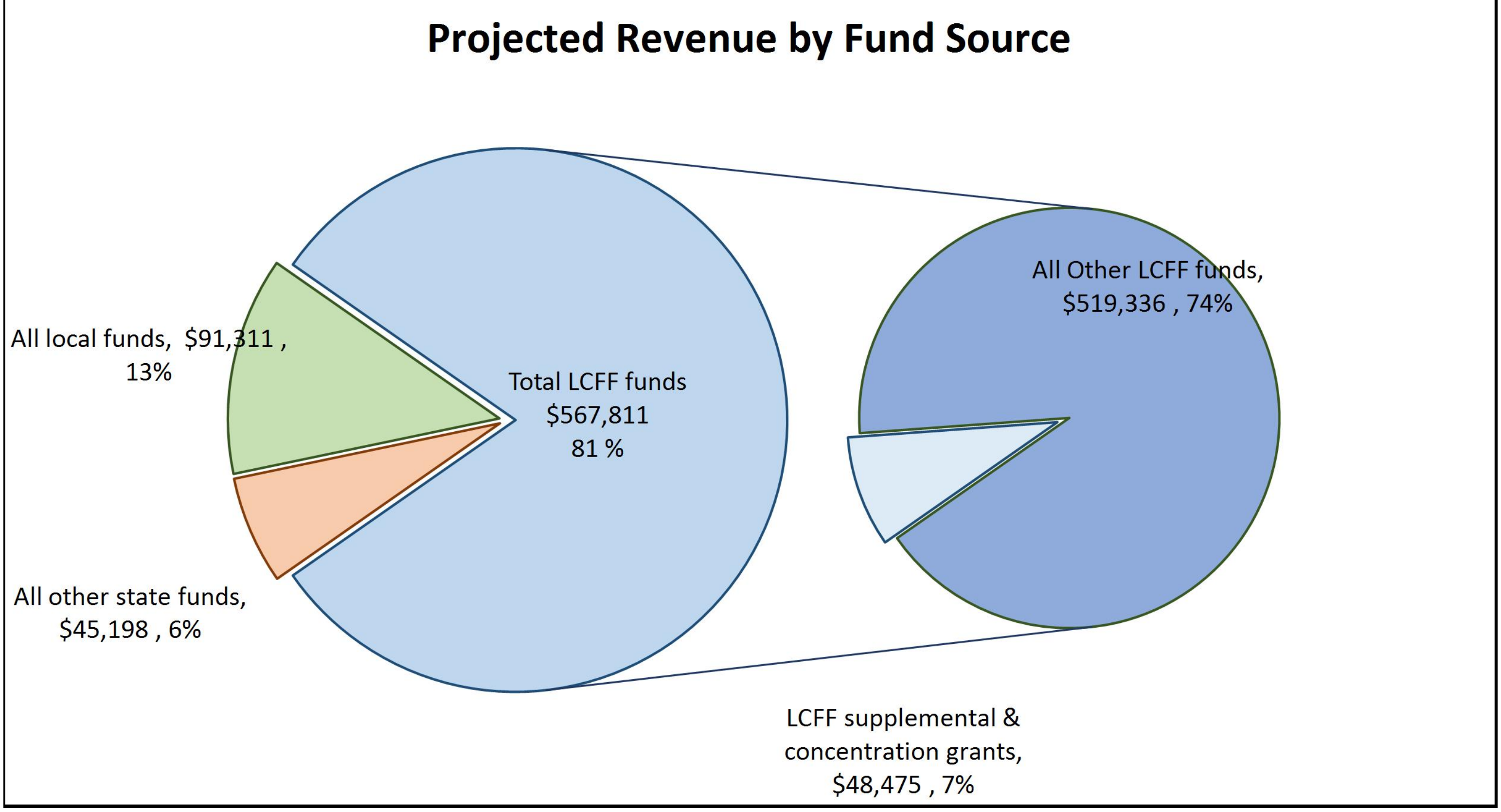
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Freshwater Charter Middle School
CDS Code: 12628286116289
School Year: 2025-26
LEA contact information:

Si Talty
Superintendent/Principal
stalty@freshwatersd.org
(707) 442-2969

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

Budget Overview for the 2025-26 School Year

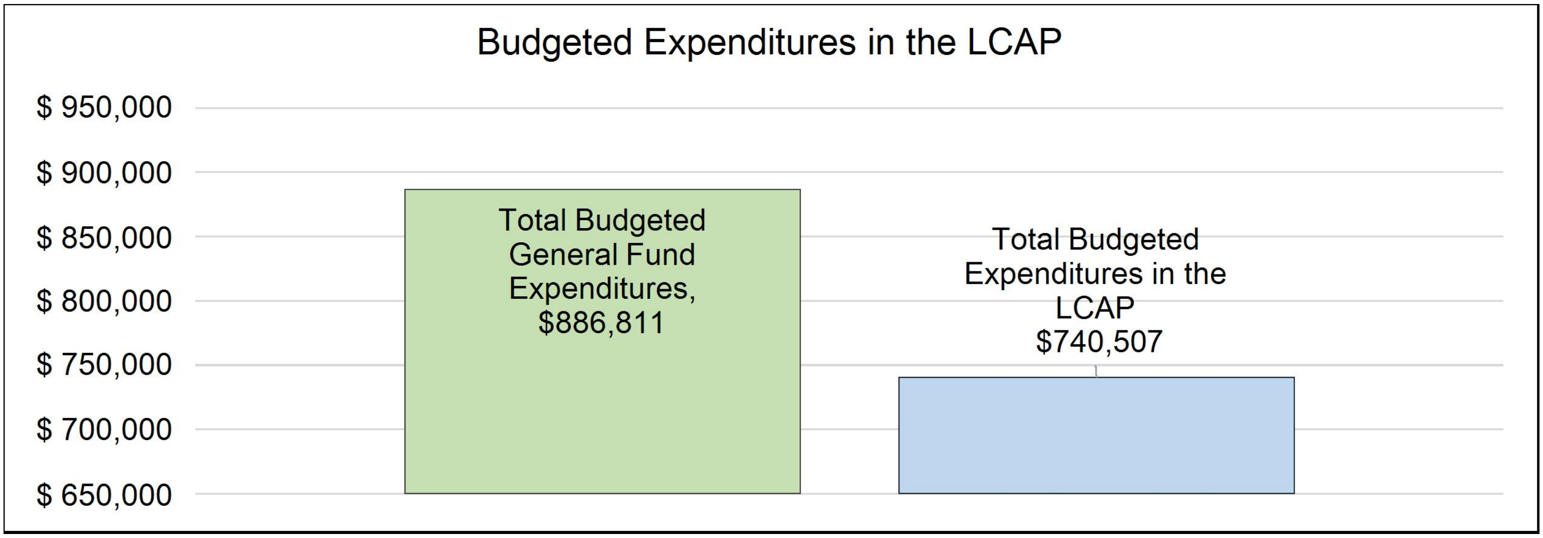


This chart shows the total general purpose revenue Freshwater Charter Middle School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Freshwater Charter Middle School is $704,320, of which $567811 is Local Control Funding Formula (LCFF), $45198 is other state funds, $91311 is local funds, and $0 is federal funds. Of the $567811 in LCFF Funds, $48475 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 Freshwater Charter Middle School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

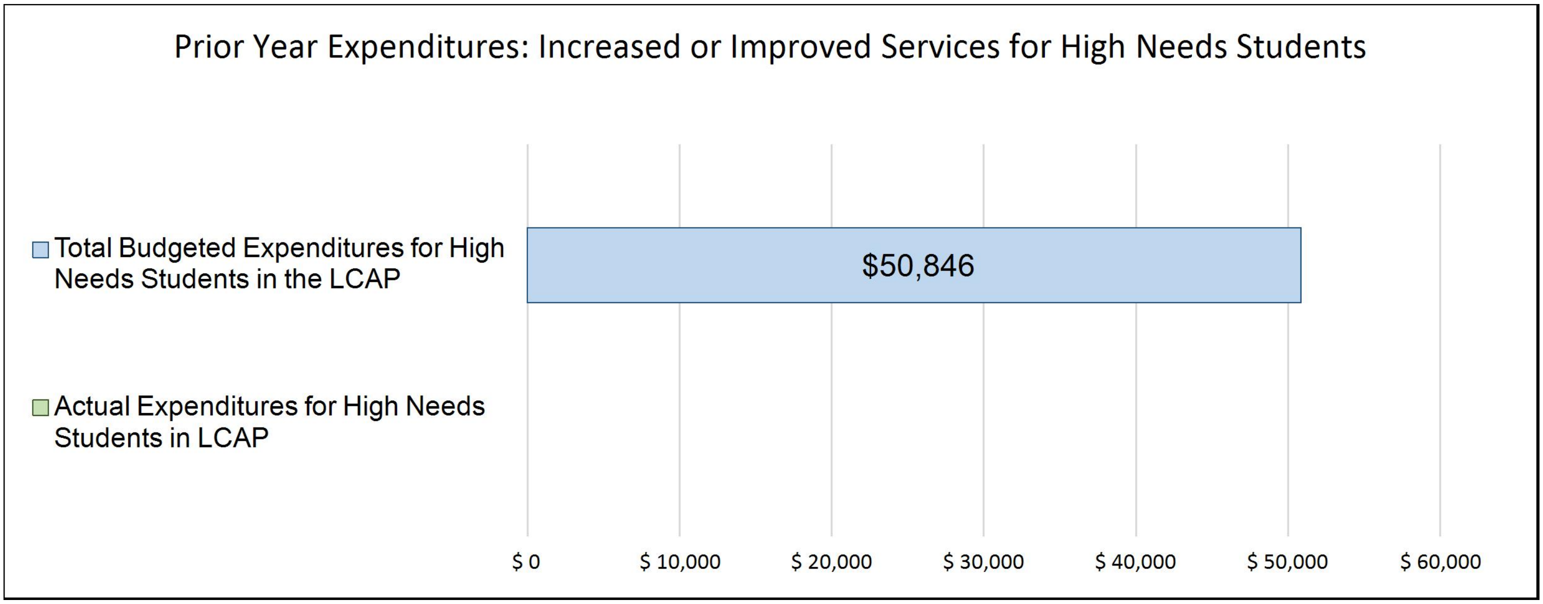
The text description of the above chart is as follows: Freshwater Charter Middle School plans to spend $886811 for the 2025-26 school year. Of that amount, $740507 is tied to actions/services in the LCAP and $146,304 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Positive behavior programs opportunities and improving attendance do not require additional funds to implement.

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

In 2025-26, Freshwater Charter Middle School is projecting it will receive $48475 based on the enrollment of foster youth, English learner, and low-income students. Freshwater Charter Middle School must describe how it intends to increase or improve services for high needs students in the LCAP. Freshwater Charter Middle School plans to spend $71920 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Freshwater Charter Middle School's LCAP budgeted $50846 for planned actions to increase or improve services for high needs students. Freshwater Charter Middle School actually spent $ for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $50,846 had the following impact on Freshwater Charter Middle School's ability to increase or improve services for high needs students:

A district-wide budget review was conducted in 24/25 due to business office turnover. Budget projections for future years will be adjusted to the new baseline. Actions and services were preserved and high needs students continue to receive appropriate actions and services.

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
Freshwater Charter Middle School	Si Talty Superintendent/Principal	stalty@freshwatersd.org (707) 442-2969

Plan Summary [2025-26]

General Information

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

The Freshwater Charter Middle School has an enrollment of 48 students and is located in the beautiful Freshwater valley just 5 miles outside Eureka. Freshwater Charter Middle School (FCMS) provides a safe, caring, student -centered environment for 7th and 8th graders, focused on dynamic, engaging and rigorous learning, so that our students will be well prepared for future academic success and responsible citizenship. Our campus setting promotes a love of nature, and a natural environment for study. We provide a comprehensive curriculum, enabling all students to excel as they meet the challenges and opportunities of our changing world.

The following metrics do not apply to our LEA:

API, UC/CSU course completion, AP scores, EAP college preparedness, High School Graduation & Dropout rates

We have fewer than 5 Foster Youth and English Language Learners, and 45.8% Socioeconomically Disadvantaged Students.

Reflections: Annual Performance

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

Part 1:
Goal #1: Academic Progress:
ELA: 51.11% of students met/exceeded standards in Spring of 2024 (reported on caaspp.org). Students scored 16.3 points above standard, labeled "green" on CA Dashboard
Math: 51.11% of students met/exceeded standards in Spring of 2024 (reported on caaspp.org). Students scored 0.8 points above standard, labeled "green" on CA Dashboard
Science: 55.55% of students met/exceeded standards in 2024 (reported on caaspp.org). No performance color was given.

FCMS staff provides an outstanding education that serves the whole child, is project based, and has real-life applications. Our school continues to have high participation rates in CAASPP testing and our data shows that our CAASPP scores are higher than the state average in Math and ELA. With the further development of MTSS this past year, students in need of intervention are more quickly identified and served. Paraprofessionals are utilized in our classrooms to increase student differentiated instruction and support their needs. Both classroom teachers provide after-school homework club for extra tutoring and homework assistance. Unduplicated students, students with disabilities, and disengaged students have received expanded academic and social-emotional intervention supports and differentiated instruction to meet their individual needs. FCMS staff participate in a leadership team working on researching and adopting a new NGSS curriculum. Our whole school has participated in professional development for UDL and worked with our county office of education to provide support toward implementation. We are proud to provide enrichment programs embedded in the school day such as Band, Foreign Language, Chorus, Student Leadership and the Arts as part of our comprehensive curriculum as well as an Elective program that includes classes such as noncompetitive sports, cooking, table top gaming, student leadership and robotics. This year, we have been able to provide a designated Art teacher and classroom using the Art & Music Grant, and the students love it. Other enrichment opportunities include amazing field trips to Cal Poly Humboldt, Sacramento Kings basketball trip, and the 8th Grade Trip to SF. World of Work is also a career education program that teaches students about different career paths through job shadowing, how to write a resume, and interview. Our summer camp also encourages 7th and 8th graders to help out as Junior Counselors.

Goal #2: School Climate:
Chronic Absenteeism: CA Dashboard reports 13% or "yellow" rate as of 2024.
Suspension Rate: Reported "Blue" on 2023 CA Dashboard or 0% suspension rate in 2024.

FCMS continues to foster a positive school climate evidenced by our low suspension and expulsion rates and feedback gathered by California Healthy Kids/Parent/Staff Survey. Our efforts including class attendance awards and family outreach have helped to improve our chronic absenteeism rates, and this will continue to be a focus for us. FCMS values social emotional learning and has weekly Advisory meetings and utilizes the Second Step Social Emotional curriculum as well as a Digital Citizenship curriculum weekly. Freshwater continues to implement MTSS and has two PBIS Leadership teams. We purchased additional PE equipment to support outside exercise and interaction opportunities for students.

Professional development for all staff focused on Implicit Bias Training, MTSS, PBIS, Culturally Responsive Teaching & the Brain, and Trauma-informed and Restorative Practices helped to reduce the need for disciplinary actions and improved school climate. We also participated in the CA-Integrated Supports Project, a two year grant that provides professional development to staff to foster positive school climate. The behavior tracking system SWIS was utilized to track student behavior and identify necessary interventions and support for students. Further implementation of PBIS Tier I and Tier 2 interventions and support will help decrease negative behaviors and improve school climate.

Using Learning Recovery Emergency Block Grant funds, a Student Support Specialist provided staff supports and training, provided students with access to counseling or mental health services, and addressed pupil trauma and provided social-emotional learning. A needs assessment was developed to identify students in need of this evidence based intervention to address counseling/mental health services and attendance rates. The following metrics will be used to monitor progress of this action: CA Healthy Kids Survey data, chronic absenteeism data, and attendance data. We plan to use LREBG funds in 25/26 school year for the Student Support Specialist reflected in Action 2.5.

We have several ways our educational partners can participate in shared leadership practices. Our Parent Advisory Committee (PAC) and Freshwater Charter Middle School Council each met three times to review and offer input into the development of our LCAP and School Safety Plan. Our Community Club (PTO) works hard to fundraise for special projects and events. Freshwater Educational Foundation (FEF) continued to offer activities such as lego/game nights and afterschool enrichment classes.

FCMS students enjoy special events such as Halloween and Spring socials and Spirit Fridays to have fun together and encourage and build community. Our Athletics program that includes Volleyball, Basketball, and Track is robust and a popular after school activity for our students.

Part 2:
2023 Dashboard
No student groups are at the lowest performance level. FCMS will continue to track and monitor effectiveness of actions to maintain and support progress of all student groups.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

No schools identified

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
The following groups were consulted for input on the 2025/26 Plan: Certificated & Classified staff and bargaining unit, school board, Parent Advisory Committee (PAC), Freshwater Charter Middle School Council, Equity Committee, Freshwater Community Club, Freshwater Educational Foundation, California Healthy Kids Survey administered for students, staff, and parents, SELPA	The following meetings occurred during the 2024/2025 school year to gather feedback for the new LCAP and review CHKS surveys Freshwater Staff meetings: 8/26/24, 12/2/24, 2/10/25, 4/28/25, 5/2/25 School Board: 2/11/25 Charter Council: 3/27/25 Community Club: 5/5/25 Parent Advisory Committee: 10/29/24, 2/4/25, 5/20/25 Freshwater Education Foundation: 5/7/25 SELPA: May 2025 Feedback was recorded through meeting notes and feedback forms

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

The process of engaging educational partners in the development of the LCAP began in December 2024 with reviewing the Mid-Year Update. This review took place at our Certificated & Classified staff meetings, school board, Parent Advisory Committee (PAC), Freshwater Community Club, and Freshwater Educational Foundation. During the review, suggestions and feedback were recorded in meeting notes and on feedback forms. The feedback forms clearly stated our two district goals and asked the following questions: "What are FSD’s strengths related to this goal?" and "What more can FSD do to further realize this goal?" Feedback sessions with our educational partners were balanced with quiet reflective time and partner/whole group discussions. Data from other school improvement feedback sessions related to these goals are included below (PBIS Leadership Teams, CA-ISP discussions, etc)

Goal 1: Provide high quality learning experiences for all students including additional supports for low income pupils, foster youth, and English learners and other students in need of additional academic support.

The following were identified as strengths related to this goal:
-steady growth/maintenance in many metrics despite staffing changes this year
-scores represent outstanding education when compared to state and county
-classroom aides in all classes
-library services
-well-engaged and certified staff presence
-regular communication about grades (missing assignments, etc) to both parents and students
-science is interactive
-small classroom sizes
-high number of adults involved in academics & social development
-variety of adult role models
-after school homework help
-including students in parent/teacher conferences

The following ideas were generated by educational partners as ways to improve:
-cohesive schoolwide communication (classroom newsletters/room parents, website, Facebook, etc)
-teach more recess games and provide adequate equipment for playground
-adopt new science curriculum and implementation training
-compare SPED/SWD student data with all student groups with teachers
-include more student feedback/input on what they learn and how we learn
-include regular "brain breaks"
-more "hands on" projects
-teaching students stress management when expectations are high (lots of projects/homework due)
-more diverse curriculum and experiences
-subject specific tutoring sessions (Math Monday, Science Tuesday, etc)

Goal 2: Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater a safe and welcoming learning environment, where students attend and are connected to their school.

The following were identified as strengths related to this goal:
-Expectation station schedules
-increase in feelings of safety in CA Healthy Kids survey (continue community building practices like greetings at the door, circle discussions, etc)
-decreased chronic absenteeism rates
-school safety among students, parents, and staff
-community engagement- lots of opportunities for families to be involved and provide input
-loving & inviting
-equal access for all students, especially to extracurricular activities such as sports, after care program, and enrichment (no cost, food and transportation provided)

-student leadership opportunities
-class buddies program
-bus transportation
-facilities updates
-our highly nutritious, scratch cook meal program (breakfast & lunch)
-lots of fun things like field trips and Socials
-Athletics
-After Care program
-good communication (emails, bulletin, Jupiter grades)
-school safety (staff have radios, badges, no "dead zones", emergency communication)

The following ideas were generated by educational partners as ways to improve:
-professional development on appropriate and effective student discipline
-counselor/more Social Emotional Learning (SEL) support
-increase participation rates in CA Healthy Kids Survey
-decrease chronic absenteeism
-restore school garden
-restore school signs
-more school events that promote inclusion
-professional development in "ACES" and effects of trauma
-gather more student feedback created by students (school safety survey, etc.)
-increase parent engagement for school committees (incentives, childcare/food provided, advertisements, etc)
-increase parent engagement through surveys, polls at community events where it is easy to gather feedback
-continue to develop and update our school website
-keep providing Charter Council meetings as often as possible
-resources to grow parenting skills and support teenage development

Feedback generated by previous LCAP cycle:
Continuing PD/education for staff
Continue to implement Universal Design for Learning
Explore a curriculum audit to check for diversity themes
Expansion of Library services
Expand equity work within our school community including recognizing and celebrating cultures present in our school
Continuing to teach the whole child & offering modifications & accommodations to students who could use supports
Provide resources for parents (e.g. parent lending library, etc)
Continue to provide intervention for students in need
Increase Adult volunteers on campus

More Service learning
More “push in” intervention during the school day
Increase Parent-teacher communication
More SEL support through social groups and class circles
Increase learning opportunities for GATE kids
Provide access to Chromebooks for home-use and security measures to keep kids safe online
Modify local assessment methods to match new science of reading curriculum and adjust IXL data collection to measure student growth
Continue piloting NGSS materials and consider a new adoption
Streamline attendance and report cards digitally
Address chronic absenteeism with early intervention, family support plans, and provide more regular schoolwide communication about attendance
Provide parent information nights
Link more resources on school website
Continue offering community events such as movie nights, lego nights, game nights, library nights, etc.
Continue expansion of after school enrichment activities
Adding curriculum and enrichment to camp Fresh2O
Continue offering diverse Field trips
Provide community service opportunities for students & staff such as school garden
facility maintenance (repainting signage, cafeteria floor)
Offer School Beautification Days to get parents and students involved in school improvement, garden, clean, organize, repair/refurbish, paint murals, etc.
Continue anti-bullying measures and education
Continue equity committee work to work toward a more inclusive campus environment
Continue to offer opportunities for parent engagement and places for voices to be heard
Increase community outreach regarding upcoming events
Integration of multicultural books/resources for parents, teachers, and students
Continue Student Leadership, including junior camp counselors for Camp Fresh20
Provide Peer tutoring/Enhance buddy system
Gather more student feedback through surveys, focus groups, etc.
Increase number of students that feel safe and identify a caring adult on campus
Increase outreach efforts at events like Back to School Night and Open House to recruit new families to Community Club, FEF, Parent Advisory Committee
Continue holding a whole class TK/Kindergarten Orientation and Parent Information Night to recruit new families to FEF, Parent Advisory Committee, Community Club
Consider offering Zoom meetings when appropriate/as needed
Continue teaching PBIS Expectation Stations to students on campus
Focus more on nutrition in home/school communications
Explore Empathy Interviews with Families

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide high quality learning experiences for all students including additional supports for socio-economically disadvantaged students (SED), foster youth, and English Learners and other students in need of additional academic support.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Overall student results on past CAASPP assessments were reported as higher than the state average on the California Dashboard demonstrating our instructional practices in place were effective and should be continued.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	SBAC results in ELA as reported on the California Dashboard	60% of students met/exceeded standards in Spring of 2023 (reported on caaspp.org). Students scored 4.7 points above standard, labeled "yellow" on CA Dashboard.	51.11% of students met/exceeded standards in Spring of 2024 (reported on caaspp.org). Students scored 16.3 points above standard, labeled "green" on CA		Green or better on CA Dashboard	Decreased 8.89% Improved 11.6 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	SBAC results in Math as reported on the California Dashboard	53.33% of students met/exceeded standards in Spring of 2023 (reported on caaspp.org). Students scored 6.9 points above standard, labeled "green" on CA Dashboard.	51.11% of students met/exceeded standards in Spring of 2024 (reported on caaspp.org). Students scored 0.8 points above standard, labeled "green" on CA		Green or better on CA Dashboard	Decreased 2.22% Decreased 6.1 points
1.3	Compose and Edit a Writing Sample	79% of students were proficient/nearly proficient as of P2 in 2024	70% of students were proficient/nearly proficient as of P2 in 2025		70% nearly proficient/proficient by P2	Decreased 9%
1.4	IXL ELA Program	increased 69 units of growth as of P2 in 2024	increased 10 units of growth as of P2 in 2025		maintain or increase baseline units of growth	decreased 59 units of growth
1.5	IXL Math Program	increased 27 units of growth as of P2 in 2024	increased 22 units of growth as of P2 in 2025		maintain or increase baseline units of growth	decreased 5 units of growth
1.6	EL Development based on ELPAC scores	no EL students are enrolled in 2024	EL data not stated due to privacy with less than 11 students in 2024		All ELs will increase ELPAC performance by one level from the prior year	no difference available
1.7	EL Reclassification Rate	No EL students were eligible for reclassification this year as per ELPAC guidelines.	No EL students were eligible for reclassification this year as per ELPAC guidelines.		All ELs will increase ELPAC performance by one level from the prior year	no difference available
1.8	EL reports to parents with detail on English Language Development progress and progress	All ELs have access to ELD and CSS.	All ELs have access to ELD and CSS.		100%	maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on other Calif State Standards.					
1.9	Personnel records, SARC	100% of teachers are properly credentialed and assigned	100% of teachers are properly credentialed and assigned		100%	maintained
1.10	Broad course of study evidenced in teacher lesson plans, class schedules and report cards	All students including SWD and unduplicated students have access to a broad course of study	All students including SWD and unduplicated students have access to a broad course of study		100%	maintained
1.11	Board Resolution of Sufficiency of IM, SARC	100% of students, including students with disabilities and unduplicated students, have access to CSS aligned instructional materials	100% of students, including students with disabilities and unduplicated students, have access to CSS aligned instructional materials		100%	maintained
1.12	CSS Implementation evidenced in CSS-aligned materials, curriculum adoptions, teacher lesson plans, classroom observations, writing rubrics, student portfolios, and review of student work in PLC collaboration meetings and the CSS implementation survey	CSS instruction implemented in all classrooms and MET status on CA Dashboard local indicators.	CSS instruction implemented in all classrooms and MET status on CA Dashboard local indicators.		100%	maintained
1.13	CAASPP Science Test results	44.45% of students met/exceeded standards in 2023	55.55% of students met/exceeded		75% will meet or exceed standards.	increased 11.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(reported on caaspp.org).	standards in 2024 (reported on caaspp.org). No performance color was given on CA		Green or better on CA Dashboard	

Goal Analysis [2024-25]

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

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

Overall, the implementation of our goal to provide high-quality learning experiences for all students, particularly those requiring additional academic support such as SED students, foster youth, and English Learners, was successful in many ways. Freshwater students continue to earn higher CAASPP scores than students statewide. This is indicative of our highly qualified teachers, well-rounded curriculum, classroom aides in every class, and engaged community partners (i.e. supportive families and county of education). Our students that are socioeconomically disadvantaged outperform students SED students statewide and increased from the baseline in both Math and ELA.
All actions were implemented as planned.

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.

Regarding all material differences: A detailed review of the charter budget was performed by outside consultants during the FY, due to turnover in the business office. The resulting spending is a reflection of the resulting budget redesign which prioritizes direct charges of expenses to the charter, as well as corrections to account coding and structures that are newly implemented. Forecasts will improve as we utilize the new budget formatting going into future FY's.

1.1 Afterschool Intervention/HW Help - Integration of multiple "intervention" type programs and funding sources were utilized in new ways this school year and better forecasts will be made for future budget adoption
1.2 Aides - Previous projections were skewed due to budget design constraints
1.5 Curriculum/Assessment CAASPP - Additional staff stipends required
1.6 Special Education - Previous projections were skewed due to budget design constraints
1.7 Certificated Staff - Previous projections were skewed due to budget design constraints
1.8 Admin Leadership - Previous projections were skewed due to budget design constraints
1.9 Visual/Performing Arts - Previous projections were skewed due to budget design constraints
1.10 Library - Previous projections were skewed due to budget design constraints

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

1.1: Intervention: Intervention mostly occurred during the school day. This was particularly helpful to students that rely on bus transportation at the end of the day. After school intervention was offered when staffing was available. Homework Club was still offered twice a week and utilized by our After Care group. This action was effective in adequately supporting students. Effectiveness was measured through increased student scores and regular attendance. Additionally, effectiveness was evidenced by informal observations of increased student confidence/success and student and family satisfaction.
1.2 Classroom Aides: Freshwater prides itself with offering classroom aides in every classroom half day and full day to provide individualized/small group support and increased supervision. The effectiveness in this action is evidenced by high and increased scores.
1.3 Technology: Our school provides a 1:1 ratio for Chromebooks for every student starting. Students in need were also provided Chromebooks to take home
for homework. Teachers were able to utilize digital assessments to track progress toward goals.
1.4 ELD and EL Support: This action was effective in staffing EL support, even though no students were identified or reclassified this year.
1.6 Special Education Program & Services: Our special education program has evolved with our adoption of MTSS. Our teams have been able to identify students earlier and provide intervention support quickly. Our teams work with educators and families to provide IEPs and other plans so that all students have equitable access to all our school has to offer.
1.7 Certificated Staff: Our dedicated teaching staff continue to provide a dynamic and rigorous education for our students. They engage in regular collaboration and participate in relevant professional
development. Experienced teachers served as mentors for new teachers.
1.8 Administrative Leadership: Our administrative team continues to provide efficient and effective administrative oversight to assure resources are being used so that students are safe and thriving, staff are supported, and that families are heard.
1.9 Visual & Performing Arts: Our outstanding visual and performing arts program continues to be a unique part of our school that we take great pride in. This year we were able to provide a dedicated visual arts teacher for classes school wide using the Arts/Music Grant.
1.10: Library Services: Our library technician provides ample library time and selection for all of our students.
All actions were effective in making progress toward the goal this year.

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

1.8/1.9- IXL ELA & Math Digital Assessments: Last year, our team decided to use "units of growth" as a metric to track student progress. However, our team is learning that "units of growth" depends on how often students are engaging with the program. Classes use IXL regularly, but not equally so therefore our team will find an alternative method for measuring progress in Year 2.
Freshwater also purchased a new science curriculum this year and is working with our county office of education to provide implementation coaching for our teachers. We know this will have a positive effect on increasing our CAASPP science scores in Metric 1.13. Our highly qualified and experienced science teacher has always made science very hands-on and engaging for the students. This new curriculum will support cohesion with the elementary school.

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	After school intervention/Homework Help	Homework Help and intervention will be provided by certificated and classified staff to provide additional supports for students in need during and after the school day. State and Local diagnostic assessments will also be used to identify students in need of support. Additional instruction and intervention services will accommodate students in need and be a particular benefit to unduplicated students.	$2,730.84	Yes
1.2	Classroom Aides	To support classroom instruction, Classroom Aides will be employed to increase the student/adult ratio in the classroom and provide individualized assistance to identified students. Targeted support will be provided in reading, math, and homework assistance.	$60,235.69	Yes
1.3	Technology (devices and software)	Continue to implement new technologies in the classroom to enhance teaching practices, conduct assessments and improve student learning. Additional Chrome Books will be purchased to increase student access to technology-based learning as our older models become outdated. Update WIFI Network, servers, and security. Digital assessment tools such as IXL will be purchased and utilized by teachers to track student growth in Math and ELA.	$6,670.90	No
1.4	ELD and EL Support	ELPAC coordinator will manage ELPAC and other assessments, ELD and other services for EL students.	$2,358.63	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Curriculum/Assessment CAASPP Coordinator	Prepare District for CAASPP Testing and monitor and review SBAC scores. Collect local assessment data from teachers and compile LCAP data reports. Share CAASPP data with staff, board, and parents.	$640.75	No
1.6	Special Education Program and Services	We are committed to delivering a quality Resource Specialist Program with skilled educators and staff, ensuring students progress on their goals and access state-aligned curriculum. We will hold IEP meetings within the legal timelines to encourage parent/guardian involvement and regularly monitor progress on goals. We will ensure that all assessments are conducted by qualified staff, and we will ensure that cultural factors are considered	$86,916.35	No
1.7	Certificated Staff	High Quality teachers will continue to be employed to provide CA CCSS aligned instruction in all subjects and to address the social/emotional needs of all students, as well as to: • Utilize best practices for effective instruction in Math, ELA, History/Social Studies, Science • Monitor reading and math proficiency scores in local diagnostics (IXL) and SBAC • Utilize district--wide CA CCSS aligned writing rubrics to assess each writing genre • Integrate art, music, library, world languages, student leadership and other enrichment activities in the classroom program • Offer intervention and support to students in need	$249,945.04	No
1.8	Administrative Leadership	Administration provides instructional leadership for staff and supports implementation of CA CCSS aligned materials.	$54,335.86	No
1.9	Visual/Performing arts	Teachers will provide art, music, and other enrichment activities for all grades.	$56,843.30	No

Action #	Title	Description	Total Funds	Contributing
1.10	Library services	Library technician will provide library services and other reading enrichment activities for all grades.	$7,197.93	No
1.11				

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Maintain and/or improve high level of student, parent, and community involvement to keep Freshwater Charter Middle School a safe and welcoming learning environment, where students attend and are connected to their school.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Freshwater understands how vital a positive school climate is for a child's educational experience. We developed this goal as a way to monitor and maintain the many effective practices in place to achieve this goal, and to identify some areas of improvement. Past climate surveys, including both local district surveys and the California Healthy Kids Survey, indicate a high level of satisfaction with school safety and connectedness. Social Emotional and other positive behavior programs such as PBIS have resulted in reduced suspension and referral rates. Effective and consistent communication practices are needed to continue to foster positive feelings about the school from students, parents, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CA Healthy Kids Survey Parent Involvement Items	In 2022-2023, 1- school encourages parent partners- 72% 2- school seeks parent input before making decisions- 63% 3- parents feel welcome to participate at school- 72% (data added when results were available in December 2023)	In 2023-2024, 1- school encourages parent partners- 84% 2- school seeks parent input before making decisions- 50% 3- parents feel welcome to participate at school- 89%		90%	1- increased 12% 2- decreased 13% 3- increased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(data added when results were available in December 2024)			
2.2	CA Healthy Kids survey item on school safety 1 - students 2 - parents 3 - staff NEW ADDITION (added June 2025): CA Healthy Kids survey item on school connectedness 1 - students 2 - parents 3 - staff	In 2022-2023, Safety: 1- Students: 71% of students feel safe 2- Parents: 100% feel FCMS agree school is safe 3- Staff: 83% feel safe on campus (data added when results were available in December 2023) School Connectedness: 1- Students: 81% agree/strongly agree that an adult at school cares for them 2- Parents: 72% feel welcome to participate at school 3- Staff: 83% agree/strongly agree FSD is a supportive and inviting place to work (added June 2025)	In 2023-2024, Safety: 1- Students: 79% of students feel safe 2- Parents: 89% feel FCMS agree school is safe 3- Staff: 100% feel safe on campus (data added when results were available in December 2024) School Connectedness: 1- Students: 63% agree/strongly agree that an adult at school cares for them 2- Parents: 89% feel welcome to participate at school 3- Staff: 100% agree/strongly agree FSD is a supportive and inviting place to work		90% of all groups	Safety: 1-students increased 8% 2- parent decreased 11% 3- staff increased 17% School Connectedness: 1- students decreased 18% 2- parents increased 17% 3- staff increased 17%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(added June 2025)			
2.3	Participation at parent conferences	100% of families attended parent conferences (recorded on conference attendance sheets)	92% of families attended parent conferences in Spring of 2025 (P2)		95%	decreased 8%
2.4	Attendance data in SchoolWise SIS and as reported on CALPADS	94% attendance rate reported in SchoolWise SIS as of P2 in 2024	95% attendance rate reported on SchoolWise SIS as of P2 in 2025		95%	increased 1%
2.5	Chronic absenteeism rate as reported in Dashboard	16.3% chronic absenteeism rate reported in SchoolWise SIS of P2 in 2024. CA Dashboard reports 17.4% or "orange" rate as of 2023.	9.8% chronic absenteeism as of P2 in 2025. 13% of students were chronically absent in 2023-2024 school year, labeled "yellow" on CA Dashboard.		maintain under 5%	decreased 6.5% as of P2 in 2025 decreased 4.4% between 2023 and 2024 school year
2.6	CA Physical Fitness Test Results	77% average of students in the Healthy Fitness Zone in 4/5 standards as of May 2024	84% average of students in the Healthy Fitness Zone in 4/5 standards as of May 2025		70% or higher in "healthy fitness zone" on 4/5 standards	increased by 7%
2.7	Maintain low suspension rate below the state average, which is currently 3.5%	0% suspension rate reported in SchoolWise SIS as of P2 in 2024. Reported "Green" on 2023 CA Dashboard or 2.1% suspension rate.	0% suspension rate reported in SchoolWise SIS as of P2 in 2025. 0% suspension rate in 2023-2024 school year, labeled "blue" on CA Dashboard		Green or better on CA Dashboard	maintained as of P2 in 2025 decreased 2.1% between 2023 and 2024 school year

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.8	Maintain low expulsion rate below the state average, which is currently .09%	0% expulsion rate reported in SchoolWise SIS as of P2 in 2024	0% expulsion rate reported in SchoolWise SIS as of P2 in 2025.		0%	maintained
2.9	William's FIT Report	Overall Good Rating as of P2 in 2024	Overall Good Rating as of P2 in 2025		Overall Good rating	maintained
2.10	IEP Records	100% of families participated in IEP Meetings reported in IEP meeting records	100% of families participated in IEP Meetings reported in IEP meeting records		100%	maintained
2.11	Records of communications to parents detailing programs for unduplicated students and outlining opportunities for parental input	12 notifications to parents of unduplicated students were provided as of P2 in 2024 school bulletin, class newsletters, and ASP newsletters	12 notifications to parents of unduplicated students were provided as of P2 in 2024 school bulletin, class newsletters, and ASP newsletters		quarterly communications will be sent to parents	maintained
2.12	NEW METRIC (added June 2025): Middle School Drop Out Rate	no baseline due to new metric	0% drop out rate		0% drop out rate	no difference due to new metric

Goal Analysis [2024-25]

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

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

All actions for this goal were implemented as planned. For Action 2.6, we added virtual counseling with Tiny Eye Therapy this past year following the retirement of our Student Support Provider. We also were able to use LREBG funds to utilize a Student Support Specialist to provide staff supports and training on barriers to learning, student access to counseling or mental health services, and social-emotional and trauma informed support.

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.

Regarding all material differences: A detailed review of the charter budget was performed by outside consultants during the FY, due to turnover in the business office. The resulting spending is a reflection of the resulting budget redesign which prioritizes direct charges of expenses to the charter, as well as corrections to account coding and structures that are newly implemented. Forecasts will improve as we utilize the new budget formatting going into future FY's.

2.2 Transportation - Previous projections were skewed due to budget design constraints
2.7 Extra curricular - New athletic director and programming in current FY with forecasts improving going forward
2.9 Food Services - Forecast for OT projections was incomplete at budget adoption

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

Overall, all actions were effective to maintaining a positive and supportive school climate that Freshwater Charter Middle School prides itself in.
2.1 Home/School Communication Programs: Freshwater continues to provide ample methods of communication to our families through a variety of sources. However, we do not have a social media presence as our Facebook has become dated and ineffective.
2.2 Transportation: We were able to update our old buses to electric ones this year. We are also looking to train another staff member to be a bus driver next school year. This action was effective evidenced by our high attendance rate and significantly improved chronic absenteeism rate.
2.3 Family Engagement Opportunities: We experienced positive feedback and attendance for our many community events such as movie nights, Lego nights, Open House, Trick or Treat Street, etc. However, our committees have struggled to attract new members. We are creating a community survey to gather feedback on how we can better promote our committees and the value they bring to the school.
2.4 Improving Attendance Communication/Outreach: Chronic absenteeism continues to be higher than our desired outcome. Our action describes identifying students at risk quarterly, but we actually identified students and provided outreach more often (approximately once a month). We implemented a monthly incentive and recognition at our monthly assembly for classes with highest attendance. The effectiveness of this action is shown in high attendance rate and the significant decrease in our chronic absenteeism rate.
2.5 Positive Behavior Programs: We worked to establish teacher expectations on delivery of SEL curriculum to provide cohesion and alignment schoolwide. Our PBIS leadership teams were able to attend to student needs faster. A challenge we encountered was training of new staff on Tier 1 practices (PBIS, Restorative Practices, Healthy Play).
2.6 School Climate: Actions were implemented as planned. Following the retirement of our student support provider, we added virtual counseling through Tiny Eye Therapy for higher student needs. We also partnered with Humboldt County Office of Ed and participated in the CA- Integrated Supports Project, a two year professional development plan that supports school climate.
2.7 Student Extra Curricular opportunities: Our field trips and special community programs continue to be a highlight of our school and provides exciting and engaging hands-on experiences for students. This action was effective in maintaining high rates of feelings of safety

and school connectedness with our students and families. It also contributes to a positive school climate, deepens in-class learning, and provides excitement and novelty.
2.8 Facilities Maintenance and Operations: Our beautiful and well maintained campus and custodial/maintenance staff are a source of pride for Freshwater. We are excited to work on a newly painted Charter school sign, designed by Student Leadership students.
2.9 Food Services: Families report appreciation for the highly nutritious meals that are free to all students. This action is effective, evidenced by our high rates of feelings of school safety and connectedness in Metrics 2.1 and 2.2.
2.10 Office Staff: We are excited to have a new, highly qualified chief business official on our office team.
2.11 Prepare students for college and careers: We had a new World of Work coordinator this year that was able to make all of the component to the program happen this year.

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.

Attendance will continue to be an area of focus for our school. We are pleased to see a significant decrease in chronic absenteeism rates, which shows the effectiveness of our efforts. These efforts include: increased outreach centered on the importance of school attendance and family support plans. We plan to keep our metrics and desired outcomes the same as we know historically we have been able to meet or be close to our desired outcome.
We will also increase outreach efforts to encourage family engagement in all our wonderful committees and Charter Council. This will also include a community survey to better understand the needs of our community and address barriers to participation. We will also work to update our school website to better promote school opportunities and outreach. We also would like to better analyze our CA Healthy Kids Data and gather more student feedback through smaller, more regular surveys or focal groups. The goal of this increased feedback would be to better understand "school connectedness" to help us reach our 90% desired outcome.
We added "school connectedness" addition to metric 2.2 to match our elementary school's metric. We will track the following: Students that agree/strongly agree that an adult at school cares for them, Parents that feel welcome to participate at school and Staff that agree/strongly agree FSD is a supportive and inviting place to work.
Metric 2.12 is a new metric that was added to measure the middle school drop out rate, which is 0%. FCMS has never had a middle school student drop out.

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	Home/School Communication Programs	Utilize a variety of communication strategies including Weekly Bulletin, Jupiter Grades, SchoolWise Alerts, School Website, School FaceBook Page, and classroom newsletters to inform parents of school programs, promote regular attendance, and to encourage participation in school events.	$998.59	No
2.2	Transportation	Provide transportation for district students and field trips.	$7,595.10	Yes
2.3	Family Engagement	Promote recruitment and participation in committees including the Freshwater Educational Foundation, Community Club, Board Meetings, Freshwater Charter Council, and Parent Advisory Committee to further enhance educational programs and our campus and provide opportunities for families to offer input on schoolwide decisions and goals. Increase recruitment efforts for attendance at meetings and set up informational displays at Concerts and Sports events. Continue to offer activities such as: open house, back to school night, parent volunteer orientation, all school picnic, holiday craft fairs, science fair, seasonal socials, character education assemblies, fall festival, lego/game nights, school spirit days, movie nights, enrichment classes, musical performances, sports events and tournaments, and community service. Offer parent education and information nights to share current class activities and curriculum and foster community bonding. No additional funds are needed to implement this action.	$369.03	No
2.4	Improving Attendance Communication/Outreach	Share information with families on the importance of regular attendance at Back to School Night, other school events and in written communications. Identify students at risk of becoming chronically absent at end of each quarter. District will message families regarding limiting the use of Independent Study, as it contributes to learning loss for students. Administrator will expand outreach efforts to inform families of importance of regular attendance and will meet with families to identify challenges to regular attendance and strategize solutions to overcome barriers. Individual incentive plans will be developed to encourage regular attendance. No additional funds will be needed to implement this action.		No

Action #	Title	Description	Total Funds	Contributing
2.5	Positive Behavior Programs	Provide ongoing support for positive behavior programs, to include: 1. PBIS, beginning with Tier 1 interventions and support. Use SWIS to track student behavior and identify interventions needed and to maintain a positive and healthy school climate and ensure that identified students receive the supports they need when they need them. 2. Continue to utilize Healthy Play philosophy with staff and students to ensure safe and positive interactions on campus. 3. Continue utilizing Second Step Social Emotional curriculum to help create and maintain a safe school climate. 4. Continue implementing schoolwide Character Strengths program 5. Continue implementing MTSS practices and Restorative Practices. 6. Implementation of Tier 2 and Tier 3 PBIS Supports for students. 7. Utilize Student Support Specialist to support the integration of evidence-based pupil supports to address barriers to attendance and learning. Student Support Specialist will provide staff supports and training, provide students with access to counseling or mental health services, and address pupil trauma and provide social-emotional learning. A needs assessment was developed to identify students in need of this evidence based intervention to address counseling/mental health services and attendance rates. The following metrics will be used to monitor progress of this action: CA Healthy Kids Survey data, chronic absenteeism data, and attendance data.		No
2.6	School Climate	Student Support Specialist will provide social emotional learning instruction, support, and interventions as needed. Provide Professional Development for staff to address socio--emotional needs of students, including training for Healthy Play, PBIS, MTSS, Restorative Practices, and understanding racial dynamics to create and maintain a safe school climate.	$20,598.99	No
2.7	Student extra-curricular opportunities	Continue engaging students in community events and experiences, such as sports tournaments and music performances, cross-age interactions in	$67,887.23	Yes

Action #	Title	Description	Total Funds	Contributing
		the Little Buddies program, field trip opportunities such as Pan Arts, Kings Game-on experience, and eighth grade trip each year.		
2.8	Facilities Maintenance and operations	Maintenance staff will repair and maintain the facility to achieve good score on FIT.	$43,662.94	No
2.9	Food Service: Meal Program	Nutritious meals are provided to all students. Provide adequate cafeteria staffing to accommodate high number of student meals due to universal meals program and serving a neighboring school district.	$15,540.18	Yes
2.10	Office Staff	Office staff tracks and reports school attendance and communicates with families. Business manager handles budget, payroll and other operating procedures as needed.	$54,328.30	No
2.11	Prepare students for college and careers	Provide job interview day, college research and library day, I've been accepted to college program, world of work, career presenters, job shadow day, and community service opportunities.	$1,651.66	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$43,996	$$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.208%	0.000%	$0.00	9.208%

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:** After school intervention/Homework Help **Need:** CAASPP scores of students from socioeconomically disadvantaged backgrounds and other local data of unduplicated students are lower than non-SED students indicating a need for more support.	Targeted intervention supports will be provided school-wide so that all students in need (including unduplicated students) have access to intervention support. Increased intervention will be provided during the school day to serve students that rely on bus transportation to and from school, as well as provided after school for students that are able to attend. Students will be identified for intervention through classroom observations, local diagnostic testing, and family meetings.	1.1-1.7, 1.13

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.2	**Action:** Classroom Aides **Need:** CAASPP scores of students from socioeconomically disadvantaged backgrounds and other local data of unduplicated students are lower than non-SED students indicating a need for more support. **Scope:** LEA-wide Schoolwide	Classroom aides will provide push-in services, with a particular benefit to unduplicated students, by providing one-on-one support in classrooms. They will increase the adult:student ratio and coordinate with teachers to support specific skills during lessons. Classroom aides are provided schoolwide so that all students in need are provided the opportunity.	1.1-1.7, 1.13
2.2	**Action:** Transportation **Need:** Home to school transportation is a need of many district families, especially our unduplicated student population. **Scope:** LEA-wide Schoolwide	Providing home to school transportation assists families with getting students to school on time and alleviating families of the high cost of gas and the stress of balancing work schedules and family life.	2.4, 2.5
2.7	**Action:** Student extra-curricular opportunities **Need:** high quality enrichment opportunities for students, especially unduplicated students	High quality enrichment opportunities will be provided. This is especially beneficial to low-income or foster youth students that may not have access to these types of opportunities outside of school.	2.1, 2.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide Schoolwide		
2.9	**Action:** Food Service: Meal Program **Need:** Based on educational partner feedback and increased participation in the food program, healthy nutritious meals are needed to support a full day of learning. **Scope:** LEA-wide Schoolwide	No cost scratch-cook breakfast and lunch will be provided daily to properly nourish students and support a full day of learning, overall student wellbeing and positive behavior, regardless of family income. Our food program is a highlight of our school shown through positive feedback from families through conversations and community surveys. This is a particular benefit to low income families to offset rising food prices.	2.1, 2.2

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
1.4	**Action:** ELD and EL Support **Need:** Intervention support for English Learners **Scope:**	Our ELPAC coordinator will identify English Learners, support professional development for teachers, and manage services (intervention supports) for EL students.	1.6, 1.7

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)		

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.

n/a

Additional Concentration Grant Funding

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

NA - No Concentration grant funds received.

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		
Staff-to-student ratio of certificated staff providing direct services to students		

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$477,797	$43,996	9.208%	0.000%	9.208%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$392,846.77	$264,233.13	$67,887.23	$15,540.18	$740,507.31	$707,318.31	$33,189.00

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	After school intervention/Homework Help	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2021-24	$2,730.84	$0.00	$2,730.84				$2,730.84	
1	1.2	Classroom Aides	English Learners Foster Youth Low Income	Yes	LEA-wide School wide	English Learners Foster Youth Low Income		2021-24	$56,492.69	$3,743.00	$59,235.69	$1,000.00			$60,235.69	
1	1.3	Technology (devices and software)	All	No			All Schools	2021-24	$1,098.90	$5,572.00	$6,670.90				$6,670.90	
1	1.4	ELD and EL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2021-24	$2,358.63	$0.00	$2,358.63				$2,358.63	
1	1.5	Curriculum/Assessment CAASPP Coordinator	All	No			All Schools	2021-24	$640.75	$0.00	$640.75				$640.75	
1	1.6	Special Education Program and Services	Students with Disabilities	No			All Schools	2021-24	$83,178.35	$3,738.00		$86,916.35			$86,916.35	
1	1.7	Certificated Staff	All	No			All Schools	2021-24	$249,945.04	$0.00	$81,680.27	$168,264.77			$249,945.04	
1	1.8	Administrative Leadership	All	No			All Schools	2021-24	$54,335.86	$0.00	$50,026.99	$4,308.87			$54,335.86	
1	1.9	Visual/Performing arts	All	No			All Schools	2021-24	$56,233.30	$610.00	$53,249.16	$3,594.14			$56,843.30	
1	1.10	Library services	All	No			All Schools	2021-24	$7,197.93	$0.00	$7,197.93				$7,197.93	

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	**1.12**							2021-24								
1	**1.14**							2021-24								
1	**1.16**							2021-24								
1	**1.17**							2021-24								
2	**2.1**	Home/School Communication Programs	All	No			All Schools	2024-2027	$998.59	$0.00	$998.59				$998.59	
2	**2.2**	Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$7,595.10	$0.00	$7,595.10				$7,595.10	
2	**2.3**	Family Engagement	All	No			All Schools	2024-2027	$369.03	$0.00	$369.03				$369.03	
2	**2.4**	Improving Attendance Communication/Outreach	All	No			All Schools	2024-2027								
2	**2.5**	Positive Behavior Programs	All	No			All Schools	2024-2027								
2	**2.6**	School Climate	All	No			All Schools	2024-2027	$20,449.99	$149.00	$20,449.99	$149.00			$20,598.99	
2	**2.7**	Student extra-curricular opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$64,534.23	$3,353.00			$67,887.23		$67,887.23	
2	**2.8**	Facilities Maintenance and operations	All	No			All Schools	2024-2027	$27,638.94	$16,024.00	$43,662.94				$43,662.94	
2	**2.9**	Food Service: Meal Program	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		2024-2027	$15,540.18	$0.00				$15,540.18	$15,540.18	
2	**2.10**	Office Staff	All	No			All Schools	2024-2027	$54,328.30	$0.00	$54,328.30				$54,328.30	
2	**2.11**	Prepare students for college and careers	All	No			All Schools	2024-2027	$1,651.66	$0.00	$1,651.66				$1,651.66	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$477,797	$43,996	9.208%	0.000%	9.208%	$71,920.26	0.000%	15.052 %	**Total:**	$71,920.26
								LEA-wide Total:	$69,561.63
								Limited Total:	$2,358.63
								Schoolwide Total:	$66,830.79

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**	After school intervention/Homework Help	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,730.84	
1	**1.2**	Classroom Aides	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$59,235.69	
1	**1.4**	ELD and EL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,358.63	
2	**2.2**	Transportation	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income		$7,595.10	
2	**2.7**	Student extra-curricular opportunities	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			
2	**2.9**	Food Service: Meal Program	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$548,689.00	$640,473.82

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**	After school intervention/Homework Help	Yes	$5,334.00	2728.29
1	**1.2**	Classroom Aides	Yes	$25,392.00	53189.36
1	**1.3**	Technology (devices and software)	No	$1,512.00	0.00
1	**1.4**	ELD and EL Support	Yes		2395.87
1	**1.5**	Curriculum/Assessment CAASPP Coordinator	No	$240.00	345.71
1	**1.6**	Special Education Program and Services	No	$25,760.00	56919.46
1	**1.7**	Certificated Staff	No	$200,399.00	222660.93
1	**1.8**	Administrative Leadership	No	$48,873.00	54609.35
1	**1.9**	Visual/Performing arts	No	$97,366.00	57672.45
1	**1.10**	Library services	No	$5,998.00	6964.86
2	**2.1**	Home/School Communication Programs	No		728.23

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	2.2	Transportation	Yes	$5,158.00	15192.66
2	2.3	Family Engagement	No		368.69
2	2.4	Improving Attendance Communication/Outreach	No Yes		
2	2.5	Positive Behavior Programs	No		1092.43
2	2.6	School Climate	No	$32,200.00	32687.17
2	2.7	Student extra-curricular opportunities	Yes	$14,962.00	33968.01
2	2.8	Facilities Maintenance and operations	No	$29,226.00	27503.67
2	2.9	Food Service: Meal Program	Yes	$13,286.00	30191.09
2	2.10	Office Staff	No	$42,983.00	39443.34
2	2.11	Prepare students for college and careers	No		1812.25
2	2.12		No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
	$50,846.00	$0.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	After school intervention/Homework Help	Yes	$5,334.00			
1	1.2	Classroom Aides	Yes	$25,392.00			
1	1.4	ELD and EL Support	Yes				
2	2.2	Transportation	Yes	$5,158.00			
2	2.4	Improving Attendance Communication/Outreach	Yes				
2	2.7	Student extra-curricular opportunities	Yes	$14,962.00			
2	2.9	Food Service: Meal Program	Yes				

2024-25 LCFF Carryover Table

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

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
  - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
  - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
  - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
  - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - Professional development for teachers.

  - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.

  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

    - Identify the action as an LREBG action;

    - Include an explanation of how research supports the selected action;

    - Identify the metric(s) being used to monitor the impact of the action; and

    - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

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

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