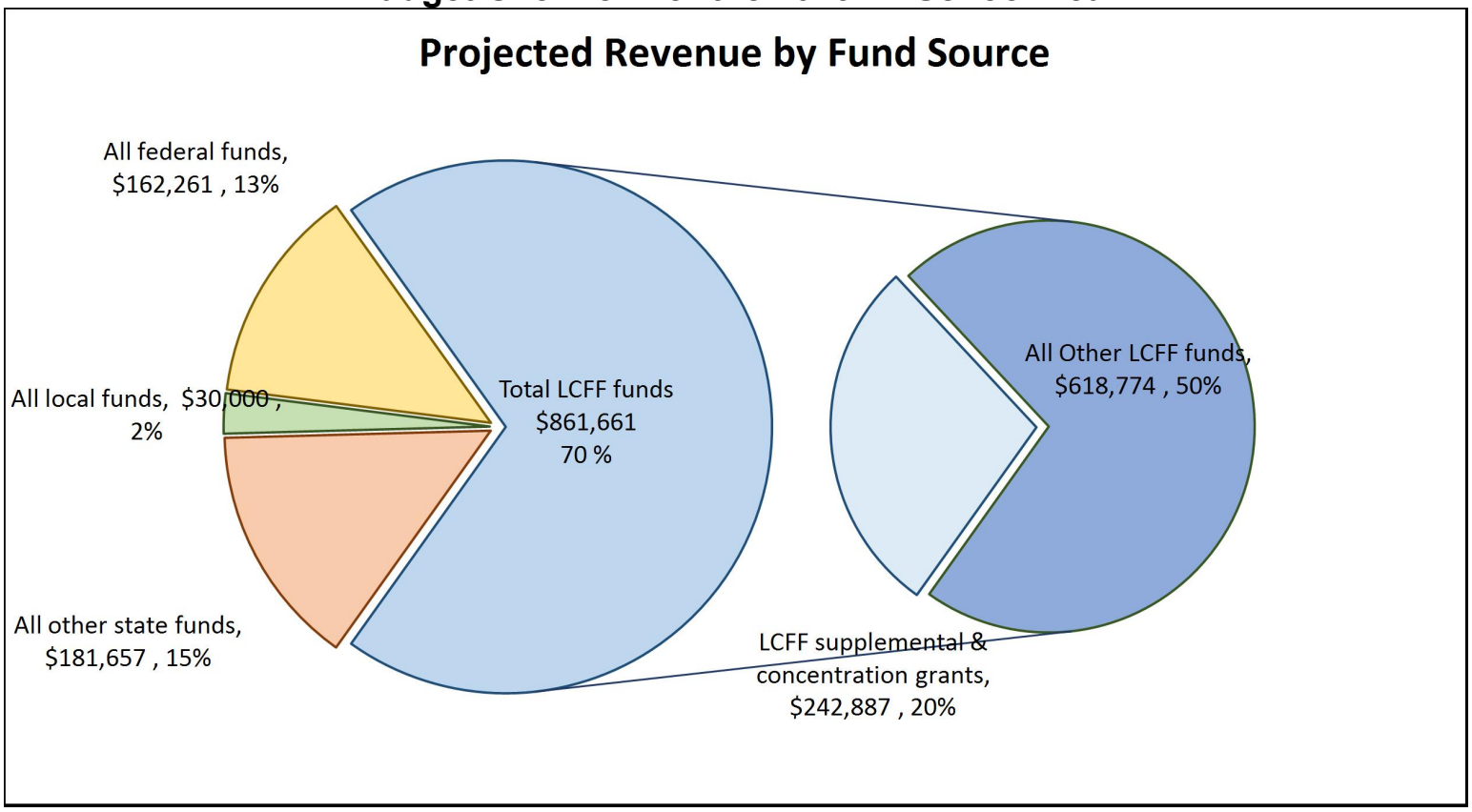
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Eel River Charter School
CDS Code: 23 65607 2330272
School Year: 2026-27
LEA contact information:
Tina Wilson
Business Manager
twilson@eelriverschool.net
(707) 983-6946

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

Budget Overview for the 2026-27 School Year

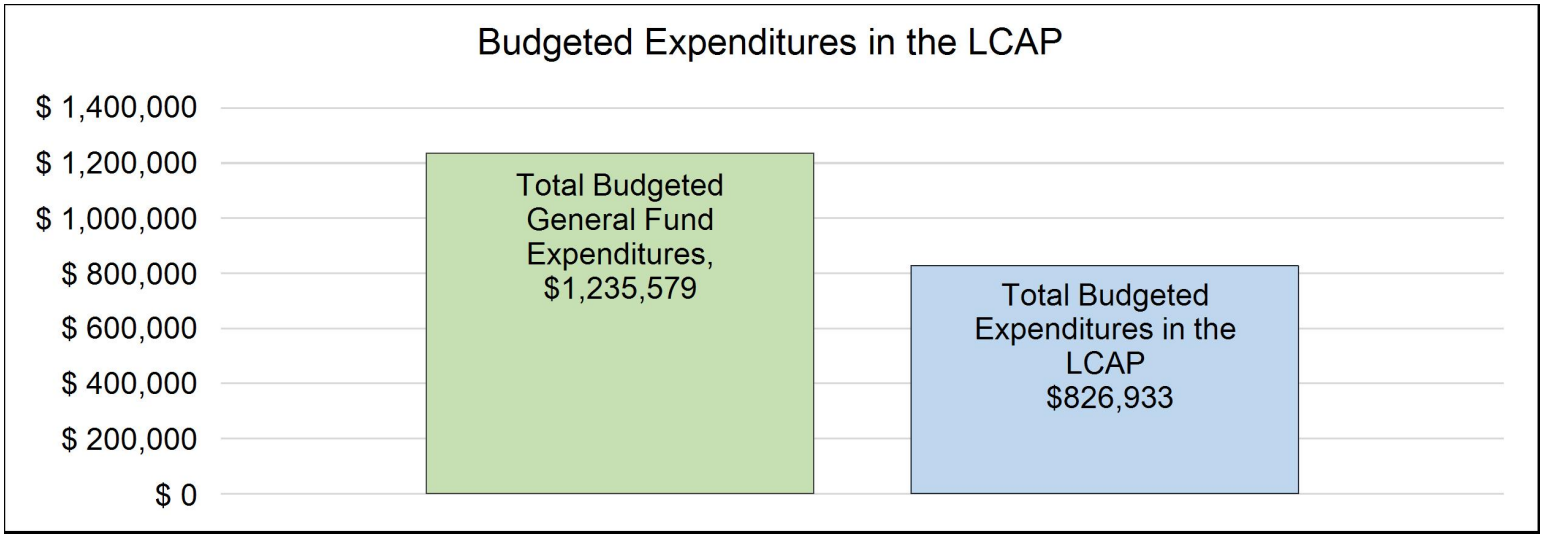


This chart shows the total general purpose revenue Eel River Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Eel River Charter School is $1,235,579, of which $861661 is Local Control Funding Formula (LCFF), $181657 is other state funds, $30000 is local funds, and $162261 is federal funds. Of the $861661 in LCFF Funds, $242887 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 Eel River Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Eel River Charter School plans to spend $1235579 for the 2026-27 school year. Of that amount, $826933 is tied to actions/services in the LCAP and $408,646 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Office staff, food service staff, utilities, non educational supplies and materials, professional services such as insurance, audit and legal, ELOP program, transportation.

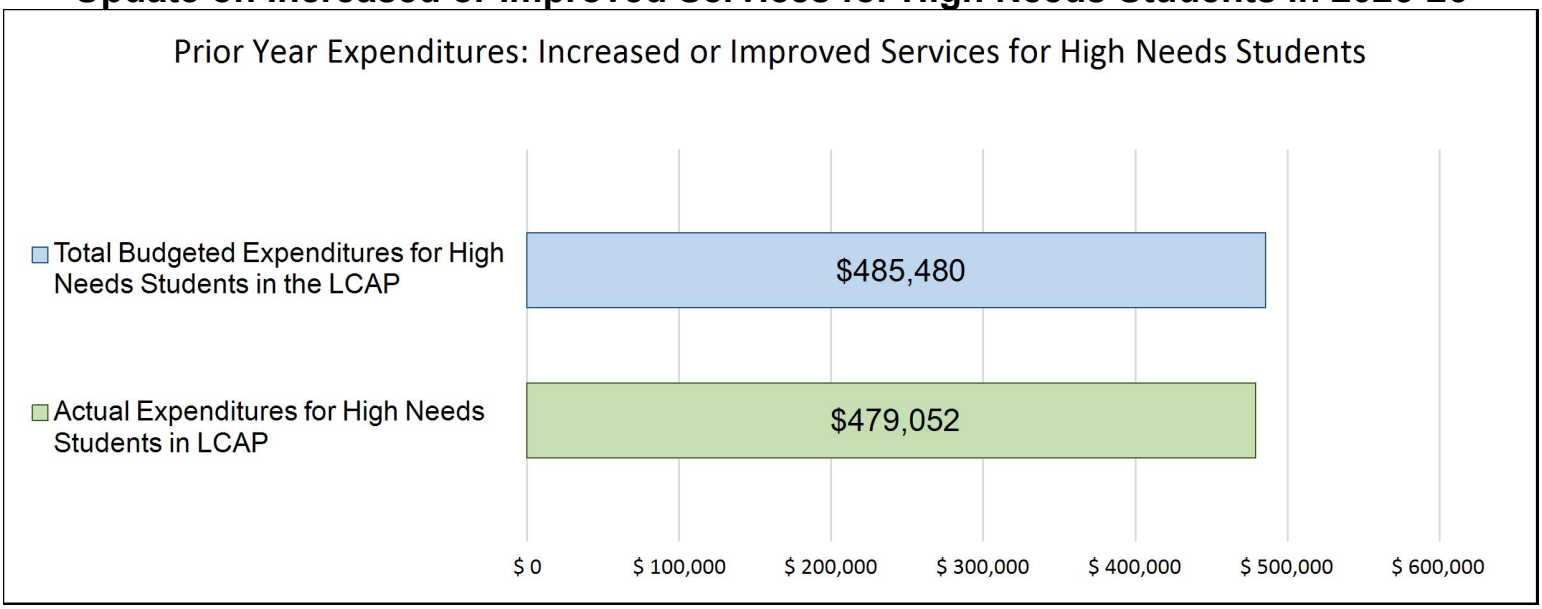
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Eel River Charter School is projecting it will receive $242887 based on the enrollment of Foster Youth, English learner, and low-income students. Eel River Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Eel River Charter School plans to spend $582839 towards meeting this requirement, as described in the LCAP.

The Eel River Charter School uses LCFF, Federal, and other State funds to employ 3 dedicated classroom aides, 1 bilingual classroom aide, a part-time Literacy Coach, and a part-time Literacy Tutor which translates to a staff to student ratio of 1:14 when the teachers are included. Historically, ERCS has 94-98% FRPM qualifying students enrolled, so all the students are considered high needs students.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Eel River Charter School's LCAP budgeted $485,480 for planned actions to increase or improve services for high needs students. Eel River Charter School actually spent $479,052 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,428 had the following impact on Eel River Charter School’s ability to increase or improve services for high needs students:

In 2025-26, Eel River Charter School's LCAP budgeted $485480 for planned actions to increase or improve services for high needs students. Eel River Charter School actually spent $479052. The small difference in budgeted and actual expenditures did not impact the planned actions and services for students. The main differences were in family literacy engagement. The school still held its goal of a parent inclusive event each month, but the costs were less than budget for family literacy. Also, the costs of the wireless internet service were reduced by CA teleconnect discounts.

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
Eel River Charter School	Tina Wilson Business Manager	twilson@eelriverschool.net (707) 983-6946

Plan Summary [2026-27]

General Information

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

The Eel River Charter School is located in a small, very remote valley in the northeastern mountains of Mendocino County and serves approximately 59 students, 61% of whom are Native American, 27% of whom are Hispanic, 12% are white. (These demographic percentages vary during the school year as individual students move away or enter. This data is based on enrollment as of 3/30/26.) The local economy is depressed, with few opportunities for employment other than ranching, education, Tribal enterprises, limited State or Federal employees, such as Cal Fire or US Forest Service, and other agricultural enterprises. Approximately 94% of our students are economically disadvantaged. Round Valley is home to one of the largest and oldest Native American reservations in California.

MISSION: ERCS' mission is summed up in our mission statement: Working with families in community through holistic teaching to develop educated, responsible, compassionate people. The Eel River Charter School's mission is to develop students who are competent, confident, productive and responsible young adults, who will possess the habits, skills and attitudes to succeed in school, and who will be offered the challenge of a post-secondary education and satisfying employment. In addition, the mission is to engage parents/families in the educational process, thereby providing the support structure and overlapping spheres of influence necessary for students to attain an integrated perception of learning. To that end, families are encouraged to be involved with the school, and to attend monthly school events.

The average of the classes yields a 19 to 1 student-teacher ratio. By including 4 full-time aides, the ratio of students to instructional personnel becomes 7 to 1. Including a part time literacy coach and literacy tutor, the ratio reduces further. The school operates without a principal, and administrative staff is kept to a minimum in order to direct as much funding as possible towards education. The school is governed by a Board composed of parents and a community member(s).

PHILOSOPHY: The philosophy of the Eel River Charter School is grounded in the belief that learning opportunities and accomplishments can best take place when:

- students have the opportunity to exercise their own choices giving them a feeling of control over their own learning
- schooling is viewed as one aspect of an education
- learning is viewed as a boundless experience
- an educational alliance is formed with a seamless web of educators, students, parents, businesses, community services and local stakeholders - all dedicated to the learning experience.

Reflections: Annual Performance

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

This Annual Performance Review includes the Learning Recovery Emergency Block Grant Plan for 2026-27 as required by the LREBG, including the plan for Needs Assessment, Interventions, Metrics and Evaluation.

LREBG PLAN:NEEDS ASSESSMENTS TO DETERMINE THE IDENTIFICATION OF STUDENTS WITH THE GREATEST NEED. In order to identify the students in greatest need, the following assessments are given regularly:

Yearly CAASPP and ELPAC state mandated standardized tests.

Benchmark tests from Renaissance Learning Star Assessment in Reading, (including Early Star Literacy for grades k-1) for grades k-6 and the Renaissance Learning Star Assessment in Math. These tests are administered quarterly to track student progress and measure whether students have advanced a year's growth no matter what their previous grade level was. These tests measure each student's Grade Equivalency and allow the teachers to determine the percent of students operating at the lowest level (Tier 3) or close to the lowest level (the bottom of Tier 2).

The Phonics 95% screener for Intervention (PSI) version 3.0 to assess student decoding skills in grades k-3, and higher grades if phonics data is needed to understand a student's processing skills. This assessment was administered often and k-3 grade students were assigned to small homogenous groups to target their specific levels of phonics knowledge. Students were retested and groups reformed periodically during the year to ensure that students were gaining phonics mastery.

In grades k-2, the UCSF Multitudes Screener was administered to measure reading levels and predict possible reading difficulties. A bilingual test examiner administered the test to students who do not speak English. The Dibels tests may be used in the future to supplement our assessments at grades 3-6.

These assessments will provide the data to evaluate the efficacy of interventions and practices used in 2026-27 and thereafter. These will serve as the METRICS required by the LREGB.

LREBG PLAN FOR INTERVENTIONS PLANNED FOR 2026-27

The Eel River Charter School has unexpended funds for 2026-27 Based on the results of the NEEDS ASSESSMENT conducted in 2025-26, the following ACTIONS will be funded by LREBG funds;

Support a portion of the bilingual aide salary. This action can be found in Goal 1, Action D. A bilingual aide helps to improve communication among teachers and Spanish-speaking parents., and among students whose English is very limited. Please see this action description for an explanation of the rationale for choosing the selected actions and for the metrics to monitor effectiveness.

LREBG PLAN FOR EVALUATING THE SUCCESS OF INTERVENTIONS YEARLY: Progress of student learning will be monitored and the efficacy of the interventions will be evaluated on an ongoing basis. Interventions and teaching practices will be adopted according to current research on the learning/teaching process. LREBG funding will be justified by a clear rationale for the actions taken, and the specific assessments metrics named above to quantify student improvement after interventions have been implemented.

In 2026-27 and following years, the modeling of teaching strategies and familiarity with the school's curricula will continue with aides.
Professional Development may include more training in math or science instruction.
Teachers will review educational publishers' curricula in Language and Math and purchase materials that are up-to-date and motivating for teachers and students to use in their classrooms. They will receive training in the specific curriculum that is purchased.
ERCS may continue to support after school academic support and enrichment programs through third parties such as the local Family Resource Center or Round Valley Unified ELOP programs.
Interventions will be carried out from a list of options which include but are not limited to: hiring additional instructional staff (Literacy Coach, Literacy Tutor, instructional aide), Professional Development in specific curricula for teachers and aides, materials and curricula as needed, ELO for students (tutoring during school, after school, during summer), curricula inventory and possible new purchases. Efforts will be made to establish after school tutoring with possible remuneration for teachers who participate. Parent literacy/math events at school are also planned for the future. Interventions will be selected according to need, to availability of skilled classified or certificated teaching staff, and to the availability of other resources.

ANNUAL PERFORMANCE based on a review of the California School Dashboard (Dashboard) and local data.

According to the 2025 Dashboard Report, ERCS has met the local indicator standards for the Basics: Teachers, Instructional Materials, Facilities; Teachers, Instructional Materials; Parent and Family Engagement; Local Climate Survey; and Access to a Broad Course of Study. The Suspension Rate is in the blue category (the highest rating).

But the school's CHRONIC ABSENTEEISM is in the red category which shows a decrease over the 2024 rating of orange. The 2024-25 dashboard showed that almost a quarter of our student population was close to a 10% rate of absence. Even so, our school student population is so small that a handful of chronically absent students has a large influence over the percentage rates. To put our high rate of absenteeism into perspective, the state average of absenteeism is only 7% lower than that of our school. The metric for attendance can be found under Goal 3.6 in Measuring and Reporting Results for Goal 3.

This problem is endemic to the whole town, including the sponsoring district. The problem is persistent. There is no local SARB support available in our valley. Because of our rural isolated location, parents must drive over 130 miles round trip to the nearest city to conduct business, health appointments or major shopping. They often take their children on the day's journey. Students do not have the option of getting themselves to school if their parents are unable to drive them or if they miss the bus. The distances are too long to walk and often too unsafe to ride a bike.

Parents are offered the option of short term Independent Study, but many do not take the time or have the academic confidence to make sure their children complete the work and submit it. Previous attempts to solve this problem have not been successful, such as: talking directly to guardians and explaining how poor attendance impacts their children's academic progress, sending home letters to warn parents that their child's education is suffering from too many absences, awarding good attendance at awards assemblies.

The 2025-26 LCAP includes these actions to address chronic absenteeism:
Strict bi-monthly monitoring of attendance; Letter sent home quarterly at first indication of excessive student absences;
Awards assemblies recognizing students with excellent attendance.
Outreach to our sponsoring district to ensure that absentee policies are identical, so that parents do not switch schools to avoid penalties for their student's absences;
Continue to offer enticing activities like Mindfulness, Science Fair, Art, Music and possible incentives to motivate students to urge their parents to get them to school.

(In previous years, the school requested guardians of chronically absent students to attend a closed session at a monthly board meetings where the board would try to help to solve the attendance issues. Further analysis has revealed that inviting these parents to Board meetings failed because the parents/guardians would not attend.)

SBAC TESTING data are not posted on the CA Dashboard because there are not enough students in each grade to yield reliable statistics describing student academic growth.

CAASPP and ELPAC STANDARDIZED TESTS

IN THE 22-23 SCHOOL YEAR
in ELA. 80% did not meet standard; 17% almost met standard; 3% met standard.
While the ELA scores were below standard, they did show improvement.

in MATH, 86% did not meet standard;11% almost met standard; 3% met standard;

In ELPAC scores for English Learners,38% were at level 1; 38% were at level 2;13% were at level 3;13% were at level 4, and these students were reclassified as RFEP, reclassified fluent English proficient.
***
IN THE 23-24 SCHOOL YEAR
in ELA, 72% did not meet the standard ; 17% almost met the standard; 3% met the standard;7% exceeded the standard.

These ELA scores were an obvious improvement over the previous year.

In MATH, 83% did not meet the standard; 3% almost met the standard; 14% met the standard; 0 % exceeded the standard.
These scores were a slight improvement over the previous year.

IN ELPAC scores for English Learners, 33% were at level 1; 47% were at level 2;13% were at level 3;7% were at level 4, and these students were reclassified as RFEP, reclassified fluent English proficient.
40% of the students advanced one level.
***

IN THE 2024-25 SCHOOL YEAR,
IN ELA,65% did not meet the standard; 18% almost met the standard; 12% met the standard; 6% exceeded the standard.
These scores were an improvement over the previous year.

IN MATH, 79% did not meet the standard; 18% almost met the standard; 0% met the standard; 3% exceeded the standard.

IN ELPAC scores for English Learners, 45% were at level 1; 27% were at level 2; 27% were at level 3; 0% were at level 4.
***
These scores have shown small but steady improvement over the last 4 years in ELA and MATH. In ELPAC the number of students being tested varies each year when the 6th grade "graduates" and a new kindergarten enters. In this situation, tracking improvement among returning students is statistically unreliable.

IN THE 2025-2026 SCHOOL YEAR,
IN CAASPP ELA 45% did not meet the standard; 36% almost met the standard; 12% met the standard; 6% exceeded the standard.
These scores were an improvement over the previous year.

IN CAASPP MATH IN MATH, 70% did not meet the standard; 21% almost met the standard; 9% met the standard; 0% exceeded the standard.

IN ELPAC scores for English Learners, 0% were at level 1; 62% were at level 2; 31% were at level 3; 8% were at level 4. 70% of students increased one level.
***

RENAISSANCE LEARNING BENCHMARK TESTS

In addition, the Eel River Charter School uses an additional standardized measure of student progress by studying data from the Renaissance Learning Star Enterprise Tests, administered as school wide quarterly benchmarks to indicate academic improvement as follows:

In the 2022-23 school year,
Math: ___80%_____of students made a year's growth
Reading__80%_____ of students made a year's growth

In the 2023-24 school year, through the 3rd quarter of instruction,
Math: _____85%__of students made a year's growth
Reading____90%___ of students made a year's growth
These are the highest percentages we have had over the years, using this measurement of academic progress!

In the 2024-25 school year, through the 4th quarter of instruction,

Math: _____86%__of students made a year's growth
Reading____84%___ of students made a year's growth

In the 2025-26 school year,
Math: ___85%____of students made a year's growth
Reading___92%____ of students made a year's growth

INTERVENTIONS USED IN 2025-26
Students who were identified as benefitting from Tier 2 and 3 supports were given small group or individual tutoring in ELA by the literacy tutor(s) under the guidance of the school's Literacy Coach. In-school 1 to 1 tutoring and referrals for some students for IEP testing have been implemented. Sending home take-home reading materials and educational games are also helpful.

A bilingual aide was hired to help communication among EL students, families and teachers. Two part time tutors were added to the staff in addition to classroom aides.
Teachers and aides were provided with Professional Development, especially through the Literacy Coach Reading Specialist Program (LCRS). 67% of the teachers are fully credentialed. They continue to advance their knowledge of teaching though professional courses. Teachers, a tutor and the literacy coach continued their Professional Development in ELA and other subjects. A low estimate of the total number of hours would be 200 hours, and there are more trainings to come this year!

The majority of students attending ERCS before the pandemic school closure in March 2020 were already below grade level academically. Students have experienced large learning loss since then because of a year-long school closure followed by a brief return to in-person instruction (hybrid model). Given these long-lasting impediments to educational achievement, the teaching staff has still not been able to fill in the missing gaps. Even though students have shown academic improvement, many are still far below grade level. Many parents are working and lack the time to help their children. Students whose parents speak only Spanish are often unable to get help with their school work.

Attempts to help students included limited summer tutoring, in school tutoring, classroom assignments tailored to student mastery levels, take home reading materials, and the use of online curricula that adjust activities to individual students' levels in ELA and math. While all of these activities were helpful, they could not yet bridge the academic gaps that students and teachers have faced over the years.

REFLECTIONS ON ANNUAL SUCCESSES

Renaissance Learning Star Enterprise Tests, which are the metric to measure academic growth of individual students is the highest we have had, which shows that more students are learning even though they might still be below their grade level standards. We take this as a mark of success!

The climate of the school campus is friendly and helpful. Students are delighted to be at school, and most are eager to learn. Generally speaking, each classroom has been harmonious, with very little time wasted in misbehavior. Students appreciate all the teachers, aides and staff. Students are happy to receive attention from adults and are forthcoming with conversation. By consensus, staff and parents that students derive much emotional support from being able to attend their school.
Within each classroom, both teachers and aides are attuned to negative student behavior that threatens the sense of community and belonging that we try to foster at school. Bullying, thoughtless behavior, denigrating comments or exclusion are noticed and dealt with. We are told that students at this school behave better than they do elsewhere, where negative social behavior often falls through the cracks.

In 2025-6 the school retained 2 excellent local teachers who are building a stable teaching community in the school, hopefully for years to come. All 3 current teachers established themselves as a cooperative group, all eager to improve their teaching skills.

67% of the teachers engaged in Professional Development courses including Induction and CTEL exams to obtain clear credentials. In all, the staff easily spent 200 or more hours in Professional Development, through LCRS, math, science, Special Education, curricula training etc. They worked on whole school projects to revive the original spirit of the charter school. The 3-6th grade teachers used the CAASPP training tests to prepare students for standardized testing.

New hires receive evaluations and practical feedback on their performances within 90 days of their employment at school.

Another success was the continuation of a Mindfulness program for the whole school, which provided whole school training to help students learn techniques for mind control. This is a popular addition to mental health resources available to all students. Art in all the classrooms was continued with special guest teachers and an aide who brought art lessons into all the classrooms, much to the delight of the students.

Parent support was also one of the school's successes. Although parent participation on campus has not bounced back to pre-pandemic levels, parents are responsive to teacher communication, with great friendliness. Parent events have resumed with good attendance. Because many parents transport their children instead of having them ride the bus, their presence at the end of the school day allows for prompt communication about issues that need to be solved.

Results of our 2025-26 local parent questionnaire indicate the following:
___100% of parents completed the questionnaire
___100% of parents reported that they feel that the school is following its mission statement

___100% of parents reported that they have adequate communication or access to teachers
___93% of parents reported that they are satisfied with their child's progress
___98% of parents reported that they see improvement in their children's academic progress since the start of the year.
___97% of parents felt that the curriculum was at their child's level. 100% said teacher modified assignments.
___100% of parents reported that they were satisfied with the help they received from teachers and aides
___ 85% of parents would like parent-teacher events to share home reading strategies.
___ 90% of parents would like awards assemblies or mini rewards for student improvement
___ 95% of parents would like take home materials like summer workbooks, little books, etc.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Eel River Charter School

Support for Identified Schools

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

Development of the CSI plan

The Eel River Charter School's plan for CSI involves all of the educational partners listed in the section of the LCAP entitled ENGAGING EDUCATIONAL PARTNERS. There are listed the various partners (stakeholders). Also described is the process of communication with the educational partners in gathering information regarding 1)the needs assessment and 2) the formulation of specific goals and actions in the LCAP and the CSI.

Needs Assessment

The information from educational partners, and student data form the basis for decisions regarding the CSI plan. This information, including data from the NEEDS ASSESSMENT identified metrics can be found in the REFLECTIONS: ANNUAL PERFORMANCE section in the LCAP.
Urgent needs are: low student achievement, chronic absenteeism, rural isolation which leads to difficulty in retaining teaching staff, and which limits educational, extra-curricular opportunities for students. Our population consists mainly of working parents with little time or limited education to support their children's learning at home. Several of our families speak little English, and language skills are lacking in the surrounding community. In addition, many homes lack internet access which limits families in accessing the school's online curricula at home.

A school cannot function without a high quality teaching staff; the plan to employ/retain teachers and aides is found in GOAL 1.
Many students have learning challenges and behavioral problems which the CSI plan addresses in GOAL 2. The mission of the school is based on parent involvement described in the GENERAL INFORMATION section of the plan, and GOAL 3 components are derived from the belief that parental involvement increases student morale and mastery.

The REFLECTIONS: ANNUAL PERFORMANCE section shows the student achievement data based on standardized testing (state indicators) and local benchmark testing. Student academic levels are very low. Also discussed in REFLECTIONS is the chronic absentee rate, and the LREBG PLAN for 2026-27. The EXPLANATION OF WHY THE LEA DEVELOPED GOAL 1, GOAL 2 AND GOAL 3 is derived from the needs assessment issues on which the CSI plan is based.

State Indicators
The goals include measures of progress for the state priority areas. These are written in the MEASURING AND REPORTING RESULTS sections of each goal.

Evidence Based Interventions

The actions that are being used to make progress toward the goal can be found in the DESCRIPTIONS OF ACTIONS WITHIN EACH GOAL AND ACTION section. These actions will not be funded with CSI funds because our school has declined the use of these funds for the 2026-27 school year. The effectiveness of these actions is written in the GOAL ANALYSIS sections of the 2026-27 LCAP ANNUAL UPDATE for 2025-26.

In ELA, the teachers have been following the practices of the Science of Reading (SOR) as taught in the LCRS Professional Development courses, especially in regard to the scope and sequence. They will continue to follow SOR theory as they progress through LCRS courses in the coming years, to incorporate practices that
address semantics, grammar, vocabulary and reading comprehension.

Resource Inequities:

The REFLECTIONS: ANNUAL PERFORMANCE section of the LCAP describes the successes and areas of need using input from educational partners and local data. This includes student testing data, both standardized mandated testing and local benchmark testing which is administered quarterly.
As explained in the INCREASED OR IMPROVED SERVICES FOR FOSTER YOUTH, ENGLISH LEARNERS, AND LOW INCOME STUDENTS, 94% of our student population qualify for FRPM. The Eel River Charter School offers school wide services to its students, and thus there are no differences in resources available to subgroups.

Resource Inequities are identified by the extra difficulties that some students may have. The LCAP addresses these inequities by providing supplemental instruction or aid. This might include additional resources, like take home books and materials, for example. Students with IEPs receive Special Education services. For EL students and students with learning challenges, the school tries to address their extra difficulties by offering individual or small group reading tutoring. The school has subscribed to a reading curriculum that paces students according to their individual progress in its grade level program. For all students, including those with behavioral/emotional issues, the school offers a weekly course in Mindfulness during school hours. The teaching of meditative techniques and peaceful philosophy supports students' behavioral and emotional growth. In the GOALS AND ACTIONS sections of the LCAP, and the EXPLANATION OF WHY IN THE GOALS sections, the Eel River Charter School has written an explanation of these goals to describe the school's plan to compensate for these Resource Inequities.

Monitoring and Evaluating Effectiveness

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

Monitoring and Evaluating Effectiveness

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

The Eel River Charter School will monitor the completion of the goal activities to make sure they have been implemented or to identify the problems that impeded their completion. In addition, the school will compile the results of student standardized tests, the CAASPP and the ELPAC, along with the results of the local benchmark assessments in ELA and Math (from Renaissance Learning Star Enterprise Assessments) that are administered quarterly to all students in the school. These measures, along with student report cards, will provide information about whether the CSI intervention activities have improved student achievement. This data will be provided in the REFLECTIONS: ANNUAL PERFORMANCE section of the LCAP.

The school will also monitor its progress in meeting the GOALS AND ACTIONS described in the LCAP by gathering information for the 2025-26 LCAP ANNUAL UPDATE. The school will also track its progress in the MEASURING AND REPORTING RESULTS of the LCAP each year.

The Eel River Charter School Board will be given these yearly results and they will approve the LCAP annually, thus indicating that they are aware of the progress or lack thereof toward meeting the goals of the school. The educational partners of the school will evaluate its

progress fairly to understand which actions have been successful, and which ones should be discarded or approached in with a different strategy in the future.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
teachers Literacy Coaches Literacy Tutors Aides LCRS courses and mentors Induction Program LREBG requirements California requirement for screening k-2 students	interviews, meetings, informal conversations, draft of LCAP goals to critique and suggest ideas input on revision of LCRS Plan LCRS teaching to test solutions to specific problems by collecting data
staff members, including Business Manager, Office Manager, lunch server, custodian	ongoing conversations, School Site Council, draft of LCAP goals to critique and suggest ideas
ERCS Board (administrators, there is no school director/principal)	monthly meetings, draft of LCAP goals to critique and suggest ideas
Parents EL parents parents of students with learning challenges	School Site Council meeting, ongoing conversations with parents annual questionnaire parent teacher conferences conversations via texts, informal chats with teachers at end of the day
students (all students are younger than junior high)	questionnaires, informal conversations

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

Process for Engagement
Extensive measures were taken to solicit input and feedback from all educational partners.

In keeping with our mission statement, Working with families, in community, through holistic teaching, to develop educated, responsible compassionate people, it is clear that the first point emphasized was working with families. ERCS wants to know family opinions and how to serve families better as their needs change over the years.

Teachers met with an LCRS mentor to practice the PDSA (Plan, Do, Study, Act) approach to fine tuning teaching practices of k-3 reading groups. The mentor also guided some teacher meetings to address specific concerns of teachers. Teachers collaborated on updating the LCRS Plan for 2025-2026, and they will apply and update these plans for the 2026-27 year.

Teachers and staff discussed ideas to help students begin to catch up on their lagging academic skills .Teachers and staff members were asked for input in ongoing conversations throughout the year, and in a focused meeting using a written rough draft of goals and proposed actions. Teachers collaborated on the LCRS Plan. SST meetings were held to discuss Tier 2 and Tier 3 supports for struggling students.

Parents received and responded to an annual questionnaire regarding satisfaction with the school and suggestions for improvement. A School Site Council meeting was held on April 15th, 2026 for parents to give feedback and ideas about the school's proposed goals and actions. Multiple attempts are made to include on the School Site Council at least one parent/guardian of Native American family, an English Learner family and a family whose student has a learning challenge or disability. Written information is offered in English and in Spanish. A bilingual translator attended the meeting. ERCS communicated with student families through calls and text messages, Facebook, school website, fliers and messages posted on the door. Parents with concerns met with teachers, and often communicated their suggestions for improvement informal meetings.

All ERCS Board meetings were held monthly and parents were welcome to attend. Agendas were posted publicly and on ERCS's Facebook page and web site. The ERCS Board of Directors, composed of parents, gave input on the operations of the school during the monthly meetings held throughout the school year. They also were asked for input regarding goals and activities for the 2026-27 school year at a regularly scheduled board meeting, April 15, 2026.

Continual communication with our sponsoring district through email, phone, and attendance at District Board meetings or review of District minutes, allowed ERCS to stay abreast of District changes throughout the school year.

How the Educational Partners Influenced LCAP decisions

School Staff, including teachers and aides:
Agree that learning loss is best counteracted by teaching one to one or in small groups. Teachers note the benefits of individual and small group tutoring with struggling students.
Unify curricula for reading in the lower grades to familiarize all students with similar format that repeats concepts in a similar way.
Recognize that holistic assignments such as reader's theatre, plays, science fair, skits and student published books are examples of activities to be encouraged at school. Such assignments incorporate different modalities of learning, and contribute to social and emotional well being of the students.
Encourage parent participation by Inviting parents to frequent small language presentations in the classroom. Switch from bigger time-consuming performances to informal shared events. Teach reading as one aspect of language; develop language skills for all students, teach reading and writing as intertwined aspects of literacy.

Encourage public speaking, even if only in the to develop literacy skills which are part of literacy goals.
Improve phonics groups to include relevant decodable part of the lessons in small groups; get professional development for aides in phonics curricula, refine phonics teaching in groups by developing standard procedures for each group. Use frequent assessment to group students according to their individual levels.
Improve designated EL instruction 30 minutes daily; research and purchase better curriculum for this purpose

The Literacy Coach/Reading Specialist (LCRS Plan) and teachers advise the school to:
Review the LCRS Plan in the fall annually to update goals and actions in the light of the previous year's interventions
Deliver ongoing Professional Development for teachers and aides in reading literacy focusing on literacy instruction throughout the year.
Continue to employ a literacy coach/teacher mentor to participate in the Literacy Coach/Reading Specialist Program
Use frequent phonics assessments of k-6 students to group them according to specific skill level continuously.
Continue to employ a literacy tutor as part of the Literacy Coach/Reading Specialist Program
Plan events as outreach to parents to help their students improve their reading skills.
Plan to hold parent events monthly in the tradition of having in-person parent involvement, including whole school awards assemblies.
LREGB instructs the school to evaluate its intervention activities using specific data from specified metrics

Parents and guardians suggested:
Hold monthly parent events, having the school reach out, using Facebook, fliers and texting, to parents with big ideas (like the Science Fair).
Improve communication about when to come to school for open house, game nights or late afternoon events. Hold mini presentations in the classrooms.
Offer supplemental learning opportunities (tutoring) in-school, after school and/or summer tutoring for students, as funding allows. Schedule hourly tutoring by regular appointment for pairs of students/small groups after school and during the summer. Parents would have to provide transportation for their students.
Reward students for progress, using a clear, predictable rewards system.
Encourage the summer at-home use of online reading programs and game curricula already used by students in class. Send home summer workbooks and reading materials at the individual student’s level.
Continue to send home Spanish and bilingual books, also take-home books, word games and flashcards to encourage reading at home.
Employ a bilingual aide to facilitate parent teacher conferences.

School Site Council Suggested:
Handout more materials, including summmer workbooks, to families before the end of the year. Hand out more educational games, Flash cards and board games
Have treasure hunts, kids have to read clues and cooperate
Make a year-long calendar of holidays and school events. Meet with School Site Committee during the first 2 weeks of school to better organize events for those times. Have specific parents take on specific tasks (invitations and publicity, materials, clean up, decorations etc.) send reminders to parents who signed up ahead of time. Examples would be Dia de los Muertos and Dia de los Ninos, Valentine’s Day, Halloween, Spirit Week, Earth Day, Literacy Events
Hold parent -student games
Have family game nights to build literacy and math skills during the school day. Summer or after school tutoring may be available

depending on funding opportunities and budget constraints. Make use of ERCS' MOU with District to provide ELOP academic and enrichment program after school and summer program for 175 days of school year and at least 30 additional non-school days through-out each school year.
Investigate hands-on activities for students with different learning styles (dyslexia, ADHD,neurodivergent, etc.) and share ideas with parents.

How the above input from Educational Partners influenced the goals and actions written in the 2026-27 LCAP:

Goal 1:
teaching one to one or in small groups--Goal 1, action D and Goal 2, action F.
ongoing Professional Development with supplemental pay for attendees--Goal 1, Action E.
continue to employ a bilingual aide--goal 1, action D

Goal 2:
Continue to employ a Literacy Coach(s)--Goal 2, Action F
Continue to employ a Literacy Tutor--Goal 2, action F.
schedule hourly tutoring for pairs of students in-school, after school and if possible during the summer--Goal 2, action B
phonics instruction by homogenous grouping according to frequent assessments--Goal 2, Action F
CAASPP and ELPAC practice testing beginning in January, Goal 2, action C
variety of curricula; continuous curriculum grades k-3--Goal 2, action A
Online individualized curriculum for grades 4-6 in core subjects, Goal 2, action A
summer at-home use of online reading programs and materials --Goal 2, action B
more frequent awards and presentations, Goal 2, action A
listening, speaking, writing as part of language instruction, Goal 2, action F
provide both integrated and 30 minutes daily of designated language instruction to EL and non EL students throughout the year--Goal 2, Action B

Goal 3:
Whole school calendar of events planning meeting with parents in the fall Goal 3, Action D
holistic assignments, using language instruction, speaking in sentences, using writing to increase literacy--Goal 3, action A
outreach to parents--Goal 3 action D
hold monthly parent events--Goal 3, action D
hold Open House with food provided for attendees--Goal 3 action D
hold Parent Pancake Party for breakfast with families--Goal 3 action D
have cookies and cider/lemonade/punch at other events with parents--Goal 3 action D
Science Fair--Goal 3. action A
Reading Incentive Program, Family Game Night, Goal 3, action D
parent teacher event to share home reading strategies with educational rewards for families that participate Goal 3, action D
awards for perfect attendance for students Goal 3, action D

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Goal 1 State priority 1: Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities Goal 1 -100% of teachers will be appropriately assigned -100% of students have access to standards-aligned instructional materials -ERCS school facility maintained in good repair -100% of aides employed by school will be qualified Actions. 1A. Continue to support competitive salaries for 3 appropriately assigned teachers. Continue to support the development and hiring of qualified teachers. 1B. Continue to support 3 full time classroom aides, bilingual preferred. 1C. Position of the Director of Student Achievement has been discontinued due to funding priority. Duties will be covered. 1D. Continue to employ 4th aide 1E. Provide ongoing professional development to teachers and aides for teaching all aspects of literacy. Increase attendance at trainings by offering supplemental pay for participation as available. 1F.Continue to use Edjoin to advertise for new teachers 1G. Continue to maintain a high standard of hygiene for the facility; Safe, clean, functional facility. 1H.Continue to support wireless high speed internet access, tech support, and access to standards aligned instructional materials for 100% of the students. 1I. Goal discontinued, merged with 1G. 1J. Action has been discontinued. 1K. LCRS hires: continue to employ Literacy Coach and Literacy Tutor	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

GOAL 1

Action 1A and Action 1F) There is a teacher shortage in the State and especially in our county, and even more so in our small, isolated, rural community. The Eel River School will use supplemental and concentration grant funding to ensure competitive salaries due to the ongoing, immense difficulty of hiring and retaining quality teachers in our area, where even teacher housing is a major impediment to luring qualified teachers to Covelo, CA. ERCS must at least maintain parity with the salaries offered by the other schools in our district, which also has trouble recruiting teachers. The teacher turnover in our valley is high, and we need to attract teachers by offering competitive salaries to work in our school, where 94-98% of our student population is unduplicated students: FRPM, foster, homeless, and EL. Due to the high percentage of unduplicated students, ERCS receives much of its State Aid funding in the form of Supplemental and Concentration grant funds, thus the need for utilizing these funds towards teacher salaries, since the state aid alone will not fund competitive salaries, and a school is nothing without its teachers.

Action 1B and Action 1D) Teachers and instructional aides have learned through years of teaching experience that struggling students make noticeable improvement academically when they are taught with 1 to 1 instruction. Our goal is to continue to employ a temporary 4th aide who is bilingual to help improve communication among teachers and parents, and among students whose English is very, very limited. We hope to continue to employ a literacy tutor to provide more 1 to 1 and very small group instructive opportunities for students.

Action C) Action discontinued due to funding priority for classroom aid. Duties will be covered.

Action 1E) Professional development for teachers and aides will increase their knowledge about teaching strategies, and increase their self confidence in presenting curricula, especially for the EL students, who may need extra daily practice of hearing and speaking English. Teachers and aides will also study and discuss interactive methods of learning and accommodations in the classroom for students with disabilities. Using an individualized EL curriculum will also help struggling students, and engage more advanced students on an online platform. Professional Development is part of the ERCS plan to foster understanding of the science of reading and to ensure that instructional staff can give explicit instruction in the components of decoding and comprehension.

Action 1G and Action 1-I) Cleanliness is of paramount importance to keep the students and staff well. A hygienic environment helps foster better attendance and eliminates sickness/absences that interfere with student learning. A safe and modern learning environment, both inside and outside on the campus, reduces accidents, behavioral incidents, and improves school morale and attendance and family participation at the school. Repair, maintenance, and improvements to the site also help prevent catastrophic events which could force a school closure.

Action 1H) Access to reliable internet is necessary for school functioning, educational websites, State testing, and curricula that students use daily in core subjects.

Action 1K) The part time literacy coach works to support teachers in their classrooms and in their professional development through LCRS. The literacy coach also researches and purchases needed curricula and to works closely with the literacy tutor in scheduling and tutoring

students in their classrooms or in a quieter 1 to 1 setting. These services provide extra support to Tier 2 and Tier 3 students, and to English Learners and other students needing extra attention.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1=1A)% of teachers appropriately credentialed 100% of students have access to standards aligned instructional materials	2023-2024 100% of teachers have appropriate credentials and are appropriately assigned. 100% of students have access to a variety of excellent curricula.	2024-25 100% of teachers are progressing toward a clear credential through Induction and Internship Programs.100% of students have access to a variety of excellent curricula.	2025-26 67% of teachers have completed the credentialing process including Induction programs. 100% of students have access to a variety of excellent curricula.	2026-2027 100% of teachers have appropriate credentials and are appropriately assigned. 100% of students have access to a variety of excellent curricula	33% of teachers will continue the Internship Program to be on track for a credential next year
1.2	2=1B) % of aides highly qualified , have either an AA or pass a written competency test	2023-2024 2) 100% of aides have passed requirements for their position	2024-25 2) 100% of aides have passed requirements for their position	2025-26 2) 100% of aides have passed requirements for their position	100% of aides have passed requirements for their position	no difference
1.3	3=1C) Director of Student Achievement This goal has been discontinued.	2023-2024 3) Director of Student Achievement duties were shared by Literacy Coach and Business Manager since no teacher was available to perform these duties this year	2024-25 3) Director of Student Achievement duties were shared by Literacy Coach and Business Manager	2025-26 The position of Director of Student Achievement has been discontinued. The duties of that position have been carried out.	All duties assigned to the previous Director of Student Achievement will have been fulfilled.	funding for this position will be used to maintain 4 aides

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	4=1D Temporary 4th aide	2023-2024 4) Temporary 4th bilingual aide was hired	2024-25 4) Temporary 4th bilingual aide was hired	2025-26 4) Temporary 4th bilingual aide was employed	ERCS will have at least one bilingual aide if funding still available for 4th aide	bilingual aide is temporary, not permanent
1.5	5) 1E)Professional Development for aides and/or teachers	2023-2024 5) Limited professional development has occurred thus far in the year for aides. Ongoing one on one support has been given by literacy coach to teachers and aides as needed.	2024-25 literally hundreds of hours have been spent on Prof. Dev. by teachers; ongoing mentorship on site; aides receiving on the job training	2025-26 estimate of 200 hours have been spent on Prof. Dev. by k-3 teachers, literacy coach and aide in LCRS, trainings etc.	All aides and teachers will have received ongoing professional development in teaching literacy especially in grades k-3.	professional development will continue as per 2025-26
1.6	6) 1F Edjoin for teacher recruitment	2023-2024 6) Edjoin is in place for teacher recruitment	2024-25 6) Edjoin is in place for teacher recruitment	2025-26 Edjoin is in place for teacher recruitment	Edjoin will facilitate hiring qualified teachers each year.	no difference
1.7	7) 1G Cleaning supplies, sanitation, 2nd p/t custodian; safe facility Goal 1-I has been merged with this goal	2023-2024 7) Facility is well maintained and clean; part time custodian hours for classrooms/restrooms	2024-25 7) Facility is well maintained and clean; part time custodian hours for classrooms/restrooms	2025-26 .5 FTE janitor employed, Tree service made playground safer, video surveillance camera repaired or replaced	The facility will be clean and well maintained. Daily cleaning will be regular and hygienic. The entire school site will be well maintained, safe and functional. Learning environments will be updated as needed.	no difference
1.8	8) 1H wireless access and tech support	2023-2024 8) July 1, 2023 began upgraded 1 GB internet	2024-25 8) efforts are being made to find a	2025-26 wireless service has been	Wireless service will be reliable and sufficient for	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		speed and the upgrade of school network wiring had been completed. Remote Tech support used as needed.	local tech to learn our school's tech setup. Possibly through MCOE or another local tech support	sufficient, tech help has been obtained through MCOE	standardized testing and internet educational sites. ERCS will have access to tech support.	
1.9	9) This goal has been discontinued and merged with Goal G	2023-2024 9) Entire site has backup generator power, safe fencing, turf, and walking track 100% completed.	2024-25 9) Trash can storage re-located to improve visibility on playground. Blacktop was re-surfaced to remove tripping hazards. New windows and shades installed in all modular classrooms. Yard maintenance completed by new custodian.	2025-26 This goal has been discontinued and merged with Goal G		
1.10	10) 1K LCRS hires			2025-26 Literacy Coach and Literacy Tutor continue to be employed	coach and tutors will work with teachers to deliver literacy instruction and support instruction	As long as funding is available

Goal Analysis [2025-26]

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

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

All of these actions have been completed. The positions for 3 classroom teachers, 3 classroom aides, a 4th temporary aide, the part time literacy coach, a 4th bilingual aide, and a literacy reading tutor were all compensated. All teachers received professional development, estimated at 200 hours. The professional development program fueled teachers' willingness to continue their training next year. 67% of the

teachers to earned their clear credentials. Teachers participated in Induction, LCRS courses, onsite mentoring, math, Native American history, science instructional courses, and collaboration. All of the teachers are local and hopefully will remain at our school in future years. There is a spirit of optimism and openness to trying new ways to improve teaching in all classrooms.
A temporary bilingual aide helped EL students and translated during parent-teacher conferences while fulfilling the duties of a classroom aide.
The Edjoin membership, the cleaning, the wireless services and tech support, and the LCRS Program all were carried out successfully. The facility was maintained at a high standard for cleanliness and safety.

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

The expenditures for Goal 1 were close to the amounts budgeted.

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

Professional development for the teachers occurred in a dynamic way. All told, teachers and the literacy coach and an aide spent hundreds of hours in professional learning. K-3 teachers were inspired to refine their practice on teaching phonics in small groups, where students were assigned according to frequent phonics assessment. They all used the same curriculum, and new aides received on the job training in the protocols of the curriculum.
The literacy coach worked remotely, discussing problematic issues, and advising about curricula and technology. Feedback was given to the Reading on a regular basis. The Reading Tutoring was successful and contributed to the improvement of reading scores on benchmark tests among the students being tutored. The tutoring was effective in focusing student attention in a quiet environment with a knowledgeable, creative tutor. The Literacy Coach was disappointed that she was unable to observe the teachers as planned, but she did have more time for direct tutoring of students, which is the most effective way of improving literacy. The duties of the Director of Student Achievement were shared by the Business Manager and the Literacy Coach in an effective, harmonious manner. The trouble-shooting of issues with the phone, the copier, chromebooks and printers were handled by tech support working with staff at school. The literacy tutor staff was trained in the coursework, practice materials and administration of the ELPAC tests, to facilitate ELPAC testing, with the oversight of the Literacy Coach.

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.

The school will continue its Professional Development offerings next year, and will try to add to the professional development for aides.
Action 1C discontinued due to aide funding priority.
Actions 1D and 1E have been revised to include LREBG funding.
The literacy coach hopes to improve methods of communication with teachers (and aides) on a more regular basis to be able to provide better feedback as part of their professional development.
The continued training of the literacy tutor in the fall, and her practice this spring, will enable her to administer ELPAC testing and relieve the burden of that job on the teachers.

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	1A Support teacher salaries	Support teacher salaries	$333,878.64	No Yes
1.2	1B 3 Classroom Aides	3 Classroom Aides	$114,815.54	No Yes
1.3	1C :This Goal is Discontinued. (Director of Student Achievement)	This goal has been discontinued	$0.00	No Yes
1.4	1D 4th Aide	Temporary 4th Aide	$36,168.55	No Yes
1.5	1E Professional Development	Professional Development	$5,000.00	No Yes
1.6	1F Edjoin membership	Edjoin membership	$1,850.00	No Yes
1.7	1G Safe, clean, functional facility	Cleaning and safe facility (Goal G and Goal I merged)	$103,033.49	No Yes
1.8	1H-Wireless Service/Tech Support	Wireless Service/Tech Support	$4,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.9	1I Goal discontinued. Merged with Goal G. Safe, Clean, Functional Facility	Goal discontinued, merged with Goal G	$0.00	No
1.10	1K-LCRS Program	LCRS Program hiring	$90,180.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Goal 2 State priorities 2,4,7,8: Pupil Outcomes and pupil achievement: Implementation of State Standards, Pupil Achievement, Course Access and Pupil Outcomes CA State Standards will be implemented EL students will gain academic content knowledge and progress toward English language proficiency All students, including numerically significant subgroups, will increase proficiency rates and 85% will be at grade level or will progress one grade/skill level annually 85% of returning EL students will maintain their level or make progress toward English language proficiency 100% of EL students who are classified advanced on the ELPAC will be reclassified as EL proficient 100% of ERCS' student body will be included in any broad course of study (see list above) that is offered for that student's grade level All students will make progress in becoming proficient in English, Math, Science, Social Studies. In Visual and Performing Arts, ERCS' goal is for 100% student participation in enrichment activities. In Physical Education and Health instruction, ERCS' goal is for 100% student participation Actions 2A. Purchase materials and supplies. Purchase classroom equipment/supplies that support student achievement. Reinforce student achievement using awards assemblies, incentives, in-class recognition, phone calls to parents, certificates to take home, etc. for students who make small but measurable improvement in academics. Recognize students for leadership and attendance with incentives for excellent attendance. 2B. Continue to offer supplemental learning opportunities, with individual or small group tutoring. Provide take home materials such as bilingual books, reading books, summer workbooks, summer online educational sites, flash cards, literacy games etc. Continue tutoring individual/small group tutoring during the school day. Try to fund summer/after school tutoring by using ELOP academic and enrichment program. Investigate hands-on activities for students with different learning styles (dyslexia, ADHD, neurodivergent, etc.). IEP Services. Share ideas with parents.	Maintenance of Progress Goal

Goal #	Description	Type of Goal
	2C. Curriculum for all students, with extra focus on supporting EL students. Emphasize teaching students to work independently at all grade levels for a minimum of 30 minutes each school day. Increase ELA instruction time to 90 min per day. Screen all ERCS students K-6 for phonological awareness and implement small group phonics instruction for students who have not mastered these concepts. 2D. This goal has been discontinued. 2E. Mindfulness training. This goal has been changed to replace online counseling and tutoring services with in-person whole school weekly training in Mindfulness activities and theory. Jiu Jitsu offered all grade levels with parent permission and student interest. 2F:LCRS Program: Continue to implement Literacy Coach/Reading Specialist Program (LCRS) Help teachers and aides improve reading instruction, focusing on grades K-3. ELA instruction at 90 min per day will include listening, speaking, reading and writing. Provide ongoing mentoring and professional development and literacy materials to teachers/aides/parents to improve literacy instruction. Assessment/evaluations of student progress throughout the year and remedial help as needed. Screen students for phonological awareness and implement small group phonics instruction for students who have not mastered these concepts. 2G: LREBG. Learning Recovery Emergency Block Grant Plan added to the LCAP. (See Reflections on Annual Performance, p. 2-4 for Needs Assessment, Interventions, Metric for evaluation of the efficacy of actions as they are implemented.) LREBG funded actions are found in Goal 1, Action D and Goal 2, Action A and Action C.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The majority of students attending ERCS are below grade level academically. EL students with Spanish speaking parents are further disadvantaged because adults in the home are often unable to help their students learn English or complete their homework. Many families are dealing with issues that affect students emotionally, which impacts their behavior and learning. Moreover, many parents are working and

lack the time and the education to help their children. Despite tutoring for many, students have poor processing skills that form the foundation on which to add new knowledge. Take home materials are helpful but not enough to make up for lack of academic exposure and mastery.

2A) Materials, supplies and incentives are always needed. Students are motivated by quarterly incentives and feel pride in their achievements which are being celebrated with small items of their choice.

2B) Take home materials are important to give to families without literacy resources in the home, and to hopefully engage families in the learning process. In school tutoring allows students to have individualized learning time to reinforce their reading and language skills. IEP services

2C) Supplementing textbooks with individualized curriculum is vital to student learning. New curricula are often motivating to students, at least for several months if not more. Much of the online curricula can be accessed at home via phone in places where internet is lacking. Some ELA curricula can be purchased especially for ELA students and their families. Increased time allotted to ELA instruction during the daily schedule will contribute to student literacy in the future years.

2E) Mindfulness practice has proven helpful for students in dealing with confidential issues outside of the classroom which impact their self-concepts. In-person Mindfulness training allows all students and staff to have a common practice and vocabulary that is reinforced year after year throughout the grade levels. Mindfulness instruction sometimes extends to supporting teachers who are trying to help students with difficult classroom behavior. Mindfulness increases students' ability to be calm and to focus on the moment (the academic training). In addition to Mindfulness, k-1 students use other curricula to identify their current emotions and to self regulate their behavior. (These practices have replaced our previous goal of online counseling and dyslexia reading services, which were often unreliable due to attendance and internet problems.)

2F) By participating in the LCRS Program, the Eel River Charter School has access to professional development. The LCRS plan and coursework build enthusiasm and confidence among the teachers. As teachers learn the Science of Reading they can implement best practices that have been proven to be effective. Teachers also learn how to better study student data to inform the next steps in instruction. This training will serve to improve literacy in core subjects after the course work has ended.

The program enables us to:
Implement an ongoing plan to Improve reading curriculum and methods of teaching, especially in grades K-3. Establish an evidence-based family literacy initiative to engage families in how best to support their students.
Provide ongoing professional development for teachers and aides, including intern and induction expenditures for teaching staff. Use evidence-based materials and strategies for literacy, and continually monitor instructional effectiveness by studying student data with specific metrics. The use of the ELD framework to inform the selection of professional development needs ensures that the teaching of EL students will be addressed specifically. In addition professional development will include strategies, curricula and techniques that are applicable for teaching students with disabilities.
Report to the California Department of Education regarding the implementation and expenses of this program.
Participating in the Literacy Coach/Reading Specialist program will provide ongoing training in the science of reading, curricula, delivery, and understanding of all components of literacy.

2G: LREBG, Learning Recovery Emergency Block Grant will require a thorough needs assessment of all students through quarterly benchmark tests, phonics assessments and a reading screener to supply data for applying interventions and judging their success rate. Participation will enhance the LCRS activities and training, increase funding for interventions, and ensure the use of data analysis of specific student metrics to evaluate the success rate of interventions to adjust the following year's activities accordingly. LREBG funded actions are found in Goal 1, Action D and Goal 2, Actions A and C.

The above goal/activities will help all low performing students: the English Language learners, the students with disabilities, the students with emotional barriers that inhibit learning, and students whose difficulties do not qualify them for an IEP but do impede their learning processes, specifically in ELA and ELD.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2A) Materials, Supplies, Incentives	2A) Materials and supplies were purchased. Incentives were given to students for improvement on benchmark tests.	2A) 2024-25 Materials and supplies were purchased. Incentives were given to students for improvement on benchmark tests.	2025-26 Materials and supplies were purchased. Incentives were given to students for improvement on benchmark tests.	Teachers will continue to be able to obtain materials for school projects as needed.	no difference
2.2	2B) Supplemental Learning Opportunities measured by tutoring, counseling, take home materials IEP services	2B) 2023-24. Summer and in-school tutoring one on one or small group happened regularly. Take home materials were sent home	2024-25 Tutoring took place during regular scheduled hours. Take home materials were sent home	2025-26 Materials and supplies were purchased. Incentives were given to students for improvement on benchmark tests. Increased IEP encroachment supported.	Tutoring and take home materials will continue to be sent home regularly and will increase student achievement on benchmark tests. IEP services supported	need to increase supplemental learning opportunities if possible. Support for SPED encroachment needed from EPA or other LCFF sources. SPED encroachment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						rose 300% in 24-25 and 500% in 25-26.
2.3	2C) Curriculum for all students. EL curriculum targeted	2C) new curricula purchased for youngest EL students and families which can be accessed at home. ELA instruction increased to 90 minutes per day. Supplemental EL curriculum purchased	2024-25 AR books and quizzes were purchased for all students. ELA instruction took place for 90 minutes each day	2025-26 K-3 teachers used the same curriculum, Wonders, from 23-24, but supplemented it with Phonics 95% materials. ELA instruction took place for 90 minutes each day including integrated EL instruction	Basic core curriculum in place, with new curricula bought as necessary to supplement. ELA instruction @90 minutes per day.	EL curriculum was not used daily. k-3 teachers substituted individualized language instruction instead. 4-6th grade teacher wants to improve EL curriculum in the future.
2.4	2D) this goal has been combined with 2E.					
2.5	2E) Mindfulness training and phonics instruction (to replace online couseling services and online dyslexia tutoring)	2E) Online counseling was provided weekly for individual students. 2023-24. goal discontinued.	2024-25 Online counseling and dyslexia tutoring were replaced with Mindfulness training for all students, and individual tutoring and phonics instruction for struggling readers	2025-26 Mindfulness training for all students, and individual tutoring and phonics instruction for struggling readers	Mindfulness supplemental SEL curriculum used for calm focus, zones of emotional regulation continued in k-1, phonics focus continued in k-3	continue Mindfulness and tutoring in place of online services

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	2F) LCRS program implemented	hiring of bilingual 4th aide as reading tutor, 2 part time literacy coaches,1 part time literacy tutor. Tutoring services delivered through February.	2024-25 employment of 1 part time literacy coach,1 part time literacy tutor. Tutoring services delivered	2025-26 Teachers received many hours of LCRS training, worked with LCRS mentor, fine tuned literacy instruction practices, literacy tutor worked in classrooms and with individual students	LCRS program will have been implemented and 90 % of k-3 students will be able to read at, or close to, grade level.	LCRS implemented but students are not yet at grade level in reading
2.7	2G: NEW GOAL: LREBG program		2024-25 needs assessment conducted. hiring of bilingual aide (Goal 1, Action D), Professional development (Goal 2, Action C and E) for educational materials (Goal 2, Action A)	2025-26 continued employment of bilingual aide, materials, curriculum and professional development have been obtained.	yearly needs assessment conducted, interventions implemented, metrics applied, program adjusted accordingly	no difference
2.8	Benchmark Testing 85% of students who were at grade level or improved on local benchmark testing	In 2023-24, 90% of the students improved the equivalent of one year, or were at grade level in ELA, and 85% in Math. However, it is noted that all students have improved from the beginning of the year. 2023-24	2024-25 84% of students showed a year's improvement in ELA and 89% of students showed a year's improvement in Math. All students have improved from the beginning of the year.	2025-26 92% of students showed a year's improvement in ELA, and 85% of students showed a year's improvement in Math. Those who didn't make a year's growth came close to that goal.	85 % of students will be either at grade level or show a year's improvement on STAR Enterprise Reading and Math assessments, Classroom tests and teacher observation, report cards portfolios	student improvement rates are still below targeted goal

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.9	CA State SBAC and ELPAC mandated state testing in Caaspp tests and summative ELPAC tests.	2022-23 on standardized tests, 80% of our 35 students tested did not meet the standard in ELA, 86% did not meet the standard in Math. The testing results are not statistically reliable since the sample size is too small. 2023-24Caaspp scores ELA, 72% did not meet the standard 17% almost met the standard 3% met the standard 7% exceeded the standard. Math 83% did not meet the standard 3% almost met the standard 14% met the standard. In 2023-24 33% of the Elpac students were at level 1 and 47% were at level 2, 13% were at level 3, 7% at level 4. 40% of returning students went up one level.	2024-25Caaspp scores ELA, 65% did not meet the standard 18% almost met the standard 12% met the standard 6% exceeded the standard. Math 79% did not meet the standard 18% almost met the standard 0 met the standard 3% exceeded the standard.	2025-26 results of the CAASPP ELA 45% did not meet the standard 36% almost met the standard 12% met the standard 6% exceeded the standard. MATH 70% did not meet the standard 21% almost met the standard 9% met the standard. In 2025-26 0% of the ELPAC students were at level 1 and 62% were at level 2, 31% were at level 3, 8% at level 4. 70% of returning students went up one level. Only 13 students were tested in the whole school.	There will be a 5% increase in the aggregated scores of students in 3-6th grade in Caaspp 85% of returning students will increase of maintain their previous levels on ELPAC scores	student improvement rates are still below targeted goal Caaspp and Elpac improvement is small, but gradual and steady

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Only 15 students were tested in the whole school.				

Goal Analysis [2025-26]

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

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

Almost all actions were implemented.
Materials and supplies included incentives to motivate students to try harder on their quarterly benchmark tests in ELA and math. Student recipients of awards for improving on benchmark tests were proud and enjoyed choosing small incentives given after test results were compiled. Awards assemblies also honored students in academic achievement, attendance and behavior.
Supplemental learning opportunities were offered with in school tutoring, and some summer tutoring. In school tutoring was particularly effective, and many students who received regular weekly tutoring showed improvement in their benchmark tests. Holistic assignments and presentations to parents happened within classrooms, The science fair was a great success.
90 minutes of ELA instruction were given in all classrooms. I
Integrated instruction of ELA for EL students happened in all classrooms and was interwoven in the daily schedule. In the younger grades, the phonics/reading groups were targeted at the students at a specific reading level. This instruction was designated for EL students and addressed the needs of the students in all 4 components of language: listening,speaking, reading and writing. Among the older grades, EL designated instruction was supplied by individualized curricula, but all the teachers felt dissatisfied with this curriculum because there was not enough personal instruction in it. 4-6th EL students did not use this Lexia curriculum daily, but only several times a week. The literacy tutor and the literacy coach worked with a number of EL students individually but not daily. Next year we need to improve on the amount of time EL designated instruction occurs. This problem will have to be solved, perhaps using a variety of methods, to ensure the EL students receive 30 minutes a day of designated instruction in ELA.
The teachers updated the LCRS plan. They received support from LCRS facilitators who came to observe and support the teachers in their reading curriculum. This will most likely be an ongoing collaboration during the LCRS program. Teachers used the training they received in the LCRS courses to refine their delivery of phonics instruction. They used the 95% Phonics Assessment frequently to inform their grouping of students into homogenous groups and monitor their progress.
LREBG Plan has been described in the LCAP. Students' assessment scores have been monitored to identify students in the greatest need. These same assessments will be used to track student progress and provide data to evaluate the teaching interventions in 2026-27

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

Budgeted expenses increased for Goal 2 in 2025-26. SPED encroachment increased 300% in 24-25 and over 500% in 25-26. Support for the SPED encroachment will be budgeted out of LCFF funds. ERCS does not retain any SPED funds, the District provides SPED services per

MOU and retains all SPED funds generated by ERCS students, plus they charge ERCS a SPED encroachment fee each year. This is a formula based encroachment as per MOU.

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

The LCRS program and tutoring of students in small groups or individually yielded noticeable improvement in academic mastery.
The phonics program helped to lay a good foundation for decoding skills and careful data collection among students in k-3 revealed steady progress in decoding. Students were also motivated to increase their scores in the benchmark tests because they looked forward to choosing a small prize as a reward.
Teachers and students appreciated the Mindfulness training for all students, and next year the students will be able to build on the skills they have developed through this program.
Teachers collaborated to fine tune their phonics instruction.
There was mixed reaction to the Innovmat math pilot program materials, with some teachers feeling the need to supplement the hands on materials with appropriate worksheets to replace the computer part of the program. One teacher thought that the pacing was too slow to cover all the grade's standards well.
The 4-6th grade teacher appreciated the computer courses for her class in the Bright Thinker Program, saying that most students were learning a lot, and that their benchmark scores improved because ot this program.

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.

Next year teachers will focus on making sure that 30 minutes of designated instruction will be guaranteed for EL students daily. The staff will research better ways to deliver designated instruction for more engaging and personal learning, perhaps by using the literacy coach and the literacy tutor to supplement lessons.
The remote literacy tutor will try to improve communication and feedback with teachers more consistently.
Teachers will attempt to present students with more opportunities for public speaking, in keeping with our goals to develop all aspects of language learning, to build confidence in students by providing chances for them to speak before a small group of their peers, or younger children.
An effort will be made at the beginning of the school year to schedule standardized test practice throughout the year, and accept that time spent as worthwhile academic training that does not detract from rest of the curricula.

Next year, we would like to expand the selection of prizes in the “store” for students who improve on their benchmark tests to include flash cards, learning games and educational supplies that can be used at home. Next year we would like to reward excellent attendance for students with incentives. We hope to hold a few well- organized literacy events for parents and students.

In the following year, the school will attempt to learn more about how to use the results of the reading screener assessment for grades k-2, as per the direction of the state of California.

The school will investigate the idea of holding after school tutoring sessions, with teaching staff receiving supplemental pay. This would be an opportunity to help struggling and unwilling students, since teachers can no longer use recesses or lunch to work with students.

The problem with all of these ideas is that there is never enough time to cover the material teachers have to teach. Adding new things means subtracting others, and it is always necessary to balance alluring, engaging projects with the "meat and potatoes" of what the state says must be covered at each grade level.

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	2A-Materials, supplies, incentives	Materials, supplies, incentives	$31,000.00	No Yes
2.2	2B-Supplemental Learning Opportunities	Supplemental Learning Opportunities (Goal renamed)	$34,100.00	No Yes
2.3	2C-Curriculum	Curriculum	$18,000.00	No Yes
2.4	2D-This goal has been discontinued.	This goal has been discontinued		
2.5	2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring)	Mindfulness and Phonics(previously online servies)	$27,240.00	No Yes
2.6	2F-LCRS Program for Literacy	LCRS Program for Literacy	$10,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.7	2G LREBG	New Goal for 2025-26: Learning Recovery	$0.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Goal 3 State Priorities addressed by this goal: 3 Parent and Family Engagement 5 School attendance and school morale, 6 School Climate Local Priorities: reduce chronic absences increase parent involvement Improve school climate A description of what the LEA plans to accomplish: pupil suspension rate will not exceed 2% 0% of ERCS pupils will be expelled 100% of families will complete annual school survey Improve school climate by encouraging the engagement of parents and students Improve parent participation, student attendance, school morale Parents will feel welcome at ERCS. Parents will participate in making decisions for ERCS. Students will attain a 92% rate of attendance Family events, cultural awareness, motivational speakers, and celebrations will be hosted at ERCS 3A.Informal and more formal presentations to families by students to improve ELA skills: Holistic Projects in ELA with reading presentations to parents or other classrooms (science, skits, reading jokes, student writing etc.) Examples might include having older students emcee quarterly awards assembies,Open House Winter Program, Family Events including Family breakfast, game nights, Dia de los Muertos, young authors' tea, Science Fair, singing to other classrooms, short play to present to other classrooms, and more. 3B. This action has been discontinued, due to the alleviation of Covid dangers. 3C.Multicutural studies. Continue to use guest speakers and parents to celebrate and inform students about Native, Hispanic and other cultural heritage traditions. Hold in-person family events for parents/families to encourage parent participation in the school community. Implement event suggestions from School Site Council. California Day Indian Tacos, End of year celebrations, pinatas, Native Art and Music, drumming and Native story telling, Valentine's Day Card making are all examples of cultural traditions.	Broad Goal

Goal #	Description	Type of Goal
	3D. Family Literacy Engagement Program: Outreach to parents, events to foster literacy and parental engagement with their children's reading. Send Take home books to families --bilingual, English, Spanish to encourage parents to read and share with their children. Family literacy night, hopefully, with a raffle and take home educational games, flashcards etc. Try to get parent representative(s) help to plan a family school night or afternoon. Make a large sign up sheet for annual school events like the Bike a Thon, etc. Invite parents to the classroom and have a tea. Begin with encouraging parent presence on campus. 3E) Parent Input Parents will give input regarding the educational program at ERCS. Encourage parents to serve on ERCS Board. Parent questionnaire, Indian Parent Committee meeting, Site Council, and Board Meetings are examples of parent input being taken into account when ERCS creates its annual plan. In addition, parents speak informally with teachers and suggest ideas for the school.	

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

In general, over the past years, many students were not sufficiently motivated to improve academically. State standards were above their achievement level. In general, students appear to be happy and enjoy school, but completion of assigned work,retention and mastery of concepts, and autonomy in schoolwork is very low.
Since the time the school was founded, parent involvement was one of the cornerstones. The founding parents understood the importance of bringing home and school together, overlapping the spheres of influence in a child's world. To that end, the school asked parents to volunteer each week to work at the school. Unfortunately many parents could not or would not contribute hours, so that eventually the school modified the policy to holding monthly events for parents to attend at school. Nevertheless, the Eel River Charter School will persevere in its attempts to uphold the policy of parent involvement, recognizing that if a parent emphasizes the importance of education, the child will value it too. In addition the Eel River Charter School would like to hold events that are geared toward helping parents to help their children at home with basic literacy. The school staff are aware that many parents lack confidence in academics, but ERCS hopes to encourage parents to engage in relaxing ways to practice literacy activities at home.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A) School Events, Presentations measured by the number of parent events held and the number of student presentations	1) Number of parent events held was at our goal. 10 events held 2023-24. 2 student presentations to families	2024-25 15 parent events were held, including field trips. 2 student presentations to families	2025-26 17 parent events were held, including awards assemblies and field trips. 2 student presentations were held.	Parent events to be held monthly. student presentations in the classroom and for the whole school.	no difference ERCS would like to have more student presentations.
3.2	3B action discontinued					
3.3	3C. Multicultural Events measured by the number of events held honoring different cultures	There were 8 multicultural events held at school or in the community in 2023-24	2024-25 There were 6 multicultural events held at school	2025-26 6 multicultural events were held.	parent / community led multicultural events and annual celebrations of traditions	no difference
3.4	3D) Family Literacy Engagement Program measured by listing of activities designed to motivate parents	2023-24 letters to parents, Announcement of resources on Facebook,language software for EL parents at home, take home books, materials and strategies	2024-25 letters to parents, Announcement of resources on Facebook,language software for EL parents at home, take home books, materials and strategies	2025-26 Just Right Readers for 1-3rd grade were sent home for students to read with their parents, 18 books per student	parents will participate in home and school literacy activities	Literacy Coach had to move from the area, but we hope to provide more engagement events planned for the future
3.5	Parent Input measured by Board Membership parent questionnaire School Site Council	5) Parents held Board Meetings 100% response on parent questionnaire School Site Council meeting held 2023-24	2024-25 Parents held Board Meetings 100% response on parent questionnaire	2025-26 Parents held Board Meetings 100% response on parent questionnaire	Parents held Board Meetings 100% response on parent questionnaire	no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			School Site Council meeting held 2024-25	School Site Council meeting held 2025-26	School Site Council meeting held	
3.6	Suspension and/or expulsion rates Attendance rates by ADA	There were no suspensions or expulsions 2023-24 P2 attendance rate was about 93% 2023-24	2024-25 There were no suspensions or expulsions P2 attendance rate was 91.89%	2025-26 There were no suspensions or expulsions P2 attendance rate was 92 %	Suspension/expulsion rate less than 2% ADA at 92%	no difference

Goal Analysis [2025-26]

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

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

A. School events and presentations to families were held. There was a Back to School Night, a Bike a Thon,California Indian Days Celebration, Dia de los Muertos, Halloween, a Winter Program presentation to parents, a 100th Day of School Celebration, Valentine's Card making crafts event with drumming, the Science Fair, the pancake breakfast for parents, 3 well attended Awards Assemblies for attendance and academic awards, whole school field trips and class trips, Native American guest story teller/motivational speaker, Open House and the 6th grade promotion.
Student work was displayed in the main room, improving its appearance and show-casing student efforts. Parent morale was high with parents being supportive of teachers. The atmosphere at school was quite peaceful and friendly for the most part. Parent response to the annual parent questionnaire was positive and appreciative of the school. The student questionnaire given to the older students (4-6th grade) showed a high level of trust in their teachers and open communication channels between students and teachers and aides. Books with reading and home activities to engage families in reading practice were sent home.
Take home books and summer workbooks for reading and math were also sent home,.

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

The activities implemented cost relatively little, and estimates were close to actual costs. The biggest expense was for several day-long visits by our long-term Native American motivational presenter, whose presence is always sought after and appreciated. Field trips were another expense, as well as take home materials, especially books.
Parents were included for the out of town field trips and their tickets covered by fundraising.

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

Fewer activities in literacy engagement were completed than planned. The teachers had planned a Game Night and the Literacy Coach had stockpiled educational raffle prizes. As always, time constraints, weather events and health difficulties, and more pressing issues took precedence. Few parents responded to letters from school; many parents expressed reluctance to even ensure that their students completed their homework, explaining that they did not want to have conflict with their child over this issue. Nevertheless, parent presence on campus was a daily occurrence, especially at breakfast and lunch when some parents supported their children by sharing mealtimes with them, and often volunteering to sweep the cafeteria and wipe down tables.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	3A-School events, presentations	School events, presentations to families	$5,500.00	No Yes
3.3	3C-Multicultural Events	Multicultural Events	$7,167.00	No Yes
3.4	3D- Family Literacy Engagement	New Goal for 2023-2024: Family Literacy Engagement	$5,000.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$242887	$26,461

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
39.253%	0.000%	$0.00	39.253%

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:** 1A Support teacher salaries **Need:** It is difficult to find and retain qualified teachers in our rural, isolated area. **Scope:** Schoolwide	Competitive salaries improve our chances of retaining professional, competent teachers. Historically 94-98% of ERCS students qualify for FRPM .	All teaching positions filled, using appropriately credentialed teachers.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** 1B 3 Classroom Aides **Need:** Our small school has multi grade classrooms so we need aides to help with instruction of one of the grades, and to support learning for all students, many of whom are below grade level. **Scope:** Schoolwide	Aides are essential for delivering instruction on state standards for each grade, and for giving students more academic attention than they would otherwise receive. Historically 94-98% of ERCS students qualify for FRPM .	Each classroom will have one full time aide assigned to it.
1.3	**Action:** 1C :This Goal is Discontinued. (Director of Student Achievement) **Need:** Former funding applied to ongoing funding needs of classroom aide. **Scope:** Schoolwide	NA	NA
1.4	**Action:** 1D 4th Aide **Need:** LCRS action: Bilingual aide needed to provide extra instruction to underachieving students. This action aligns to allowable uses of LCRS funds in the area of tutoring or small group instruction and providing early intervention in TK-3.	Bilingual aide was able to tutor and to facilitate communication between teachers and parents who spoke only Spanish. Approximately 25-30% of our students are Hispanic. Historically 94-98% of ERCS students qualify for FRPM .	Aide is present and works with all students and translates for parents when necessary.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.5	**Action:** 1E Professional Development **Need:** Professional Development was needed to help teaching staff, both teachers and aides, improve literacy instruction by learning the science of reading, and learning additional methods to meet the needs of struggling students in ELA and in math. **Scope:** Schoolwide	Professional development was delivered to aides and to teachers and literacy coach and tutor on an ongoing basis to address the Science of Reading and evidence-based practices in ELA, math curriculum, trouble shooting for all classrooms. Historically 94-98% of ERCS students qualify for FRPM .	Professional development courses are available and used by most of the staff. The number of hours spent in conferences/trainings.
1.6	**Action:** 1F Edjoin membership **Need:** It is difficult to find and retain teachers in our isolated rural area. We need the most efficient way to reach as many potential teaching candidates as possible. Edjoin is highly recognized as a teacher recruitment resource. **Scope:** Schoolwide	Edjoin allows the school to advertise and receive communication from prospective teachers to hire. Historically 94-98% of ERCS students qualify for FRPM .	The school is able to maintain a staff of appropriately credentialed teachers.
1.7	**Action:** 1G Safe, clean, functional facility	Daily cleaning and maintenance ensure a facility where sickness is not being spread, so that daily	The school is clean and safe; hazards are

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: Basic hygiene is necessary to offer a safe place for education to occur because people congregate in this public place. The school needs to be safe to minimize accidents and dysfunction. It needs to be clean and orderly to offer a safe environment to staff, students and their families and boost pride and morale at the school. Schools require annual maintenance and improvement to optimize functionality of the facility. **Scope:** Schoolwide	attendance rates of students and staff are good, and absence rate decreases. Improvements to the site increased the opportunities for all students to have an outdoor learning environment and better physical education. Daily cleaning, maintenance, and improvement of facility improves school functionality. There is backup power for the entire campus, and the indoor environments are clean and orderly which improves the learning environment and school morale. ERCS meets the facility inspection criteria for a safe school-plumbing, electrical, furnishings, etc. Historically 95-98% of ERCS students qualify for FRPM	eliminated, learning environments are updated and improved as needed. The school passes safety inspections.
1.8	**Action:** 1H-Wireless Service/Tech Support **Need:** Wireless services are needed for record keeping, communication with educational services and with families, and for individualized curricula in all classrooms. **Scope:** Schoolwide	All students and staff use chrome books, laptops, and computers daily. Historically 94-98% of ERCS students qualify for FRPM. Back-up satellite internet service will provide wireless internet, VOIP phone service, and continuous business services for the school in the case that the primary internet provider service is interrupted by weather, or a mechanical outage.	The school can continue to communicate and receive information from the web, and connectivity is available.
1.10	**Action:** 1K-LCRS Program **Need:** Most students are underperforming in ELA and Math. Their standardized test scores are below standard, and many try to avoid academic work. Some have emotional, social	By hiring a literacy tutor and literacy coach, teachers can unify their teaching practices to follow the science of reading theory and improve their ELA instruction. The Literacy Coach and literacy tutor can also tutor low performing students. Historically 94-98% of ERCS students qualify for FRPM .	Quarterly benchmark tests, standardized tests and class work will be monitored to see if performance has improved.

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
	or attention issues that make it difficult for them to learn in the classroom. **Scope:** Schoolwide		
2.1	**Action:** 2A-Materials, supplies, incentives **Need:** Materials, supplies and incentives are always needed to better target student learning based on prior use of existing curricula. Holistic projects expenses. **Scope:** Schoolwide	The needs assessment identifies chronic absenteeism as a difficult problem. Students are motivated to come to school when there are interesting and varied activities and projects. Students are motivated by quarterly incentives which give them a sense of pride. New curricula and materials allow for variety in presenting and practicing state standards. All students need to be encouraged to increase their mastery. Historically 94-98% of ERCS students qualify for FRPM.	Teachers and the Board monitor student progress especially on quarterly benchmark tests, and how curricula and activities are related to student achievement as observed by teachers in report cards. K-3 teachers monitor phonics progress throughout the year reassign students to appropriate instruction groups
2.2	**Action:** 2B-Supplemental Learning Opportunities **Need:** Students need extra resources to supplement their learning. They benefit from take home materials because books are often lacking in the home. They need extra instruction and practice which is given in individual or small group practice with a tutor. SPED encroachment is budgeted due to significant increase in costs as per formula. **Scope:**	If more resources are supplied to homes, students have greater opportunities to practice academics. Their parents become more engaged in the educational process. More tutoring leads to more mastery in literacy. Most of our student population is below grade level so extra help and resources are needed across the board. Historically 94-98% of ERCS students qualify for FRPM.	Teachers and the Board monitor student progress especially on quarterly benchmark tests, and how curricula and activities are related to student achievement as observed by teachers in report cards.

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
	Schoolwide		
2.3	**Action:** 2C-Curriculum **Need:** Students are often unable to comprehend grade level text books, and benefit from new curricula which is more individualized. Each year, there are new offerings in educational online subscriptions that better target individual students because they work at their own level. **Scope:** Schoolwide	Supplementing textbooks with individualized curriculum is vital to student learning. New curricula are often motivating to students, at least for several months if not more. Some of the online curricula can be accessed at home via phone in places where internet is lacking. In 25-26, the 4-6th grade classroom used online curricula for core subjects, which was beneficial for a class of 3 different grades. Historically 94-98% of ERCS students qualify for FRPM.	Teachers and the Board monitor student progress especially on quarterly benchmark tests, and how curricula and activities are related to student achievement as observed by teachers in report cards.
2.5	**Action:** 2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring) **Need:** Many students are dealing with problems outside of school in their families and sometimes their families ask for counseling, or teachers perceive that the students are troubled. Many students do not learn to decode in reading because of inattention or dyslexic learning styles. LREBG if funding available. **Scope:** Schoolwide	Students carry many emotional burdens that interfere with their ability to pay attention in the classroom. SEL has been recognized as a necessary component of student well being. Online counseling services have been replaced by in person education for all students through Mindfulness, to help students become calmer and more focused, through Tier 2 and Tier 3 supports. Many students struggle with the process of decoding. Some are dyslexic. The explicit teaching of phonics for targeted students, as indicated by their assessments, is recommended by literacy instruction research. Historically 94-98% of ERCS students qualify for FRPM.	Mindfulness training delivered in all classrooms during the school year. Tutoring and phonics instruction delivered for students identified by assessments. This happens in small groups or individually.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.6	**Action:** 2F-LCRS Program for Literacy **Need:** Most students are below grade level in reading and ELA. They have low language skills, including listening, speaking, and writing in addition to reading. Instruction needs to be given in all these areas. **Scope:** Schoolwide	Participating in the Literacy Coach/Reading Specialist program will provide ongoing training in curricula, delivery, and understanding of all components of literacy. It will include mentoring of teachers who are the backbone of the school,. it will influence all of its students and support its teachers in induction programs and in intern program. Historically 94-98% of ERCS students qualify for FRPM.	Students' benchmark scores and reading proficiency should improve along with writing and speaking. Student report cards would reflect this improvement in ELA, Phonics assessments will provide data that can track student progress in short intervals, and can give information about regrouping them according to what they have learned.
2.7	**Action:** 2G LREBG **Need:** Students are still struggling to catch up to grade level in the aftermath of the pandemic school closures and loss of learning. Students are performing below grade level and they often lack basic processing skills, like good memory, and attention. LREBG funding below $5000 unless additional resources received in 26-27. Funds will be used for whole school mindfulness training. **Scope:** Schoolwide	LREBG plan calls for need assessments to identify pupils with the greatest need, interventions for student improvement academically, specific metrics to measure student improvement and evaluation of the success of those interventions to determine if the interventions are working or need to be readjusted.	quarterly benchmark tests, standardized Caaspp and Elpac tests, phonics assessments, reading screener for grades k-2
3.1	**Action:** 3A-School events, presentations **Need:**	Public presentations to families by students to improve ELA skills. family and community engagement are part of school mission to bolster student enthusiasm for education at this school,	Number of student presentations, parent participation, student

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students are below grade level in academics. Parent involvement is a main part of the school's mission. **Scope:** Schoolwide	and improve attendance for all students. Historically 94-98% of ERCS students qualify for FRPM.	attendance, number of parent events
3.3	**Action:** 3C-Multicultural Events **Need:** Parent participation in school should be increased to help students honor education as a goal. Students need exposure to their own traditions as well as cultures that are different from their own, to help fulfill the school's mission statement "Educated, responsible, compassionate people." **Scope:** Schoolwide	All students and families will feel more comfortable at a school that respects them and encourages them to understand their own culture and that of others, and improve attendance for all students . Historically 94-98% of ERCS students qualify for FRPM. Support trauma-based mindfulness training for all students and martial arts for self protection.	number of multicultural events the students participate in/attend and student attendance
3.4	**Action:** 3D- Family Literacy Engagement **Need:** chronic low student achievement, low language skills. many EL learners, many parents who speak only Spanish and cannot help their children with their schoolwork and reading, spelling and math practice at home. **Scope:**	Including and encouraging parents to be part of their child's education improves student learning by showing students how their parents value education for them. This is a form of supplemental learning opportunity to extend learning beyond school hours, and to improve attendance for all students. Historically 94-98% of ERCS students qualify for FRPM.	increased parent involvement. events for parents to learn about educational activities to do at home,educational materials sent home, student attendance

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
	Schoolwide		

Limited Actions

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

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

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

All expenditures to achieve the goals stated in the 8 priorities will apply to the whole school because it is so small (59 students) and because approximately 94-98% of the students are “unduplicated pupils.” There are no significant subgroups other than the Free and Reduced Meal Program. Therefore the actions designed to benefit unduplicated pupils are designed for 94-98% of the school's student population. The Eel River Charter School has provided the required descriptions (need of students being served; how the action will address these needs; how the effectiveness of the action will be measured) in the ACTIONS DESCRIPTIONS listed in the GOALS Sections.

Supplemental and Concentration Grant funding, federal Consolidated Application funding, The LCRS Program and the Learning Recovery Emergency Block Grant funds will be spent on:

competitive salaries for teachers/aides to recruit and retain qualified staff,
4th aide (bilingual)
part time Literacy Coach, and a part time Literacy Tutor(s),
professional development for all instructional staff
Edjoin to recruit good teachers
safe, clean, functional facility
wireless service and tech support

materials, supplies, incentives
curriculum and instruction materials
take home materials

small class sizes of 24 or fewer students
supplemental learning opportunities
Mindfulness training
phonics group instruction, small group tutoring
holistic projects that include presentations to families and classrooms
LCRS materials, professional development

parent events to improve parent engagement on campus and field trips
Multicultural celebrations and guest speakers

special education encroachment fees
a healthy and safe environment.

All of these items are directly related to student achievement.

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.

The school has 94-98% FRPM students so 40-50% of the State funding is from supplemental and concentration grant funds. Therefore, these funds are used to ensure competitive salaries so that the school is able to hire quality teachers in our rural environment, for substitute teachers, 2 of the 4 aide salaries, educational materials and incentives, food and supplies for schoolwide cultural activities/events, art and music supplies, bilingual aide, Mindfulness training, phonics groups, high speed internet support, EL curricula, and safe, clean and functional indoor and outdoor learning environments.

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	NA	1:12
Staff-to-student ratio of certificated staff providing direct services to students	NA	1: 17

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	618774	242887	39.253%	0.000%	39.253%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$582,839.04	$188,757.55	$0.00	$55,336.63	$826,933.22	$600,513.31	$226,419.91

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	1A Support teacher salaries	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School All grades	ongoing	$333,878.64	$0.00	$333,878.64	$0.00	$0.00	$0.00	$333,878.64	0
1	1.2	1B 3 Classroom Aides	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$114,815.54	$0.00	$72,495.91	$0.00	$0.00	$42,319.63	$114,815.54	0
1	1.3	1C :This Goal is Discontinued. (Director of Student Achievement)	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades		$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
1	1.4	1D 4th Aide	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$36,168.55	$0.00	$0.00	$36,168.55	$0.00	$0.00	$36,168.55	0
1	1.5	1E Professional Development	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$5,000.00	$0.00	$5,000.00	$0.00	$0.00	$5,000.00	0

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	1.6	1F Edjoin membership	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$1,850.00	$0.00	$0.00	$0.00	$1,850.00	$1,850.00	0
1	1.7	1G Safe, clean, functional facility	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$25,470.58	$77,562.91	$103,033.49	$0.00	$0.00	$0.00	$103,033.49	0
1	1.8	1H-Wireless Service/Tech Support	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$4,000.00	$4,000.00	$0.00	$0.00	$0.00	$4,000.00	0
1	1.9	1I Goal discontinued. Merged with Goal G. Safe, Clean, Functional Facility	All Students with Disabilities	No			Specific Schools: Eel River Charter School all grades		$0.00	$0.00		$0.00	$0.00	$0.00	$0.00	0
1	1.10	1K-LCRS Program	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	2023-2027	$90,180.00	$0.00	$0.00	$90,180.00	$0.00	$0.00	$90,180.00	0
2	2.1	2A-Materials, supplies, incentives	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$31,000.00	$15,000.00	$16,000.00	$0.00	$0.00	$31,000.00	0
2	2.2	2B-Supplemental Learning Opportunities	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$34,100.00	$32,600.00	$1,500.00	$0.00	$0.00	$34,100.00	0

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	2.3	2C-Curriculum	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$18,000.00	$8,000.00	$10,000.00	$0.00	$0.00	$18,000.00	0
2	2.4	2D-This goal has been discontinued.														0
2	2.5	2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring)	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$27,240.00	$5,831.00	$15,409.00	$0.00	$6,000.00	$27,240.00	0
2	2.6	2F-LCRS Program for Literacy	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	2023-2027	$0.00	$10,000.00	$0.00	$10,000.00	$0.00	$0.00	$10,000.00	0
2	2.7	2G LREBG	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	2025-2028	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	0
3	3.1	3A-School events, presentations	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eel River Charter School all grades	ongoing	$0.00	$5,500.00	$4,000.00	$1,500.00	$0.00	$0.00	$5,500.00	0
3	3.3	3C-Multicultural Events	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grade spans	ongoing	$0.00	$7,167.00	$2,000.00	$0.00	$0.00	$5,167.00	$7,167.00	0
3	3.4	3D- Family Literacy Engagement	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	2023-2027	$0.00	$5,000.00	$2,000.00	$3,000.00	$0.00	$0.00	$5,000.00	0

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
618774	242887	39.253%	0.000%	39.253%	$582,839.04	0.000%	94.193 %	**Total:**	$582,839.04
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$582,839.04

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**	1A Support teacher salaries	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School All grades	$333,878.64	0
1	**1.2**	1B 3 Classroom Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$72,495.91	0
1	**1.3**	1C :This Goal is Discontinued. (Director of Student Achievement)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0
1	**1.4**	1D 4th Aide	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0

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	1.5	1E Professional Development	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0
1	1.6	1F Edjoin membership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0
1	1.7	1G Safe, clean, functional facility	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$103,033.49	0
1	1.8	1H-Wireless Service/Tech Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$4,000.00	0
1	1.9	1I Goal discontinued. Merged with Goal G. Safe, Clean, Functional Facility				Specific Schools: Eel River Charter School all grades		0
1	1.10	1K-LCRS Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0
2	2.1	2A-Materials, supplies, incentives	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$15,000.00	0
2	2.2	2B-Supplemental Learning Opportunities	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$32,600.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.3	2C-Curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$8,000.00	0
2	2.5	2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$5,831.00	0
2	2.6	2F-LCRS Program for Literacy	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$0.00	0
2	2.7	2G LREBG	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eel River Charter School all grades	$0.00	0
3	3.1	3A-School events, presentations	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Eel River Charter School all grades	$4,000.00	0
3	3.3	3C-Multicultural Events	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grade spans	$2,000.00	0
3	3.4	3D- Family Literacy Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Eel River Charter School all grades	$2,000.00	0

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$766,912.47	$701,260.70

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**	1A Support teacher salaries	No Yes	$296,276.56	251533.73
1	**1.2**	1B 3 Classroom Aides	No Yes	$111,766.25	122750.18
1	**1.3**	1C Director of Student Achievement	No Yes	$0.00	0
1	**1.4**	1D Temporary 4th Aide	No Yes	$32,268.92	37,876.54
1	**1.5**	1E Professional Development	No Yes	$11,000.00	11167.56
1	**1.6**	1F Edjoin membership	No Yes	$1,200.00	1850.00
1	**1.7**	1G Cleaning	No Yes	$4000.00	0

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	1.8	1H-Wireless Service/Tech Support	No Yes	$5,000.00	3182.80
1	1.9	1I Safe, Clean, Functional Facility	No Yes	$87,127.26	62229.81
1	1.10	1K-LCRS Program	No Yes	$100,693.48	65158.59
2	2.1	2A-Materials, supplies, incentives	No Yes	$23,000.00	17202.13
2	2.2	2B-Supplemental Learning Opportunities	No Yes	$7,500.00	75280.67
2	2.3	2C-Curriculum	No Yes	$6,500.00	18467.07
2	2.4	2D-This goal has been discontinued.		$0.00	0
2	2.5	2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring)	No Yes	$21,000.00	13704.10
2	2.6	2F-LCRS Program for Literacy	No Yes	$25,000.00	5983.48

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	**2.7**	2G LREBG	No Yes	$11,000.00	0
3	**3.1**	3A-School events, presentations	No Yes	$3,000.00	2006.50
3	**3.3**	3C-Multicultural Events	No Yes	$12,580.00	11987.20
3	**3.4**	3D- Family Literacy Engagement	No Yes	$8,000.00	880.34

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
238,976.00	$485,480.24	$479,052.01	$6,428.23	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	1.1	1A Support teacher salaries	Yes	$296,276.56	251533.73	0	0
1	1.2	1B 3 Classroom Aides	Yes	$70,576.42	63828.48	0	0
1	1.3	1C Director of Student Achievement	Yes	$0.00	0	0	0
1	1.4	1D Temporary 4th Aide	Yes	$0.00	0	0	0
1	1.5	1E Professional Development	Yes	$0.00	625.30	0	0
1	1.6	1F Edjoin membership	Yes	$0.00	0	0	0
1	1.7	1G Cleaning	Yes	$4,000.00	0	0	0
1	1.8	1H-Wireless Service/Tech Support	Yes	$5,000.00	3182.80	0	0
1	1.9	1I Safe, Clean, Functional Facility	Yes	$87,127.26	62229.81	0	0
1	1.10	1K-LCRS Program	Yes	$0.00	0	0	0
2	2.1	2A-Materials, supplies, incentives	Yes	$7,000.00	16915.95	0	0
2	2.2	2B-Supplemental Learning Opportunities	Yes	$1,500.00	65111.00	0	0
2	2.3	2C-Curriculum	Yes	$4,000.00	8096.90	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	2E- Mindfulness and Phonics (previously Online counseling and online dyslexia tutoring)	Yes	$3,000.00	0	0	0
2	**2.6**	2F-LCRS Program for Literacy	Yes	$0.00	0	0	0
2	**2.7**	2G LREBG	Yes	$0.00	0	0	0
3	**3.1**	3A-School events, presentations	Yes	$3,000.00	2006.50	0	0
3	**3.3**	3C-Multicultural Events	Yes	$1,000.00	4641.20	0	0
3	**3.4**	3D- Family Literacy Engagement	Yes	$3,000.00	880.34	0	0

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
603,613.00	238,976.00	0	39.591%	$479,052.01	0.000%	79.364%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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