensure effectiveness and support continuous improvement.

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

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **3.1** | Family Engagement | Provide Regular Family Engagement Opportunities | $111,237.00 | Yes |
| **3.2** | ELO-Program | Provide Regular Student Enrichment Opportunities and a high quality Expanded Learning Opportunities Program (ELOP) on a free or reduced basis | $151,328.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
| --- | --- | --- | --- | --- |
| **3.3** | Partnerships & Outreach | Maintain Community Partnerships and Regular Outreach Marketing Events | $32,310.00 | Yes |

# 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 |
|---|---|
| $280,766 | $ |

**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 |
|---|---|---|---|
| 5.631% | 0.000% | $0.00 | 5.631% |

**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:**<br>High Quality Instruction<br><br>**Need:**<br>All students in our school need and deserve a high quality education<br><br>**Scope:**<br>LEA-wide | Our teachers are dedicated and hardworking, providing high-quality instruction to all of the students they serve. This is a daily action provided to all students in the LEA using high-quality state standards-aligned and specialized instructional materials.<br><br>As a public Waldorf school, the arts are integrated into instruction. The school follows a traditional curriculum for mathematics, yet all other subjects are taught in a thematic way, known as the Main | CAASPP ELA Assessment Results<br>CAASPP Math Assessment Results |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | | Lesson. The main lesson is a cross-curricular block of study. Students demonstrate their learning artistically in the Main Lesson book, similar to a blank art book. Teachers guide students in writing and illustrating their work. The blank page is a risk and a leap students take to artistically demonstrate learning to build knowledge, hands-on learning experiences, and extensive project-based incorporating universal designs for learning. Technology is incorporated minimally and with purpose if it is the best learning tool to meet the learning objectives.<br><br>Central stories anchor the block of study and bring imagination and important lessons to the block's theme. Multiple forms of literacy are engaged throughout the 4-week block of study, engaging students with disabilities and English learners through repetition and rhythm, which makes learning objectives tangible and achievable for students. All students contribute their knowledge to the block of study. All classes perform one play per year, bringing ELA concepts such as theme and mood to life, exemplifying ELA in 3D form and requiring memorization, expressing literary concepts, and building on the idea that all students contribute to the class's learning.<br><br>The scope and sequence of arts integration becomes more complex as students progress through the grades. The school provides specialized art materials to support the curriculum and deepen student learning in this unique way. | |
| **1.2** | **Action:**<br>Materials | Using local verified data students are identified for intervention services in Math or Reading as part of | Local Verified Data |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | **Need:**<br>Students may need additional academic support and are assessed regularly<br><br>**Scope:**<br>LEA-wide | the school's academic Multi-Tiered System of Support program. The assessments are given three times per year. The Intervention teachers use state standards aligned support materials to instruct students in these identified areas to improve their basic skills and monitor their progress until they exit from intervention services. Intervention services are offered to any student identified through assessment. | |
| **1.4** | **Action:**<br>Intervention<br><br>**Need:**<br>Students may need additional academic support and are assessed regularly<br><br>**Scope:**<br>LEA-wide | Using local verified data students are identified for intervention services in Math or Reading as part of the school's academic Multi-Tiered System of Support program. The assessments are given three times per year. The Intervention teachers use state standards aligned support materials to instruct students in these identified areas to improve their basic skills and monitor their progress until they exit from intervention services. Intervention services are offered to every student identified through assessment. | Local Verified Assessment Data for Mathematics and ELA |
| **1.5** | **Action:**<br>Special Education<br><br>**Need:**<br>Students with disabilities need specialized academic supports within their individualized educational program<br><br>**Scope:**<br>LEA-wide | The school serves a high number of students with disabilities through a full inclusion model. This action addresses the need for high quality individualized education and services using high quality instructional materials for our students. | Sub-Group annual CAASPP data |
| **1.6** | **Action:**<br>Professional Development<br><br>**Need:** | The charter school's public Waldorf educational model requires specific study by our staff in addition to continued general professional development on standards-based instruction, | Local data: Professional Development Record |

| 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 |
|---|---|---|---|
| | Staff and faculty need professional development to continue to provide a high quality professional development<br><br>**Scope:**<br>LEA-wide | intervention, and special populations. These opportunities are provided in house and by outside providers annually during in service days, faculty meetings and a 5 day summer training annually. All employees are afforded professional development opportunities. | |
| **2.1** | **Action:**<br>Facilities<br><br>**Need:**<br><br>**Scope:**<br>LEA-wide | | FIT Report |
| **2.2** | **Action:**<br>Counseling<br><br>**Need:**<br>Maintain a robust counseling program to support students' social-emotional well-being and mental health, especially for those experiencing trauma, school-related stress, or challenges outside of school. Educational partner feedback consistently emphasized the need for accessible, on-campus mental health supports to help students feel safe, connected, and ready to learn.<br><br>**Scope:**<br>LEA-wide | General education teachers are dedicated to a positive social climate in their classrooms and receive targeted professional development about social-emotional strategies, de-escalation techniques, integrated methods in the general education setting, classroom management, universal designs for learning, trauma-informed instruction, and the school's counseling services and programs.<br><br>The school has developed a robust counseling program that serves students in whole group, small group, and individual settings. Our students in the post-pandemic landscape are showing a high need for additional social and emotional skills as they re-engage with peers. The program includes many necessary safety topics required by the state that are provided throughout the year. | Student Survey<br>Counseling Calendar |

| 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 |
|---|---|---|---|
| | | Our counseling team includes a community partnership with CSUMB's Masters in Social Work (MSW) interns who provide additional supervised counseling opportunities and lead student affinity groups, push in services, and other counseling services. High quality materials additionally support the program such as Circle Up! curriculum and Soul Shoppe Peace Path cards. Students and families are engaged by the counseling team through opportunities such as Counseling Casa, Complicated Kids, and the Kindness Ambassador Program. | |
| **2.3** | **Action:**<br>College/Career Readiness<br><br>**Need:**<br>The school strongly supports education in career and college readiness through multiple modalities and methods.<br><br>**Scope:**<br>LEA-wide | Subject Classes<br>The school provides subject classes as part of the general education program. In classes like Music, Spanish, Handwork (fiber arts), Woodworking and Blacksmithing many students find unexpected passions that lead students toward career paths in the arts. These 21st century skills are critical for students to engage in through their general education program. They build confidence and give students real world experiences and skills. These classes provide a high level of engagement and excitement. | Student Survey |
| **2.4** | **Action:**<br>Chronic Absenteeism<br><br>**Need:**<br>The school's data shows a high need to monitor chronic absenteeism particularly amongst students with disabilities<br><br>**Scope:** | Our community has continued to experience a high rate of student absences due to student illness which has continued to impact the dashboard category in our data set. Students with disabilities as a sub-category show higher rates of chronic absenteeism. Specific outreach efforts and family meetings have been ongoing as well as education around independent study and attendance recovery programs. The school plans to develop attendance recovery programs | Chronic Absenteeism Rate |

| Goal and Action # | Identified Need(s) | How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis | Metric(s) to Monitor Effectiveness |
|---|---|---|---|
| | LEA-wide | previously unavailable to charter schools such as Saturday school or afterschool programs. Specific outreach related to chronic absenteeism for students with disabilities will follow the school's process and be a discussion item at IEP meetings to ensure attendance barriers for students with disabilities are reduced. | |
| **2.5** | **Action:**<br>Suspension Rate<br><br>**Need:**<br>Students have continual behavioral needs addressed by school staff using a team approach with families<br><br>**Scope:**<br>LEA-wide | Restorative practices are used consistently however student behavior may require suspension despite the school's best efforts to correct behavior and work with families before behavioral escalation or incidents warrant suspension. As a school community, we value growth and learning as outcomes for student misbehavior or misjudgments and encourage reflection guiding students through repairing harm. SST meetings are held regularly for repeated behavioral incidents as part of the school's MTSS program. Substitutes are provided for teachers to attend meetings during the workday. Behavioral incidents are documented in the school's student information system and regularly reviewed by the administration to determine patterns and define interventions for students. | CA Dashboard Suspension Rate |
| **3.1** | **Action:**<br>Family Engagement<br><br>**Need:**<br>The school values community engagement and offers multiple opportunities each year<br><br>**Scope:** | Seasonal Festivals-<br>The school hosts three extensive seasonal festivals that build tradition throughout the grade levels. Students look forward to a new role in each festival and the events run on volunteer power. The community comes together to provide beautiful experiences for our students. Another special moment is when alumni students return to earn high school volunteer hours; we enjoy visiting | Annual Calendar of Events |

| 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 | with them as they reminisce about their time with the school.<br><br>Field Trips-<br>Our extensive field trips are family-powered. Volunteer chaperones undergo background checks, TB testing, and provide insurance and driving record information to the school in addition to volunteering their time to attend the trip with the teachers and students. A significant portion of volunteerism on the part of families happens around field trips.<br><br>Committee Work-<br>Families engage in many active committees throughout the year that support and forward the work of the school. Committees include: Parent Circle, ELAC, HR/Finance, DEI, Ocean Guardian, Garden & Library<br><br>Fall and Spring Open Houses-<br>Prospective families are invited twice per year to experience the school in action<br><br>Grandparents and Loved Ones Day-<br>Close to Valentine's Day MBCS hosts grandparents and other important people in their lives to the classrooms to see what students are working on in the classrooms. They may do an art project together, enjoy a viewing of recent projects or watch a class play performance | |
| **3.2** | **Action:**<br>ELO-Program<br><br>**Need:** | ELO-Program<br>The school has worked diligently to build a robust ELO Program that is available to families on a free or reduced basis and accessible to all students. | Number of Field Trip Opportunities per Year<br><br>Counseling Calendar |

| 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 |
|---|---|---|---|
| | The school provides before- and aftercare, 30 additional days of intersession and summer camps, and 180 instructional days in the school calendar, in accordance with state requirements for public schools to meet families' needs.<br><br>To engage students in learning and tie into the social-emotional goal, students are provided with regular enrichment opportunities to develop skills in multiple areas.<br><br>**Scope:**<br>LEA-wide | This work continues as we strive to provide enrichment and tutoring/homework support to meet state guidelines. The school's program serves 80-100 students per month, and the intersession camps serve approximately 40-60 students. These programs support working families and provide engaging activities for students, such as after-school sports, theater, robotics, fencing, and other student interest programs. The school offers intersession camp programs during school breaks and in the summer.<br><br>Field Trips-<br>Students look forward to many day and overnight trips throughout the school year and the school embraces a "classroom without walls" philosophy. The field trips directly connect to classroom learning, providing real-world experience and career and college readiness applications of classroom learning. Our local area is rich with opportunities for excellent field trip programs related to nearly every career field.<br><br>Student Council Events-<br>Student Council is very active and provides an essential student voice to the school's work. They collaborate with administrators to plan dances, spirit weeks, and plan their fundraising activities<br><br>Counseling Calendar Events-<br>The counseling team ensures the school provides education on critical mental health awareness, suicide prevention, and drug prevention to ensure compliance with state mandates and ensure students are informed on a variety of topics that | Annual Events Calendar |

| 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 |
|---|---|---|---|
| | | promote healthy lifestyles. These efforts potentially have a far-reaching impact on students' lives, equipping them with essential knowledge in addition to classroom instruction | |
| **3.3** | **Action:**<br>Partnerships & Outreach<br><br>**Need:**<br>As a charter school partnerships, marketing and outreach are essential to our school's operations and our service to the community<br><br>**Scope:**<br>LEA-wide | CSUMB Partnerships & Service Learning-<br>The school serves the community as a teaching school for many local college students in a variety of ways. MBCS hosts service learners from several departments each year, providing career exploration opportunities. Each year 2-4 MSW interns work closely with our counseling team to gain field experience.<br><br>Alliance on Aging-<br>MBCS students send regular cards to this agency throughout the school year.<br><br>Asian Justice League-<br>This organization collaborates with our 4th grade, presenting assemblies and curriculum related to local history and the contributions of Asian Americans in our area<br><br>Marketing & Outreach-<br>The school engages regularly to promote the school and be involved in the community. This includes advertising, marketing, maintaining the school's social media presence, tabling and attending a variety of events such as 831 Market, local parades in Seaside and Pacific Grove, and other networking events. | Marketing & Outreach Annual Calendar<br>Maintain or Grow the Number of Partnerships |

## *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 |
|---|---|---|---|
| **1.3** | **Action:**<br>ELD<br><br>**Need:**<br>English Learners need specific academic instruction<br><br>**Scope:**<br>Limited to Unduplicated Student Group(s) | Although the English Learner population at Monterey Bay Charter is relatively small approximately 18-20 languages are represented each year. English Learners have specific academic needs for support to become proficient English speakers, readers, writers, and listeners. This action provides all English Learners with high-quality ELD instruction and instructional materials to meet the needs of English Learners. | ELPI Rate Results<br>Local Reclassification Rate |
| **2.1** | **Action:**<br>Facilities<br><br>**Need:**<br>Feedback from educational partners emphasized the importance of maintaining safe and clean facilities to promote a positive and supportive learning environment for all students.<br><br>**Scope:** | This action funds facility maintenance and improvements to ensure classrooms and campus spaces remain safe, clean, and conducive to learning, directly responding to partner feedback and supporting student well-being. | FIT Report |

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.

NA

| **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 | 11:485 | NA |
| Staff-to-student ratio of certificated staff providing direct services to students | 30:485 | NA |

# 2025-26 Total Planned Expenditures Table

| LCAP Year | 1. Projected LCFF Base Grant (Input Dollar Amount) | 2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Input Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) |
|---|---|---|---|---|---|
| Totals | 4,986,090 | 280,766 | 5.631% | 0.000% | 5.631% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $6,239,143.00 | $551,451.00 | $0.00 | $31,728.00 | $6,822,322.00 | $4,977,880.00 | $1,844,442.00 |

| 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 | High Quality Instruction | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $1,834,993.00 | $581,125.00 | $2,416,118.00 | | | | $2,416,118.00 | |
| 1 | 1.2 | Materials | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $133,000.00 | $133,000.00 | | | | $133,000.00 | |
| 1 | 1.3 | ELD | English Learners | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | 2024-2027 | $67,715.00 | $0.00 | $67,715.00 | | | | $67,715.00 | |
| 1 | 1.4 | Intervention | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $792,824.00 | $0.00 | $761,096.00 | | | $31,728.00 | $792,824.00 | |
| 1 | 1.5 | Special Education | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $826,725.00 | $0.00 | $420,102.00 | $406,623.00 | | | $826,725.00 | |
| 1 | 1.6 | Professional Development | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $44,000.00 | $44,000.00 | | | | $44,000.00 | |
| 2 | 2.1 | Facilities | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $467,267.00 | $951,167.00 | $1,418,434.00 | | | | $1,418,434.00 | |

| 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 | Counseling | | Yes | LEA-wide | | All Schools | 2024-2027 | $180,905.00 | $0.00 | $180,905.00 | | | | $180,905.00 | |
| 2 | 2.3 | College/Career Readiness | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $286,399.00 | $62,500.00 | $348,899.00 | | | | $348,899.00 | |
| 2 | 2.4 | Chronic Absenteeism | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $147,666.00 | $0.00 | $147,666.00 | | | | $147,666.00 | |
| 2 | 2.5 | Suspension Rate | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $151,161.00 | $0.00 | $151,161.00 | | | | $151,161.00 | |
| 3 | 3.1 | Family Engagement | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $107,397.00 | $3,840.00 | $111,237.00 | | | | $111,237.00 | |
| 3 | 3.2 | ELO-Program | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $114,828.00 | $36,500.00 | $6,500.00 | $144,828.00 | | | $151,328.00 | |
| 3 | 3.3 | Partnerships & Outreach | English Learners<br>Foster Youth<br>Low Income | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | 2024-2027 | $0.00 | $32,310.00 | $32,310.00 | | | | $32,310.00 | |

# 2025-26 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| 4,986,090 | 280,766 | 5.631% | 0.000% | 5.631% | $6,239,143.00 | 0.000% | 125.131 % | **Total:** | $6,239,143.00 |
| | | | | | | | | **LEA-wide Total:** | $6,171,428.00 |
| | | | | | | | | **Limited Total:** | $67,715.00 |
| | | | | | | | | **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** | High Quality Instruction | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $2,416,118.00 | |
| **1** | **1.2** | Materials | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $133,000.00 | |
| **1** | **1.3** | ELD | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $67,715.00 | |
| **1** | **1.4** | Intervention | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $761,096.00 | |
| **1** | **1.5** | Special Education | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $420,102.00 | |
| **1** | **1.6** | Professional Development | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $44,000.00 | |
| **2** | **2.1** | Facilities | Yes | LEA-wide | English Learners<br>Foster Youth | All Schools | $1,418,434.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| | | | | | Low Income | | | |
| **2** | **2.2** | Counseling | Yes | LEA-wide | | All Schools | $180,905.00 | |
| **2** | **2.3** | College/Career Readiness | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $348,899.00 | |
| **2** | **2.4** | Chronic Absenteeism | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $147,666.00 | |
| **2** | **2.5** | Suspension Rate | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $151,161.00 | |
| **3** | **3.1** | Family Engagement | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $111,237.00 | |
| **3** | **3.2** | ELO-Program | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $6,500.00 | |
| **3** | **3.3** | Partnerships & Outreach | Yes | LEA-wide | English Learners<br>Foster Youth<br>Low Income | All Schools | $32,310.00 | |

# 2024-25 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| **Totals** | $5,449,804.00 | $5,441,297.00 |

| 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** | Provide high quality standards based instruction to all students in ELA & Math | No | $2,629,569.00 | $2,629,569 |
| **1** | **1.2** | Provide high quality program materials. | No | $140,000.00 | $141,826 |
| **1** | **1.3** | All English Language Learners will receive designated and integrated ELD services with state adopted curriculum | No<br><br>Yes | $65,780.00 | $65,780 |
| **1** | **1.4** | All identified students including specific sub-groups are provided targeted intervention supports | Yes | $379,351.00 | $379,351 |
| **1** | **1.5** | Students with identified needs will be provided special education services. | No | $461,299.00 | $461,300 |
| **1** | **1.6** | Staff will be provided professional development opportunities | Yes | $40,030.00 | $40,030 |
| **2** | **2.1** | Provide safe and clean facilities | No | $1,050,588.00 | $1,050,588 |
| **2** | **2.2** | Provide all students with counseling opportunities | No | $203,246.00 | $203,250 |
| **2** | **2.3** | Provide students with targeted Instruction in College/Career Readiness | No | $62,500.00 | $62,500 |
| **2** | **2.4** | Monitor chronic absenteeism rates | No | $119,319.00 | $119,319 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| **2** | **2.5** | Monitor school suspension rate | No | $119,319.00 | $119,319 |
| **2** | **2.6** | Ensure diversity, equity, and inclusion threads are woven through the general education program | No | $2,500.00 | $0 |
| **2** | **2.7** | | No | | |
| **3** | **3.1** | Provide Regular Family Engagement Opportunities | No | $111,687.00 | $111,700 |
| **3** | **3.2** | Provide Regular Student Enrichment Opportunities and a high quality Expanded Learning Opportunities Program (ELOP) on a free or reduced basis | No | $28,765.00 | $28,765 |
| **3** | **3.3** | Maintain Community Partnerships and Regular Outreach Marketing Events | No | $35,851.00 | $28,000 |

# 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) |
|---|---|---|---|---|---|---|
| 256,733 | $485,161.00 | $485,161.00 | $0.00 | 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 | All English Language Learners will receive designated and integrated ELD services with state adopted curriculum | Yes | $65,780.00 | 65,780 | | |
| 1 | 1.4 | All identified students including specific sub-groups are provided targeted intervention supports | Yes | $379,351.00 | 379,351 | | |
| 1 | 1.6 | Staff will be provided professional development opportunities | Yes | $40,030.00 | 40,030 | | |

# 2024-25 LCFF Carryover Table

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| 4,752,544 | 256,733 | 0 | 5.402% | $485,161.00 | 0.000% | 10.208% | $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).

California Department of Education
November 2024