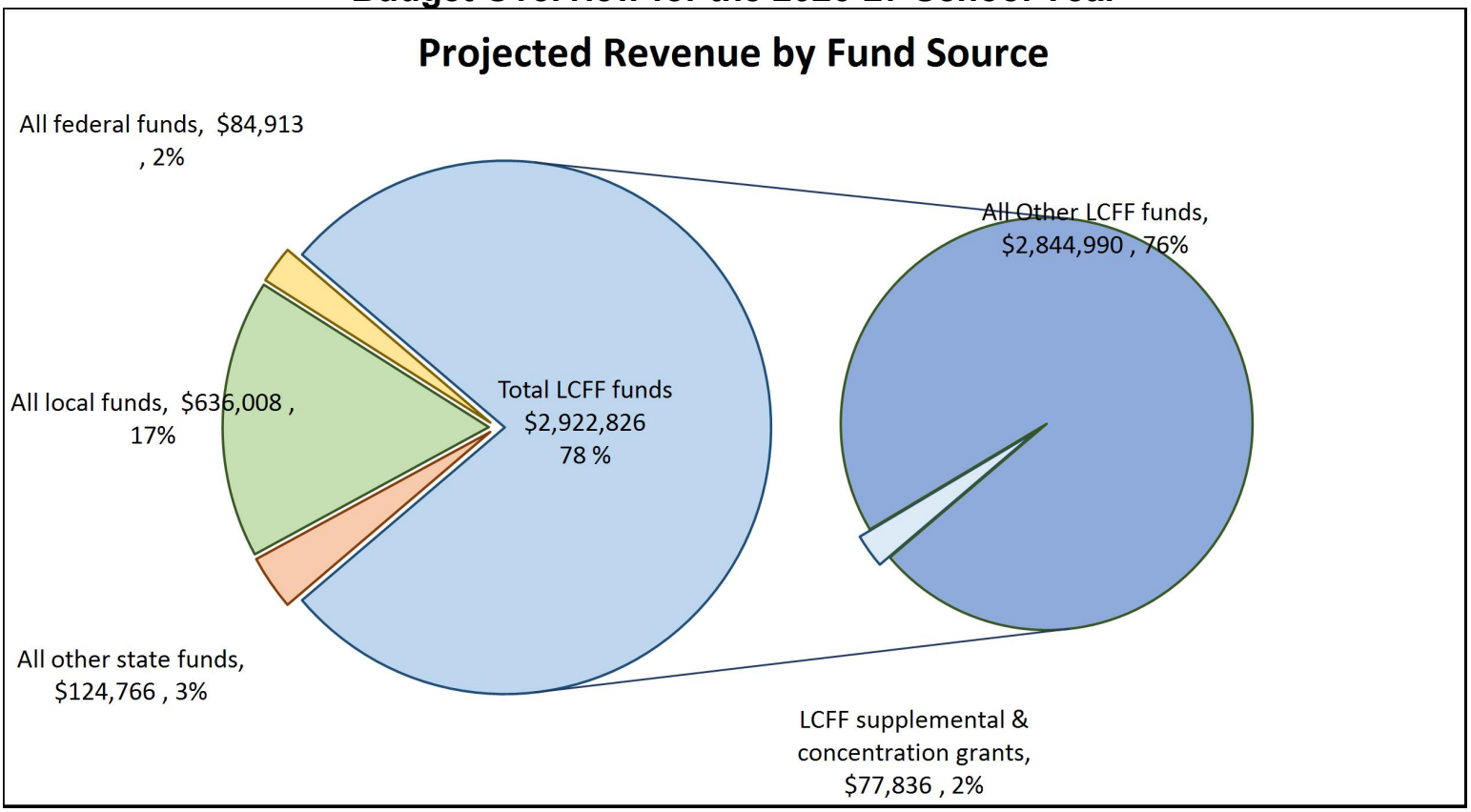
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Creekside Charter- Authorizer NESD
CDS Code: 31668520120105
School Year: 2026-27
LEA contact information:
Jeff Kraunz
Executive Director

530-581-1036

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

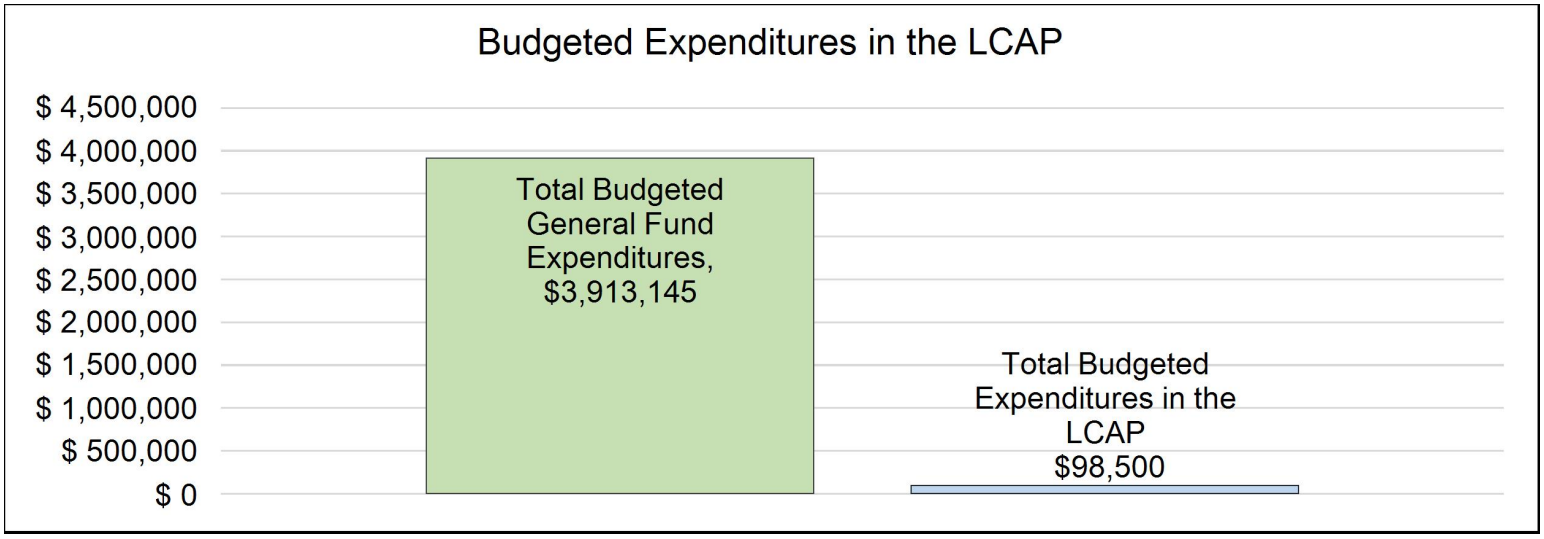


This chart shows the total general purpose revenue Creekside Charter- Authorizer NESD expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Creekside Charter- Authorizer NESD is $3,768,513, of which $2,922,826 is Local Control Funding Formula (LCFF), $124,766 is other state funds, $636,008 is local funds, and $84,913 is federal funds. Of the $2,922,826 in LCFF Funds, $77,836 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 Creekside Charter- Authorizer NESD 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: Creekside Charter- Authorizer NESD plans to spend $3,913,145 for the 2026-27 school year. Of that amount, $98,500 is tied to actions/services in the LCAP and $3,814,645 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

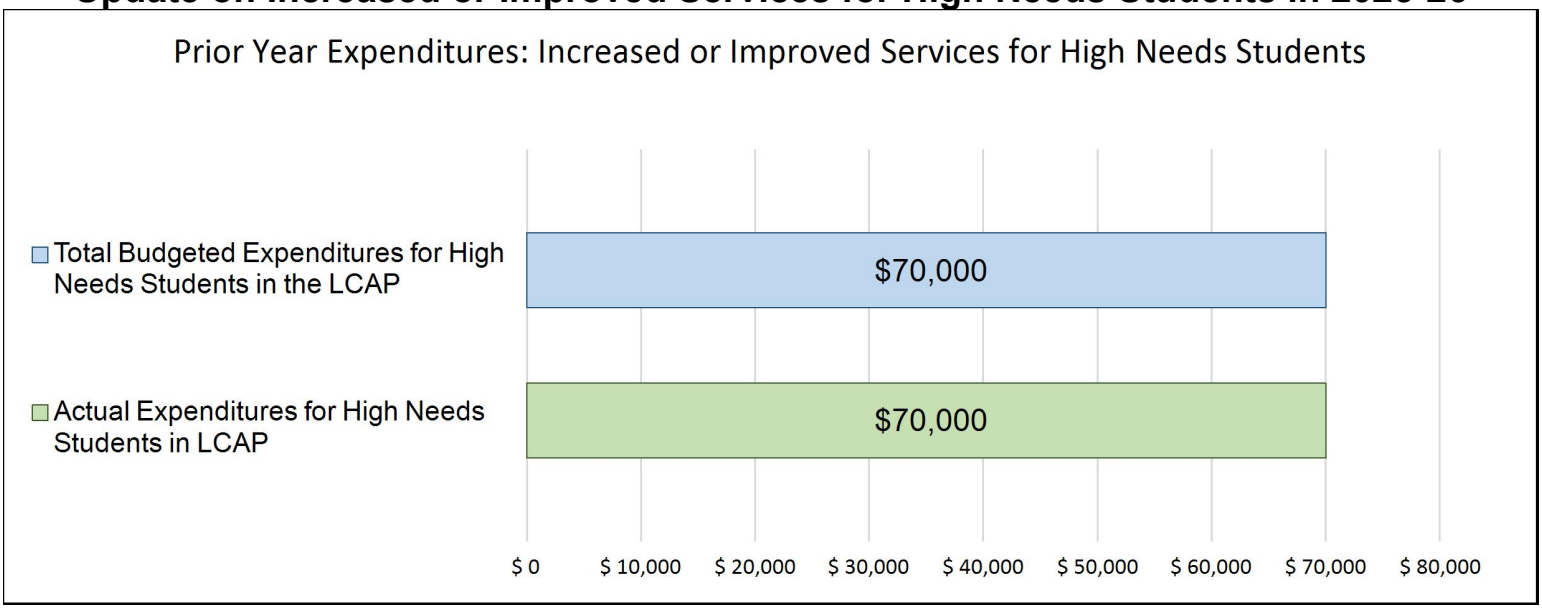
Most of our budget is not in the LCAP nor is it required to be in the LCAP. The legally required money in your LCAP is any supplemental and concentration funds. We do not receive very much supplemental funds, and thus our funds in the LCAP are low.

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

In 2026-27, Creekside Charter- Authorizer NESD is projecting it will receive $77,836 based on the enrollment of Foster Youth, English learner, and low-income students. Creekside Charter- Authorizer NESD must describe how it intends to increase or improve services for high needs students in the LCAP. Creekside Charter- Authorizer NESD plans to spend $80,000 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 Creekside Charter- Authorizer NESD budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Creekside Charter- Authorizer NESD 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, Creekside Charter- Authorizer NESD's LCAP budgeted $70,000 for planned actions to increase or improve services for high needs students. Creekside Charter- Authorizer NESD actually spent $70,000 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
Creekside Charter- Authorizer NESD	Jeff Kraunz Executive Director	jkraunz@creeksidesquaw.org 530-581-1036

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.

Mission:
The mission of Creekside Charter is to create a relationship-based, dynamic learning environment in which students excel academically, are engaged and self-confident, and have the flexibility to pursue their passions.

Vision:
Our vision is to become an educational model for the region and beyond through academics, relationships and the flexibility to pursue one's passions. Inspiring greatness in every child, Creekside educates both thinkers and doers, directly impacting their world by the quality of citizens it produces.
We envision creating a campus that gives our students access to outstanding resources and permanent facilities that are in line with other high-quality educational institutions.

Values/Pillars:

Relationships Matter
Student greatness starts with believing in their potential. Every student should be known, supported and made to feel important. By engaging families as part of our students' learning process, we are able to further build trust and lasting relationships with families that help to propel a student forward. The positive nature of our community (teachers, parents, and students) allows students the space to learn and grow.

Academic Excellence
Students are guided to new levels through best teaching practices, mentoring with other students, intervention resources, parent volunteers and peer partnering. Everyone is a teacher! This approach cultivates joy for learning through connection and discovery. By improving a student's independent work skills, students are able to learn organizational skills and study habits that lead to success at the secondary school level and in life.

Developing the Whole Child
Creekside students have a unique opportunity to leave campus during the school day to pursue their individual passions, travel with family, or take advantage of outside learning opportunities. A Creekside education is not defined by four walls, but instead allows students to explore adventures and learning outside of the class.

In addition to our core subjects, our classroom teachers are dedicated to the social and emotional growth of our students. Weekly class activities center on student check-in, reflection, mindfulness and appreciation.
The balance Creekside students have between academics, nature, sport, emotional growth, and family is not only unique, but also allows them to find success and happiness as they navigate through school.

Core Beliefs
- Every student deserves an opportunity to have a mentoring relationship with an adult
- The community of parents, teachers, and students allows for greater growth
- Experiences outside the classroom inspire learning inside the classroom
- A rigorous academic environment moves all students forward
- Schools should be a place where students accept each other for their differences
- Our greater community is part of our classroom, and we will incorporate it into our curriculum whenever possible
- Students do best when instruction is tailored to their ability level
- Life has no plateaus; we will model continuous improvement for our students

Essential Elements of Creekside Charter
Students at Creekside Charter School have the option to attend classes in-person four days a week, or 80%of the school year. 20% of their learning is designated as independent study. Students are assigned to grade-level teachers with a maximum of 24 students per class. Our low teacher-to-student ratios enable teachers the time and flexibility to address the individual academic needs of each student. Our curriculum follows state guidelines and standards. Great emphasis is placed on project and experiential learning practices. Our teachers are encouraged to take advantage of the natural classroom that surrounds our beautiful Olympic Valley, CA and beyond. Mentoring between grade levels and from our numerous parent volunteers allows for an increased student sense of self. Our students are tested triannually using I-Ready assessments. Our teachers are encouraged to have non-traditional classroom settings emphasizing group work/ centers, targeted instruction, peer-to-peer teaching, and flexibility for the individual needs of a student. In addition to regular independent assigned work, our students may request independent work while training or traveling.

Learning Agreements are signed at the beginning of the school year. Our calendar year is broken into 10 learning periods. As we are non-classroom-based, students need to demonstrate that standards are met by the end of each learning period. Parent communication is essential to the success of our students; as such, in addition to learning period conferences, we offer a fall conference week. Each classroom

teacher is responsible for sending a weekly newsletter on ParentSquare (communication software), and publishing a standards-based curriculum map with student essential questions for each unit.

Reflections: Annual Performance

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

Creekside Charter School's review of the 2025 California School Dashboard and local data indicates continued strong overall performance across state and local indicators. The school earned "blue" performance levels in all reported state indicators, including English Language Arts, mathematics, and chronic absenteeism. The suspension indicator reflects a lower performance level due to a single suspension incident within a small student population, which disproportionately impacted the Dashboard rating. Local data confirms that this incident is not indicative of a broader trend, and overall school climate remains positive. Creekside met standards across all local indicators, including appropriately assigned teachers, access to standards-aligned instructional materials, safe and well-maintained facilities, implementation of state academic standards, parent and family engagement, school climate, and access to a broad course of study. Local assessment and program data demonstrate continued academic strength. The school maintained high levels of student performance in English Language Arts and mathematics, supported by the ongoing implementation of research-based instructional programs, including Words Their Way and i-Ready. Instructional practices continue to emphasize critical thinking, writing, and interdisciplinary learning aligned to state standards. Analysis of 2026 parent survey data indicates high levels of satisfaction with academic programming and school climate. Ninety-five percent of families report satisfaction with academic challenge, and 90% report satisfaction with academic support. Families identify teacher quality, school culture, and outdoor learning as key strengths .
The review of local data also identified areas for continued consideration. Families expressed interest in expanded extracurricular and athletic opportunities, additional after-school programming, and improved transportation options . The school has explored these areas; however, implementation is currently constrained by facility limitations, staffing capacity, and regulatory considerations related to transportation. Creekside is in the process of evaluating long-term facility options within the next three to five years, which may create future opportunities to expand access to facilities such as a gymnasium, cafeteria, and specialized instructional spaces. Based on this review, Creekside will maintain its focus on sustaining high academic outcomes and a positive school climate while continuing to monitor and evaluate feasible opportunities to expand programming as resources and facility conditions allow. The school will also continue to monitor suspension data to ensure that disciplinary practices remain consistent, equitable, and aligned with a positive behavioral framework.

Reflections: Technical Assistance

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

Not applicable. Creekside Charter School was not identified for differentiated assistance and did not participate in technical assistance activities during the reporting period.

Comprehensive Support and Improvement

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

Schools Identified

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

Not applicable. Creekside Charter School was not identified for Comprehensive Support and Improvement (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.

Not applicable. Creekside Charter School was not identified for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

Not applicable. Creekside Charter School was not identified for Comprehensive Support and Improvement (CSI).

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Creekside gathered parent input through both formal and informal methods. A comprehensive parent survey was administered in fall 2025 to collect feedback on student needs, school programs, and priorities for LCAP development. In addition, the school hosted informal engagement opportunities, including a “Donuts and Chat” event in April 2026, which was attended by families and staff and provided an opportunity for open dialogue and input. Throughout the year, school leadership remained accessible to families through ongoing communication and informal meetings.
Staff	Staff were engaged through multiple structures to ensure meaningful input in the LCAP development process. Creekside continued its shared leadership model, in which staff collaborate on schoolwide goals aligned to LCAP priorities and provide ongoing feedback throughout the year. A staff survey was conducted by the Board in March 2026, and an additional survey was administered by the Strategic Planning Team in April 2026 to gather more targeted input on program effectiveness and future priorities. Staff feedback was also collected through regular meetings and discussions, ensuring that perspectives from teachers and other school personnel informed LCAP actions and services.
Students	Student voice was incorporated through surveys administered in April 2026 by the Strategic Planning Team. Students provided input on their academic experiences, areas of need, and overall sense of support at school. Additional informal feedback was gathered

Educational Partner(s)	Process for Engagement
	throughout the year at the classroom level, allowing staff to identify grade-level needs and adjust supports accordingly.

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

Educational partner feedback continues to play a significant role in shaping Creekside Charter School's LCAP priorities, actions, and services. Input gathered from parents, staff, and students through surveys, meetings, and ongoing engagement structures was reviewed and directly informed both the refinement of existing actions and the development of new strategies.

Based on prior feedback, Creekside implemented several key actions aligned to identified needs. The school expanded its Multi-Tiered System of Supports (MTSS) framework and strengthened counseling supports to better address student academic, behavioral, and social-emotional needs. Emphasis was placed on schoolwide Positive Behavioral Interventions and Supports (PBIS) and restorative practices to promote a positive school climate. In response to feedback regarding student voice and leadership opportunities, the school established student leadership structures. Participation has been high and the overall change has been positive for all involved.
Educational partner input also influenced programmatic enhancements. The school expanded access to arts instruction across grade levels and increased opportunities for place-based and environmental learning through partnerships with local organizations and the integration of community expertise. Creekside also increased opportunities for family involvement within the instructional program, including inviting parents and community members to share professional expertise and real-world applications of learning.
Local data indicates that these actions have contributed to continued high levels of satisfaction with academic programming, school climate, and student support systems. However, the review of implementation also identified areas where progress is still underway. For example, while peer mentoring opportunities were identified as a priority, full implementation remains in development. Additionally, feedback continues to highlight interest in expanded extracurricular programming, mental health supports, and enrichment opportunities.
In response to the most recent educational partner feedback, the school will continue to refine MTSS structures, strengthen systems of support for students requiring additional academic or behavioral intervention, and explore feasible opportunities to expand programming within existing resource and facility constraints. Creekside will also continue to improve communication, transparency, and opportunities for meaningful engagement to ensure that educational partner input remains central to the LCAP development process.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Improve Student Behavior	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal continues to be a priority for Creekside Charter School in response to the ongoing need for consistent, proactive, and relationship-centered approaches to student behavior, social-emotional well-being, and school climate across all grade levels. Creekside recognizes that students are most successful academically when they feel emotionally safe, connected, supported, and equipped with the skills needed to self-regulate, problem solve, and engage positively with peers and staff.
Through ongoing feedback from students, families, and staff, as well as reflection on schoolwide behavior and wellness data, the LEA identified the continued importance of strengthening behavior systems, restorative practices, mental health supports, and schoolwide consistency. Staff observations and family input also highlighted the importance of sustaining systems developed over the past several years while continuing to refine communication, collaboration, and student supports to meet increasingly diverse social-emotional and behavioral needs.
The Be Well Team continued meeting weekly throughout the school year to monitor student needs, review behavior trends, and coordinate interventions and supports. Building on prior implementation efforts, Creekside continued full implementation of PBIS and restorative practices while expanding the role of the PBIS Leadership Team to strengthen internal capacity, staff collaboration, and long-term sustainability of schoolwide systems. Weekly RISE value reviews focused on Responsibility, Integrity, Safety, and Effort remained embedded in classroom instruction and school culture to reinforce consistent expectations and promote student ownership of positive behaviors.
Additional efforts focused on strengthening SEL integration, expanding restorative circles and student leadership opportunities, improving playground and recess supports, increasing family communication and wellness education, and continuing counseling and MTSS supports for students. The school also continued professional development and collaboration focused on PBIS, restorative practices, emotional regulation, and positive behavior supports.
These efforts have contributed to greater consistency in behavior expectations across classrooms, stronger staff confidence in implementing PBIS and restorative approaches, improved student engagement with the RISE values, and a more positive and connected school culture. Creekside remains committed to continuously refining and strengthening these systems to support the academic, behavioral, social-emotional, and overall wellness needs of all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Suspension Rate Data Year: 2023 Data Source: Dashboard	Less than .5% of students suspended	Less than .5% of students suspended	Less than .5% of students suspended	Maintain less than .5% suspended	
1.2	# of Office Referrals/Powerschool	60 office referrals	35	34	Less than 35 office referrals	
1.3	Percent of students who feel safe/connected at school Data Year: 2024-2025 Data Source: Local student survey	90%	95.3%	98% agree/ strongly agree that school is a "safe place to attend school."	93%	
1.4	Average Daily Attendance Rate Data Year: 2023-24 Data Source: CALPADS (P2)	98.5%	98.5%	Unavailable until end of year.	99%	
1.5	Percentage of Students Chronically Absent Percentage of students needing intervention support Data Year: 2022-23 Data Source: CA School Dashboard	0% Students Chronically Absent-	Less than .4 %	less than .2%	Maintain 0% Students Chronically Absent	

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.

The Be Well Team continued to meet weekly throughout the school year to monitor student needs, review behavior trends, and adjust supports as needed. The team provided ongoing communication and updates to staff through meetings, collaboration, and written communication to strengthen consistency in schoolwide behavior expectations and practices. Planned actions related to PBIS implementation, professional development, weekly RISE reviews, SEL supports, and restorative practices were largely carried out as intended. Throughout the year, the school focused on strengthening consistency across classrooms and building staff capacity in positive behavior intervention and restorative approaches. Specific implementation successes included expanding the use of Yeti Tickets tied to RISE

values, introducing more structured classroom reward systems, refining restorative cycles, and increasing staff familiarity and confidence with PBIS systems. These efforts contributed to stronger alignment between behavior systems and school values, improved student engagement, and more consistent schoolwide expectations. Staff also reported observable improvements in student behavior, peer accountability, and student ownership of RISE expectations.
Additional successes included increased coordination between administration and staff, continued mental health and counseling supports, integration of SEL and restorative practices through schoolwide themes, and expanded family communication and wellness initiatives. Family engagement opportunities, student leadership activities, and community-building events also supported the school's goal of fostering a positive and inclusive school culture. While implementation was largely successful, the school identified several ongoing challenges and areas for refinement. The school also identified opportunities to continue strengthening consistency in behavior supports and follow-through across classrooms and settings. In addition, ongoing reflection highlighted the importance of further developing restorative practices, refining playground and recess supports, and improving communication and collaboration between administration and teaching staff to ensure continued alignment and support for students. Maintaining sustainable systems while balancing staff capacity and increasing student behavioral and emotional needs also presented positive challenges. Overall, implementation of Goal 1 demonstrated meaningful progress in strengthening PBIS systems, improving school culture, increasing staff consistency, and supporting students' social-emotional and behavioral needs. Reflections from this year helped identify clear next steps focused on sustainability, family partnership, mental health supports, and continued refinement of schoolwide systems to better support all students.

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

Budgeted $15,000 and spent $14,000= insignificant difference

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

The actions implemented through the Be Well Team and PBIS framework have been largely effective in making progress toward the goal of improving schoolwide behavior systems and supporting student social-emotional well-being. Throughout the year, the school strengthened consistency in behavior expectations, improved restorative cycle implementation, increased staff familiarity with PBIS systems, and developed stronger alignment between behavior supports and Creekside's RISE values. Staff also reported increased confidence and consistency in using positive behavior supports and restorative approaches across classrooms.
Several specific actions contributed to this progress. The school expanded the use of Yeti Tickets as a schoolwide recognition system connected to RISE values (Responsibility, Integrity, Safety, and Effort), introduced more structured classroom reward systems, and developed age-appropriate PBIS incentives for middle school students. These efforts increased student engagement, motivation, and peer accountability while helping create a more positive and unified school culture. Additionally, increased administrative coordination and staff collaboration strengthened implementation and consistency across grade levels.
The school also made meaningful progress in strengthening family partnerships and social-emotional supports. Family engagement increased through wellness initiatives, digital wellbeing education, student showcases, and schoolwide community events.
Creekside continued integrating PBIS, SEL, and restorative practices through monthly themes and ongoing wellness supports, helping students report feeling safe, supported, and connected at school.
While these actions were effective overall, reflections on implementation identified several areas requiring continued refinement. The Be Well Team recognized the need for greater consistency across classrooms, continued student ownership of RISE expectations, and stronger

systems for long-term sustainability. Additionally, the school identified the need to further refine referral procedures, restorative response systems, playground supports, and the alignment of consequences within the PBIS framework to ensure consistency and clarity for students and staff.
As a result of these reflections, Creekside plans to continue expanding PBIS leadership structures, strengthening SEL and restorative practices, increasing family communication and partnership, refining playground and recess supports, and utilizing behavior data more intentionally to guide interventions and decision-making. These next steps are intended to strengthen sustainability, improve consistency schoolwide, and further support students' behavioral, emotional, and academic success.

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

Based on reflections from prior implementation, Creekside Charter School made several refinements to strengthen the effectiveness and sustainability of Goal 1 for the coming year. While the overall goal, metrics, and target outcomes remain consistent, the school has expanded and refined actions to improve implementation of school-wide behavioral, social-emotional, and wellness supports. To strengthen consistency across classrooms, Creekside will continue refining school-wide behavior systems, including referral procedures, restorative practices, and the use of behavior data to guide intervention and decision-making. Building on the success of prior PBIS implementation efforts, the school expanded the PBIS Leadership Team to provide ongoing coaching, peer support, and oversight of school-wide expectations and systems.
Continued implementation and reteaching of RISE expectations across all grade levels will further support a positive and consistent school climate.
In response to identified student wellness and social-emotional needs, Creekside will continue expanding school-wide SEL supports through the RISE/SEL focus calendar, restorative circles, emotional regulation strategies, and additional student leadership opportunities. The school also plans to strengthen family partnerships by continuing parent wellness and digital literacy supports, increasing family education around SEL and PBIS practices, and improving communication between home and school to reinforce shared expectations and language.
Additionally, reflections on prior practice highlighted the importance of proactive mental health and playground supports. As a result, Creekside will continue counseling groups and MTSS interventions while expanding proactive wellness strategies and emotional support systems for students. The school will also continue refining playground expectations, increasing structured play and leadership opportunities, and strengthening positive conflict-resolution supports during recess and unstructured times.
These refinements are intended to build internal capacity, strengthen consistency of implementation, and further support students' academic, behavioral, and social-emotional success.

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	Discipline Systems	Implemented 24-25 (yr1)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1. In conjunction with the PBIS consultant, create a process for teachers to record discipline infractions in Powerschool. 2. Administration to record all office referral infractions in Powerschool 3. Provide greater leadership support by scheduling administration to attend Be Well team meetings and developing stronger agendas to promote meeting efficacy. 4. Professional learning for restorative practice training 2025-26 Expand upon 1. Continue to train staff on discipline infractions with fidelity on School Pathways 2. Continue to record and improve referral process (School Pathways) 3. Create administrative calendar to support leadership teams 4. Continue with professional learning for restorative practices 2026-2027: 1. Continue improving consistency across classrooms 2. Refine referral and restorative processes 3. Use behavior data to guide and support decision-making		
1.2	Implement PBIS (Positive Behavior Interventions and Supports) in all grades.	Implemented 24-25 (yr1) 1. Maintain a team of teachers, administrators, support staff, and other stakeholders to lead the PBIS implementation effort. This team will plan, implement, and evaluate PBIS practices. 2. Hire a PBIS consultant to work with the school on implementation 3. Through a behavior matrix, we will align a framework that outlines the principles and practices of PBIS, including expectations for behavior, reinforcement of strategies, restorative practices, and consequences for misbehavior (See Action 1.3) to Creekside's mission and pillars. 4. Provide PBIS training: Train staff, students, and families on the principles and practices of PBIS and restorative circles, including the school's behavioral expectations, reinforcement strategies, and consequences for misbehavior. 5. Implement PBIS and restorative practices: Implement these practices consistently across all grades. *Note: this timeline will be in conjunction with our consultant.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		Year 2: 2025-26 1. Expand upon, sustain, and grow the PBIS Leadership Team: Continue to support and expand the existing PBIS team made up of teachers, administrators, support staff, and other key stakeholders. This team will lead the next phase of implementation by refining strategies, evaluating effectiveness, and ensuring alignment with schoolwide goals. 2. Ongoing Partnership with PBIS Consultant: Maintain collaboration with our PBIS consultant to guide the school through deeper implementation and support the fidelity of practices across grade levels. 3. Align Behavior Matrix to Mission and Pillars: Refine and implement the schoolwide behavior matrix that reflects PBIS core values, behavioral expectations, positive reinforcement systems, restorative approaches, and appropriate consequences. This matrix will be tied to Creekside's mission and foundational pillars (see Action 1.3). 4. Provide Continued Training and Community Engagement: Offer ongoing training for staff, students, and families to build understanding and consistency in the application of PBIS principles and restorative practices. This will include refresher workshops, family nights, and integration into staff meetings and student lessons. 5. Maintain Schoolwide Implementation of PBIS and Restorative Practices: Ensure consistent and comprehensive application of PBIS and restorative practices across all grades and classrooms. Year 3: 2026-2027 1. Continue schoolwide RISE expectations and reteaching 2. Strengthen positive behavior supports across all grade levels 3. Continue schoolwide SEL/RISE focus calendar 4. Expand restorative circles and student leadership opportunities 5. Strengthen emotional regulation and wellness supports 6. Continue refining playground expectations 7. Increase structured play and leadership opportunities 8. Expand positive conflict-resolution supports		
1.3	SEL programming TK-8	Implemented 24-25 (yr1) Establish and publish schoolwide SEL goals aligned with established Changemakers and Restorative Practice initiatives while providing	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		teachers, students and parents clear pathways of what their children can expect. Initiatives include: 1. Institute a SEL curriculum for middle school 2. Upper cohort help institute a restorative practice model schoolwide, including training for lower grade cohort on restorative practices. 3. Develop more concise information on SEL for parents 4. Develop parent seminars to educate on SEL, with help from the Community Team 5. Create a SEL goal/topic per month for entire school to focus on, that aligns with all SEL and RISE curriculum 6. Align with the PBIS initiative. Action 1.2 and 1.3. will be worked on in tandem. 7. Implement wellness programs and conflict resolution strategies for student well-being. Year 2: 2025-26 SEL and Restorative Practices Expansion 1. Continue to develop and communicate clear, schoolwide Social-Emotional Learning (SEL) goals that align with the Changemakers initiative and restorative practices. Ensure these goals are visible and accessible to teachers, students, and families, offering a clear roadmap of expectations and supports. 2. Continue seeking out and implementing SEL Curriculum for middle school: Fully integrate a developmentally appropriate SEL curriculum for middle school students, with alignment to restorative practices and PBIS frameworks. This year, we adopted a curriculum called Classroom Champions through a grant we were awarded. Unfortunately, students and teachers were less than impressed with it, and the content/curriculum repeats from grades 6th-8th, as it is new, so it does not meet our current needs. We are currently reviewing other SEL curricula. 3. Student Leadership in Restorative Practices: Engage the upper cohort (grades 6–8) in leading schoolwide implementation of restorative practices, including peer support, student-led circles, and modeling. Provide training and mentoring opportunities for younger grade levels to build a restorative culture from the ground up. 4. Strengthen Family Engagement and Understanding of SEL: Refine and distribute simplified, parent-friendly information on SEL principles and goals.		

Action #	Title	Description	Total Funds	Contributing
		5. Collaborate with the Community Team to host a series of parent seminars focused on SEL development, restorative practices, and wellness strategies. (In progress) 6. Schoolwide Monthly SEL Focus: Create and implement a monthly SEL theme or goal for the entire school community, ensuring alignment with existing SEL curricula (such as RISE) and PBIS goals. These themes will serve as a foundation for classroom activities, assemblies, and home-school communication. 7. Coordinate with PBIS (Actions 1.2 and 1.3): Ensure SEL and restorative efforts are integrated with PBIS initiatives to promote consistent behavior expectations, reinforce positive behaviors, and enhance school climate. 8. Support Student Wellness and Conflict Resolution: Expand schoolwide wellness programs and introduce or deepen conflict resolution strategies that center student voice, peer mediation, and emotional regulation tools to support holistic well-being. Year 3: 2026-2027 1.Continue schoolwide SEL/RISE focus calendar 2. Expand restorative circles and student leadership opportunities 3. Strengthen emotional regulation and wellness supports 4. Continue with TK-8 SEL curriculum 5. Continue counseling groups and MTSS support 6. Increase proactive wellness strategies 7. Expand emotional support systems for students		
1.4	Implement a new discipline matrix aligned with our PBIS and SEL initiatives	Implemented 24-25 (yr1) 1. In conjunction with a PBIS/Restorative Practices consultant and the Behavior Team, the Executive Director will develop a more comprehensive discipline matrix with more concrete examples of behavior and associated consequences. (Completed & in continual refinement process) 3. Refinement of this matrix will occur in conjunction with the new PBIS model over the 2024-2025 school year. Year 2: 2025-26 1. In conjunction with a PBIS/Restorative Practices consultant and the Behavior Team, the ED develops a more comprehensive discipline matrix	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		with more concrete examples of behavior and associated consequences. (completed & in continual refinement process) 2. Will educate all students and parents on the new discipline matrix (In process) 3. Refinement of this matrix will occur in conjunction with the PBIS/Restorative Practice model over the 2025-2026 school year. Year 3: 2026-2027 Created matrix, but use on everyday basis was limited during 2025-2026. Action will be implemented to use every day with teachers.		
1.5	Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix	Implemented 24-25 (yr1) 1.Employ a behavior specialist and/or counselor to support student development and improved services (complete & in process) 2. Continue hiring a .6 interventionist to refine our MTSS systems for emotional supports (complete & hired for more time) 3. Shared with other action items, funds towards an outside PBIS consultant to support mental health (complete and contininuing) 4. Support students through continued hiring of Assistant Director to support MTSS and PBIS alignment (Continuing) 2025-26 (yr 2) 1. In conjunction with the "Community Team", develop a calendar of parent workshops to provide parents more tools to handle behavior at home and create stronger Creekside community mental health resources for parents. (In process for refinement) 2. Shared with other action items, funds towards an outside PBIS consultant to support mental health 3. Support students through continued hiring of Assistant Director to support MTSS and PBIS alignment (Continuing) Year 3: 2026-27 We have seen great success with our interventionist, counselor, and assistant director in supporting our PBIS initiative. It's vital that we continue these services.	$80,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
1.6	1.6 Improve Playground Options and Expectations	Action: to establish clear and consistent playground rules that promote positive behavior, physical activity, and social-emotional development, resulting in a safe and engaging play environment for all students. Implemented 24-25 (yr1) 1. In conjunction with the staff, the Executive Director will develop a set of clear and concise playground rules that align with the school's values and expectations for behavior and that are developmentally appropriate for all students. (In process of refinement) 2. In conjunction with the staff, the Executive Director will communicate the playground rules to all students, staff, and families through multiple channels, such as posters, assemblies, classroom meetings, and ParentSquare. (Complete and in continued refinement) 3. Train all staff on the playground rules, including how to consistently enforce them and how to use positive behavior support strategies to reinforce positive behavior. (Completed) 4. Monitor the implementation of the playground rules regularly to ensure that they are being consistently enforced and that they are promoting positive behavior and social-emotional development. (Completed/in process) 5. Solicit feedback from students, staff, and families on the effectiveness of the playground rules and make adjustments as needed to ensure that they are meeting the needs of all students. (In process of refinement) 6. Celebrate successes and recognize positive behavior on the playground to reinforce the importance of following the rules and to build a positive school culture. (Complete and continual process) 7. Develop a master break schedule to support greater coverage on the playground. (Complete and in process) 8. Engage our parent volunteer community to volunteer to run specific playground games for students, thus creating a more structured play environment. 9. The Behavior Team will evaluate rules in conjunction with the Executive Director. (Complete) Year 2: 2025-26	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
		1. In conjunction with the staff, the Executive Director will develop a set of clear and concise playground rules that align with the school's values and expectations for behavior and that are developmentally appropriate for all students. (In process of refinement) 2. Solicit feedback from students, staff, and families on the effectiveness of the playground rules and make adjustments as needed to ensure that they are meeting the needs of all students. (In process of refinement) 3. Engage our parent volunteer community to volunteer to run specific playground games for students, thus creating a more structured play environment. Year 3: 2026-2027 1. Continue refining playground expectations and supports during recess and unstructured times 2. Increase structured play and leadership opportunities 3. Expand positive conflict-resolution supports 4. Increase playground equipment budget for more options for kids		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve academic offerings at Creekside to support all learners and the development of the whole child	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to continue strengthening academic achievement, instructional alignment, and equitable learning opportunities for all students while supporting Creekside's commitment to whole-child education. Through ongoing reflection, assessment data, student performance trends, and feedback from students, staff, and families, the LEA identified the importance of maintaining strong academic supports while continuing to refine instructional systems that meet the diverse needs of learners.

Creekside recognizes that students benefit from rigorous, engaging, and differentiated instruction supported by strong intervention systems and meaningful learning experiences. As a result, the school prioritized strengthening instructional alignment across grade levels, increasing teacher collaboration, improving the use of assessment data, and expanding MTSS and intervention supports. Continued implementation of i-Ready assessments, classroom-based data analysis, introduction of SHARP work ethic value system, peer observations, and instructional collaboration helped strengthen staff capacity and improve consistency in instructional practices.The LEA also identified the need to continue supporting all learners through differentiated instruction, targeted interventions, and stronger alignment between classroom instruction and Tier 2 supports. The adoption of the Multitudes reading difficulties screener for grades K–2 further strengthened the school's ability to identify and support students with early literacy needs. Staff reflections throughout the year highlighted the importance of maintaining sustainable systems that support both academic rigor and individualized student support.

In addition to academic growth, Creekside remains committed to providing meaningful real-world and enrichment opportunities that support student engagement, creativity, and whole-child learning. Community partnerships, field trips, outdoor learning experiences, guest speakers, and enrichment opportunities continue to play an important role in helping students connect learning to real-world experiences. At the same time, the school recognized the importance of balancing enrichment opportunities with sustainable implementation and clear instructional priorities.

This goal was also developed in response to ongoing efforts to address learning gaps and ensure that all students, including unduplicated student groups and struggling learners, receive the academic support necessary for success. Student, family, and staff feedback consistently emphasized appreciation for individualized support, strong teacher relationships, and the balance between academic challenge and student wellness. Creekside remains committed to refining instructional systems, strengthening intervention practices, and supporting high levels of learning, engagement, and growth for all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Points From Standard in Math Data Year: 2023 Data Source: Dashboard Math Indicator	81.5 points above standard	73 points- declined by 8 points (24 dashboard)	75 points above standard- increased by 2 points - Blue Category	Maintain 81.5/Blue category	
2.2	Points From Standard in ELA Data Year: 2023 Data Source: Dashboard ELA Indicator	80.6 points above standard	79.1 points above standards	87.2 points above standard, increased by 8.1 points- Blue category	Move into Blue Category. 81.5 points above standard	
2.3	Rate of Implementation of standards for all students and enable ELs access to CCSS and ELD standards Data Year: 2023 Data Source: Local Indicator Reflection Tool 1 Exploration and Research 2 Beginning Development 3 Initial Implementation 4 Full Implementation 5 Full Implementation and Sustainability	100%/ 5- Full implementation and Sustainability	100%/ 5- Full implementation and Sustainability	100%/ 5- Full implementation and Sustainability	Maintain 100% /5- Full implementation and sustainability	
2.4	Create a challenging learning environment for students	86% Students feel academically challenged	85% students feel academically challenged	Based on the Spring 2026 Creekside Highlight Survey 75% of students feel academically challenged	90% Students feel academically challenged	

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.

There was meaningful progress toward strengthening instructional alignment, academic supports, and learning opportunities across the school. Throughout the year, Creekside focused on increasing teacher engagement with assessment tools, refining instructional practices, strengthening MTSS systems, and supporting differentiated instruction to meet the needs of all learners.

Several planned actions were implemented successfully. Staff continued utilizing i-Ready assessments and classroom-based data to monitor student growth and inform instruction. Collaboration opportunities supported teachers in using differentiation strategies, assessment data, and intervention supports more effectively. Creekside also continued refining peer observation and instructional feedback systems through SHARP, which strengthened instructional alignment and collaboration across grade levels. Staff reported increased confidence in using assessment tools and instructional supports to address diverse student learning needs.

The school also strengthened its Multi-Tiered System of Supports (MTSS) by increasing alignment between classroom instruction, intervention practices, and Tier 2 supports. The adoption of the Multitudes reading difficulties screener for grades K–2 provided additional tools for early literacy intervention and student support. Families continued to express appreciation for teacher support, individualized instruction, and the school's balance of academic rigor with whole-child learning and wellness. Students also reported feeling academically challenged and supported through classroom instruction and learning opportunities.

Creekside also maintained and expanded community partnerships, field trips, guest speakers, outdoor learning experiences, and enrichment opportunities to support real-world learning connections for students. While implementation of outdoor and experiential learning opportunities continued, the school reflected on the importance of balancing enrichment opportunities with sustainable academic priorities and instructional focus. This reflection helped clarify the need for realistic, manageable implementation structures moving forward.

Although most planned actions were implemented successfully, the school identified several areas for continued refinement. Ongoing challenges included balancing multiple instructional priorities, ensuring sustainable implementation of enrichment opportunities, and continuing to address learning gaps. Reflections throughout the year also highlighted the need for continued strengthening of intervention systems, differentiation supports, and collaboration between classroom teachers and support teams.

Overall, implementation of Goal 2 demonstrated meaningful growth in instructional alignment, academic supports, intervention systems, and student engagement while helping clarify sustainable priorities for continued academic improvement and whole-child learning.

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.

We budgeted $3000, and spent $3695.96

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

The specific actions implemented under Goal 2 were generally effective in supporting progress toward improving Creekside's academic offerings and strengthening instructional practices school wide. Increased use of i-Ready data, classroom-based assessments, and MTSS supports helped teachers better monitor student growth and provide more targeted instruction. Staff collaboration through the newly introduced SHARP work ethic values system, peer observations and instructional feedback systems also contributed positively to

instructional alignment and increased teacher confidence in differentiation and intervention strategies. Ongoing collaboration opportunities were effective in increasing staff engagement with assessment tools and academic supports. Teachers demonstrated greater use of data-informed instructional practices, and the alignment between intervention supports and classroom instruction improved throughout the year. The implementation of the Multitudes reading difficulties screener for grades K–2 was also an effective addition that strengthened early identification and literacy intervention efforts. Community partnerships, enrichment opportunities, outdoor learning experiences, and guest speakers continued to positively support student engagement and real-world learning connections. Students and families continued to report positive perceptions of teacher support, individualized learning opportunities, and academic challenge. The majority of students reported that teachers assign challenging work and maintain high expectations for learning.

While many actions were effective, reflections throughout the year also identified areas where implementation requires continued refinement. Maintaining balance between enrichment opportunities, intervention systems, and core academic priorities remain an ongoing pursuit of excellence. Some initiatives required additional time, consistency, and staff capacity to fully implement at the desired level. In addition, learning gaps continue to highlight the need for continued evaluation of instructional supports, intervention practices, and curriculum resources.

Overall, the actions implemented this year resulted in meaningful progress in instructional alignment, differentiation, intervention systems, and student engagement. At the same time, reflections on effectiveness helped clarify areas for continued growth, particularly around sustainability, targeted academic supports, and strengthening systems to ensure consistent implementation across all grade levels.

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.

Reflections on this year’s implementation resulted in several refinements to the planned actions and priorities. While the overall goal of strengthening academic offerings remains consistent, the school identified opportunities to further improve instructional alignment, intervention systems, differentiation practices, and sustainable enrichment opportunities based on staff feedback, student needs, and academic performance data.

Reflections throughout the year also reinforced the importance of strengthening collaboration and alignment between classroom instruction, intervention systems, and academic supports. As a result, the school will continue refining the SHARP which is a schoolwide tool designed to promote high-quality student work, organization, accountability, and consistent academic expectations across classrooms. It supports students in developing strong academic habits, attention to detail, and responsibility for assignment completion and presentation. peer observations, instructional collaboration structures, and MTSS practices to strengthen differentiated instruction and targeted support for all learners, including struggling and unduplicated student groups.

In addition, the school reflected on the importance of maintaining realistic and sustainable enrichment opportunities while continuing to support real-world learning experiences. Creekside will continue supporting outdoor learning, community partnerships, field trips, and enrichment opportunities, while refining implementation structures to ensure these experiences align with instructional priorities and staff capacity. Support for the STEM program and collaborative curriculum planning opportunities will continue to strengthen cross-grade alignment and integration of experiential learning opportunities.

Metrics and measures for the coming year will continue to include i-Ready data, classroom-based assessments, intervention data, observational feedback, staff and family surveys, MTSS progress monitoring, and evidence of instructional collaboration and differentiation practices. These refinements are intended to strengthen instructional consistency, improve academic outcomes, and maintain a balanced approach to academic rigor, student engagement, and whole-child learning.

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	Academic Advancement Team	Implemented in 24-25 (yr 1) 1. Evaluate the current schoolwide curriculum (i.e. Is IReady math meeting student needs?) (started this process) 2. Implement outdoor education map schoolwide- Completed 3. Create more alignment with lower cohort ELA curriculum (Magnetic Reading implementation)- Completed 4. Implement new cursive curriculum- Completed 5. Increase participation in peer observations- In progress Year 2: 2025-26 1. Evaluate advanced learning tools and resources for teachers to utilize in the classroom to best support accelerated learners. 2. Evaluate the current schoolwide curriculum (i.e., Is IReady math meeting student needs? 3. Develop professional learning schedules 4. Adopt the dyslexia diagnostic tool (K-2) 5. Increase participation in peer observations- refine process. Year 3: 2026-27 1. Strengthen instructional alignment and academic consistency across grade levels through continued implementation of SHARP, peer observations and instructional collaboration systems. 2. Continue refining curriculum evaluation processes and explore additional instructional supports and resources to strengthen student achievement and intervention practices. 3. Expand the use of assessment data, MTSS supports, and differentiated instruction to better support struggling, accelerated, and unduplicated learners. 4. Continue implementation of the dyslexia screener and strengthen early literacy intervention systems for K–2 students. 5. Increase opportunities for real-world learning, enrichment, and outdoor education while maintaining sustainable implementation structures and alignment with academic priorities.	$7,500.00	No

Action #	Title	Description	Total Funds	Contributing
		6. Strengthen teacher professional learning opportunities focused on differentiation, intervention practices, academic rigor, and student engagement. 7. Continue building alignment between classroom instruction, intervention systems, and Tier 2 supports to ensure targeted and equitable academic support for all learners.		
2.2	Provide advanced learning options for students.	Implemented in 24-25 (yr 1) 1. Assign advanced students to appropriate learning opportunities based on interests and readiness levels. - In progress 2. Support teachers with the Iready Math curriculum and opportunities for challenging advanced students - in progress 3. Increase elective offerings like STEM, music, and arts for holistic learning.- Completed 4. Consider providing academics in the morning during ski season before students leave - completed 5. Train teachers on Nature Journaling best practices- completed Year 2: 25-26 1. Develop a menu of advanced learning opportunities, such as independent projects, research assignments, mentorships, and accelerated coursework. 2. Assign advanced students to appropriate learning opportunities based on interests and readiness levels. - In progress 3. Teacher/community mentors for advanced learners. Provide ongoing support and feedback to advanced students throughout their learning experiences 4. Collect and analyze data on advanced students' learning progress and outcomes 5. Support teachers with the I-Ready Math curriculum and opportunities for challenging advanced students Year 3: 2026–27 Priorities 1. Expand learning opportunities through differentiated instruction, projects, enrichment activities, and real-world learning experiences.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Continue identifying and assigning advanced students to appropriate learning opportunities based on interests, readiness, strengths, and academic goals. 3. Strengthen support systems for advanced learners through increased mentorship opportunities with teachers, staff, and community partners. 4. Continue supporting teachers in utilizing i-Ready Math and differentiated instructional practices to appropriately challenge all learners. 5. Continue collecting and reviewing student data, progress monitoring, and feedback to evaluate the effectiveness of learning opportunities and supports. Strengthen collaboration and professional learning focused on differentiation strategies for supporting all students across grade levels.		
2.3	Continued MTSS/ SST procedure refinement	Implemented 24-25 (year 1) 1. Improve our MTSS system with the main objective of supporting tier one supports in the classroom. Additionally, this team will identify and implement professional development needs of our staff in order to best support unduplicated/struggling students. - In progress 2. These plans may include: *Provide ongoing professional development to teachers and staff to ensure that they have the knowledge and skills necessary to support students in need. -in progress *Utilize internal and external assessments, as well as a formative/summative assessment, to develop a stronger culture of data-driven decision making and associated intervention. - completed 3. Continue to refine evidence-based interventions.- in progress Year 2: 2025-26 1. Improve our MTSS system with the main objective of supporting tier one supports in the classroom. Additionally, this team will identify and implement professional development needs of our staff in order to best support unduplicated/struggling students. 2. Provide ongoing professional development to teachers and staff to ensure that they have the knowledge and skills necessary to support students in need. 3. Continue to refine evidence-based interventions	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Year 3: 2026–27 Priorities 1. Continue refining and strengthening the MTSS/SST system with a continued focus on improving Tier 1 classroom supports, early intervention practices, and equitable access to academic and behavioral support for all students, including unduplicated and struggling learners. 2. Strengthen collaboration between classroom teachers, intervention staff, counselors, administration, and support teams to ensure consistent implementation of MTSS processes and student support plans. 3. Continue providing ongoing professional development focused on differentiation, intervention strategies, behavior supports, data analysis, and best practices for supporting diverse learners. 4. Expand the use of assessment data, progress monitoring, and evidence-based interventions to support data-driven decision-making and targeted student intervention. 5. Continue refining SST procedures, documentation systems, and communication practices to improve consistency, efficiency, and family collaboration throughout the intervention process. 6. Strengthen alignment between MTSS interventions, classroom instruction, SEL supports, and behavioral systems to provide a more integrated support model. 7. Continue evaluating and refining evidence-based academic and behavioral interventions to ensure effectiveness, sustainability, and responsiveness to student needs.		
2.4	Refinement of after school offerings	2024-2025 (year 1) 1. Create stronger year planning to forecast offerings to families at the beginning of the year - Completed 2. Collaboration with PTO and local organizations to offer stronger after-school programming - In progress Year 2: 2025-26 1. Collaboration with PTO and local organizations to offer stronger after-school programming Year 3: 2026–27 Priorities	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		1. Continue expanding teacher-led after-school clubs and enrichment opportunities that support student interests, creativity, academics, STEM, arts, wellness, and physical activity. 2. Strengthen communication for after-school programs to improve family awareness and consistency of offerings throughout the school year. 3. Continue evaluating student participation, family feedback, and program effectiveness to refine and strengthen sustainable after-school enrichment opportunities.		
2.5	Experts/ guest speakers/ field trips	2024-2025 (yr 1) 1. Identify parents in our community that have training in specific fields - completed, but continue 2. Parents and experts in their fields come into the classroom to present to students, complete, but continue Year 2: 2025-26 1. Identify parents in our community that have training in specific fields 2. Identify community resources available to further advance the learning of our students 3. Track data and report out on how many classes are utilizing local experts 4. Parents and experts in their fields come into the classroom to present to students 5. With the support of the Academic Team, design a comprehensive list of local resources to support guest speakers in the classrooms, available tour guides for field trips, and school assemblies 6. Next steps: work on vertical alignment, assessing advanced learners, and picking a direction for outdoor learning training and vision. Year 3: 2026–27 Priorities 1. Continue expanding partnerships with parents, community members, and local organizations to increase guest speakers, field trip opportunities, and real-world learning experiences for students. 2. Expand upon and maintain a schoolwide resource list of local experts, field trip opportunities, community partnerships, and enrichment resources to support classroom instruction across grade levels.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Strengthen alignment and consistency of real world learning opportunities through vertically aligned experiences.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Community Relations Improvement and Greater Enforcement of Policies	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to continue strengthening the partnership between Creekside Charter School, families, and the broader community while supporting a safe, connected, and inclusive school culture. Creekside recognizes that strong communication, consistent expectations, and collaborative relationships between school and home are essential to student success academically, socially, and emotionally. Through ongoing feedback from students, families, and staff, we identified the continued importance of improving communication systems, strengthening family engagement opportunities, and ensuring greater clarity and consistency around school procedures, expectations, and supports. Families consistently identified Creekside's close-knit community culture, strong teacher relationships, and individualized support as major strengths of the school, while also expressing appreciation for increased communication, wellness resources, and opportunities for involvement.
This goal also reflects the school's commitment to expanding opportunities for meaningful family partnership through PTO collaboration, parent education, student showcases, wellness initiatives, digital wellbeing resources, and community-centered events. Creekside recognizes that ongoing communication and accessible resources help families better support student learning, behavior, wellness, and independent responsibility both at school and at home. The school also identified the importance of continuing to strengthen consistency in school wide systems, event planning, and communication practices across grade levels. Efforts to improve transparency, accessibility of information, and alignment between school expectations and family support systems remain important priorities moving forward. As Creekside continues refining academic, behavioral, SEL, and enrichment systems, this goal supports the broader vision of maintaining a relationship-centered school culture where students feel welcomed, connected, supported, and engaged. We believe that strong partnerships with families and the community are foundational to sustaining student achievement, whole-child wellness, and long-term school success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Improved parent engagement and education programs	49% of parents engaged in LCAP process through survey responses	28.2%	Approximately 90% of parents engaged in the LCAP process	70% of parents respond to LCAP survey	

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

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.

Implementation of this goal for 2025-26 resulted in meaningful progress toward strengthening family engagement, community partnerships, communication systems, and school culture. Throughout the year, Creekside continued expanding opportunities for family involvement, student showcases, community-building events, and educational programming designed to strengthen connections between students, families, staff, and the broader school community. Several events and initiatives were highly successful and positively supported school culture and community engagement. The Walkathon generated strong participation and positive energy from students, families, and staff, while service-learning efforts such as the Toys for Tots drive reinforced Creekside's commitment to community involvement and giving back. Student showcases and school events provided families with meaningful opportunities to engage with student learning and school activities. Additionally, presentations and resources focused on digital wellness and screen time awareness supported both families and staff in strengthening healthy technology habits and student wellness.

The school also continued expanding communication systems and family engagement opportunities through newsletters, parent chats, wellness initiatives, PTO collaboration, surveys, volunteer opportunities, and calendared community events. Approximately 92% of Creekside families participated in the community survey and engagement process, reflecting strong family involvement and partnership within the school community. Families continued to express appreciation for Creekside's close-knit community, talented staff, individualized support, school culture, and strong communication efforts.

While implementation was largely successful, reflections throughout the year identified opportunities to strengthen alignment, sustainability, and communication around school events and initiatives. Some activities emerged from community interest or staff enthusiasm but were not always clearly aligned to established LCAP priorities or implementation capacity. As a result, the school recognized the importance of streamlining events, clarifying goals and responsibilities, gathering staff input earlier in the planning process, and ensuring stronger alignment between school initiatives, staff capacity, and community engagement goals. Overall, implementation of Goal 3 strengthened family partnership, school culture, communication systems, and community involvement while helping the school identify opportunities to improve long-term planning, collaboration, and sustainability of engagement efforts moving forward.

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.

NA

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

The specific actions implemented under Goal 3 were effective in strengthening family engagement, school culture, and community connection. Schoolwide events such as the Walkathon, student showcases, family events, and service-learning opportunities helped increase participation and foster a stronger sense of belonging among students, families, and staff. These activities supported Creekside's goal of maintaining a positive, connected, and relationship-centered school environment.
Communication efforts were also effective in increasing family engagement and transparency. Expanded use of newsletters, parent chats, surveys, wellness resources, and PTO collaboration helped families feel more informed and connected to the school community. Approximately 92% of Creekside families participated in the community survey and engagement process, reflecting strong family involvement and partnership. Parent feedback also reflected high levels of satisfaction related to school culture, communication, individualized support, and the overall community environment.
Educational presentations and wellness initiatives, including digital wellness and screentime awareness resources, were also effective in supporting families and reinforcing whole-child wellness goals. In addition, community service opportunities and multicultural activities positively supported the school's values of inclusion, service, and community connection. While the majority of actions were effective, reflections throughout the year identified opportunities to improve long-term planning, staff collaboration, and alignment between events and established school goals. Some initiatives required additional coordination and clearer role definition to ensure sustainable implementation and consistent staff engagement. These reflections highlighted the importance of streamlining priorities and ensuring that future events and programs are intentionally connected to LCAP goals, family engagement priorities, and available staff capacity.Overall, the actions implemented this year made meaningful progress toward strengthening communication, family partnership, community involvement, and school culture while helping identify areas for continued refinement and sustainability moving 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.

Creekside will continue prioritizing intentional communication with families through newsletters, parent education opportunities, wellness resources, and increased collaboration with PTO and community partners. Planned actions include continued parent education around digital wellness, screen time awareness, SEL, PBIS, and student wellness practices to strengthen school-home connections and support families in reinforcing consistent expectations and strategies at home. An additional refinement for the coming year includes full implementation of a schoolwide SEL calendar aligned with RISE values, PBIS expectations, and CASEL competencies. Monthly SEL/PBIS themes, resources, and strategies will be shared consistently with both staff and families to strengthen alignment across classrooms and increase shared understanding of social-emotional learning practices within the school community. This work will also support continued consistency in schoolwide SEL instruction, restorative practices, and positive behavior supports in collaboration with the Be Well team.
Additional refinements will focus on improving event planning structures, increasing family participation opportunities, strengthening communication consistency across grade levels, and ensuring that community-building efforts remain sustainable and clearly aligned with schoolwide goals.
These adjustments are intended to strengthen transparency, increase family engagement, improve coordination and communication systems, and further support a positive, connected, and inclusive school community.

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	Develop a Community Relations Team	Year 1: 2024-25 1. Include parents in team meetings a minimum of 4x per year. This is a crossover with the creation of a new parent team (see below). (Parents Supporting Parents and Digital Wellbeing Focus Group formed) Year 2: 2025-26 Continue with goal 1 Year 3: 2026–27 1. Continue strengthening parent partnership opportunities through Parents Supporting Parents, Digital Wellbeing initiatives, parent education events, and increased family participation in schoolwide wellness and SEL efforts. 2. Increase collaboration and communication between families, staff, and leadership through regular community meetings, newsletters, surveys, and shared SEL/PBIS/RISE resources. 3. Expand opportunities for family involvement and feedback to strengthen school-home connections, community engagement, and support for student wellness and success.	$0.00	No
3.2	Improved Communication between school and home	Year 1: 2024-25 1. Enhance communication with parents on what students are learning and experiencing while at school (Complete and in continued improvement) 2. Continue to review how our teachers currently communicate student success on curriculum standards, and develop stronger MTSS protocols to align with this 3. Develop quarterly LP meetings/ student showcase (Complete & in continued process) 4. Create more training videos and communication for parents on how to use school technology (Complete) 5. Further develop specific teacher posting standards for Schoology (Complete) Year 2: 2025-26 1. Enhance communication with parents on what students are learning and experiencing while at school (Complete and in continued improvement)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Develop quarterly LP meetings/ student showcase (Complete & in continued process) 3. Continue to create more training videos and communication for parents as needed (Complete) Year 3: 2026–27 1. Continue strengthening communication with families regarding student learning, classroom experiences, academic progress, and schoolwide activities through newsletters, Schoology, videos, and community updates. 2. Continue refining student showcase opportunities, LP meetings, and family engagement events to strengthen school-home connections and increase family participation in student learning. 3. Continue improving communication systems, technology resources, and family access to school information while maintaining consistent teacher communication expectations across grade levels.		
3.3	Increase Parent Learning/Training Opportunities (Technology, Child Development, Behavior)	Year 1: 2024-25 1. Further develop online modules for parent learning (Complete) 2. Increase parent training opportunities for technology (In process) 3. Establish a parent education committee for parents to share information on a variety of topics, including, but not limited to: child development, boundary setting, screen and technology awareness. (In process) 4. Assess and determine appropriate parent learning on a variety of topics, including SEL, academics, health, drugs and alcohol, screen use, puberty and normal development, and communicate this to the parent team on a quarterly basis 5. Identify local organizations to partner with that provide free training for parents to support social/emotional/academic growth. (In process) Year 2: 2025-26 1. Increase parent training opportunities for technology (In process) 2. Establish a parent education committee for parents to share information on a variety of topics, including, but not limited to: child development, boundary setting, screen and technology awareness. (In process) 3. Assess and determine appropriate parent learning on a variety of topics, including SEL, academics, health, drugs and alcohol, screen use, puberty	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		and normal development, and communicate this to the parent team quarterly 4. Identify local organizations to partner with that provide free training for parents to support social/emotional/academic growth. (In process) Year 3: 2026–27 1. Continue expanding parent education opportunities related to technology, digital wellness, SEL, academics, health, and child development through workshops, newsletters, videos, and community events. 2. Continue strengthening the parent education/community partnership team to support family learning, shared resources, and increased collaboration between school and home. 3. Increase partnerships with local organizations and community experts to provide accessible parent education, wellness resources, and support for students' social-emotional and academic growth.		
3.4	Community Building Events	Year 1: 2024-25 1. Foster community through assemblies and outdoor activities (Complete) 2. Encourage participation in fundraising efforts, volunteering & community events to include homeschool families (In process) 3. Emphasize cultural studies and celebrate diversity through events and activities. (Complete and in process) 4. Develop a timeline/calendar of events to be published in September (In process) Year 2: 2025-26 1. Encourage participation in fundraising efforts, volunteering & community events to include homeschool families (In process) 2. Emphasize cultural studies and celebrate diversity through events and activities. (Complete and in process) 3. Develop a timeline/calendar of events to be published in September (In process) Year 3: 2026–27 1. Continue strengthening community connection and school culture through assemblies, community events, outdoor activities, and increased	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		opportunities for family involvement across all programs, including homeschool families. 2. Continue promoting cultural awareness, inclusion, and belonging through multicultural activities, student learning opportunities, and schoolwide community events. 3. Continue refining and publishing a yearly schoolwide events calendar to improve communication, event planning, family participation, and collaboration across the school community.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Enhancing School Safety	Focus 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.

The LEA continues to prioritize school safety as a foundational goal to ensure a secure and supportive environment for students, staff, and visitors. This year, we expanded our efforts to improve our alarm and notification systems and enhance responsiveness in the event of an emergency. Because we're in a high-traffic resort area, we need clear signage and visible security to inform visitors and protect our campus. By increasing the number of emergency drills and updating safety protocols, we sought to ensure students felt prepared and confident during any potential incidents. The purchase of new safety equipment reflects our proactive approach to preventing and deterring threats. This ongoing focus on safety aligns with our school's vision and mission to support each student's academic, emotional, and physical well-being, and adheres to California's state standards for maintaining safe and inclusive school environments. By embedding school safety into our strategic planning, we continue to strengthen community trust and support the social-emotional growth and overall success of our students. Parents requested additional communication regarding the language and procedures used when preparing students for emergency drills. The school will incorporate these communication supports into next year's implementation plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Enhanced Protocols	Nine fire, earthquake, lockdown drills practiced throughout the year & safety measures presented & to students and teachers	Nine fire, earthquake, and lockdown drills practiced (3 each) in addition to one shelter in place throughout the year & safety measures presented & to	Total of 10 drills completed & safety measures presented to students, families and teachers	Increase number of drills practiced throughout the year to at least 10.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			students and teachers			
4.2	Update Safety Equipment	Basic needs met for safety	All but panic button intercom system installed	Improved communication - though panic button not installed	Enhanced equipment updated	

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.

The implementation of Goal 4, which is to Enhance School Safety, was successful overall and resulted in meaningful progress toward strengthening emergency preparedness, communication systems, and campus safety procedures. Throughout the year, Creekside continued to refine school-wide safety protocols through increased emergency drills, improved communication systems, and stronger coordination among staff, students, and families. We successfully conducted 10 emergency drills throughout the year, including fire, lockdown, earthquake, and shelter-in-place drills. Drill schedules and communication systems were strengthened through ParentSquare, shared calendars, and improved coordination with staff and families. The implementation of these systems improved transparency, preparedness, and school-wide awareness of safety procedures. After each drill, we engaged in reflection to identify areas for improvement and refine response protocols. Additional safety efforts included improving signage, strengthening supervision systems, and continuing discussions around long-term safety and communication needs. Staff familiarity and confidence with safety procedures increased throughout the year, and students generally responded appropriately and calmly during emergency drills and safety exercises. Support staff also played an important role in reinforcing communication and preparedness efforts across the campus.
While implementation was largely successful, the school continued to face logistical challenges related to scheduling drills during electives, winter programming, and varying student attendance throughout the year. The school also intentionally varied drill timing and scenarios to strengthen preparedness across different situations, which required planning and coordination.

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.

We spent 11,292.84 of the 12,000 budgeted. Negligible difference

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

The actions implemented this year were effective in strengthening school safety, emergency preparedness, and communication across campus. Creekside conducted 10 emergency drills throughout the year, helping improve staff and student familiarity with safety procedures and increasing overall preparedness. Communication and coordination also improved through the use of ParentSquare, shared calendars,

and increased communication with staff and families regarding drills and safety procedures. Ongoing reflection after drills helped refine response systems and strengthen school-wide preparedness. Additional improvements included updated signage and continued evaluation of campus safety systems and communication infrastructure. While scheduling drills during varying programs and seasonal schedules presented some logistical challenges, overall implementation resulted in meaningful progress toward maintaining a safe, prepared, and supportive school environment.

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

Based on reflections from this year's implementation, several refinements have been made to strengthen safety systems and communication for the coming year. The school will continue improving communication systems with staff and families regarding emergency procedures, drills, and safety expectations. We will also continue refining the Crisis Response Box to ensure emergency materials, protocols, and response information are organized, accessible, and ready for use when needed. Additional refinements include simplifying emergency response procedures by establishing one consistent fire drill reunification location rather than multiple meeting areas to improve clarity, efficiency, and accountability during drills and emergencies. We will continue evaluating campus alarm and communication systems to strengthen school-wide preparedness and response coordination.
These updates are intended to improve consistency, communication, organization, and overall campus readiness while continuing to support a safe and well-prepared school environment for students, staff, and families.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Enhanced Protocols	2024-25 (yr 1) Review & update protocols. Once finalized, share with the community Year 2: 25-26 Continue to refine protocols and educate the community on safety protocols Year 3: 2026–27 1. Continue refining and updating school safety and emergency response protocols to improve consistency, communication, and campus preparedness. 2. Continue educating staff, students, and families on school safety procedures, emergency drills, and reunification protocols through ongoing communication and training opportunities.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		3. Strengthen campus emergency response systems, including continued refinement of communication tools, drill procedures, and Crisis Response Box organization and accessibility.		
4.2	Safety Equipment	Year 1: 2024-25 Safety equipment purchased: *Camera system- Decided not to implement *Temporary barriers/boundaries- completed *Custom School Sign - Welcome to Creekside, All Visitors Must Sign In At The Office, Violators will be prosecuted under the penal code. - completed *Safety & Security film for glass on doors- completed - *Door locking bolts for the wall- decided not to implement *Stop the Bleed Kits- completed *Classroom Lockdown Kit + Radio/Flashlight/Cell Charger + First Aid Kit Year 2: 2025-26 1. Reconsider purchase of door locks straps 2. Add a stronger intercom with lockdown announcements Year 3: 2026–27 1. Continue evaluating and strengthening campus safety equipment, communication systems, and emergency response resources to improve schoolwide preparedness. 2. Continue refining campus lockdown and emergency communication systems, including exploration of improved intercom and announcement capabilities. 3. Maintain and update classroom emergency supplies, safety kits, signage, and campus safety infrastructure to support consistent emergency readiness across the school.	$5,000.00	No

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
$77,836	$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
2.998%	0.000%	$0.00	2.998%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5	**Action:** Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix **Need:** MTSS services (Counseling, Intervention, MTSS oversite)	Specific behavior and mental health support for students in unduplicated group, but will also benefit all students. Continued refinement of MTSS supporting all students. Creekside unduplicated students will benefit from stronger behavioral support coupled with mental health support. Additionally, we will continue to offer an increased aide support as given our TK ratios our aide was brought into TK full-time. This will support our	Intervention Support %, staff survey on MTSS support %, # of unduplicated students utilizing counseling/ behavior supports. Tier 1 supports in classroom with % of time that classroom teacher has aide in room.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	MTSS initiative to give more tier one support in the classroom Our 1.0 interventionist position at a small school is very unique and greatly supports our unduplicated students to close learning gaps.	

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.

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	8:235	NA
Staff-to-student ratio of certificated staff providing direct services to students	18:235	NA

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	$2,595,877	77,836	2.998%	0.000%	2.998%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$98,500.00	$0.00	$0.00	$0.00	$98,500.00	$83,000.00	$15,500.00

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	Discipline Systems	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00	$0.00			$0.00	
1	1.2	Implement PBIS (Positive Behavior Interventions and Supports) in all grades.	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	0
1	1.3	SEL programming TK-8	All	No			All Schools	2026-2027	$0.00	$1,000.00	$1,000.00				$1,000.00	0
1	1.4	Implement a new discipline matrix aligned with our PBIS and SEL initiatives	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	0
1	1.5	Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix	Students with Disabilities English Learners Low Income Intervention, Special education, and mental health	No Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Creekside Charter TK-8	2026-2027	$80,000.00	$0.00	$80,000.00				$80,000.00	100
1	1.6	1.6 Improve Playground Options and Expectations	All	No			All Schools	2026-2027	$500.00	$1,500.00	$2,000.00				$2,000.00	
2	2.1	Academic Advancement Team	All	No			All Schools	2026-2027	$2,500.00	$5,000.00	$7,500.00				$7,500.00	
2	2.2	Provide advanced learning options for students.	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
2	2.3	Continued MTSS/ SST procedure refinement	Students with Disabilities Students identified as needing extra support	No			All Schools	2026-2027	$0.00	$3,000.00	$3,000.00				$3,000.00	100
2	2.4	Refinement of after school offerings	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	0
2	2.5	Experts/ guest speakers/ field trips	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	

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
3	3.1	Develop a Community Relations Team	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.2	Improved Communication between school and home	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.3	Increase Parent Learning/Training Opportunities (Technology, Child Development, Behavior)	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
3	3.4	Community Building Events	All	No			All Schools	2026-2027	$0.00	$0.00	$0.00				$0.00	
4	4.1	Enhanced Protocols	All	No			All Schools	2025-2026	$0.00	$0.00	$0.00				$0.00	
4	4.2	Safety Equipment	All	No			All Schools	2026-2027	$0.00	$5,000.00	$5,000.00				$5,000.00	

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
$2,595,877	77,836	2.998%	0.000%	2.998%	$80,000.00	200.000%	203.082 %	**Total:**	$80,000.00
								LEA-wide Total:	$80,000.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.5**	Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Creekside Charter TK-8	$80,000.00	100

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$98,000.00	$72,548.00

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**	Discipline Systems	No	$4,000.00	0
1	**1.2**	Implement PBIS (Positive Behavior Interventions and Supports) in all grades.	No	$0.00	
1	**1.3**	SEL programming TK-8	No	$1,000.00	$1,000
1	**1.4**	Implement a new discipline matrix aligned with our PBIS and SEL initiatives	No	$0.00	
1	**1.5**	Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix	No Yes	$70,000.00	$70,000
1	**1.6**	1.6 Improve Playground Options and Expectations			
2	**2.1**	Academic Advancement Team	No	$0.00	
2	**2.2**	Provide advanced learning options for students.	No	$0.00	
2	**2.3**	Continued MTSS/ SST procedure refinement	No	$3,000.00	$1,548
2	**2.4**	Refinement of after school offerings	No	$0.00	

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)
2	**2.5**	Experts/ guest speakers/ field trips	No	$0.00	
3	**3.1**	Develop a Community Relations Team	No	$0.00	
3	**3.2**	Improved Communication between school and home	No	$0.00	
3	**3.3**	Increase Parent Learning/Training Opportunities (Technology, Child Development, Behavior)	No	$0.00	
3	**3.4**	Community Building Events	No	$0.00	
4	**4.1**	Enhanced Protocols	No	$0.00	
4	**4.2**	Safety Equipment	No	$20,000.00	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)
$50,497	$70,000.00	$70,000.00	$0.00	200.000%	100.000%	-100.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.5	Improve student services for mental health and intervention by maintaining and refining our MTSS to align with our new PBIS/restorative practice matrix	Yes	$70,000.00	$70,000	100	100

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)
2,519,663	$50,497	0	2.004%	$70,000.00	100.000%	102.778%	$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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