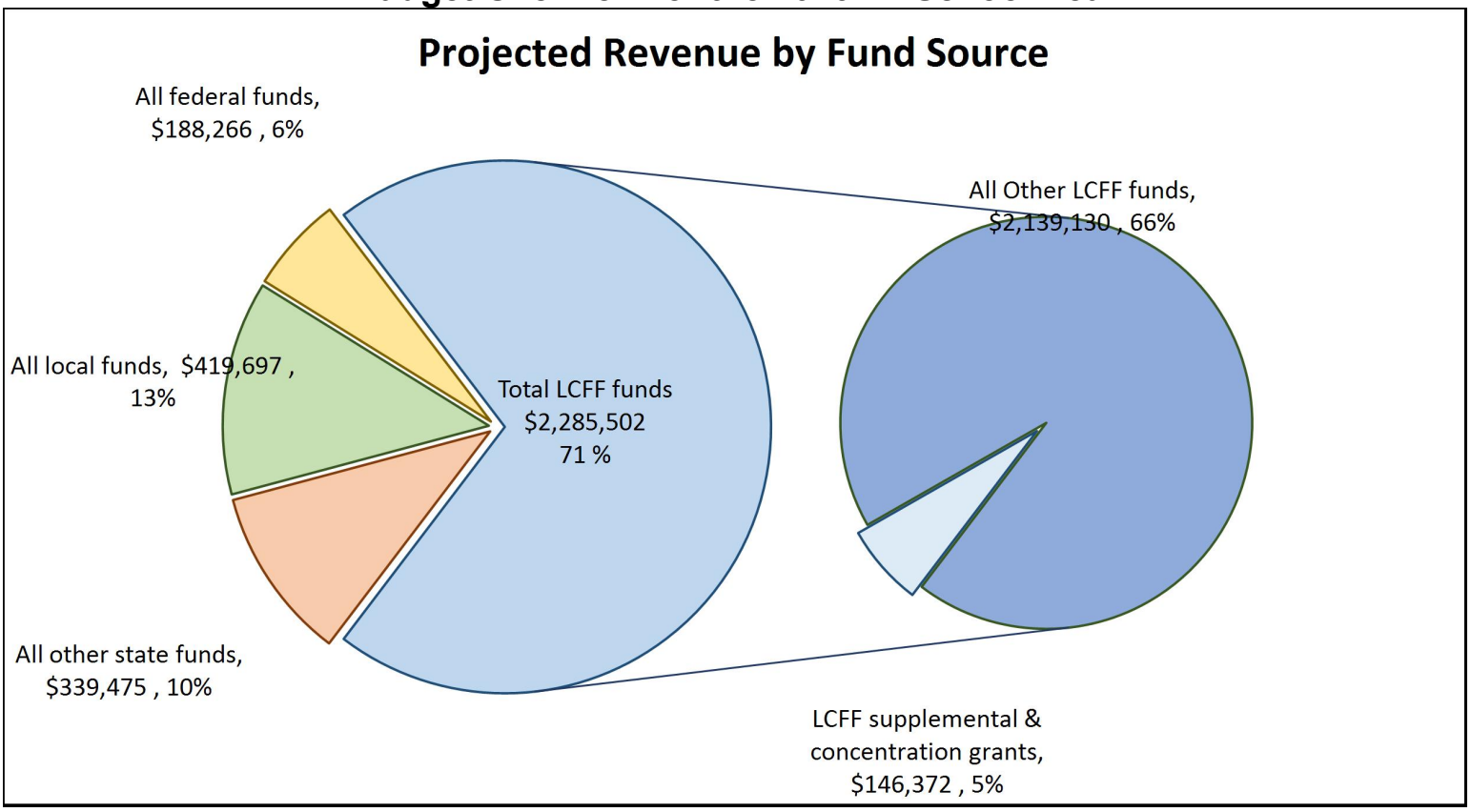
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Laurel Tree Charter School
CDS Code: 12626870124263
School Year: 2026-27
LEA contact information:
Brenda Sutter
Lead Teacher
laureltree_lc@yahoo.com
707 822-5626

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

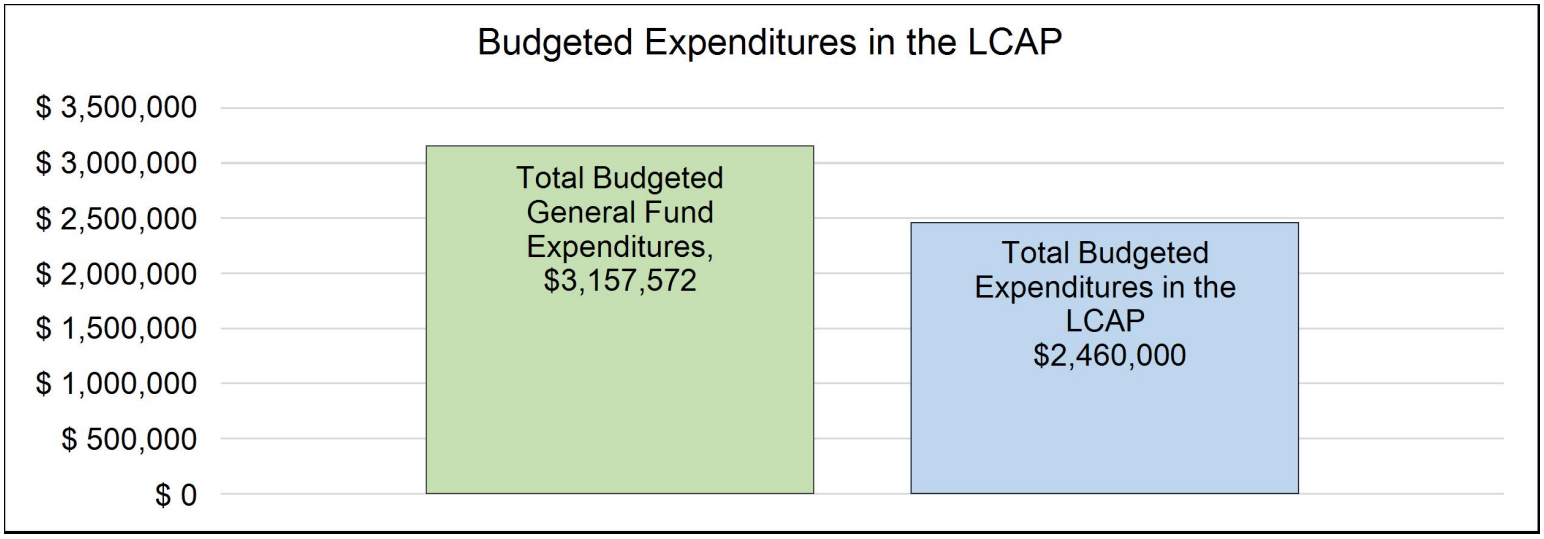


This chart shows the total general purpose revenue Laurel Tree Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Laurel Tree Charter School is $3,232,940, of which $2285502 is Local Control Funding Formula (LCFF), $339475 is other state funds, $419697 is local funds, and $188266 is federal funds. Of the $2285502 in LCFF Funds, $146,372 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 Laurel Tree 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.

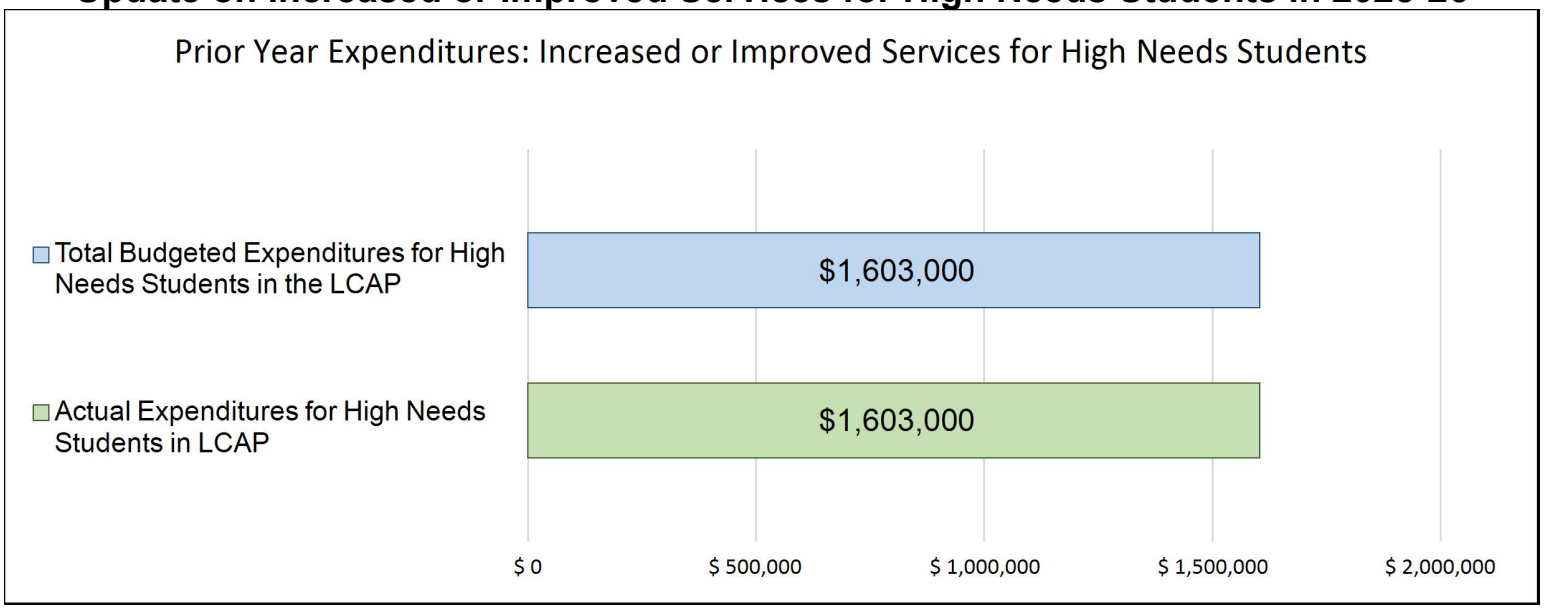
The text description of the above chart is as follows: Laurel Tree Charter School plans to spend $3157572 for the 2026-27 school year. Of that amount, $2460000 is tied to actions/services in the LCAP and $221740 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2026-27, Laurel Tree Charter School is projecting it will receive $146,372 based on the enrollment of Foster Youth, English learner, and low-income students. Laurel Tree Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Laurel Tree Charter School plans to spend $1603000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Laurel Tree 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 Laurel Tree 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, Laurel Tree Charter School's LCAP budgeted $1603000 for planned actions to increase or improve services for high needs students. Laurel Tree Charter School actually spent $1603000 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Laurel Tree Charter School	Brenda Sutter Lead Teacher	laureltree_lc@yahoo.com 707 822-5626

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.

School Background:
Mission: Laurel Tree is a teacher-run school dedicated to fostering education beyond the classroom, balancing strong academic and social-emotional skills, cultivating community and democratic values, and supporting strong connections between staff, students, and our communities. We work to bring hands-on learning to our students but with a foundation in academic standards using the principles of Forest School and Permaculture. We use our Local Control and Accountability Plan (LCAP) as our goal-setting tool and our schoolwide action plan.

Vision: Students have the skills and opportunities to pursue their passions and contribute to their community. They graduate from Laurel Tree ready for college and the world. We work to bring hands-on learning to our students but with a foundation in academic standards using the principles of Forest School and Permaculture.

Laurel Tree Charter School began thirty-two years ago. The school started in our founder's house with seventeen children that first year. The idea was to create an amazing education and magical childhood for her children and some of their friends – to be able to do more than a regular school could, to be able to get out and into the community, and to provide a real-world education. We read, and cooked, and traveled, and explored the community. The kids grew, and so did the school. We kept adding teachers and students. We moved seven times to accommodate our growing population.

We got grants and training along the way to help with the development of our vision. The Pac-Tin grant in 2010 brought us enough funding to get training toward Creating a Sustainable School. Many of us got our permaculture certificate and took coursework in Facilitation, School Gardens, and Creating Sustainable Communities. We sent a team to the Alice Waters Edible Schoolyard program for training in 2016. Another group of six teachers went to training in Portland on Permaculture for Educators in 2017 and our kindergarten teacher got her certification in this new thing called Forest School. Slowly we've been building our expertise and knowledge base and moving towards a new kind of education, but one that builds on what we've been doing all along.

Currently, Laurel Tree is a kindergarten through twelfth-grade school with a focus on sustainability and community. We are a free public school, open to all. 81% of our kids go on to college. Many of them attend College of the Redwoods concurrently while still enrolled at Laurel Tree. Teachers work in teaching teams and handle the administration of the school collectively. We focus on community skills such as mediation, mindfulness, and restorative justice, as well as the Common Core and National Standards for Sustainability. We have been accredited by the Western Association of Schools and Colleges (WASC) since our chartering and received a six-year with a mid-cycle check-in on our last visit. We are members of the Charter School Development Center.

In the last seven years, we have begun a Forest Kindergarten program – the only public school program of its kind in the U.S. Our kindergarten teacher is certified as a Level 3 Forest Practitioner. Many of our staff took Forest School STEAM (science, technology, engineering, art, and math) training from the University of San Diego. This year-long practicum will allow us to continue to blend outdoor learning with rigorous academic standards for all our students.

Our main campus at 2730 Foster Avenue in Arcata is on nine acres. We've also purchased 4.5 acres in McKinleyville that borders the Hammond Trail. We are creating a school that looks more like a community than an institution; one that has learning spaces both inside and outside, facilitates learning experiences in the community and the classroom, and provides spaces for whole-group and small-group work. We are creating spaces designed for mixed-age groups to work and play together, including science labs, a library, and kitchen classrooms. Gardens, food forests, and natural play spaces are as important to us as classrooms and computer labs. Our planned curriculum includes restoring habitats and working on community projects. This site will provide healthy spaces for kids to learn inside and out and blur the lines between school and community. It is our home base for exploring the rest of the world. We will continue to create spaces for the kinds of learning and teaching we aspire to: hands-on, place-based, student centered, authentic learning experiences.

Reflections: Annual Performance

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

2025 Dashboard
Lowest Performance Level
-Academic Math: 88.5 points below standard Declined 34.3 Points
-Academic ELA: 58.6 points below standard Declined 24.7 Points
-Chronic Absenteeism: 27.1% chronically absent Declined 0.6%

2024 Dashboard
Lowest Performance Level

-Chronic Absenteeism 27.7% chronically absent Increased 4.8%

Lowest Performance Level (Student Group Performance LEA/School Level)

- Academic ELA: White and Students with Disabilities Increased by 20.1 points YELLOW
- Academic Math: Students with Disabilities Increased by 26.6 points YELLOW
- Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities Increased by 4.8% RED

2023 Dashboard (Data must remain in the plan for the full 3 year cycle)
Lowest Performance Level (School Performance)

- Chronic Absenteeism: Laurel Tree

Lowest Performance Level (Student Group Performance LEA/School Level)

- Academic ELA: Socioeconomically Disadvantaged and Students with Disabilities Declined 26.2 ORANGE
- Academic Math: Socioeconomically Disadvantaged and Students with Disabilities Declined 4.1 ORANGE
- Chronic Absenteeism: Socioeconomically Disadvantaged, Students with Disabilities, and White

Goal 3 is our response to the CAASPP scores. Goal 1 is our response to Chronic Absenteeism.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers, administrators, principals, and other school personnel	School staff review and revise the LCAP as part of their work at the Staff Retreat. This is done at both the mid-year and the end-of-year staff retreat.
Parents, School Board, and Students	Mid-year surveys, LCAP goals shared at Community Events, and discussion in the Spring at school board meetings.

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

Ideas generated in board and staff meetings, and in response to the mid-year survey of families drove the first draft of the new LCAP. Board meeting discussion around attendance issues strongly influenced the modification of that goal and its actions. During a two-hour work session on a draft of the LCAP in June, school staff made revisions and fine-tuned many actions for goals.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Creating a school culture where staff, students, and families feel welcome, safe, and included.	Broad Goal

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.

We want a school culture where students, staff, and families feel welcome, well-informed, and included in the decision-making process.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Maintain communication channels through an accessible website, weekly newsletters, Jupiter Ed, and quarterly community events.	Our website is available in Spanish. All parent information and required state information is posted. We have four or five successful community events per year. 60% of 8-12th grade parents use Jupiter. 97% of 8-12 students use Jupiter Weekly Newsletter open rate is between 85-89%. 95% of	Our website is available in Spanish. All parent information and required state information is posted. We have had one community performance event and several parent workdays. 65% of parents (40 out of 62 students) have logged in to Jupiter.	Our website is available in Spanish. All parent information and required state information is posted. We have had five community performance events a book faire, Quarter Craze Fundraiser and a literacy event. We had 18 parents travel with us on the Seattle Trip,	Our website is available in Spanish. All parent information and required state information is posted. We have four or five successful community events per year run by the Family Inclusion Group 90% of 8-12th grade parents use Jupiter. There is a clear understanding of	Suggestions for continued improvement: Help parents connect with Jupiter Grades, correct current contact information. (done) Improve calendar on Laurel Tree website with more information Train staff on how to help parents with step by step information about how to get on

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		parents receive the newsletter.	85% of students use Jupiter weekly. Newsletter open rate is between 72% and 82% 95% of parents receive the newsletter	and great participation on the 4th-6th grade and Tk-K Camping Trips. 60.3 % of parents log onto to Jupiter Ed. TK-12 114/189. 7-12 grade 95% of students use it	how to use Jupiter to track assignments and contact teachers. 100% of 8-12 students use Jupiter to track assignments, contact teachers, and monitor grades. Weekly Newsletter open rate is between 90-95%. 95% of parents receive the newsletter.	Jupiter Grades (back to school night? any other gatherings) More information on website about different programs at Laurel Tree (edible ed, wild classes, inclusion model for SPED students)
1.2	Attendance	2023/24 ADA is 88% 2023/24 Chronic absenteeism 27.7%	2024/2025 ADA is 86% 2024/2025 Chronic absenteeism 27.1%	2025/2026 ADA 88% 2025/2026 Chronic Absenteeism (waiting on dashboard)	Our ADA is 94% Our chronic absenteeism is 10%	Not much change in ADA or Chronic absenteeism
1.3	Drop-out rate	Middle School Drop Out Rate is 0%	Middle School Drop out rate is 0%	Middle School Drop out rate is 0%	Maintain 0% Middle School Drop Out Rate	Completed
1.4	Family Inclusion Group Participation	We currently have a Family Inclusion Group just getting established. Meetings are sporadic and attendance is usually 4 or 5 people.	Our Family Inclusion Group has not been active this year. However we have had great participation from parents in helping us move the school.	FIG is still not happening, but we have had good support from families with travel, performances, fundraisers, and the end-of-year picnic. We need to formalize the good	Family Inclusion Group supports and runs functions such as Potluck and Performance Nights, Back-to-School Night, parent trainings, and family fun events. They have established a	Good participation, but we still need to formalize the group itself.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				participation into a group!	binder that can be passed on about how to do the various events.	
1.5	Create systems of care that involve students in the care and upkeep of our school community	Individual teachers do this in their classrooms.	We have reinstated "Guilds" as ways to integrate younger and older students and foster inclusion and community. Systems of Care is our next step.	Systems of Care We've recently established the areas for systems of care and started developing the procedures for caring for these systems but we have not relayed information to the students in guilds.	We have a school-wide set of meaningful and well-defined jobs that result in a stronger community and the development of life skills for students.	We have re-established Guilds and discussed concerns and ideas at our last Staff Retreat. We will try again to get them fully functioning and able to use the Systems of Care we envision through the Guild system.
1.6	Restorative Practices	We have had staff training on Restorative Practices but need more training and a better system of implementation	We are providing training for all 7th-12th grade students and had a peer mediation system in place in the second semester.	Restorative Practice: Ruthie went to a workshop training and did a refresher for staff about restorative practices. All Aides attended a two-day conference on Cultivating Belonging and Well-Being in Schools in June. We have a Whole School Restorative Practice Training scheduled for August.	All staff has yearly restorative practices training. There are schoolwide systems in place that facilitate regular use of restorative practices.	We have more regular training and are close to having a functioning peer mediation system.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				All 8th-grade and high school students had basic mediation training this year. We were unable to fully implement our peer mediation this year due to scheduling. We're working on fixing that in next year's schedule This year we've implemented a Zen-Den as a break out place for students that need a break.		
1.7	Increase communication and training for new employees	We have an employee handbook and a new employee packet, but need better follow through.	We have an employee handbook and a new employee packet, but need better follow through.	New Employee Support: All employees have Duties and Expectations listed on their contracts. We still need to make sure that all employees have access and know where to find employee handbook and other information in the shared drive. (Copies ARE in the staff room).	We have strong supports in place for new employees. They have good information about expectations and where to go for help, there is a "buddy system" in place, staff reviews happen within the first three months, and training in restorative practices is provided.	Still Needed: Time needs to be built into teacher planning days to train employees and develop a buddy system so that new staff can know discipline expectations and answer questions Having our new Employee Support person on the Admin Team may provide better accountability.

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

Goal Analysis [2025-26]

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

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

We continue to struggle with our ADA and chronic absenteeism. We were unable to fund the attendance aide position and continued to have existing staff carry this. We improved our recovery of absences in the primary grades through an IS packet system, but we still lack the capacity to deal with older students who are chronically absent. This continues to be a major concern. We have made good maintenance/progress on our other goals, especially the Restorative Practices.

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.

Did not fund an attendance aide.

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

The Restorative Practice trainings for the whole staff have been very effective in building our capacity to maintain restorative practices.

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.

1.3 needs funding and focus.

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	Summer Communications Systems Update	Maintain and update website each summer: state reports, school information, parent resources, staff information. The website and Jupiter accounts are updated with current family and staff emails so the newsletter and Jupiter systems are accessible to all.	$10,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Communication Systems Training	Classrooms read the weekly newsletter with students on Monday mornings, train 7th-12th grade students in the use of Jupiter Ed Systems for tracking assignments and contacting teachers, and provide parent training/information at Back-to-School night on the use of Jupiter for 7th-12th grade.	$500.00	No
1.3	Attendance Procedures and IS Packets	Year One: Hire an Attendance Clerk to follow up on absent students and ensure packets are sent and recovered. Create policies and agreements that are easy for the Attendance Clerk to follow. Collect data on why students are not attending. Update parent handbook to make sure that families are aware of the importance of attendance and the consequences for not attending. Year Two and Three: Analyze data and refine systems. Maintain attendance clerk.	$25,000.00	No
1.4	Create a Family Inclusion Binder	Year One: Choose a few events that FIG will manage. Assign a staff member as a liaison. Create a binder that can be passed on with all of the FIG projects/ideas together and outlines how to run the events. Year Two: Review and refine systems. Choose new events to be added to the binder. Year Three: Review and refine systems. Add to or modify events.	$0.00	No
1.5	Parent Surveys	Survey parents, staff, and students yearly about school community, safety, and input on LCAP goals.	$0.00	No
1.6	Systems of Care	Year One: Identify systems needed for the classrooms and for the whole school Establish written procedures for each system, student skills lists, and an evaluation rubric/system. Year Two: Review and refine. Plan for knowledge transfer from one group to the next. Year Three: Review and refine. Data collection and integration into classroom learning.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.7	Restorative Practices	Year One: Establish a one-day restorative training refresher at the beginning of the school year. Identify schoolwide systems that can help us implement regular use of restorative training. Implement one system. Year Two: Maintain the training, revise and refine the system we implemented, add another. Year Three: Maintain training, revise and refine systems.	$500.00	No
1.8	New Employee Support	Year One: Employees have a contract with clear duties and expectations, are provided with an employee handbook and information related to their job (playground rules, discipline policy, etc). There is a buddy system in place so they have someone to help them get established and they know who to go to on the admin team if they have questions or need help/support. They receive a review within the first three months. Year Two: review and refine the system. Year Three: Maintain.	$500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	School Site and Facilities	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

A school site that is safe and facilitates the kind of learning we envision: hands-on, place-based, student-centered, authentic learning experiences.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Maintain and Improve emergency kits and binders. Create checklist for going off-site	We are moving to a new site and have to establish kits and Emergency Binders at the new location.	Each classroom has an Emergency Binder. Emergency kits are in vans, but not yet established in known locations at the new site.	Emergency Binders are updated with the school roster and emergency numbers for all students. The school vans have updated Emergency Kits in each. The administrative team has created a Field Trip Check-off List to be used when scheduling field trips, board approved.	The school will continue to have well-stocked emergency kits in each wing, in the vans, and at off-site locations. Each classroom has an Emergency Binder with medical needs, emergency contacts, and emergency procedures. All teachers have a checklist of what they need before	Good progress. Systems are re-established. Notes: Maintain Emergency Kits and Binders • Review and replenish our emergency kits at all locations and school vans yearly.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				The school is waiting on funding sources to replenish perishables in the emergency kits.	they leave campus.	** Need to order supplies: Heather has a list but needs to revise and order when there is money** **Where are kits kept at Foster? What is their appropriate use? What is at Murray? What is in vans?** Add 1 gallon of water to each vehicle. Teachers need to add class rosters to their emergency binders. **New phone number lists are needed. Also, each teacher needs to add their class roster/s** Staff need to revise the Emergency Procedure from Ocean Insect to 1-2-3 and adopt in 2026
2.2	Maintain Safety Plan with risk assessment for Forest School and Off-	We have a safety plan that was written in 2019. We review it each summer and the	We reviewed the safety plan and the Board approved it	Laurel Tree has reviewed and updated the Emergency Safety	Our safety plan includes risk assessment for Forest School and	Maintaining and making updates as needed. Notes:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Site locations maintained.	Board approves it in August.	at the August Board meeting	Plan in August of 2025. The administrative team has revised the lockdown procedures. This new plan is going before the school board in February. New Safety Plan https://docs.google.com/document/d/1D-QbRPb5Df_HUwbrtQgnmUSMs7lcXx_Y/edit?usp=sharing&ouid=111426605957243998312&rtpof=true&sd=true Field Trip https://docs.google.com/document/d/1gAMlPv-eiBJ_gj0FG7bit3idfP-nkXwYWZl2vyucHyc/edit?usp=sharing	emergency plans for off-site locations. It is reviewed and updated yearly.	-Review and update our Safety Plan each summer **needs some editing** **inclusion of field trip policy** -The Board will review and approve at the August Board Meeting
2.3	Creation of a Permaculture Plan for the site at 2730 Foster.	We do not have a permaculture plan for the new site. We sent four staff members to Occidental Arts and Ecology Center to get	We are planning "zones" for our school and creating lists of things we'd like to include in our plan.	We are currently in Year Two of the Permaculture Plan (year 2 of being on the site).	We are in year three of implementing our Permaculture Plan.	Movement on planning, but lacking the money to create an actual long-term site map

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		their Permaculture Design Certification. Six other staff members currently have Permaculture background.		The team has a draft plan with an outline of where things will go, but still needs to create a permaculture site plan that includes a 3-5 year vision plan for the site.		
2.4	Restructure the cost of our facilities so that it is financially sustainable.	We are paying $20,000 a month this year. That is scheduled to increase to $22,000 a month next year and then increase by 3% over the next 18 years.	We are paying $20.000 a month.	Murray property is in escrow, this could help us leverage some finances. We are paying $22,000 a month for the Foster site.	We have a group of investors to purchase the school and lease it to us at a lower and more sustainable rate.	

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.

2.1 and 2.2 are maintenance goals and are being maintained. 2.3 is our huge project goal. We have made great strides forward in planning, but are waiting on funding for implementation. 2.4 is the one goal that is still waiting to begin. Restructuring the ownership/cost of the facility will be the next big project.

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.

Much of what we budgeted for these actions was put on hold while we dealt with the cash flow issues that came from our move. We drained our reserves in order to get into the new site. Until we sell our Murray property or slowly rebuild our reserves, cash flow dictates our spending

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

2.1 and 2.2 have been very effective in helping us monitor and maintain those systems. 2.3 and 2.4 have been largely ineffective because we can not access the funding to move forward.

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

No changes. Pushing forward.

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	Maintain Emergency Kits and Binders	Review and replenish our emergency kits at all locations and school vans yearly. Update Emergency Binders for each classroom. Create a checklist for going off site.	$2,000.00	No
2.2	Maintain Safety Plan	Review and update our Safety Plan each summer. The Board will review and approve at the August Board Meeting.	$0.00	No
2.3	Permaculture Plan	Year One: Observation throughout our first year to understand the site. Sun, wind, noise, fire sectors observed and charted. Develop a 3-5 year vision for the site and a system of planned development that includes plans for upkeep. Year Two: Begin implementation of the plan. Review and refine. Year Three: Continue implementation. Review and refine. Begin longer term planning for the site with schedules for maintenance of projects.	$200,000.00	No
2.4	Facilities Cost	Restructure the cost of our facilities so that it is financially sustainable.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Assessment and Curriculum	Broad Goal

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)

An explanation of why the LEA has developed this goal.

We want to make sure that we are using assessment to plan student support and track individual student growth, as well as choose and create a curriculum that integrates standards into a rich and rigorous curriculum that is hands-on, project-based, and developmentally appropriate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase our CAASPP scores in English and Math by 3% each year	2023 ELA 36.85% met or exceeded standard 53.9 points below standard Declined 26.2 Points Orange Math 24.36% met or exceeded standard 80.8 points below standard Declined 4.1 Points Orange	2024 ELA 47.83% met or exceeded standard (increase of 10.98%) 33.8 points below standard Increased 20.1 Points Moved from Orange to Yellow 29.35% in Math met or exceeded standard. (increase of 4.99%)	2025 ELA 35.93 met or exceeded standard (decrease of 11.9%) 58.6 points below standard. Declined 27.4 points. Moved from Yellow to Orange Math 31.64 met or exceeded standard.	We show consistent growth of at least 3% each year in English and Math	We saw a big drop in test scores the year we moved the school. We're waiting to see if there was a recovery after being stable in our new space for a year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			54.2 points below standard Increased 26.6 Points Moved from Orange to Yellow	(increase of 2.29%) 88.5 points below standard Declined 34.3 points Moved from Yellow to Orange		
3.2	Selected assessment tools will be used three times a year in 2nd-6th grade to measure individual student growth and plan student SIPPS support. Use of CAASPP interim assessments for 7th-12th twice a year We will maintain 90% testing of all students 2nd-6th with our in-house assessment too and increase our use of interim assessments for 7th-12th to 90%	90% of students, three times a year for 2nd - 6th to monitor individual student growth and plan student support using SIPPS. 20% of students in 7th-12th used interim assessments twice a year	Maintaining implementation of assessment tools three times a year for 1st - 6th to monitor individual student growth and plan student support using SIPPS. Have not started interim assessments with 7th-12th yet.	Began implementation of Curipod for CAASPP practice grades 3-12. SIPPS assessments for all 1st-3rd grade students. This is our tier two assessment for reading. ? of 1-3 students took reading SET assessments from BAR and were reassessed every 6 weeks. Early steps have been taken to adopt CBM math assessments for 1st-12th grade students to be implemented 3 times a year. DIBELS reading assessment given to 95% of K-6	Maintain implementation of assessment tools three times a year for 1st - 6th to monitor individual student growth and plan student support using SIPPS. Maintain use of CAASPP interim assessments for 7th-12th twice a year	Continued progress.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				students, providing beginning, middle and end of the year data.		
3.3	All project-based classes (Wild Classes) will use rubrics to clarify and measure learning and skill acquisition, and have done a risk assessment that can be shared with parents.	Teachers are using some rubrics in some classes, but often the skills or learning that we are targeting with a project is not clear to students and parents, and it is not easily assessed.	Not yet.	Biking, theater, murals, and swimming all used project-based rubrics this year. These were shared with parents.	All project-based classes will have a rubric that clarifies and measures skills and learning associated with that project. This will be shared with parents and students at the beginning of the class, used to assess student learning during and after the project, and used as the basis for their grade. These rubrics will be kept in a project binder for future use by other teachers.	We've made progress on this, but the rubrics need to be collected and we need them from ALL project-based classes.
3.4	Programs that span the TK-12 spectrum in the areas of Forest School/Permaculture, travel, theater, swimming, biking, ELA, Science, and Math will be documented and institutionalized for clarity.	We have done some beginning work on how our programs span the TK-12 spectrum. "Rainbow charts".	Not yet.	Discussion at June Staff Retreat on what those "common threads" are and how to document. Updating Mission and Vision statements was a good start.	Continue to document, review and refine programs that span the grade levels and provide continuity to our TK-12 experience in the areas of theater, travel,	Work in progress.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					swimming, biking, and Forest School/Permaculture, in addition to our core subjects of English Language Arts, Science, and Mathematics.	

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.

We've had good implementation and seen improvement in 3.2 and 3.3. More of our project-based courses are using rubrics and standards and are conveying that to students and families. Our SIPPs and Dibbles programs have several years of data and are showing improvement. Our CAASPP scores were coming up - and then we moved the school midyear. It was probably the most stressful and difficult year that Laurel Tree has ever experience. I feel that the disruption caused by that is reflected in a drop in our scores. We're waiting anxiously on this year's scores to see if we are back on track. 3.4 is about telling our story and making the arc of education clear to our students and families. We are doing this, but we could always do it better.

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.

No material differences.

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

Daily SIPPs for all students in 1st-5th grade has been very effective. Students are assessed every six weeks and then regrouped with targeted instruction.

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.

Our reflection shows that we need to continue to push on the goals and actions we've set. We added Curipod test prep to our curriculum at the end of this school year and will use it next year as well.

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	Gather data to inform student support.	Designate an assessment coordinator. Assessments will be given three times a year for 1st-6th grade. CAASPP Interim Assessments will be done twice a year for 7th-12th	$65,000.00	No
3.2	Provide Support	Students performing below grade level and not making adequate growth to achieve grade level will be provided with additional support via SIPPS, SST and Beyond System, small group RST, aide support in the classroom, reteaching, additional Resource Teacher, and class size under 20. We also provide a full-time school psychologist and a .8 Speech Therapist. These actions will support our unduplicated students (low-income) which make up over 50% of our population. aid salaries (650,000), speech and school psych (120,000) + benefits (440,000), primary teachers (393,000)	$1,603,000.00	No Yes
3.3	Create Curriculum and Assessment that reflect school vision and values.	Continue to use our Staff Retreat week in June to develop and refine rich and rigorous curriculum units using Common Core Standards with project-based learning and Forest School and Permaculture principles. High school teachers continue to develop both elective and core classes through the A-G system.	$6,000.00	No
3.4	Purchasing Curriculum	Continue to purchase materials and supplies to ensure that we have sufficient state-standards-aligned instructional materials. Continue to fund experiences and activities outside the classroom that provide hands-on and project-based learning.	$160,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Document and Institutionalize Programs	Document, review and refine programs that span the grade levels and provide continuity to our TK-12 experience in the areas of theater, travel, swimming, biking, and Forest School/Permaculture, in addition to our core subjects of English Language Arts, Science, and Mathematics. Year One: Outline and document how we use theater, travel, swimming, biking, Forest School Permaculture across the TK-12 spectrum and why. Year Two: Review and refine year one documentation. Outline and document how we provide continuity and projects across the TK-12 spectrum in ELA, math, and science. Year Three: Review and refine our document and programs.	$2,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Graduates ready for college, career, and community	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We want our graduates to be ready for college, career, and community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Increase the number of A-G Courses Available	30 A-G Courses	We added two more	We added 1 more course.	35 Courses with at least one more in Art, Language, and electives.	We've added three more course, including one STEAM
4.2	Increase the number of CTE Pathways Available	We are using College of the Redwoods concurrent enrollment, but do not have any established CTE Pathways.	We are using College of the Redwoods concurrent enrollment, but do not have any established CTE Pathways.	Continue to use College of the Redwoods concurrent enrollment. Begin to use Cal Poly Humboldt concurrent enrollment with 11th & 12th grade. We will work with agencies instead of establishing our	Develop three CTE Pathways for students with one of them being Permaculture. Have established CTE offerings through other educational agencies.	We have established CTE offerings through other local educational agencies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				own CTE pathways.		
4.3	Increase the percentage of 11th and 12th grade students taking concurrent enrollment classes at College of the Redwoods	38% (5 out of 13) of our 11th and 12th grade students took classes at College of the Redwoods in 2023-24	13% (2 out of 15) of our 11th and 12th graders took classes at College of the Redwoods in the Fall of 2024-25	0% (0 of 9) of our 11th and 12th graders took concurrent enrollment classes at College of the Redwoods in the 2025-2026. Cal Poly came to our school to introduce their new concurrent enrollment program. Three students enrolled at Cal Poly for the 2026/27 school year.	50% of our 11th and 12th grade students taking concurrent enrollment classes at College of the Redwoods.	There is a current lack of interest in these classes. We will continue to enroll students and offer supports for both College of the Redwoods and Cal Poly Humboldt concurrent enrollment.

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.

While we're making steady progress on adding more A-G Courses, we are not being successful at getting the number of students we want concurrently enrolled at Cal Poly or College of the Redwoods. We are providing support, having both colleges come to us to provide information and support, and working with families to organize transportation, but the group we currently have is not taking advantage of this. We need to look closely at why that is and modify our strategy. We met with HCOE's CTE K-12 Pathway coordinator to discuss our next steps in developing our own CTE Pathways. That information will be used to modify that action.

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.

No material differences

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

Meeting with the K12 Pathway Coordinator is going to effective in helping us modify 4.2. We've not had a clear understanding of exactly what we're up against.

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.

4.2 First, getting our teachers credentialled as CTE instructors, then developing a two year program that has a certificate, or creating the first year course and connecting with CR for the Capstone course.

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
4.1	Develop A-G Curriculum/CTE Pathways	Pay stipends to teachers to write A-G courses/create CTE Pathways during the summer.	$1,500.00	No
4.2	Academic and Career Counseling and Support	*We provide information in the summer to all high school students about concurrently enrolling in CR for the fall semester. *The Academic Counselor position is shared by a high school teacher and front office staff oversees the concurrent enrollment process and supports students in their first classes at CR. $30.000 for front office staff *High school teachers include a unit on college and career as part of High School English and assist with applications to schools and FAFSA. $120,000 for two teachers *Attend local college fairs as a community activity. *Utilize skill surveys like the ASVAB to help students think about career options.	$132,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Computer Access	Continue to maintain and repair computers so that all high school students have access to computers in all their core classes. Provide a tech stipend for maintaining computers and internet.	$10,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Governance: Developing our capacity as a teacher-run school and planning for a sustainable and strong leadership.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Developing and maintaining our governance structures is critical to the success of our school. We are planning for succession and developing structures that will allow for strong leadership to continue even when one or more members of the team moves on.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Develop our capacity as a teacher-run school.	Power has become concentrated at the top during the pandemic. We need to outline different administrative tasks and delegate them more widely. We have many new staff members who do not have the institutional knowledge of pre-covid procedures. We have many procedures that need to be developed.	We have not yet begun to do this in an organized, widespread way.	A new power-sharing structure was agreed upon at our June Staff Retreat. Admin duties were redistributed and new positions created. We will start this new system over the summer. Creating time and money to support this continues to be the struggle. We are using our staff agenda. We	We have efficient, equitable workloads for administrative duties that are clearly outlined and easy to pass from one person to the next. The administrative duties have assessments built in. There are clear procedures for the things needed to run our school and they are easily	We have a system ready to try! We've begun using our staff agenda and consensus procedures and we've begun exploring Teacher-Powered Schools.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				did do some in-house training on Teacher-Powered Schools.	accessible by all staff. We use a staff agenda that allows anyone to bring an issue to the meeting and we have received training from Teacher Powered Schools.	
5.2	Salary and Benefits	We are underpaid as compared to other districts. We have a salary schedule that pays all teachers the same amount with a $5,000 addition for administrative duties. The school pays 100% of fulltime staff health benefits, but we don't feel like we're getting the best deal possible with our current plan.	We have done a lot of investigation of different options, looking at other school's salary schedules and working with a broker to look at different options for healthcare benefits. We will discuss at the February Board Meeting. Decided to use Covered California as our health plan.	Completed a salary schedule We've set up a health plan. The loss of subsidies through Covered California meant the plan no longer worked for all of our employees. We are changing the Health Plan for 2026-27 back to a group plan (Silver-Blue Shield) that covers 88% of employee and dependents. We are adding a policy about sick leave accrual, to our Employee Handbook. Disability insurance and at-will status have not	We have an equitable and sustainable salary schedule that reflects our values, meets the legal requirements for a non-profit organization, and is competitive with local districts. Our health benefits have been reviewed by staff and the plan that best fits our needs/budget has been chosen. Decisions about sick leave accrual, disability insurance, and At Will Status have been made by the Admin Team and	We now have a salary schedule that is more competative, and health plan.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				been discussed yet.	put into Board Approved policy.	

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.

We have made good gains on the overall implementation of this goal. The impending retirement of our founder within the next few years has provided us with the impetus to get a sustainable system in place. As of this year's staff retreat we have a system in place to share admin duties. We're building on something that has been evolving for the last decade and plan to test it this year by moving our Founder into a supporting role as we adopt this new system. We have successfully created our first ever salary schedule and are struggling to find the best solution for providing Healthcare. Our first solution - using Covered California and providing full-time employees a stipend with which to purchase their own Silver Plan - stopped working when the federal subsidies were curtailed. This year, we are back to providing a group Silver Plan, but at a percentage (88% employer, 12% employee). This has not been ideal for everyone, but is the best we can do - for now. We will revisit as budget and changes to government health care policy allow.

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.

One change between budgeted expenditure and estimated actuals is that we were unable to spend the professional development funds we had budgeted due to our ongoing cash flow issues.

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

Staff Retreat and our monthly Admin Meetings as vehicles for making changes and improvements in how we run the school, our salary schedule, and our health care has been very effective. We need this kind of sustained time for discussion, debate, and sharing.

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.

We would really like to be able to include professional development from Teacher Powered Schools to help us make the changes to our governance.

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
5.1	Sharing the Admin Workload	We want to create an efficient, equitable workload that can be easily shared and transferred from one person to the next as the team changes or just changes roles. We want to make sure that teachers have opportunities engage in budgeting and other decision making opportunities. Year One: Identify administrative roles and responsibilities to be shared. Create clear outlines of those roles and responsibilities that are easily understood and implemented. Create clear assessments that go with the outlines. Year Two: Assign individuals or groups to the admin roles. Assess performance. Year Three: Review and refine roles and responsibilities. Assign individuals or groups to the admin roles. Assess performance at year-end.	$130,000.00	No
5.2	Create or renew usable governance procedures (including Staff Meeting Agenda) .	Year One: Identify procedures needed. Do we already have one or do we need to create one? Reintroduce our Staff Meeting Agenda. Year Two: Write and implement needed procedures. Year Three: Review and revise. Write other procedures needed.		No
5.3	Get training/coaching from Teacher Powered Schools	Year One: Training with Teacher-Powered Schools. Getting help with our goal setting. Year Two: Check-in on progress towards our goals. Year Three: Check-in on progress toward our goals.	$2,000.00	No
5.4	Salary Schedule	Year One: Get into compliance with non-profit law. Year Two: research local salary schedules and create proposals for a step and column pay scale. Year Three: Adopt a long-term pay scale voted on by Admin Team and approved by the Board.	$100,000.00	No
5.5	Benefits Package	Year One: Change brokers and get more information on our options. Bring proposals to the table for vote by Admin Team and approval by the Board. Discuss and vote on sick leave accrual, At-Will status, and disability leave. Research reinstituting the PERS program for our classified employees or make sure they have something equitable. Year Two: Review and revisit	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		the benefits package with the salary schedule we're considering. Year Three: Long-term plan in place that includes benefits package and salary schedule.		

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
$212031	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.884%	0.000%	$0.00	9.884%

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
3.2	**Action:** Provide Support **Need:** CAASPP Scores **Scope:** Schoolwide	providing small group tutoring based on CAASPP and other assessment scores	Increase in CAASPP and other assessment scores

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.

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	6 to 1	
Staff-to-student ratio of certificated staff providing direct services to students	20 to 1	

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	2145259	212031	9.884%	0.000%	9.884%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,121,000.00	$295,000.00	$24,000.00	$20,000.00	$2,460,000.00	$1,947,500.00	$512,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Summer Communications Systems Update	All	No			All Schools	Yearly, in the summer	$10,000.00	$0.00	$10,000.00				$10,000.00	
1	1.2	Communication Systems Training	All	No			All Schools	September and then throughout the year.	$0.00	$500.00	$500.00				$500.00	
1	1.3	Attendance Procedures and IS Packets	All	No			All Schools	throughout the year - 3 years	$25,000.00	$0.00	$25,000.00				$25,000.00	
1	1.4	Create a Family Inclusion Binder	All	No			All Schools	Summer	$0.00	$0.00	$0.00				$0.00	
1	1.5	Parent Surveys	All	No			All Schools	January	$0.00	$0.00	$0.00				$0.00	
1	1.6	Systems of Care	All	No			All Schools	Summer planning, throughout the year	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	1.7	Restorative Practices	All	No			All Schools	Yearly in August	$0.00	$500.00	$500.00				$500.00	
1	1.8	New Employee Support	All	No			All Schools	Summer planning, August implementation	$0.00	$500.00	$500.00				$500.00	
2	2.1	Maintain Emergency Kits and Binders	All Students with Disabilities	No				Summer planning	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.2	Maintain Safety Plan	All	No			All Schools	Summer planning	$0.00	$0.00	$0.00				$0.00	
2	2.3	Permaculture Plan	All	No			All Schools	Ongoing, three years	$0.00	$200,000.00	$200,000.00				$200,000.00	
2	2.4	Facilities Cost	All	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
3	3.1	Gather data to inform student support.	All Students with Disabilities	No			All Schools		$65,000.00	$0.00	$65,000.00				$65,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income													
3	3.2	Provide Support	Students with Disabilities English Learners Foster Youth Low Income Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$1,603,000.00	$0.00	$1,603,000.00				$1,603,000.00	
3	3.3	Create Curriculum and Assessment that reflect school vision and values.	All	No			All Schools	Summer Planning	$3,000.00	$3,000.00	$6,000.00				$6,000.00	
3	3.4	Purchasing Curriculum	All	No			All Schools		$0.00	$160,000.00		$160,000.00			$160,000.00	
3	3.5	Document and Institutionalize Programs	All	No			All Schools		$0.00	$2,000.00			$2,000.00		$2,000.00	
4	4.1	Develop A-G Curriculum/CTE Pathways	high school	No			All Schools	Summer Planning	$1,500.00	$0.00	$1,500.00				$1,500.00	
4	4.2	Academic and Career Counseling and Support	high school	No			All Schools	Fall Semester	$130,000.00	$2,000.00	$2,000.00	$130,000.00			$132,000.00	
4	4.3	Computer Access	All high school	No			All Schools		$10,000.00	$0.00			$10,000.00		$10,000.00	
5	5.1	Sharing the Admin Workload	All	No			All Schools	Three years	$0.00	$130,000.00	$100,000.00		$10,000.00	$20,000.00	$130,000.00	
5	5.2	Create or renew usable governance procedures (including Staff Meeting Agenda) .	All	No			All Schools	Three years								
5	5.3	Get training/coaching from Teacher Powered Schools	All	No			All Schools	Three years	$0.00	$2,000.00			$2,000.00		$2,000.00	
5	5.4	Salary Schedule	All	No			All Schools	three years	$100,000.00	$0.00	$100,000.00				$100,000.00	
5	5.5	Benefits Package	All	No			All Schools	three years	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2145259	212031	9.884%	0.000%	9.884%	$1,603,000.00	0.000%	74.723 %	**Total:**	$1,603,000.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$1,603,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	**3.2**	Provide Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$1,603,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,478,000.00	$2,171,500.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Summer Communications Systems Update	No	$10,000.00	10,000
1	**1.2**	Communication Systems Training	No	$500.00	0
1	**1.3**	Attendance Procedures and IS Packets	No	$25,000.00	5,000
1	**1.4**	Create a Family Inclusion Binder	No	$0.00	0
1	**1.5**	Parent Surveys	No	$0.00	0
1	**1.6**	Systems of Care	No	$5,000.00	0
1	**1.7**	Restorative Practices	No	$500.00	500
1	**1.8**	New Employee Support	No	$500.00	0
2	**2.1**	Maintain Emergency Kits and Binders	No	$2,000.00	2,000
2	**2.2**	Maintain Safety Plan	No	$0.00	0
2	**2.3**	Permaculture Plan	No	$200,000.00	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)
2	**2.4**	Facilities Cost	No	$5,000.00	10,000
3	**3.1**	Gather data to inform student support.	No	$65,000.00	65,000
3	**3.2**	Provide Support	No Yes	$1,603,000.00	1603000
3	**3.3**	Create Curriculum and Assessment that reflect school vision and values.	No	$6,000.00	6,000
3	**3.4**	Purchasing Curriculum	No	$160,000.00	80,000
3	**3.5**	Document and Institutionalize Programs	No	$2,000.00	0
4	**4.1**	Develop A-G Curriculum/CTE Pathways	No	$1,500.00	0
4	**4.2**	Academic and Career Counseling and Support	No	$150,000.00	150,000
4	**4.3**	Computer Access	No	$10,000.00	10,000
5	**5.1**	Sharing the Admin Workload	No	$130,000.00	130,000
5	**5.2**	Create or renew usable governance procedures (including Staff Meeting Agenda) .	No	0	0
5	**5.3**	Get training/coaching from Teacher Powered Schools	No	$2,000.00	0
5	**5.4**	Salary Schedule	No	$100,000.00	100,000

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)
5	**5.5**	Benefits Package	No	$0.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
0	$1,603,000.00	$0.00	$1,603,000.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	**3.2**	Provide Support	Yes	$1,603,000.00			

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)
2135877	0	0	0.000%	$0.00	0.000%	0.000%	$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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