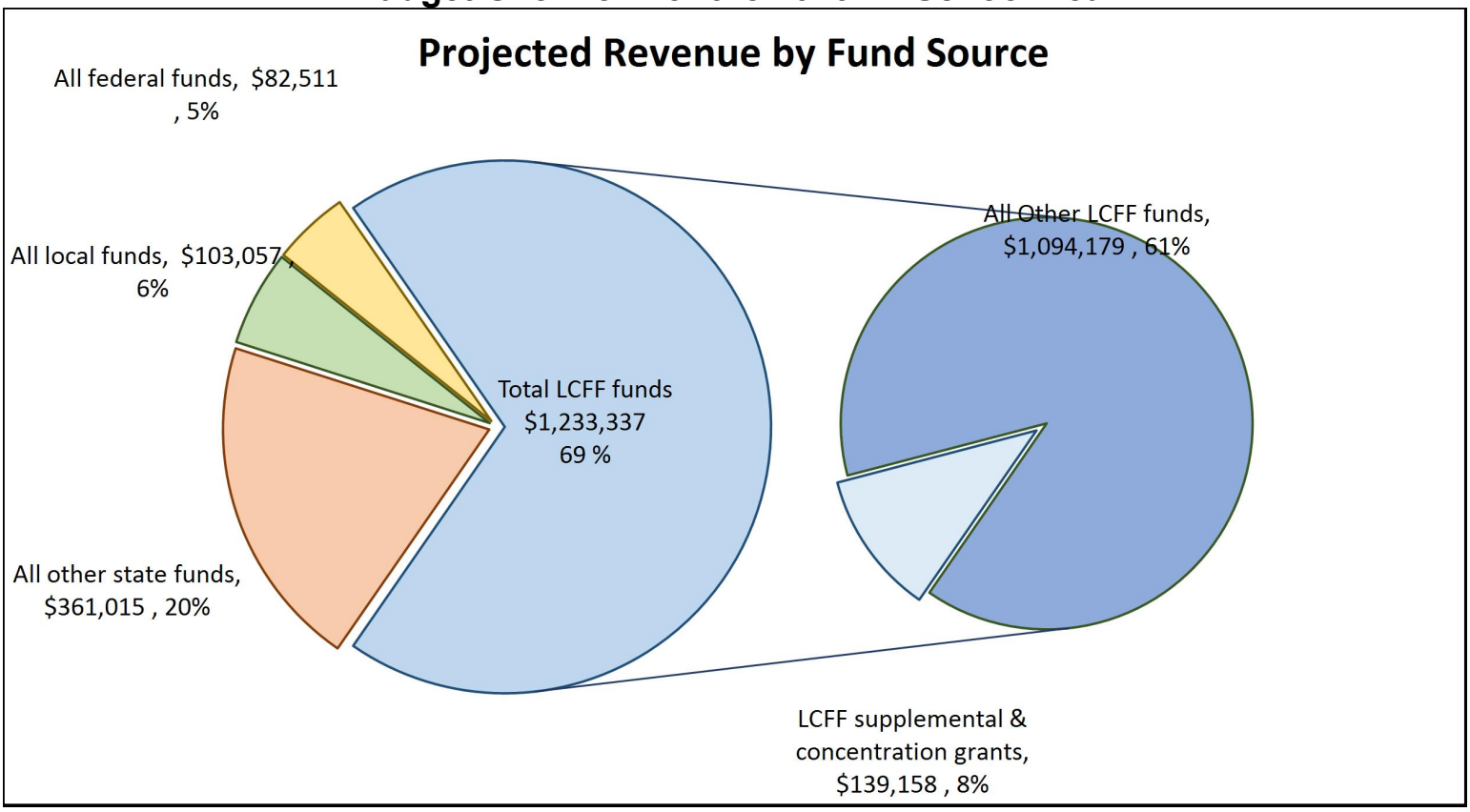
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Tree of Life Charter School
CDS Code: 23 65615 6117386
School Year: 2026-27
LEA contact information:
Stacy Strauss
Principal
stacystrauss@treeoflifeschool.net
(707) 462-0913

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

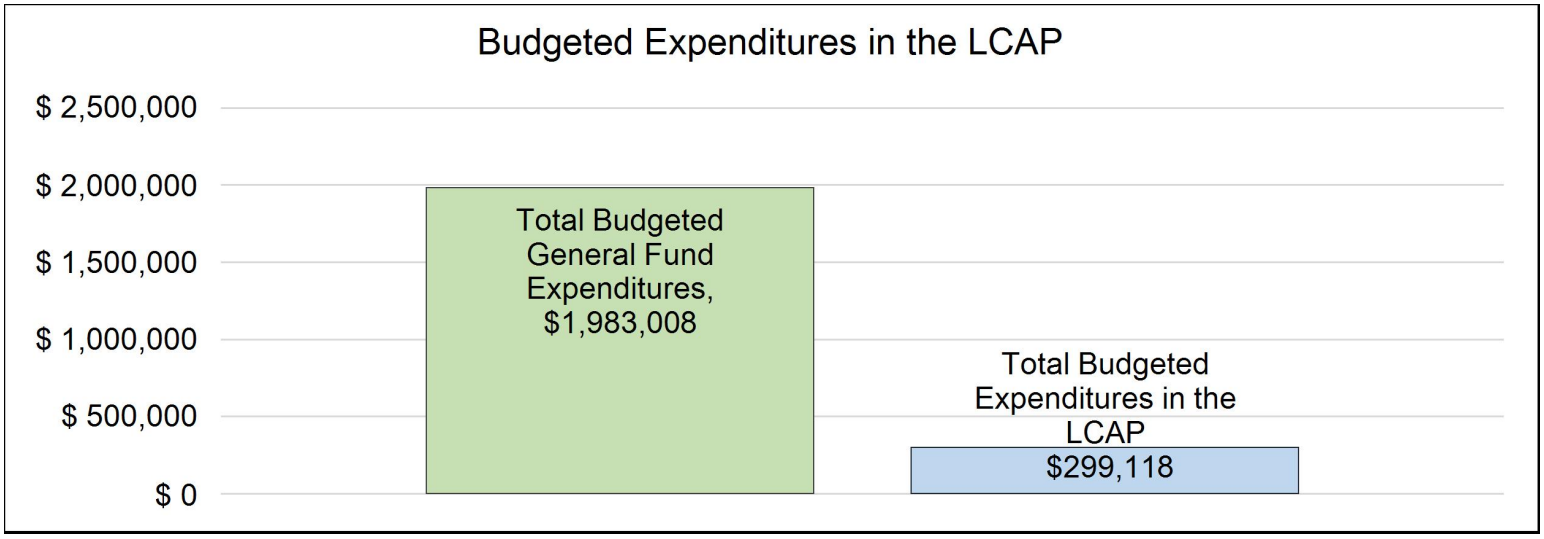


This chart shows the total general purpose revenue Tree of Life Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Tree of Life Charter School is $1,779,920, of which $1,233,337 is Local Control Funding Formula (LCFF), $361,015 is other state funds, $103,057 is local funds, and $82,511 is federal funds. Of the $1,233,337 in LCFF Funds, $139,158 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 Tree of Life Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Tree of Life Charter School plans to spend $1,983,008 for the 2026-27 school year. Of that amount, $299,118 is tied to actions/services in the LCAP and $1,683,890 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The text description of the above charter is as follows: Tree of Life Charter School plans to spend $1,983,008 for the 2026-27 school year. Of that amount, $299,118 is tied to actions/services in the LCAP and $1,683,890 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following: teacher and administrator wages and benefits, some special education coordinator and special education services, provider contractors, oversight fees, leases, utilities, insurance, membership fees, audit and legal fees, and advertising costs.

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

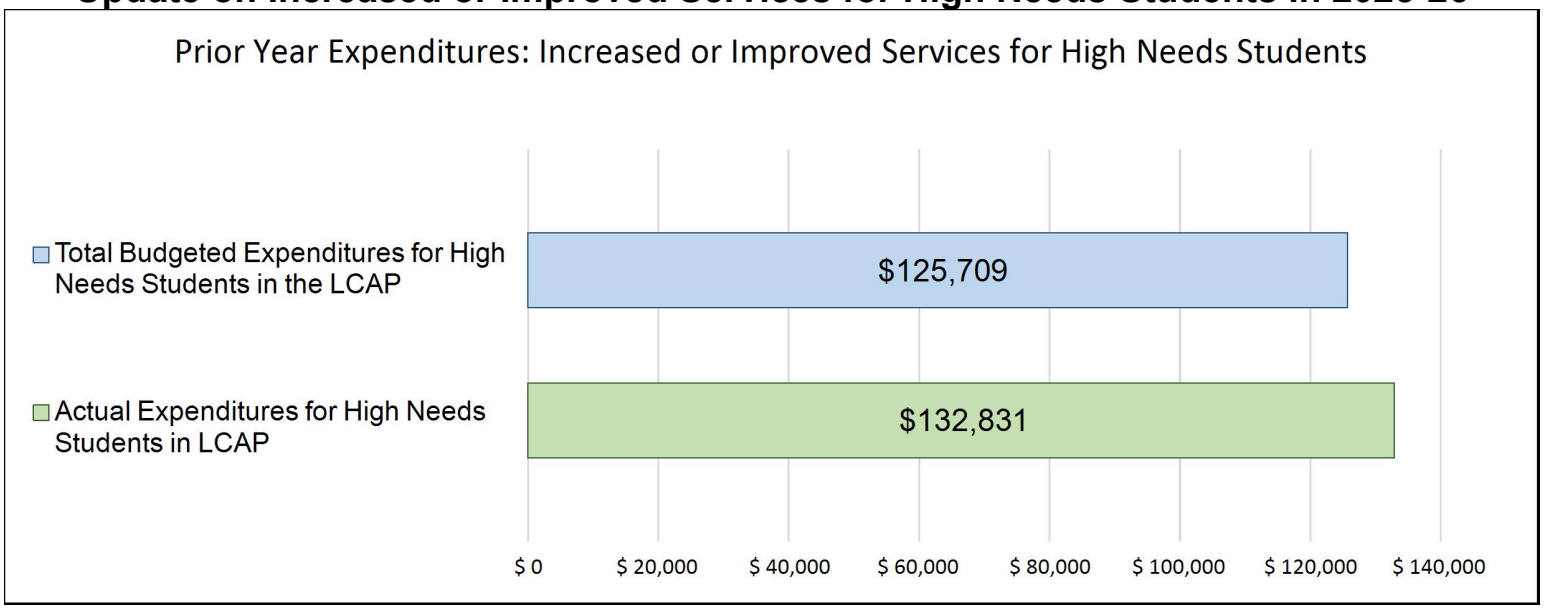
In 2026-27, Tree of Life Charter School is projecting it will receive $139,158 based on the enrollment of Foster Youth, English learner, and low-income students. Tree of Life Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tree of Life Charter School plans to spend $121,531 towards meeting this requirement, as described in the LCAP.

In 2026-27, Tree of Life Charter School is projecting it will receive $139,158 in supplemental and concentration funds based on the enrollment of foster youth, English learner, and low-income students. Tree of Life Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Tree of Life Charter School plans to spend $125, 709 towards meeting this requirement, as described in the LCAP.

Tree of Life Charter School is providing a service for high needs students in the 2026-27 LCAP that is not tied to an expenditure. This service will provide social emotional growth and learning through trained on-site Community Health Workers to work with high need students. It is a free service paid for through Medi-Calm so this is not included in the expenditures for high need students, yet it is still increasing services. The school estimated that this Action #1.8 will increase services by 1.3% which brings the school to 11.32% of increased and improved services.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Tree of Life Charter School's LCAP budgeted $125,709 for planned actions to increase or improve services for high needs students. Tree of Life Charter School actually spent $132,831 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
Tree of Life Charter School	Stacy Strauss Principal	stacystrauss@treeoflifeschool.net (707) 462-0913

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.

Tree of Life Charter School is a free, public Montessori educational environment for children ages 4-14 (TK-8). The school was founded in 2000 by parents and teachers who wanted the benefits of a Montessori education to be available in the Ukiah area for any family who wanted it. They also wanted a school that was small in size so that each child would be known individually and personally. Currently, the school has five classrooms and a capacity of 100-120 students. A secondary classroom was added in 2023-24. The school's authorizer, Ukiah Unified, approved an amended charter adding 7th and 8th grade. Its charter has been renewed four times by Ukiah Unified. The school is located in beautiful, rural Mendocino County on the Redwood Empire Fairgrounds. Over 50% of its students come from low-income families.
Tree of Life Charter provides free before and after care programming for all students for a total of a 10-hour day. The program focuses on outdoor, physical exercise, indoor games, and arts and crafts. Tree of Life uses only environmentally safe cleaning products and pest deterrents. It has an active reduce, reuse, recycle program, as well as schoolwide vegetable garden. The school's peace curriculum includes peacemaking and restorative justice, as well as behavioral and social-emotional learning and skills practice using Non-violent Communication. Tree of Life received the California Community School planning grant beginning in 2023-24. It completed the planning grant at the end of the 2024-25 school year. A Community School is a school that has community partnerships that support student academic outcomes, whole child engagement, and family development. Community schools' strategies include integrated support services, extended learning time, and collaborative leadership and practices. Using the Community Schools grant, the school piloted a program called Awareness Academy, an in person social emotional learning program that uses mindfulness, meditation, and yoga. Tree of Life Charter applied for and is receiving the Community Engagement Initiative for the 2025-26 and 2026-27 school years. Tree of Life is also receiving a Restorative Justice grant for the 2025-26 and 2026-27 school year. The grant is being used to hire a Restorative Justice Peer Partner to implement restorative justice program throughout the school.

It's the parents/guardians and staff, working together and investing their time, energy, and attention to the children, to the school community, and to facility remodeling and maintenance, who have made this school a treasure. When one visits or works in a classroom and hears the children's exclamations about their discoveries, sees them collaborating on projects, or listens to their ideas and questions about the universe, the effectiveness of this educational method that honors the uniqueness of each individual is evident.
Our Vision: Like parents everywhere, we care about our children, want what's best for them, and know that their experience in school can have a great impact on the quality of their life. We want them to have an education that is worthy of their beauty and potential. We want them in a place where they are known, not as part of a pack or faces in a crowd, but individually and personally. We want them in a school where they receive direct, high-quality attention, where their actual needs are met, where their potential is being realized. We want them in a classroom where they are engaged, interested, and happy – a place where they have a say about what they learn and how they learn it, where their education means something to them and to us, and where they have a vote and voice in class decisions. We want them in an environment where they are respected and where they are expected to respect each other and held accountable for it. We believe these simple but far-reaching desires can be the basis of an education that helps them grow into creative, truthful, compassionate adults who contribute meaningfully to the society that made their education possible.
The school we have created to meet our goals is based in part on proven principles that have born fruit in situations as different as the slums of Rome and the suburbs of Silicon Valley. It is also based on an element we think is relatively new – a desire to co-develop with our children, to become better, more effective, more fully human people by learning with and from them, both inside and outside their formal school setting.
Our Mission: Utilizing the Montessori philosophy, we will work and learn with our children, with our school staff, with each other, and with the community to develop confident, creative, fruitful citizens of a world made better by their having the opportunity to fully develop.

Reflections: Annual Performance

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

The 2025 CA School Dashboard revealed that all students were on average 22.4 above standard in English Language Arts, which is an increase of 17.3 points from 2024. This is an average of all students. Socioeconomically disadvantaged students increased by 26 points to an average of 5.7 below standard. The remainder of the student groups are less than 11 students, so they are not reported to the CA Dashboard for student privacy purposes. In Mathematics, the CA Dashboard revealed that overall, all students were at 25.6 points below standard. This was a decline of 5.3 points. Socio-economically disadvantaged students averaged 56.9 below standard which was a decline of 9.8 points. The school's suspension rate increased to 2.8% for all students which was a 2.8% increase. The school uses restorative justice practices and utilizes other classroom environments when students have difficulty with self-control. In 2025 student surveys, 68% of students feel emotionally safe, but only 52% of students reported feeling physically safe. 69% feel a sense of belonging. According to the DESSA, which is a teacher questionnaire that measures students' overall social and emotional competence, the number of students that fell in the "need for instruction" category was reduced from 28% at the beginning of the year to 7% at the end of the year. The 2025 CA Dashboard revealed that the school's chronic absenteeism rate is 13.7% which was a 5.1% increase from the previous school year.

Reflections: Technical Assistance

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

Tree of Life Charter was identified as needing differentiated assistance due to its high chronic absenteeism rate on the 2022 CA Dashboard. Many schools across the nation have experienced high chronic absenteeism due to the pandemic. The school's chronic absenteeism rate declined to 8.6% in 2024, so differentiated assistance was eliminated for the 2025-26 school year.

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

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

Monitoring and Evaluating Effectiveness

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

Not applicable

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
Students	1. Electronic survey during class for 3-8 students, paper survey for TK-2 students with teacher 2. biweekly all school meetings 3. student council 4. Student Representative on board cabinet
Parents/guardians	1. Electronic survey sent on Parent Square, during conferences, and Parent Council meetings 2. Monthly Parent Council meetings 3. Empathy Interviews for select families with students who are chronically absent 4. Two Parent Representatives on board cabinet
Staff	1. Electronic survey sent on Parent Square 2. Weekly staff meetings 3. Two Staff Representatives on board cabinet
Community	1. Two Community Board members 2. Booth entries at community events: Pumpkinfest, Mendocino County Science Fair; Pastels on the Plaza; etc

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

2025: Overall, 95% of parents who filled out the survey, feel that the overall quality of the school is good or excellent. More specifically, 15% of families disagreed or strongly disagreed that the school has clean well-maintained facilites, classrooms, and grounds. This seems like a large percentage, so the school will have several actions addressing this including landscaping maintenance services. 97.5% of families felt that they were well informed about school activities, but there was 10% who felt Parent Square was not effective. The staff will emphasize Parent Square during orientation conferences and give trainings. 22.5% of families felt they could not easily attend Parent Council meetings

so the school will continue to find ways to make it easier for them to attend meetings. Although, 59% of them reported that the barrier to attending was that they were having a hard time balancing everything. Favorite topics of meetings are family skills learning (woodworking, crafts, etc), a clothes closet, and tween activities. 12.5% reported that restorative justice practices were not clear, or they felt neutral. The school will emphasize education for staff, families, and students in restorative justice practices. 92.5% felt that free aftercare was helpful. The school will emphasize a dynamic, well designed aftercare program with options for clubs. 75% of families said they were interested in after school clubs. 50% said they would like to see more counseling services at school, so the school will have the school counselor and Mendocino Youth Project focus on small group counseling while all class SEL lessons will be done through Awareness Academy.
2026: The school used the MCOE Custom Insight survey. There was 88 percent positive feedback from families overall. More specifically, the survey was 96 percent positive on staff-student relationships. 76% of families feel belonging and community at Tree of Life. 89% of families feel positive about the learning environment. 88% of families feel positive about student wellbeing. The lowest score in this category was 71% in opportunities for parents to learn about supporting student's social emotional wellbeing and mental health. The topic of bullying and safety were 90 percent positive from families. Families were also 90 percent positive about the school's discipline procedures.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase the amount of support provided to students with learning disabilities, students from economically disadvantaged families, English Language Learners, foster youth, and youth in transition by highly qualified teachers, mental health professionals, paraprofessionals, and learning opportunities.	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 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

According to the 2023 CA Dashboard, socioeconomically disadvantaged students are still not performing as well as the overall average of the school's performance in both English Language Arts and Mathematics. This is a continuation of Goal #1 from the 2021-24 LCAP. The data supports that the school will continue this goal with some new actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Dashboard: Mathematics CAASPP (3rd-8th) scores will increase by 10% each year overall and 10% for socioeconomically disadvantaged students.	Overall, students were 21.8 below standard in Mathematics. Socioeconomically disadvantaged students were 64.5 points below standard on average.	Overall, students were 20.3 below standard in Mathematics, a slight improvement. Socioeconomically disadvantaged students were 41.7 points below standard on average, an	Overall, students were 26.3 below standard in Mathematics, a decline of 5.3 points. Socioeconomically disadvantaged students were 56.9 points below standard, a decline of 9.8 points.	Overall CAASPP mathematics test scores will be 15.9 below standard. Socioeconomically disadvantaged students will be 47.03 below standard on average.	Overall, students' Mathematics scores decreased by 20.6% from the Baseline. Socioeconomically disadvantaged students' scores increased by 11.7% from the Baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			improvement by 17.4 points.			
1.2	CA Dashboard: English Language Arts CAASPP (3rd-8th) scores will stay the same or increase overall. For socioeconomically disadvantaged students, scores will increase by 10% each year.	Overall, students were 29.4 points above standard. Socioeconomically disadvantaged students were 16.3 below standard on average.	Overall, students were 5.1 points above standard in ELA, a decline of 24.3 points. Socioeconomically disadvantaged students were 31.7 below standard in ELA, a decline of 15.3 points.	Overall, students were 22.4 above standard in ELA, an increase of 17.3 points. Socioeconomically disadvantaged students were 5.7 points below standard in ELA, an increase of 26 points.	Overall average will be at least 29.4 above average. Socioeconomically disadvantaged students will be 11.89 below standard on average.	Overall, students' ELA scores decreased by 23.8%, but were still 22.4 above standard. Socioeconomically disadvantaged students' scores increased by 65%.
1.3	NWEA MAP Growth K-2: Students that fall in the 1st-20th percentile in math will decrease by 10% each year.	All K-2 students: 49% of students are in the 1st-20th percentile.	All K-2 students, 41% of students are in the 1st-20th percentile. This is an 8% improvement.	All K-2 students, 33% of students are in the 1st-20th percentile in mathematics. This is an 8% improvement.	No more than 35% of K-2 students will fall in the 1st-20th percentile.	All K-2 students: 33% are in the 1st-20th percentile. This is a 16% improvement, and the target outcome was achieved.
1.4	NWEA MAP Growth K-2: Students that fall in the 1st-20th percentile in Reading will decrease by 10% each year.	All K-2 students: 40% of students are in the 1st-20th percentile.	All K-2 students, 29% of students are in the 1st-20th percentile. This is an 11% improvement.	All K-2 students, 16% of students are in the 1st-20th percentile. This is a 13% improvement.	No more than 29% of K-2 students will fall in the 1st-2oth percentile.	All K-2 students: there was a 24% improvement, well above the target outcome.

Goal Analysis [2025-26]

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

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

All actions were carried out to the best of the school's and staff's ability. Occasionally, after school tutoring had to be cancelled due to scheduling issues. The Special Education Coordinator work with specifically identified students after school, but some families would forget and pick up their child before tutoring was over. The metrics show that there were improvements in test performance of our

socioeconomically disadvantaged students in both mathematics and ELA. After looking at the data, the action plan for this goal was effective, although there is room for improvement in mathematics for 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.

All actions were carried out as planned with the exception of after school math club and tutoring. There were fewer hours carried out than planned because there were unexpected scheduling conflicts that happened throughout the year, so expenditures were slightly less than anticipated.

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

It appears that the action items are effective since there was improvement in test scores of the socioeconomically disadvantaged students across the board. Data on progress for ELL, foster youth, and youth in transition are not available because the sample size is less than 10 students. All the actions will continue for the 2026-27 school year with additional teachers providing an increase in afterschool tutoring. Staff have discussed that continually looking at data throughout the school year and responding to the data would increase fidelity.

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

A new action item is added: 1.9 additional after school tutoring with certificated teachers.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Full, time highly trained paraprofessionals in each classroom of at least 15 students	Highly qualified paraprofessionals in each classroom to work with students individually and in small groups; focus on specifically helping unduplicated students academically and socially.	$111,087.00	Yes
1.2	After School Program	Paraprofessionals provide a free after school arts and physical education program for 2 hours.	$24,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	After School Math Club	A certificated teacher will host an after-school math club for specified students. The club will consist of math games and hands on practice for students K-8.	$6,750.00	Yes
1.4	Academic Support from part time Special Education teacher	Part time special education teacher will provide intensified academic and behavior support and intervention to designated students and to consult instructional staff 5 hours per week.	$10,472.00	Yes
1.5	Academic and behavioral assessments and screenings	Universal and special academic and behavioral assessments and screenings to facilitate early and specific interventions and support services for students: DESSA and NWEA MAP Growth	$4,240.00	No
1.6	IXL Subscription	IXL is a K-12 membership to a personalized learning and assessment program. It is ESSA Tier 1 researched and shows that it leads to improved student outcomes.	$1,050.00	No
1.7	Accelerated Reader Subscription	Accelerated reader is an online subscription for students to be able to access reading comprehension materials for almost any book of their choice.	$1,543.00	No
1.8	Synergy Family Services in school support	Synergy will send a Community Health Worker on campus daily to assist with student wellness and social emotional goals through emotional regulation coaching, whole class lessons, and behavioral coaching and support. This item has no monetary costs as it is paid through Medi-Cal billing done by Synergy.		Yes
1.9	Supplemental tutoring support from certificated teachers after school		$7,700.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Each student will develop social/emotional skills, such as perseverance and self-control, that will enable them to achieve their goals even during a difficult time. They will develop regulation mechanisms. Students will also learn to work together and take pride in their work and school.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Social emotional learning has always been important at Tree of Life and part of the Montessori curriculum. Social emotional learning continues to be an area for emphasis from staff and parents/guardians. Staff are seeing a lot of emotional dysregulations in classrooms, especially in the TK-3 grades and 100% of them have requested more support in this area. 57.5% of parents/guardians who filled out the survey say the SEL is important to them. The DESSA (Devereux Student Strengths Assessment) showed that the percentage of students who demonstrate the need for social emotional learning was 50% or more in all competencies: social awareness, self-management, optimistic thinking, and goal directed behavior.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Each year, the school will reduce the percentage of students by 3% who fall in the "need" category for these competencies: social awareness, self-management, optimist thinking, and goal directed behavior.	Each of these competencies have 50% or more students that fall within the "need" category.	Overall, there was a 21% reduction in students that fell in the "need" category. There was an increase of 6% that fell into the "typical" category. 13% increase in students that were	Overall, 9% of students fell in the "need" category on the DESSA.	Each competency will have 41% or less of students that fall within the "need" category.	There was a reduction of 41% of student that fell within the "need" category across all competencies.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in the "strength" category.			
2.2	Each year, there will be a 5% reduction of incidents where a teacher needed to intervene, or a student needed to be removed from the classroom (in house suspension).	During the 2023-24 school year, there were 82 incidents where a teacher intervened, or a student had to be removed from the classroom.	During the 2024-25 school year, there were 288 incidents where a teacher intervened, or a student had to be removed from the classroom.	During the 2025-26 school year, there were 316 incidents where a teacher intervened, or a student had to be removed from the classroom.	There will be a reduction to 70 incidents during the school year.	Incidents increased by 385% from the baseline.
2.3	The percentage of students who feel emotionally and physically safe at school will increase by 2% each year.	90.8% of TK-8 students said they felt emotionally safe at school. 83% of students said they felt physically safe at school.	68% of students said they felt emotionally safe at school. 52% of students felt physically safe at school. This data did not include TK-K because their data was compromised.	65.7% of TK-2 students feel emotionally safe at school. 3-8 grade students participated in a different survey this year through MCOE so the questions were slightly different than the past two years. In the Student Wellbeing category, scores were 71% positive. In the Bullying and Safety category, scores were 75% positive.	96% of students will report that they feel emotionally safe at school. 88% of students will report that they feel physically safe at school.	There was a reduction in students feeling safe by an average of 16.9% below the baseline.
2.4	The percentage of students who are on task will increase.	No data at this time. Data will be collected at the beginning of the 2024-25 school year.	No data collected. Staff general observations were varied between different levels of classrooms.	During observations of all five classrooms throughout the year, an average of 90% of students		There was no baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				were on task across all classes.		

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.

ILS (Integrated Listening Systems) was implemented with a total of 6 students during the 2024-25 school year, but not in 2025-26 due to staff focusing on different duties. Staff is planning to emphasize starting the ILS program again for 2026-27. The school incorporated more Restorative Justice into its discipline procedures with the addition of a Restorative Justice Peer Partner as well as the Restorative Justic training with all staff. The RJ Peer Partner carried out Tier 1 Restorative circles in all classrooms weekly and all school meetings biweekly. This program will continue in 2026-27 with even more fidelity as staff receive more training. The classes had many collaborative field trips and projects, including Mock trial. At the beginning of the school year, many of the students from the 4th-6th grade class gave presentations at all school meetings, but then it tapered off as the year progressed. The Synergy SEL program was a pilot program. As with all pilot programs, there was a lot of learning and adjusting. Overall, the students enjoyed having Synergy staff on campus and talking with them. It was challenging for them to serve students privately, when needed, because there wasn't always an inside space. There was also frequent staffing turnover with Synergy. Staff will decide whether to continue the Synergy program for the 2026-27 school year after meeting with them in June to discuss next steps. Both classrooms (1st-3rd) used MooZoom as a daily SEL practice, although both teachers said they did not use it every day.

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

Action 2.1, Integrated Listening System (iLS), was not implemented due to scheduling challenges. Action 2.5, weekly SEL lessons with the Restorative Justice Peer Partner, was an additional action added after staff discussion and the RJPP was hired.

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

The data showed mixed results in whether the actions were effective or not. The Synergy program was helpful at times, but sometimes the students used the Synergy staff as an outlet to complain instead of problem solve. The number of incidents increased immensely. Staff discussed why they think that happened. Many believed that because there were more staff available (RJPP and Synergy) to write incident reports, the reports were written with more fidelity than in previous years. Students sharing their projects and classes collaborating were both successful but could be done more frequently. It is hard to know which goals did or did not contribute to the metric results. We do know that we need to continue to serve our students with an emphasis in social emotional learning.

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.

At the end of the 2024-25 school year, the school did a two-week pilot program with Synergy Family Services. It was an in-school support program where trained Community Health Workers assisted student wellness and SEL goals through emotional regulation coaching, whole class lessons, and behavioral coaching and support. This item has no monetary costs as it is paid through Medi-Cal billing done by Synergy. This action item will support this goal by increasing emotional wellness and preparing students for academic learning in the classroom. It is an action item that supports Goal #1 and Goal #2. Under Goal #1 it is Action item 1.8. The second part to the Synergy program is Action Item 2.5. Synergy staff will give class lessons weekly. This action will not continue for the 2026-27 year. It has been replaced with weekly lessons done by the Restorative Justice Peer Partner.

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	Integrated Listening System (iLS)	Implementation of use of 4 iLS systems and training for instructional assistants on Integrated Learning Systems sound therapy and sensory-motor program for students needing support with focus and attention, integrating information, and impulse control. Each instructional aide will be used to implement iLS for students who demonstrate the need.	$6,900.00	Yes
2.3	Interclass room Collaborative Projects	Teachers will collaborate with other teachers for class projects. They will plan these projects during the week before school starts.		No
2.4	Student Presentations during All School Meetings	At biweekly all school meetings, students will give presentations of their work. This will instill a sense of pride and accomplishment in their work and develop self confidence.		No
2.5	Restorative Justice Peer Partner: classroom weekly lessons	Restorative Justice Peer Partners will conduct weekly classroom lessons with all 5 classes: Primary, Junior Elementary 1 & 2, Senior Elementary, and Secondary. These lessons are Tier 1 Restorative Practices to build respectful relationships between students to prevent conflicts.	$7,146.00	No

Action #	Title	Description	Total Funds	Contributing
2.6	Restorative Justice/ trauma informed practices training	Two days of all staff training to include topics of Restorative Justice and Trauma Informed Practices on teacher in services day.	$7,500.00	Yes
2.7	Moo Zoom SEL program	The school will have a subscription to Moo Zoom for 1st-3rd grade and Secondary classes.	$2,500.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The school will support an equity based, fully implemented Montessori curriculum with an emphasis on mathematics, but also includes English Language Arts, geometry, geography, history, sciences, practical life, sensory elements, physical education, gardening, and all of the arts. The school will continue to utilize and enhance the outdoor environment, creating comfortable, shaded space for students to enjoy and work outside. Implementing this curriculum and having pleasant spaces for students to learn will increase attendance and address chronic absenteeism.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school would like to continue an emphasis on its Montessori curriculum as it states in the charter. It is the hands-on material and projects that keep the students wanting to come to school. The Montessori curriculum is at the heart of its charter. Montessori believed that children should have a connection to the outdoors and respect its beauty. The school's mathematics scores have gone down dramatically from the 2022 to the 2023 California Dashboard results which is why the school is emphasizing mathematics. If the school receives the Farm to School grant, there will be more action items added to this goal, including hiring a gardening teacher. There are also actions from Goal #1 that supports this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Improvement fo Chronic Absenteeism rate by 7% each year.	According to the 2023 CA Dashboard, the school's chronic absenteeism rate was 30.2%.	According to the 2024 CA Dashboard, the school's chronic absenteeism rate	According to the 2025 CA Dashboard, the school's chronic absenteeism rate	The chronic absenteeism rate will be 9.2%.	The difference in the school's current chronic absenteeism rate and the Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decreased to 8.6%.	increased to 13.7%.		was a decrease of 21%.
3.2	CAASPP mathematics test scores will improve by 10% each year on average for all students.	Overall, mathematics test scores were 21.8 points below standard.	Overall, mathematics test scores were 20.3 below standard which is a 7% increase. For socioeconomically disadvantaged students, there was 17.4-point increase. The average is now 41.7 below standard.	Overall, mathematics test scores were 25.6 points below standard with was a decline of 5.3 points. For socioeconomically disadvantaged students, there was a 9.8 point decline.	Overall CAASPP mathematics test scores will be 15.9 below standard.	The difference in mathematics test scores overall from the baseline was a decline of 3.8 points.
3.3	There will be an increase in students reporting that they feel challenged at school.	54.8% of students reported on a scale of 1-5 they feel challenged at a 4-5 level.	55% of students reported that they agree/strongly agree they feel academically challenged at school (5 levels to choose from)	There was 61% positive 3rd-8th student feedback on the school's learning environment, including 83% who responded that teachers give them helpful feedback to improve. The school's survey was done using Custom Insight through MCOE. This was a survey that had slightly difference questions than in previous years. 76.4% of TK-2	75% of students will report that they feel challenged at school on a 4-5 level.	It seems like there is overall improvement of students feeling challenged, but it is hard to compare the data to the Baseline when the questions were slightly different.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				students reported that they are academically challenged at school.		
3.4	There will be an increase in families reporting that the school's campus and grounds are clean and well maintained.	70% of families agree or strongly agree that the school's campus and grounds are clean and well maintained.	70% of families agree or strongly agree that the school's campus and grounds are clean and well maintained.	The new Custom Insight survey for families did not ask questions about the school's campus or grounds.	85% of families will agree or strongly agree that the school's campus and ground are clean and well maintained.	N/A

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.

Several of the action items are ongoing and will continue for the 2026-27 school year. There were some of the math materials replaced in some of the classrooms. For 2026-27 school year, the teachers will take a closer look at the Montessori mathematics practices to see how math can be emphasized more in the classrooms. Montessori Compass was used in 2025-26 and will continue in 2026-27 because it is useful to keep track of student's lessons and correlates the Montessori lessons to the state standards. The staff has discussed alternatives to Montessori Compass and might consider them in the future. One instructional assistant completed online Montessori assistants training. Three teachers completed the Montessori Acceleration Pathway training to enhance the TK-3 reading program. One teacher did two days of observations to four different Montessori schools. Student volunteering consisted of the Secondary class volunteering at the Ukiah Food Bank and the student council arranged Kindness Week activities to raise money for Mercy Ships, an organization that sends medical care to remote places via ships. The junior elementary classrooms volunteer picking up trash on campus. All classes attended field trips and all students participated regardless of the ability to pay. This included an all-school field trip to Ukiah on Ice. The school received the Farm to School grant and used the funds to expand its menu using fresh, locally farmed ingredients. After school tutoring happened at least three days per week for 30 minutes plus two days per week of Math Club.

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.

All expenditures were on track for what was planned with the exception of replacement of math materials. The school did not spend as much as planned on replacing math materials.

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

The school's chronic absenteeism rate increased (5.1%) to 13.7% in 2025. Students who were chronically absent during the 2025-26 school were absent for various reasons, but social emotional reasons or students who moved but we didn't receive records requests right away were the most frequent reasons. CAASSP test mathematics scores increased across the board according the 2024 CA Dashboard, but not on the 2025 CA Dashboard. Positive feedback about students feeling challenged and positive learning environments increased.

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.

With the Farm to School grant, the school hired a Farm to School coordinator that will do weekly gardening and nutrition lessons. Action 3.9 was also added in 2025-26 to support reading curriculum consistency across the three TK-3 classrooms and accelerate reading achievement. After school tutoring time will be increased for the 2026-27 school year using several resources. Action 3.10 was added: The teachers will discuss and implement a plan to increase mathematics direct instruction in all classes and continue to use Montessori Compass (until there is a better alternative). Montessori trainings and teacher peer observations will continue as opportunities arise, but administration wants to put an emphasis on the peer observations at other Montessori schools.

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	Replace or add to the math materials in each classroom.	Staff will focus on the math materials and replace or add to the Montessori materials on the shelf.	$6,000.00	No
3.2	Montessori Compass	Montessori Compass is a system of keeping track of lessons and learning for the teachers to use when planning.	$1,550.00	No
3.3	Montessori trainings	Montessori trainings for certificated teachers and instructional aides	$2,500.00	
3.4	Teacher Peer Observations	Teachers will have 2 full day opportunities to observe other classrooms within our school and at other Montessori charter schools	$2,500.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Students Volunteering in Community	Each class will age appropriately develop a way to give back to the community by volunteering or raising money to donate.		No
3.6	Field trip program	The school will continue a robust field trip program but will ask for family commitment during orientation conferences to driving on these field trips. Field trips are paid for through fundraising efforts.	$5,000.00	No
3.7	Expand the homemade breakfast/lunch menu	The school will expand it breakfast and lunch menu using current grant money to buy local, fresh ingredients. This will reduce tardiness and chronic absenteeism. The school will hopefully receive another grant, Farm to School, to expand the program even more.	$33,082.00	No
3.8	Gardening lessons with Farm to School grant coordinator	The Farm to School coordinator will also do scheduled garden/cooking lessons with students on a weekly basis.	$20,200.00	No
3.9	Montessori Reading Acceleration Pathway	The Montessori Reading Acceleration Pathway is an accelerated reading program with its roots deep in Montessori principles and is designed to be used with public Montessori schools. This program will be used with the Primary and Junior Elementary class, three altogether. There are teacher manuals, a progress monitoring tool, family resources, and training webinars for teachers.	$2,640.00	No
3.10	Increased class time spent on Mathematics direct instruction	All classrooms will increase class time spent on Mathematics direct instruction		No
3.11	.5 FTE highly qualified instructional assistant to give extra academic support to	For 3.25 hours per day, a high qualified instructional assistant will work with specified students in all classrooms for a 10-week period. After each 10-week period, the IA may work with different students.	$20,338.00	Yes

Action #	Title	Description	Total Funds	Contributing
	unduplicated students			

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Parents/Guardians will feel emotionally supported by the school and staff and therefore, be able to emotionally support their children. The school will facilitate building a community to support families and networking to encourage one another. The school will provide a safe space for conversations about parenting, training, and resources in Montessori philosophy and positive parenting techniques. Families will feel a connection between home and school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal is important to Tree of Life because it is part of its charter. The school has been trying different actions to increase participation at Parent Council meetings for many years because that seems like an obvious way to emotionally support our families. We will continue to provide food and childcare for meetings because that is helpful for families to be able to attend, but it is still difficult to increase attendance. When the school has an evening celebration, such as Winter Talent Show or the Bridging ceremony, almost all families participate. Despite low attendance at regular Parent Council meetings, 76% of families report that their students feel positive about belonging and community. It is also part of our charter that there is an alliance between home and school and between families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance at parent meetings (virtually and in person): Average attendance will increase by 2 each year from previous year's average.	Average attendance during the 2023-24 school year was 9.4.	Average attendance during the 2024-25 school was 7.4.	Average attendance during 2025-26 was 7.3.	Average attendance will be 15.4.	This was 2.1 below the Baseline.
4.2	An increase of 5% of parents reporting that they are familiar with the	55% of parents report that they agree or strongly agree that they	There was an increase to 70% of parents reporting	90% of families reported that they felt positive about	70% of parents will report that they are familiar with the	This was 35% above the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	restorative justice process and the school's discipline policy	are familiar with the restorative justice process and the school's discipline policy.	that they agree or strongly agree that the restorative justice practices and discipline policies are clear to them.	the school's discipline policy: students have a clear understanding of rules, consequences, expectations are fair, and they are treated fairly.	restorative justice process and the school's discipline policy.	
4.3	100% of parents will report that the school is a supportive and inviting place to learn.	Currently 95% agree or strongly agree with that statement and 5% are neutral.	100% of parents reported that they agree or strongly agree that the school is a supportive and inviting place to learn.	90% of families reported that they felt positive about the school's bullying and safety protocols demonstrating that the school is a supportive and inviting place to learn.	100% of parents will report that the school is a supportive and inviting place to learn.	This was 10% below the baseline.

Goal Analysis [2025-26]

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

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

Most of the actions were implemented as planned. Food was served at 2 of the 3 regular Parent Council meetings. Those meetings were also combined with fundraising meetings and game night. Childcare was provided at all Parent Council meetings. Since the new multipurpose building was not open during the 2025-26 school year, the projector and screen was not purchased yet. The Director/Principal greeted families/students at the gate at least twice per week. The independent study coordinator emphasized and offered independent study to all students who were chronically absent or truant. The school also had an Attendance Recovery program through the ELO-P program that was in addition to the action items here. The office continued to send out weekly updates. Teachers sent updates as needed for their specific classroom.

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

The only expenditure that was different was for Action #4.4 for the projector and screen.

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

All of the actions were effective but could be adjusted slightly for improvement. Despite the decreased average attendance at Parent Council meetings, parents who come to events such as the Back-to-School potluck, Bridging Ceremony, or Winter Talent Show often say that they feel community and a sense of connection at our school. A lack of connection is not what is keeping them from coming to meetings. There was also a significant increase in parents reporting that they and their children understand the school's discipline policy. 90% of parents agreed that Tree of Life is a supportive and inviting place to learn.

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.

For Action #4.1, the staff discussed reducing Weekly Office and Classroom updates being reduced to monthly so that Parent Square posts are not flooding families with too much communication. For Action 4.2, game night will be hosted for students during Parent Council meeting along with food. The school will host Parent Support group nights where parents can share their parenting experiences with each other. This was added as an idea from the CEI committee.

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	Monthly Office and Classroom Updates	Administration and classroom teachers will send monthly updates informing families of activities, events, and resources available to them.		No
4.2	Childcare/game night during Parent Council Meetings	Childcare will be provided during Parent Council Meetings	$250.00	No
4.3	Topics for Parent Council Meetings	Topics for Parent Council Meetings will be chosen by families		No

Action #	Title	Description	Total Funds	Contributing
4.4	Zoom link will be provided for Parent Council meetings	A Zoom link will be provided for all Parent Council meetings for any family who can't attend in person. A projector and screen will be purchased for the new multipurpose room.	$800.00	No
4.5	Greeting at the gate	Director or other personnel will greet students and families at the gate each morning.		No
4.6	Restorative Justice education	A handout with information about Restorative Justice will be provided at Orientation conferences before school begins. There will also be more information sent home and during Parent Council meetings.		No
4.7	Attendance Secretary/ Independent Study Coordinator	The attendance secretary will coordinate all independent study contracts between families and teachers. The attendance secretary will communicate with families to offer independent study and send out reminders to turn it in before the due date.	$11,070.00	No
4.8	Food/game night served at Parent Council Meetings	The school will serve light snacks at Parent Council meetings or host a potluck so that families can more easily attend meetings.	$2,000.00	
4.9	Parent Support Group evenings	The school will host periodic discussions in the evenings for parents to share their parenting experiences and support each other. There will be childcare and light snacks provided. Families who attend will receive a board game to take home	$300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$139,158	$12,556

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
13.671%	0.000%	$0.00	13.671%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Full, time highly trained paraprofessionals in each classroom of at least 15 students **Need:** Lower test scores in Mathematics and English Language Arts. **Scope:**	Each classroom will have an instructional aide that focuses on helping the unduplicated students academically and socially. They will give the support needed to students with their follow up work. The unduplicated students are not separated from all students, so it makes sense for paraprofessionals to help all students.	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.9	**Action:** Supplemental tutoring support from certificated teachers after school **Need:** **Scope:** LEA-wide Schoolwide	Certificated teachers will be contracted to work with students 1 on 1 or in small groups, especially in mathematics.	1.1, 1.2, 1.3, 1.4
2.6	**Action:** Restorative Justice/ trauma informed practices training **Need:** Increased frequency of incidents with teacher intervention or sent out of classroom **Scope:** LEA-wide Schoolwide	The students are in social situations that need to be addressed as a classroom.	Incidents involving UP will decrease.
3.10	**Action:** Increased class time spent on Mathematics direct instruction **Need:** Although Mathematics test scores for unduplicated students increased, over all scores decreased and are below standard.	It addresses the need for all students to have more direct instruction and math practice.	CAASPP and MAP test scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope:		
3.11	**Action:** .5 FTE highly qualified instructional assistant to give extra academic support to unduplicated students **Need:** Test scores of socioeconomically disadvantaged students are much lower than over all test scores. **Scope:** LEA-wide Schoolwide	It addresses the needs because instructional aides need to be able to assist students without seeming preferencial to certain students. They can focus on the unduplicated students with the students knowing.	3.2, 3.3

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	**Action:** After School Math Club **Need:** Below standard test scores on CAASPP **Scope:**	Socioeconomically disadvantaged students' CAASPP test scores are 56.9 points below standard. After school math club uses fun math games to specifically target math skills for students in need. Effectiveness of this action will be measured using CAASPP and MAP test scores. Assessments are given 3 times through out the school year.	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.4	**Action:** Academic Support from part time Special Education teacher **Need:** For students designated by teachers and test scores **Scope:** Limited to Unduplicated Student Group(s)	After examining test scores, targeted instruction on specific skills by certificated teacher prioritizing students from unduplicated student groups.	1.1, 1.2, 1.3, 1.4
1.8	**Action:** Synergy Family Services in school support **Need:** Unduplicated students who are demonstrating low test scores as a result of missing instruction time due to social/emotional issues. **Scope:** Limited to Unduplicated Student Group(s)	Supporting our unduplicated student groups socially and emotionally will increase their class time to receive direct instruction of their academic lessons. This goal will address the needs of unduplicated pupils but will also serve all students because they all interact socially.	1.1, 1.2, 1.3, 1.4
2.1	**Action:** Integrated Listening System (iLS) **Need:** Students who need help with focus and attention and emotional regulation. **Scope:** Limited to Unduplicated Student Group(s)	iLS is sound therapy that has been proven to help students' behavior and focus. A staff member will be responsible for implementing this sound therapy with unduplicated students who have demonstrated the need for emotional regulation. This will aid them in the classroom to be able to attend and focus on academic lessons.	2.2, 2.4

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

All three of these actions: after school math club, support from special education teacher, and the Integrated Listening System will be prioritized for the unduplicated students. If space and time is allowed, other students will also be able to receive services, but only if unduplicated are given priority.

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.

Tree of Life Charter School has an unduplicated pupil percentage of 57.34%. The school is receiving $16,295 Concentration Grant Funding. The school will employ 4.5 instructional aides to serve its 5 classrooms and adding another .5 FTE to give additional support with concentration grant funding. The school will also employ 6.5 certificated staff including a part-time Special Education Coordinator.

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		1:19.2
Staff-to-student ratio of certificated staff providing direct services to students		1:16

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	1,017,939	139,158	13.671%	0.000%	13.671%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$148,191.00	$100,161.00	$5,800.00	$44,966.00	$299,118.00	$206,717.00	$92,401.00

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	Full, time highly trained paraprofessionals in each classroom of at least 15 students	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	2024-25; 2025-26; 2026-27	$111,087.00	$0.00	$79,093.00			$31,994.00	$111,087.00	
1	1.2	After School Program	All	No			All Schools	2024-25; 2025-26; 2026-27	$22,000.00	$2,000.00		$24,000.00			$24,000.00	
1	1.3	After School Math Club	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25, 2025-26; 2026-27	$6,750.00	$0.00		$6,750.00			$6,750.00	
1	1.4	Academic Support from part time Special Education teacher	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2024-25; 2025-26	$10,472.00	$0.00				$10,472.00	$10,472.00	
1	1.5	Academic and behavioral assessments and screenings	All	No			All Schools	2024-25; 2025-26; 2026-27	$0.00	$4,240.00	$4,240.00				$4,240.00	
1	1.6	IXL Subscription	All	No			All Schools Grades 3-8	2024-25; 2025-26; 2026-27	$0.00	$1,050.00	$1,050.00				$1,050.00	
1	1.7	Accelerated Reader Subscription	All 3-8 grade all students	No			All Schools	2024-25, 2025-26; 2026-27	$0.00	$1,543.00		$1,543.00			$1,543.00	
1	1.8	Synergy Family Services in school support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	2025-26; 2026-27								1.8

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	1.9	Supplemental tutoring support from certificated teachers after school	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2026-27	$7,700.00	$0.00	$7,700.00				$7,700.00	
2	2.1	Integrated Listening System (iLS)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		2024-25; 2025-26; 2026-27	$6,900.00	$0.00	$6,900.00				$6,900.00	
2	2.3	Interclass room Collaborative Projects	All	No			All Schools	2024-25; 2025-26; 2026-27								
2	2.4	Student Presentations during All School Meetings	All Students with Disabilities	No			All Schools	2024-25; 2025-26								
2	2.5	Restorative Justice Peer Partner: classroom weekly lessons	All	No			All Schools	2025-26, 2026-27	$0.00	$7,146.00		$7,146.00			$7,146.00	
2	2.6	Restorative Justice/ trauma informed practices training	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-25; 2025-26	$7,500.00	$0.00	$7,500.00				$7,500.00	
2	2.7	Moo Zoom SEL program	All	No			All Schools 1st-3rd and 7th-8th	2025-26	$0.00	$2,500.00		$2,500.00			$2,500.00	
3	3.1	Replace or add to the math materials in each classroom.	All Students with Disabilities	No				2024-25, 2025-26; 2026-27	$0.00	$6,000.00	$6,000.00				$6,000.00	
3	3.2	Montessori Compass	All	No			All Schools	2024-25, 2025-26, 2026-27	$0.00	$1,550.00	$1,550.00				$1,550.00	
3	3.3	Montessori trainings						2024-25; 2025-26; 2026-27	$0.00	$2,500.00				$2,500.00	$2,500.00	
3	3.4	Teacher Peer Observations	All	No			All Schools	2024-25; 2025-26, 2026-27	$2,500.00	$0.00	$2,500.00				$2,500.00	
3	3.5	Students Volunteering in Community	All Students with Disabilities	No				2024-25; 2025-26, 2026-27								
3	3.6	Field trip program	All	No			All Schools	2024-25; 2025-26, 2026-27	$0.00	$5,000.00			$5,000.00		$5,000.00	
3	3.7	Expand the homemade breakfast/lunch menu	All	No			All Schools	2024-25; 2025-26, 2026-2027	$0.00	$33,082.00		$33,082.00			$33,082.00	
3	3.8	Gardening lessons with Farm to School grant coordinator	All	No			All Schools	2025-26; 2026-27	$0.00	$20,200.00		$20,200.00			$20,200.00	

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	3.9	Montessori Reading Acceleration Pathway	All	No			All Schools TK-3	2025-26; 2026-27	$0.00	$2,640.00		$2,640.00			$2,640.00	
3	3.10	Increased class time spent on Mathematics direct instruction	All Students with Disabilities	No			All Schools	2026-27								
3	3.11	.5 FTE highly qualified instructional assistant to give extra academic support to unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2026-27	$20,338.00	$0.00	$20,338.00				$20,338.00	
4	4.1	Monthly Office and Classroom Updates	All	No			All Schools	2025-26								
4	4.2	Childcare/game night during Parent Council Meetings	All	No			All Schools	2024-25; 2025-26	$250.00	$0.00	$250.00				$250.00	
4	4.3	Topics for Parent Council Meetings	All	No			All Schools	2024-25; 2025-26								
4	4.4	Zoom link will be provided for Parent Council meetings	All	No			All Schools	2024-25; 2025-26	$0.00	$800.00			$800.00		$800.00	
4	4.5	Greeting at the gate	All	No			All Schools	2024-25; 2025-26								
4	4.6	Restorative Justice education	All	No			All Schools	2024-25; 2025-26								
4	4.7	Attendance Secretary/ Independent Study Coordinator	All	No			All Schools	2024-25; 2025-26	$11,070.00	$0.00	$11,070.00				$11,070.00	
4	4.8	Food/game night served at Parent Council Meetings						2025-26	$0.00	$2,000.00		$2,000.00			$2,000.00	
4	4.9	Parent Support Group evenings	All	No			All Schools	2026-27	$150.00	$150.00		$300.00			$300.00	

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
1,017,939	139,158	13.671%	0.000%	13.671%	$121,531.00	1.800%	13.739 %	**Total:**	$121,531.00
								LEA-wide Total:	$114,631.00
								Limited Total:	$6,900.00
								Schoolwide Total:	$114,631.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Full, time highly trained paraprofessionals in each classroom of at least 15 students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$79,093.00	
1	**1.3**	After School Math Club	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	**1.4**	Academic Support from part time Special Education teacher	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	IXL Subscription				All Schools	$1,050.00	
1	**1.7**	Accelerated Reader Subscription				All Schools		
1	**1.8**	Synergy Family Services in school support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		1.8
1	**1.9**	Supplemental tutoring support from certificated teachers after school	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$7,700.00	

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 (%)
2	2.1	Integrated Listening System (iLS)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		$6,900.00	
2	2.6	Restorative Justice/ trauma informed practices training	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$7,500.00	
3	3.11	.5 FTE highly qualified instructional assistant to give extra academic support to unduplicated students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$20,338.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$246,634.00	$255,442.00

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**	Full, time highly trained paraprofessionals in each classroom	Yes	$94,087.00	110,038
1	**1.2**	Branches After School Program	No	$24,000.00	31,931
1	**1.3**	After School Math Club	Yes	$6,750.00	4,821
1	**1.4**	Academic Support from part time Special Education teacher	Yes	$10,472.00	10,472
1	**1.5**	Academic and behavioral assessments and screenings	No	$4,240.00	4,240
1	**1.6**	IXL Subscription	No	$1,050.00	1,050
1	**1.7**	Accelerated Reader Subscription	No	$1,543.00	1,543
1	**1.8**	Synergy Family Services in school support	Yes		
2	**2.1**	Integrated Listening System (iLS)	Yes	$6,900.00	0
2	**2.3**	Interclass room Collaborative Projects	No		
2	**2.4**	Student Presentations during All School Meetings	No		

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	Synergy Staff: classroom SEL lessons	No		
2	2.6	Restorative Justice/ trauma informed practices training	Yes	$7,500.00	7,105
2	2.7	Moo Zoom SEL program	No	$2,500.00	2,500
3	3.1	Replace or add to the math materials in each classroom.	No	$6,000.00	4,500
3	3.2	Montessori Compass	No	$1,550.00	1,550
3	3.3	Montessori trainings		$2,500.00	
3	3.4	Teacher Peer Observations	No	$2,500.00	800
3	3.5	Students Volunteering in Community	No		
3	3.6	Field trip program	No	$5,000.00	5,000
3	3.7	Expand the homemade breakfast/lunch menu	No	$33,082.00	32,747
3	3.8	Gardening lessons with Farm to School grant coordinator	No	$20,200.00	20,999
3	3.9	Montessori Reading Acceleration Pathway	No	$2,640.00	2,640
4	4.1	Monthly Office and Classroom Updates	No		
4	4.2	Childcare during Parent Council Meetings	No	$250.00	150

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)
4	**4.3**	Topics for Parent Council Meetings	No		
4	**4.4**	Zoom link will be provided for Parent Council meetings	No	$800.00	0
4	**4.5**	Greeting at the gate	No		
4	**4.6**	Restorative Justice education	No		
4	**4.7**	Attendance Secretary/ Independent Study Coordinator	No	$11,070.00	$13,056
4	**4.8**	Food served at Parent Council Meetings		$2,000.00	300

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)
117,486	$125,709.00	$132,831.00	($7,122.00)	1.300%	11.320%	10.020%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Full, time highly trained paraprofessionals in each classroom	Yes	94,087	110,038		10
1	1.3	After School Math Club	Yes	6,750	4821		.00
1	1.4	Academic Support from part time Special Education teacher	Yes	10,472	10,472		.01
1	1.8	Synergy Family Services in school support	Yes			1.3	1.3
2	2.1	Integrated Listening System (iLS)	Yes	$6,900.00	0		0
2	2.6	Restorative Justice/ trauma informed practices training	Yes	$7,500.00	7,500		.01

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)
912,864	117,486	0	12.870%	$132,831.00	11.320%	25.871%	$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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