SHERWOOD MONTESSORI

REGULAR MEETING NOTICE OF THE BOARD OF DIRECTORS

Date/Time: Wednesday, June 19, 2025 – 6:00 p.m.
Location: Room 1, 1071 E 16th Street, Chico, CA 95928

AGENDA

A.   CALL TO ORDER (6:00 p.m.)
   A.1 Land Acknowledgement
Sherwood Montessori acknowledges that we are on the unceded ancestral homeland of the Mechoopda people. Dr. Maria Montessori said: "We shall walk together on this path of life, for all things are part of the universe and are connected with each other to form one whole unity." As Montessori educators, we recognize that the Mechoopda people are the experts on the way to walk on the path of life here, with respect, gratitude and responsibility for the land, flora, fauna, waters, and air of this place. We extend our respects to the Mechoopda ancestors, elders, and all their relations in affirming their sovereign rights.

   A.2 Roll Call Tina Hanson-Lewis, Sam Lawson, Maria Santori, Dinah Weller, Holly Sisk

B.   CONSENT AGENDA (6:05)
   B.1 Commendations Outgoing directors will receive commendations.
   B.2 Minutes Approval Consider approval of minutes from Regular Meeting, May 22, 2025.

C.   PUBLIC COMMENT ON ITEMS NOT ON THE AGENDA (6:10)
   Any person may address the Board during the "Public Comment" item by stating their name for the record and reason for comment. The Board may not act on any matter unless duly agendized for a future meeting.

D.   NOTICED PUBLIC HEARINGS
      None

E.   REGULAR BUSINESS (6:20)

   E.1 Items Removed from Consent (If any)

   E.2 Reports and Communications (6:20)
   This time will be for Board members to ask questions regarding the provided written materials.

E.2.1   School Director Report
E.2.2   Treasurer Report

E.3 Action Items (6:30)

E.3.1 Original Budget 2025-2026
 The Board will be asked to adopt a budget for the 2025-2026 school year.
 Action Requested: Adopt budget.

E.3.2 Local Control Accountability Plan (LCAP)
 A draft of the LCAP will be presented for adoption.
 ACTION REQESTED: Approve the LCAP.

E.3.3 Local Indicators Report
 A report of Local Indicators will be presented.
 ACTION REQUESTED: Receive report.

E.3.4 Reading Difficulties Screener
 The Board will be asked to approve a Reading Difficulties Screener.
 ACTION REQUESTED: Approve screener.

E.3.5 Instructional Continuity Plan
 The Board will be asked to approve the Instructional Continuity Plan.
 ACTION REQUESTED: Approve plan.

E.3. Elections Update
The Elections Committee will discuss progress on Board recruitment and elections.
ACTION REQUESTED: Discuss recruitment and elections.

F.   CLOSED SESSION (7:00)
 F.1 Public Employee Performance Evaluation
 With respect to every item of business to be discussed in a closed session pursuant to
 Government Code Section 54957. Title: School Director.

G.   FUTURE AGENDA ITEMS (7:10)
 The Board will welcome new members.

H.   ADJOURNMENT (7:15)

SHERWOOD MONTESSORI

RESOLUTION 061925
RESOLUTION OF COMMENDATION

WHEREAS, Dinah Weller *was first elected to serve on the Board of Directors of Sherwood Montessori to serve in the 2024-2025 school year, during which she actively participated in meetings; and*

WHEREAS, *Dinah served as the Board Secretary during her tenure as a member of Sherwood Montessori's Board of Directors; and*

WHEREAS, *Dinah has demonstrated a great appreciation for the Mission of Sherwood Montessori and executed her Board duties as a Board Member with attentiveness, objectivity and care for the well-being of all students; and*

WHEREAS, *Dinah brought to Sherwood Montessori her perspective as educational research academic, parent, and community member; and*

WHEREAS, *Dinah consistently demonstrated service and dedication; and*

WHEREAS, *Dinah has exhibited a sound knowledge of Sherwood's functions and concern for the successful future of the school and worked conscientiously to ensure that the actions taken by the Board were in the best interest of the students and families they serve; and*

NOW, THEREFORE, BE IT RESOLVED, *that the Board of Directors of Sherwood Montessori recognizes and expresses its sincere appreciation for the services Dinah Weller provided to the community of Sherwood Montessori.*

FURTHER, *that this Resolution be included within the minutes of the Board of Directors of Sherwood Montessori and that a copy of said Resolution be presented to Dinah Weller as a testimonial of the sentiments of the Board of Directors and Community of Sherwood Montessori.*

PASSED AND ADOPTED *by the Board of Directors of Sherwood Montessori on the 19th day of June, 2025.*

_____   _____
Michelle Yezbick, Director   Tina Lewis, Chair of the Board
Sherwood Montessori   Sherwood Montessori

Sherwood Montessori Board of Directors
Regular Meeting, 22 May 2025
Meeting Minutes

A. Call to Order- The meeting started at 6:08pm
    a. Land acknowledgement-Read by Michelle
    b. Roll Call: Tina Lewis. Samantha Lawson, Maria Santoni
B. Consent Agenda
    B.1 Minutes APPROVAL from regular meeting on April 17, 2025
    Motion- Samantha
    Second- Maria
    All in favor
C. Public Comment
    a. .Anne Adams- Spoke about the reading for intervention is causing behavior issues in children.
    b. Amy (did not state last name)- expressed concerns and frustrations with the lack of communication among the school and director.
    c. Stacey G.- unsure about Anne's comments in regards to the second restorative rejection.
D. . NOTICED PUBLIC HEARINGS
    NONE
E. Regular Business
    E.1 Items Removed from Consent
        NONE
E.2 Reports and Communication
    E.2.1 School Director Report
        1. Enrollment at 125. Was at 129 at prior meeting, April 2025.
        2. Submitted King group application for state funds
        3. 2029 should have a new school on campus, new construction completed.
        4. SMPO to have leadership for next year.
        5. Employee adding hours then going over the contracted amount. Discussed having prefilled time sheets, then if they go over will have to get it approved/denied prior.
        6. Limit number of hours under stipend.
        7. Spirit days- bring them back; make it a positive outcome, equality based
        8. Prior year gave the TK/K students free Sherwood t-shirts and they felt included and happy to be part.

    E.2.2 Treasurer Report
        1. Continue to have deficit spending
        2. Have enough reserve to get through next school year.
        3. Enough cash to get through next year., June 2026 will be low of cash.
        4. Next year ok, not sure about the following.
        5. Tariffs & Federal cuts- not sure how they will affect us yet.

6. Budget workshop- going to next week
7. Third week in June is when the budget will be adopted.
8. Can not add more staff, services, or hours until more cash.
9. Teresa mentioned 4 of the 5 new children under 5 years old are not coming back next school year. They have said they are only here for the free childcare services.
10. Talked about other schools that all offer aftercare.
11. Next year there will be a 10-1 ratio for TK/K.
12. The CUSD is at 55%

E.3. Action and Discussion Items
    E.3.1 Local Control Accountability Plan (LCAP)

    1. Generated report using AI.
    2. 24 people took the survey.
    3. Had intentions to do flyers. Had 22 people do a survey last year.
    4. Curriculum: two new teachers, Montessori trained this year.
    5. Last year one new non-Montessori teacher trained..
    6. Complex topics make it harder to keep in that realm.
    7. Survey results answer just in the moment, not overall.
    8. Rotation for enrichment
    9. Focus groups and growth trends
    10. Support- challenge change with spring entrance of new students enrolling.
    11. Same goals, keep the same.
    12. Budget -used the actual.
    13. Faculty- cut, preserve measure K including tutoring

E.3.2 LCAP Federal Addendum
    Action requested: Approval
            Before COVID did not apply for.
            Motion- Samantha
            Second-Maria
            All in favor
E.3.3 CARS APPLICATION
    Action requested: Approval
            Motion-Maria
            Second- Samantha
            All in favor

E.3.4 Williams Uniform Complaint Quarterly Report
    Action Requested: Approval
            Confirm on complaints
            Motion-Maria
            Second- Samantha

All in favor

E.3.5 Elections Update

1. Push back since only one interested part submitted.
2. Stacy to pass flyer at career fair as well.
3. Provide ballots at the promotion ceremony

Pushed the nominations back to May 26-30th
Voting close June 6, 2025
Results will be announces by June 11, 2025
Sworn in next board meeting June 19, 2025

F. CLOSED SESSION

F.1 Public Employee Performance Evaluation
Title: School Director

Adjournment 9:28pm

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SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **School Director Report**

Date: June 19, 2025

Administrative
- Updated enrollment will be reported at the meeting.
- We had our last day of school and now Summer Extended Learning Program has begun. We have three weeks in June and three weeks in July with 26 students signed up, although not all 26 attend every day.

Community
- The 8th Grade Graduation was a sweet community event with parents showing up to see the 8th graders off and celebrate their student's advancement to the next grade. It was a challenge to set up in a new spot, which we needed due to crowding last year, and we had to be out before the Chapman lunch periods started at 11:30. Finding large group assembly space continues to be a challenge for us.
- Career Day was a fun event with many community members participating. This year, Stacy included a sticker card to encourage kids to visit different booths and ask questions.
- Move-up Day was held the day before the last day of school. Students who would be moving into a new environment visited the classrooms and got a chance to be welcomed and learn a bit about the new communities they would potentially be joining. Kindergarten kids visited lower elementary classrooms, third graders visited upper elementary classrooms, and sixth graders visited the middle school.

SHERWOOD MONTESSORI

To: Board of Directors

From: Pat Casey, Business Manager

Subject: **Agenda Item, Treasurer's Report**

Date: June 19,2025 Board Meeting

Bank statement reconciliation

- The Business Manager has verified that the beginning and ending cash balances on Sherwood's bank statement for the month of May 2025 reconciled with and matched those of the school's internal reports. The bank Ending Balance (cash) totaled $ 413,243.23 as of May 31,2025 for the checking account.
- The expenses in May were for the normal operating cost for the school.

Profit & Loss

The May 2025 Profit & Loss report shows a Net Income of $ -510,919, with amounts received in June of $ 61,982 for May LCF, $ 7,487 for ELOP, $ 1,538 Prop 28 Art/Music, and $ 809 SP ED MHS. The actual Net Income through May 2025 is $ -439,103, which means that the school is deficit spending (expense is greater than income).

Cash Flow

The school will end the year with a positive cash balance based on P2 ADA of 108. A deferral of the June apportionment check would mean the check arrives in August 2025.

Sherwood Montessori
Profit & Loss YTD Comparison
July 2024 through May 2025

	Jul '24 - May 25
Ordinary Income/Expense	
Income	
8000-Revenues	1,308,836
Total Income	1,308,836
Gross Profit	1,308,836
Expense	
1000 Certificated Salaries	626,612
2000 Classified Salaries	438,427
3000-Employee Benefits	326,477
4000-Books and Supplies	44,269
5000 Services/Other Op. Exp.	383,970
Total Expense	1,819,755
Net Ordinary Income	-510,919
Net Income	**-510,919**

Sherwood Montessori
Board of Directors - Vendor Payments Report
May 2025

Type	Date	Num	Name	Memo	Account	Amount
Check	05/01/2025	8023	Dalila Gonzalez	STIPEND	Contracted Service	2,250.00
Check	05/01/2025	8024	Elaina Jarchow	STIPEND	Contracted Service	2,000.00
Check	05/01/2025	9991	THE HARTFORD GROUP B...	INV 373191756849 - 2025 PRE...	3401-Health Benefits	58.50
Check	05/01/2025	DBT	Facebook Ads	JOB AD	Advertising	212.61
Check	05/01/2025	ACH	Macquarie Equipment Capit...	Kyocera Copier Lease 2025 MAY	Copier Lease	225.06
Bill	05/02/2025	2024/25-9	Pat Casey	CONTRACT SERVICES INV 20...	Business Manager Services	5,000.00
Check	05/02/2025	DBT	1 & 1 Internet Inc.	Internet hosting IONOS - 3MO. ...	Website, Hosting	54.00
Check	05/02/2025	10008	Hernandez Cleaning Service	SERVICE 2025 APRIL	Housekeeping Services	4,600.00
Check	05/02/2025	DBT	Chico U Lock It Self Storage	LOCKER RENTAL	5600-Rental/Leases/Repa...	130.00
Check	05/05/2025	DBT	Target	GRADE 6 MATH - IXL	Instructional Supplies	23.35
Check	05/05/2025	DBT	LA COCINA	TEACHER APPRECIATION DAY	Food - Meetings	341.80
Check	05/05/2025	10007	HM&S	23-24 AUDIT FEE	Auditing and CPA Services	16,493.75
Check	05/05/2025	DBT	Amazon.com	GREEN DOT STICKERS- CAR...	Office Supplies	8.73
Check	05/05/2025	DBT	Amazon.com	PENCILS	Office Supplies	28.52
Check	05/05/2025	ACH	Cypress Dental	BILLING 2025 MAY	3401-Health Benefits	367.27
Check	05/05/2025	ACH	ANTHEM BLUE CROSS	BILLING 2025 MAY	3401-Health Benefits	7,944.56
Check	05/05/2025	DBT	Amazon.com	SUPPLIES	Office Supplies	48.04
Check	05/05/2025	DBT	Target	BRAIN QUEST WORKBOOK	Office Supplies	10.15
Check	05/06/2025	10009	Chico Country Day	NURSE CONTRACT 24-25 INV ...	Contracted Service	1,647.77
Check	05/06/2025	DBT	Costco	SNACKS	Food (Instructional)	431.28
Check	05/06/2025	DBT	FoodMaxx	FOOD	LCAP	30.01
Check	05/06/2025	10010	Advanced Document	SERVICE 2025 APRIL	Copier Lease	684.36
Check	05/07/2025	EFT	California Water Service Co...	SERVICE 2025 APRIL	Water	42.31
Check	05/07/2025	EFT	Comcast 4454	SERVICE - 2025 APR-MAY	Internet Service Provider	490.63
Check	05/07/2025	DBT	Promevo	Chrome management console - 8	Contracted Service	304.00
Check	05/08/2025	DBT	Learning Without Tears	LEARNING WITHOUT TEARS	Instructional Supplies	21.88
Check	05/09/2025	10013	City of Chico - sewer	SERVICE 2025 FEBRUARY	Sewer	32.31
Check	05/09/2025	10012	PARK AVE PEST CONTROL	SERVICE 2025 APRIL	Pest Control	110.00
Check	05/09/2025	EFT	Waste Management	SERVICE - 2025 APRIL	Trash/Recycling	147.09
Check	05/09/2025	DBT	Amazon.com	LINED PAPER	Office Supplies	40.12
Check	05/12/2025	DBT	Amazon.com	BUTTON MAKER- CAREER DAY	Instructional Supplies	32.76
Check	05/13/2025	EFT	PG & E	SERVICE APRIL 2025	Electricity	658.08
Check	05/13/2025	10011	Law Offices of Young, Minne...	LEGAL RESEARCH	Attorney	518.00
Check	05/13/2025	DBT	Amazon.com	LEGAL PADS	Office Supplies	17.47
Check	05/13/2025	ACH	COSTCO VISA CARD	THRU 15TH PURCHASES 2025...	SHERWOOD COSTCO V...	3,182.25
Check	05/14/2025	DBT	TEA BAR CAFE	POS DISP MTG- LCAP	Food - Meetings	77.43
Check	05/14/2025	DBT	Mendes Supply Co.	SOAP	Custodial Supplies	94.12
Check	05/14/2025	DBT	Mendes Supply Co.	TOWELS	Custodial Supplies	182.02
Check	05/15/2025	8025	Demarion Barker	LIVESCAN	LiveScan and TB Test Ser...	70.00
Check	05/15/2025	DBT	Office Depot	SUPPLIES	Office Supplies	110.58
Check	05/15/2025	DBT	Amazon.com	BUTTON MAKER- CAREER DAY	Office Supplies	48.06
Check	05/16/2025	DBT	ARCO PUMPPASS	Gas cards	5200-Travel and Conferen...	100.00
Check	05/16/2025	DBT	US Chef'Store	PAPER CUP-TRAY	Instructional Supplies	34.38
Check	05/16/2025	DBT	Amazon.com	LAMINATION SHEETS	Instructional Supplies	25.07
Check	05/17/2025	DBT	Wufoo	SERVICE - 2025 MAY	Online List Management	22.00
Check	05/19/2025	DBT	Amazon.com	PLAYS BOOK- THEATRE	ART-MUSIC	10.15
Check	05/19/2025	DBT	Trites Backflow Service	BACKFLOW TESTING FEE	Contracted Service	50.00
Check	05/19/2025	10014	Comcast Ethernet	SERVICE - 2025 APRIL	Ethernet - Fiberoptic	1,085.44
Check	05/19/2025	EFT	Comcast Business 9110	SERVICE - 2025 MAY	Telephone, Landline	199.44
Check	05/20/2025	DBT	Amazon.com	DRY ERASE-LABLES-MASKIN...	Office Supplies	36.03
Check	05/20/2025	DBT	Costco	SNACKS	Food (Instructional)	7.35
Check	05/20/2025	DBT	Costco	SNACKS	Food (Instructional)	305.42
Check	05/21/2025	DBT	Dollar Tree	CAREER DAY	Office Supplies	27.31
Check	05/21/2025	DBT	Amazon.com	TARDY SLIPS	Office Supplies	66.63
Check	05/22/2025	DBT	eBay	PICK-N-STICK	ART-MUSIC	187.81
Check	05/22/2025	DBT	eBay	STUDIO STRUM STICK	ART-MUSIC	212.22
Check	05/22/2025	DBT	Costco	CAREER DAY	Office Supplies	12.40
Check	05/23/2025	DBT	Amazon.com	2 GUITARS	ART-MUSIC	436.98
Check	05/23/2025	ACH	Intuit	QuickBooks ENTERPRISE	Intuit Payroll Service	2,210.00
Check	05/23/2025	10015	North State Parent Magazine	FEB 460-MAR 460 2025	Advertising	920.00
Check	05/23/2025	10016	Chico Unified School District	2024-25 FUA- INV 25-00151	CUSD FUA Charges	1,929.35
Check	05/23/2025	10017	MEMORY BOOK COMPANY	YEARBOOK 2024/25	Contracted Service	2,052.97
Check	05/25/2025	DBT	Amazon.com	ART SUPPLIES	ART-MUSIC	59.67
Check	05/27/2025	DBT	Amazon.com	GUITAR STAND	ART-MUSIC	41.50
Check	05/27/2025	DBT	Amazon.com	MONTHLY FEE	5300-Dues and Members...	16.38
Check	05/28/2025	8034	MATTHEW MITCHELL	MUSIC INSTRUCTION	Contracted Service	300.00
Check	05/28/2025	DBT	USPS	STAMPS-POSTAGE	Postage	163.55
Check	05/28/2025	10019	Barney James Kerr	HOURS 10.25 X $33.00 LCAP ...	Contracted Service	215.00
Check	05/29/2025	DBT	Amazon.com	WALKIE TALKIE RADIO BATTE...	Office Supplies	32.76
Check	05/30/2025	10020	HM&S	23-24 TAX FILING	Auditing and CPA Services	1,650.00
Check	05/31/2025	DBT	Safeway	CAREER DAY	Office Supplies	16.36
Bill	05/31/2025	2024/25-11	Pat Casey	CONTRACT SERVICES INV 20...	Business Manager Services	5,000.00

TOTAL						**66,195.04**

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **2025-2026 Original Budget**

Date: June 19, 2025

SUMMARY

The Budget Committee met on June 5th to give input for the draft of the original budget for 2024-2025.

DISCUSSION
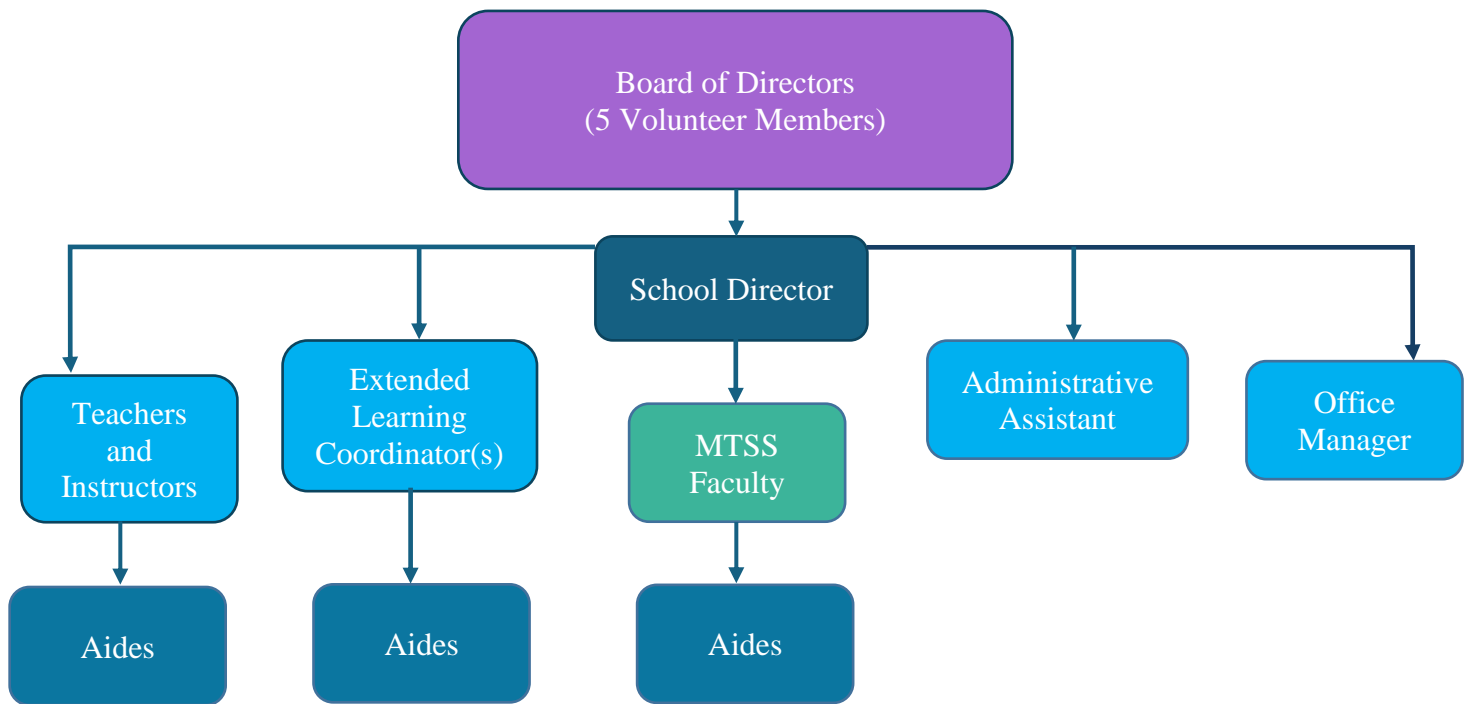
Assumptions for creating the proposed budget included:

Governor's Proposal assumed to be accepted by Legislature.
Budget based on 117 ADA, 127 enrollment at 92% attendance rate.
2.5% step (year) increase in steps on the certificated salary schedule is included in the budget.
All teachers whose salary would have been lower than $59,000 were brought to that amount and in some cases this resulted in a higher than 2.5% increase in annual salary.
Classified staff who are returning will have a 2.5% step increase in hourly salary.

ACTION REQUESTED

Adopt 2025-2026 Original Budget

Attachments: Draft of 2025-2026 Original Budget, Organizational Chart

2025-26	FUNDING AT 107 ADA	FUNDING AT 115 ADA		FUNDS TIED TO ADA	FUNDS TIED TO STATE TAX COLLECTIONS
6/12/2025	115 Enroll. x 92% attendance 2024-25 2ND INTERIM BUDGET	126 Enroll. x 92% attendance 2025-26 ORIGINAL BUDGET	CHANGE		
ORIGINAL BUDGET					
Revenue					
8011 Local Control Funding	*740,387*	*889,697*		ADA	
8012 Education Protection Act	*163,923*	*150,000*		ADA	
8096 In Lieu Taxes	*364,582*	*350,000*		ADA	
Subtotal LCFF Revenues	*1,268,892*	*1,389,697*	120,805	*-0.72%*	1,389,697
8290 - TITLE I	**25,087**	**25,087**	-		
8181 - Spec. Educ.- SELPA Fed	15,540	16,675	1,135	ADA	
8311 - Spec. Educ. - SELPA State	92,266	105,516	13,250	ADA	
8312 - Spec. Educ. - SELPA ERMHS	8,659	8,659	-	ADA	
8550 - Mandates Block Grant	2,091	30,000	27,909	ADA	
8560 - State Lottery	35,000	35,000	-	ADA	
8590 - ELOP	**83,165**	**100,000**	16,835	ADA	
8590 - UPK - LCFF CALC	*32,001*	*37,776*	5,775	ADA	37,776
8590 - PROP 28 ART-MUSIC	*18,444*	*18,444*	-		18,444
8699 Other Local Revenue	17,000	17,000	-		
TOTAL REVENUES	**1,598,145**	**1,783,854**	185,709		*1,445,917*
Expense					
1000 Certificated Salaries	575,800	595,200	19,400	30%	
2000 Classified Salaries	546,698	611,153	64,455	28%	
3000 Employee Benefits	350,464	405,317	54,853	18%	
SUBTOTAL	*1,472,962*	*1,611,670*	138,708	**76%**	
4100 Texts and Core Curricula	500	500	-		
4200 Reference Materials	500	500	-		
4300 Materials and Supplies	43,587	40,600	(2,987)		
4400 NonCap Equipment	5,000	5,000	-		
4700 Food (Nutrition)	800	2,800	2,000		
SUBTOTAL	*50,387*	*49,400*	(987)	3%	
5200 Travel and Conferences	3,800	7,700	3,900		
5300 Dues and Memberships	3,500	4,100	600		
5400 Property/Liability Insurance	32,000	37,600	5,600	2%	
5500 Operations / Housekeeping	88,200	88,300	100	4%	
5600 Rentals, Leases, and Repairs	7,700	8,800	1,100		
5800 Prof. & Consulting Services	245,913	209,400	(36,513)	**13%**	
5900 Communications	36,900	42,944	6,044	2%	
SUBTOTAL	*418,013*	*398,844*	(19,169)	22%	
TOTAL EXPENDITURES	**1,941,362**	**2,059,914**	113,278	100%	
Net Income	**(343,217)**	**(276,060)**	ADA Equiv.	-23	
Restricted Funds - Prior Year					
Net Income - Unrestricted	**(343,217)**	**(276,060)**	ADA Equiv.	-23	
Unassigned/Unappropriated- NET ASSETS	**885,942**	**450,000**			
Net Unassigned/Unappropriated	**542,725**	**350,000**	657369		
Unassigned/Unappropriated - Yr End Proj..	**194,152**	**120,000**	ADA Equiv.	10	
Reserve - Economic Uncertainties	**120,000**	**160,000**	Est. 1 mos. salary/benes.		
Other Designations	**228,573**		ADA Equiv.	11	
Restricted Grant Funds	**39,293**	**70,000**			

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                    │   Board of Directors    │
                    │  (5 Volunteer Members)  │
                    └─────────────────────────┘
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                    ┌─────────────────────────┐
                    │     School Director     │
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Board of Directors
(5 Volunteer Members)

School Director

Teachers and Instructors

Extended Learning Coordinator(s)

MTSS Faculty

Administrative Assistant

Office Manager

Aides

Aides

Aides

Contracted Services
- Business Manager
- Custodial
- School Nurse
- Adapted Physical Education
- Legal Services
- Speech and Language Pathologist
- Pest Management
- Landscaping & Facilities Repair & Maintenance
- Wellness Center Counselors
- Mental Health Service Providers

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Control Accountability Plan (LCAP)**

Date: June 19, 2025

SUMMARY

The LCAP adoption process should have ample opportunities for a variety of educational partners to give input, including: students, parents, faculty, staff and community members.

DISCUSSION

The LCAP format includes a description of the process for engaging educational partners to gain input. A focus group has met to discuss our current LCAP and the course for developing our future adoption. Including the LCAP as an item at our public meetings is also a required part of the adoption process to give opportunity for stakeholder input. Sherwood requests input from parents and guardians, teachers, and staff via an annual Community Survey. The Coffee with the Director meetings, held eight times this past year, became another vehicle for our community to give input. Students give input with a Student Survey and a student focus group, teachers and staff give input in meetings. The draft attached here was created from survey input, data from the CDE Dashboard, local data, input from parent meetings, and input given at the Regular Meeting of the Board of Directors on May 22, 2025.

ACTION REQUESTED

Adopt LCAP.

Attachment: DRAFT LCAP 2025-2026

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sherwood Montessori
CDS Code: 04614240121475
School Year: 2025-26
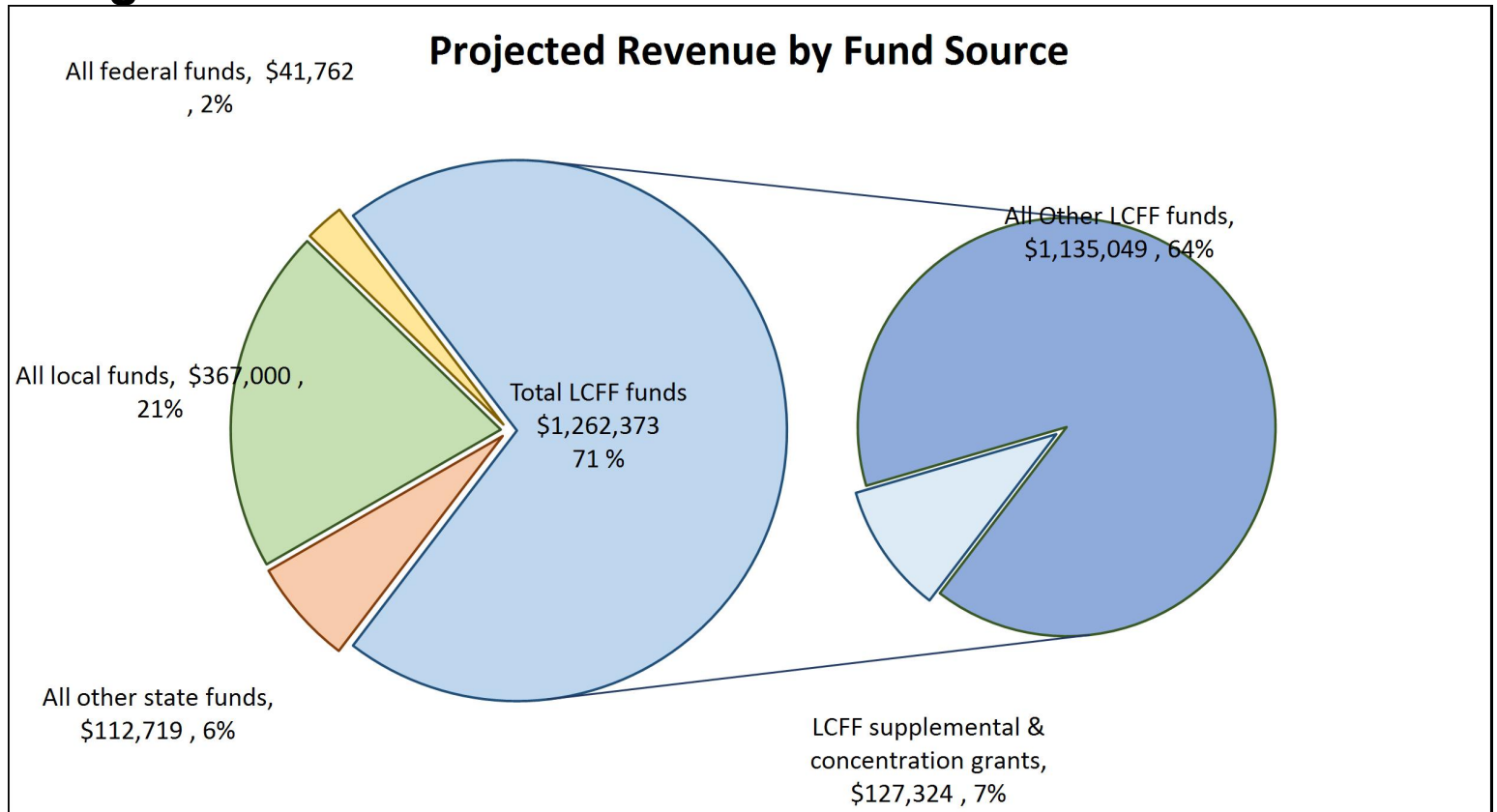LEA contact information:
Michelle Yezbick
Director
michelle@sherwoodmontessori.org
(530) 345-6600

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

Projected Revenue by Fund Source

All federal funds, $41,762, 2%
All local funds, $367,000, 21%
All other state funds, $112,719, 6%
Total LCFF funds $1,262,373 71%
All Other LCFF funds, $1,135,049, 64%
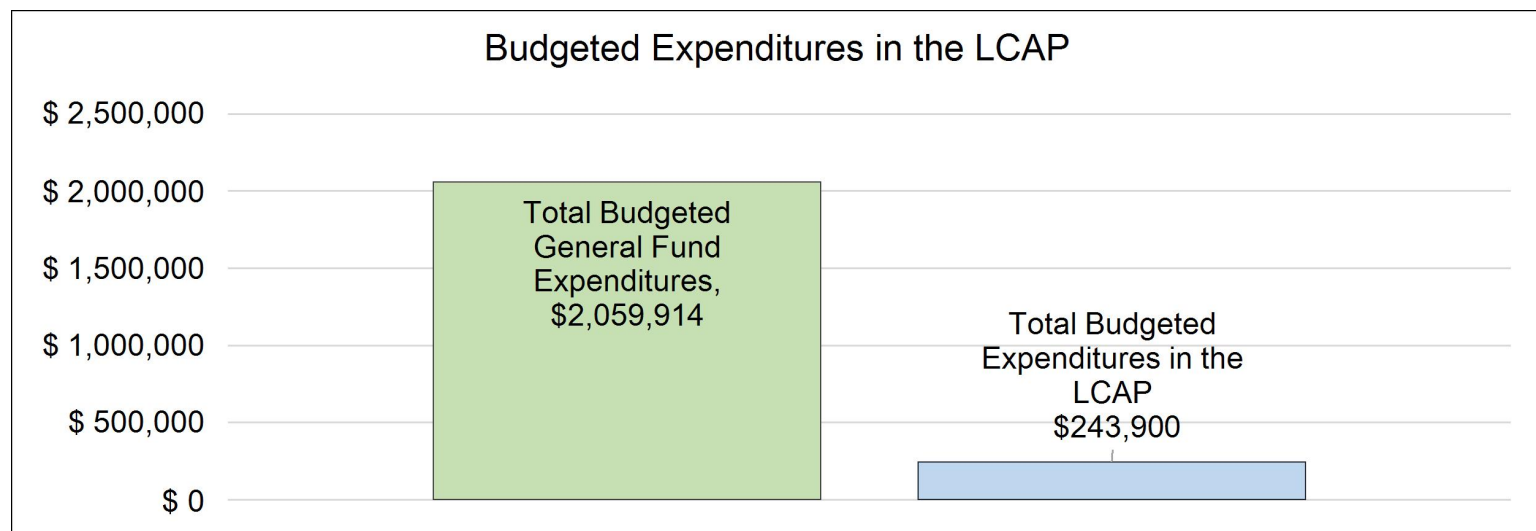LCFF supplemental & concentration grants, $127,324, 7%

This chart shows the total general purpose revenue Sherwood Montessori 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 Sherwood Montessori is $1,783,854, of which $1,262,373 is Local Control Funding Formula (LCFF), $112,719 is other state funds, $367,000 is local funds, and $41,762 is federal funds. Of the $1,262,373 in LCFF Funds, $127,324 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $2,059,914

Total Budgeted Expenditures in the LCAP $243,900

This chart provides a quick summary of how much Sherwood Montessori 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: Sherwood Montessori plans to spend $2,059,914 for the 2025-26 school year. Of that amount, $243,900 is tied to actions/services in the LCAP and $1,816,014 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Salaries and benefits for employees are not entirely covered in the LCAP, as well as costs for facilities and utilities, discretionary classroom and program budgets, and materials.
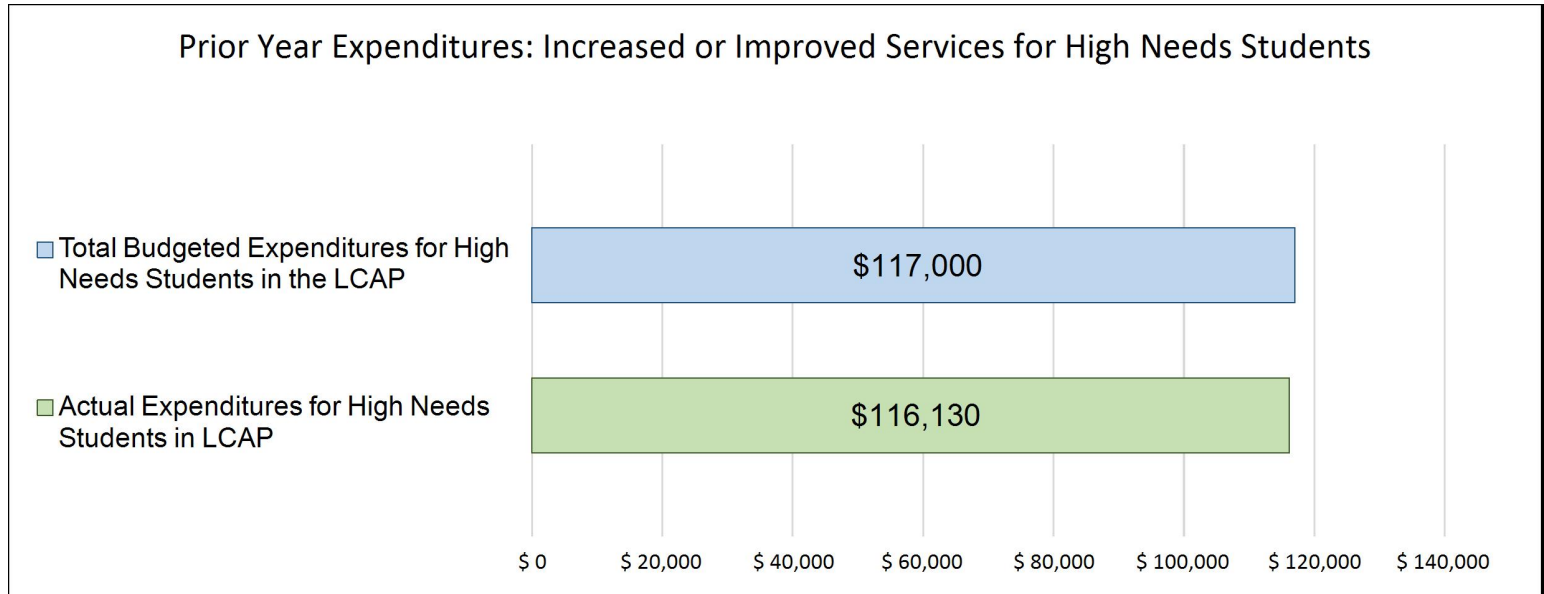
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Sherwood Montessori is projecting it will receive $127,324 based on the enrollment of foster youth, English learner, and low-income students. Sherwood Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Sherwood Montessori plans to spend $116,500 towards meeting this requirement, as described in the LCAP.

The amount budgeted is not significantly less than the projected revenues from the supplemental grant (less than 10%). High needs students will be served by the SST process available to all students.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Total Budgeted Expenditures for High Needs Students in the LCAP $117,000

Actual Expenditures for High Needs Students in LCAP $116,130

$ 0 $ 20,000 $ 40,000 $ 60,000 $ 80,000 $ 100,000 $ 120,000 $ 140,000

This chart compares what Sherwood Montessori budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sherwood Montessori 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, Sherwood Montessori's LCAP budgeted $117,000 for planned actions to increase or improve services for high needs students. Sherwood Montessori actually spent $116,130 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $870 had the following impact on Sherwood Montessori's ability to increase or improve services for high needs students:

The amount actually spent was not significantly less than what was budgeted. There was no impact on the actual 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
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

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 mission of Sherwood Montessori is to educate TK-8 students of the greater Chico area by providing Montessori education within the context of mutual respect and joy. The focus of the education is on engaging critical thinking and fostering empathy, and developing the skills needed to become competent, responsible citizens who are life-long learners and skillful problem solvers.

The school serves our community by providing a rich and supportive educational environment for children based upon the philosophy of Maria Montessori which allows each child to reach his or her own potential academically, personally, and socially and focuses on educating the whole child intellectually, physically, and psychologically. The methodology used develops a firm foundation for the students, and emphasizes ethics, initiative, persistence, and self-confidence.

Our mission is accomplished by a concerted community-based effort between the school, the parents, and the individual child.

Sherwood currently serves 127 students with multi-age groups. We have two classrooms with learners ages 4-6 (TK/K), two classrooms with learners 6-9 years old (1st/2nd/3rd), two classrooms with learners 9-12 years old (4th/5th/6th), and one classroom with 12-14 year old learners (7th/8th). A Learning Center classroom serves students from all grades with specialized academic needs.

The main campus of Sherwood Montessori is located on the north side of Chapman Elementary campus, with an auxiliary campus located at 1010 Cleveland Ave. The main campus currently includes seven classrooms and an office; 20th Street Park connects the two campuses. Through funds available from the Measure K bond, Sherwood has been able to complete a construction project to install three classrooms at the 1010 site. In the 2022-2023 school year, the TK/K classrooms moved to classrooms located at 1010 with the third classroom housing the school's teaching kitchen and library and before and after school child care with tutoring after school.

This LCAP also serves as the school's Single Plan for Student Achievement (SPSA) with Title 1, Title II Part A and Title IV Part D funds herein accounted for. The process used to create this plan satisfies all requirements for creating a SPSA.

Reflections: Annual Performance

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

Community survey results indicate the greatest increases in the percentage of parents who reported being satisfied or very satisfied with the school's approach to discipline and conflict resolution using Positive Discipline and overal satisfaction.

The greatest decrease was in satisfaction with teachers, the curriculum in terms of Montessori authenticity, and with parents' opportunity to make an impact in academic outcomes.

Sherwood made great gains in CAASPP scores for both ELA and math between 2023 and 2024. Scores increased 20.6 points in English language arts to 16 Points Below Standard and 3.2 points in math 46.4 Points Below Standard. This is Sherwood's third year in a row showing improvement in our CAASPP scores. Additionally, now that the State is reporting Student Growth Indicators on the Dashboard, we can see that Sherwood students far outperform the expected one year's growth. With a score of "0" showing expected growth, Sherwood earned a score of 11 for ELA and 8 for math.

Our 2025 scores are not yet available, however, there will be a significant penalty for not meeting the required Participation Rate as several students were opted out of testing by their parents. From verifiable growth data (Star Renaissance Early Literacy or Reading and Math) we can see that our students, on average, met or exceeded one year's growth in reading and math.

Chronic absenteeism dropped in 2022-2023 from 34.9% in 2021-2022 to 23.6% in 2023-2024 the chronic absentessism rate had increased to 29.4%, this year saw an improvement with the rate being 24.49% for 2024-2025 as of early May. There was also an improvement in the suspension rate from 5.3% in 2023-2024 to 4.91% in 2024-2025 as of early May.

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.

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

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

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

The Sherwood Community Survey was promoted in the School Announcements on April 3, April 10, April 17, April 24 and May 1 and was available April 3 through May 8. Invitations to participate in the Focus Group were promoted in teh April 17, April 24 and May 1 School Announcements.

The teachers' meeting on April 3 had items relating to the LCAP, including invitation to join the LCAP Focus Group and planning for Student Surveys. A teacher representative for the Focus Group was chosen in September, and others were encouraged to join if they wished. Teachers also had meetings with the School Director throughout the school year in which input could be given on a 1:1 basis.

On September 9, October 11, November 8, December 13, January 10, March 13, April 11, and May 5 Coffee with the Director meetings were held for parents to dialogue with the School Director. Reminders went out in weekly school announcements in the weeks ahead of the meetings and the meetings were shown on the school's Google calendar on the homepage of the school's website.

The number of respondets to the Community Survey were 24, up from 22 last year but lower than typical averages in the 30-40 range.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide an equitable learning environment with high quality, authentic Montessori instruction, curriculum aligned to Common Core State Standards, a broad range of traditional Montessori materials, highly-qualified teachers, and a facility in good repair. 1.1: Provide highly qualified teachers for all students. 1.2: Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS). 1.3: Provide a broad range of Montessori materials. 1.4: Provide a facility in good repair and maintain recess equipment. 1.5: Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This was originally a Broad Goal to cover the State Priority 1: Basic Conditions for Learning.
A rationale for each Focus Goal is provided below:
1.1 The quality of the instruction students receive directly impacts their learning experiences and academic outcomes.
1.2 An effective curriculum increases students' understanding about the world around them and provides them with knowledge and skills necessary for success in the 21st century.
1.3 All public school students must be provided with equal access to instructional materials.
1.4 All public school students must be provided with safe and decent school facilities. Recess equipment is an important part of the school environment, as expressed by Sherwood students in the Student Survey.

1.5 Instructional strategies such as effective use of targeted direct instruction, scaffolding and modeling, monitoring student learning, and two-way feedback among students and teachers are associated with improved student achievement. The SST process addresses these and results in a plan formed with communication and analysis of data.
Good progress has been made on these and we are now classifying it as a whole as a maintenance of progress goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Personnel files/teachers' credentials	100% highly qualified credentialed teachers	100% highly qualified credentialed teachers		100% highly qualified credentialed teachers	none
1.2	CASSPP Scores	Increased 20.6 points in ELA to 16 points below standard and increased 3.2 points to 46.4 points below standard in math.	TBD. Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		30 points below standard for ELA 50 points below standard for math	Met the target in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target).
1.3	Montessori Materials Inventories	Most materials are in good repair, worn or broken materials will be replaced after the end of the fiscal year.	New materials were purchased or brought out of storage prior to the beginning of the school year.		All classrooms will have a broad range of materials for the grade levels served.	none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Facilities Inspection Tool	Repairs request system implemented and facility is being kept up. PE and recess equipment check-out system working and new materials are ordered as old wear our.	Repairs request system was implemented and the facility has been kept up, although the buildings are old and worn. An order for PE and recess equipment was made at the begnning of the year.		Facility in good repair; PE and recess equipment check-out system working and new materials are ordered as old wear out.	none
1.5	Local Indicator/School Community Survey	77% reported satisfied or very satisfied with support given to struggling learners.	71% reported satisfied or very satisfied with support given to struggling learners.		80% satisfied or very satisfied with support given struggling learners.	9%

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 teachers hold appropriate credentials for their positions. Additionally, two new to the school teachers were sent to Montessori training. Curriculum materials were purchased or brought out of storage at the beginning of the year. The facilty is being maintained, but is old and worn. The SST process included further refinement this year with the addition of documenting the rationale when students found eligible for Tier 2 supports were not entering the SST process. There were no substantive differences in planned actions and actual implementation of these actions, or any relevant challenges and successes experienced with implementation.

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

$20,000 was budgeted to repair the school facility and maintain PE and recess equipment. While PE and recess equipment was purchased, money allocated to spend on repair was limited. This was in response to the school being asked early in the year to adopt a single point of entry through a security gate for the increased safety of both campuses (Sherwood is co-located on Chapman Elementary's campus). The school agreed to make this shift and spent $55,000 of Measure K bond funds allocation on security rather than repairs. Security gates were

installed. During the school year, Measure C, a new bond for school faclities, was passed by voters. Sherwood is now conserving the remaining Measure K dollars in hopes to apply these as well as state school construction funds and Measure C bond funds to build a new facility rather than needing to continuously repair the current facilities. About $9,000 less than budgeted was spent on the SST process, however, more resources were needed to spend on Tier 3, special education services. The SST is considered a Tier 2 support service, but the school currently has enrolled 22% of students with disabilities who are already at the third tier of support, leaving less funding for supporting those needing Tier 2 supports.

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

The actions are making effective progress towards the goals.

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.

Not applicable

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	Provide highly qualified teachers for all students.	All classrooms will have highly qualified teachers. Teachers' credentials will be reviewed each year.	$1,400.00	No
1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	Instruction will provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	$33,500.00	No
1.3	Provide a broad range of Montessori materials.	Montessori materials are a necessary component of the Montessori classroom.	$2,500.00	No
1.4	Provide a facility in good repair and	It is a basic servcie for a school to provide a facility in good repair. Input from the students indicate that they value recess equipment.	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
	maintain recess equipment.			
1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	The SST process is part of the Multi-Tiered System of Support (MTSS) used to ensure that all learners are served with the appropriate program.	$32,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a positive school climate with authentic opportunities for parent involvement. 2.1 Ensure that parents understand the ways the school communicates with students' families. 2.2 Ensure that parents understand the nature of the Montessori method of education. 2.3 Improve parent involvement and volunteerism. 2.4 Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	Maintenance of Progress 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.

These goals are ongoing, maintenance goals. They were originally developed to address the following State Priorities: State Priorities: Priority 3: Parental Involvement (Engagement), Priority 5: Pupil Engagement (Engagement), Priority 6: School Climate (Engagement)

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Local metric/Parent Square	100% of parents contactable	100% of parents contactable		100% of parents contactable	none
2.2	Local metric/Community Survey Results	90% of respondents agree or strongly agree that they are satisfied with curriculum in terms of Montessori authenticity. 81% of repondents agree or strongly agree	67% of respondents agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.		90% of respondents will agree or strongly agree that they are satisfied iwith curriculum in terms of Montessori authenticity.	23% and 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	79% of repondents agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.		80% of repondents will agree or strongly agree that they are satisfied with the opportunities to make an impact in academic outcomes for my student/s.	
2.3	Local metric/Parent Volunteer Tracking System	40% of families reported volunteer huors; 4% of families met or exceeded 30 hours	31% of families reported volunteer hours; 6% of families met or exceeded 30 hours		35% of familieswill report volunteer huors; 5% of families will meet or exceeded 30 hours .	4% and -1%
2.4	Chronic absenteeism Rate	35% Chronic Absenteeism Rate	24.49% Chronic Absenteeism Rate		15% Chronic Absenteeism Rate	9.49%
2.5	Decreased or maintained suspension rate	5.3% Suspension Rate	4.76% Suspension Rate		5% Suspension Rate	-.24%

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.

There were no substantive differences in planned actions and actual implementation of these actions. There was a perception among survey respondents that the curriculum in terms of Montessori authenticity was not satisfactory. The school had made an investment in two new teachers receiving Montessori training, which included an in-person residency over the summer before the 2024-2025 school year and with distance learning modules throughout the school year. The new teachers will complete the training in July, 2025 and be ready to enter the 2025-2026 school year with Montessori training certification.

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.

About $10,000 less was spent on the goal of ensuring that parents understood the nature of Montessori education. When this goal's budget was planned, it was hoped that the school would add an event with an outside presenter and invite parents from the school and larger community to attend. However, due to the orignal budget being created with the assumption of 117 ADA and the school receiving an ADA of only 107 at the time the First Interim Budget Report was due in , close to $100,000 in revenues were not realized as anticipated in the original budget. Adjustments were made, spending was cut, and the guest speaker was not contracted.

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

The survey results show a significant decrease in satisfaction regarding the curriculum in terms of Montessori authenticity, so this will become a focus goal in the 2025-2026 school 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.

The first steps in reaching the focus goal of implementing curriculum with Montessori authenticity have been made: new teachers were sent to Montessori training. The training of these teachers will conclude in July, 2025, and the 2025-2026 school year should see an increase in satisfaction in this area.

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	Ensure that parents understand the ways the school communicates with students' families.	Office Manager and teachers will ensure that parents understand how announcements are sent home via the Parent Square Application	$5,500.00	No
2.2	Ensure that parents understand the nature of the Montessori method of education.	Parents will have opportunities to learn about Montessori education.	$20,000.00	No
2.3	Improve parent involvement and volunteerism.	The school will provide opportunities for parents to become involved in their children's education and volunteer for the school.	$5,500.00	No

Action #	Title	Description	Total Funds	Contributing
2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	The school will promote regular attendance through the PBIS program and through outreach efforts to educate families on the importance of regular attendance.	$15,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Socioeconomically disadvantaged students will have access to free or reduced lunch, free after school tutoring, and free child care before and after school.	Equity Multiplier Focus 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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Actions associated with this goal are in response to metrics from the state Dashboard showing lower scores for students from lower income backgrounds in CAASPP testing.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the publicly reported scores with penalties may not show accurate academic growth.			
3.2	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may not show accurate academic growth.		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.
3.3	CAASPP Scores and/or growth data	For students who are from low-income families: ELA 33.1 points below standard for low-income students, increased by 25.3 points; math 67.4 points below standard, increased 7 points.	Star Renaissance data shows that students made, on average, a year's growth or more in reading and math. Six students were opted out of the ELA for CAASPP and 5 were opted out for math by their parents, so the publicly reported scores with penalties may		ELA 50 points below standard for low-income students; math 60 points below standard for low-income students and/or show at least one year's growth in ELA and math	Met the target for ELA in baseline (2024 Baseline data was available after the target was written. 2023 data was used as a guide to set target). Math target is 7.4 points away.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			not show accurate academic growth.			

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.

Goals 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.

Not applicable

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

Not applicable

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.

Not applicable

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Students will have access to free breakfast and lunch through Chico Unified Nutrition Services and Sherwood will provide healthy snacks.	$7,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Students will have access to free tutoring after school as described in our after care program, socioeconomically disadvantaged students will not pay fees to participate.	$35,000.00	Yes
3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Students from lower income backgrounds will have access to free child care.	$68,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Socioeconomically disadvantaged students will have access to scholarships to attend field trips.	Equity Multiplier Focus 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 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Local mesures/Community Survey Results & Student Surveys	77% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.	43% of students agreed or strongly agreed that they are happy to be students at the school. Teachers indicate that field trips are important and including all students on field trips, regardless of ability to pay, is important.		The majority of students will agree or strongly agree that they are happy to be students at the school. Teachers will give feedback about the importance of field trips and inclusion of all students.	8%

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 students attended school field trips regardless of families' abilities to pay. The middle school went on a weeklong trip to Environmental Camp.

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.

Not applicable.

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

The students reported the lowest satisfactio rate in response to being happy to be a student at the school since the data has been collected. They also gave many narrative responses about wanting more field trips! And a reflection of the upper elementary program, the classrooms where students took the fewest field trips, showed the lowest satisfaction rating.

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.

Teachers in the upper elementary classrooms will be prompted to schedule more field trips.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Students in low-income will have access to scholarships to attend all field trips.	All student fees will be covered by the school for families that can't afford to contribute, including end of year middle school overnight trips to Ashland/Shakespeare Festival or Environmental Camp.	$6,000.00	Yes

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
$$127,324	$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
10.692%	0.000%	$0.00	10.692%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks. **Need:** **Scope:**		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Schoolwide		
3.2	**Action:** Socioeconomically disadvantaged students will have access to free after school tutoring. **Need:** **Scope:** Schoolwide		
3.3	**Action:** Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program. **Need:** **Scope:** Schoolwide		
4.1	**Action:** Students in low-income will have access to scholarships to attend all field trips. **Need:** **Scope:** Schoolwide		

Limited Actions

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

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

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

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:10	
Staff-to-student ratio of certificated staff providing direct services to students	1:10	

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	$1,190,884	$127,324	10.692%	0.000%	10.692%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$218,900.00	$0.00	$0.00	$25,000.00	$243,900.00	$140,900.00	$103,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide highly qualified teachers for all students.	All	No			All Schools	Week's time in August	$1,400.00	$0.00	$1,400.00				$1,400.00	
1	1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	All	No				All school year	$0.00	$33,500.00	$33,500.00				$33,500.00	
1	1.3	Provide a broad range of Montessori materials.	All	No				First three months of school	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.4	Provide a facility in good repair and maintain recess equipment.	All	No				Ongoing	$0.00	$12,000.00	$12,000.00				$12,000.00	
1	1.5	Refine Student Success Team (SST) process to give access to students whose achievement may otherwise be hindered by learning differences due to disabilities, marginal past academic experiences, or behavior issues.	All Students with Disabilities	No				Ongoing throughout the school year.	$0.00	$32,000.00	$7,000.00			$25,000.00	$32,000.00	
2	2.1	Ensure that parents understand the ways the school communicates with students' families.	All	No				By October conferences and ongoing as new families enroll	$2,500.00	$3,000.00	$5,500.00				$5,500.00	
2	2.2	Ensure that parents understand the nature of the Montessori method of education.	All	No				Throughout the year at various school functions, including Back to School Night, Parent	$15,000.00	$5,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
								Education Events, conferences, Open House, and school tours								
2	2.3	Improve parent involvement and volunteerism.	All	No				Volunteer opportunities are available all school year long.	$5,500.00	$0.00	$5,500.00				$5,500.00	
2	2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	All	No				Ongoing throughout the year, attendance meetings at least once every two weeks	$15,000.00	$0.00	$15,000.00				$15,000.00	
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$7,500.00	$0.00	$7,500.00				$7,500.00	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Low Income	Yes	School wide	Low Income		Each school day throughout the year.	$30,000.00	$5,000.00	$35,000.00				$35,000.00	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Low Income	Yes	School wide	Low Income		Each day of school throughout the year.	$63,000.00	$5,000.00	$68,000.00				$68,000.00	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Low Income	Yes	School wide	Low Income		Throughout the year	$1,000.00	$5,000.00	$6,000.00				$6,000.00	1%

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
$1,190,884	$127,324	10.692%	0.000%	10.692%	$116,500.00	9.380%	19.163 %	**Total:**	$116,500.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$116,500.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	Schoolwide	Low Income		$7,500.00	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	Schoolwide	Low Income		$35,000.00	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	Schoolwide	Low Income		$68,000.00	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	Schoolwide	Low Income		$6,000.00	1%

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$271,500.00	$246,521.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Provide highly qualified teachers for all students.	No	$1,500.00	$1,400.00
1	1.2	Provide authentic Montessori instruction with curriculum aligned to Common Core State Standards (CCSS).	No	$33,500.00	$35,179.00
1	1.3	Provide a broad range of Montessori materials.	No	$3,000.00	$2,500.00
1	1.4	Provide a facility in good repair and maintain recess equipment.	No	$20,000.00	$12,965.00
1	1.5	SST process	No	$40,000.00	$31,104.00
2	2.1	Ensure that parents understand the ways the school communicates with students' families.	No	$6,000.00	$5,500.00
2	2.2	Ensure that parents understand the nature of the Montessori method of education.	No	$30,000.00	$19,700.00
2	2.3	Improve parent involvement and volunteerism.	No	$5,500.00	$5,500.00
2	2.4	Increase attendance for all students and all subgroups and decrease chronic absenteeism and suspension rates.	No	$15,000.00	$16,543.00
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00

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)
$116,992.00	$117,000.00	$116,130.00	$870.00	9.380%	9.380%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Socioeconomically disadvantaged students will have access to free or reduced lunch and healthy snacks.	Yes	$9,000.00	$7,459.00	1.38%	1.38%
3	3.2	Socioeconomically disadvantaged students will have access to free after school tutoring.	Yes	$35,000.00	$35,321.00	2%	2%
3	3.3	Socioeconomically disadvantaged students will have access to free child care before and after school and a summer learning program.	Yes	$67,000.00	$67,614.00	5%	5%
4	4.1	Students in low-income will have access to scholarships to attend all field trips.	Yes	$6,000.00	$5,736.00	1%	1%

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)
$1,190,884	$116,992.00	0	9.824%	$116,130.00	9.380%	19.132%	$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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- o 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.

    o 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.

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

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.

  o 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,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

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

    o 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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.

  o 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.

  o 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.

- o   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.

  - o   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.

  - o   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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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:

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

  o Professional development for teachers.

  o 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:

  o 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.

  o 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.

  o 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).

- o 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.

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

- o 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).

  o **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.

  o **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.

  o 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)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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)**

  o 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**

- o 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)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

  - o 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)**

  - o 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).

California Department of Education
November 2024

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Local Indicators**

Date: June 19, 2025

SUMMARY

Schools in California that receive the LCFF (Local Control Funding Formula) are requried to have certain data reviewed by their boards of education in a public meeting in June when the Original Budget for 2025-2026 is approved and the LCAP is adopted.

DISCUSSION

The California Department of Education is requiring all schools and LEAs (local education area) to submit to their boards, in a public meeting, a presentation of the data collected for Local Indicators. There are 8 State Priorities, not all are relevant to Sherwood Montessori. The attached template shows data that will be uploaded to the CDE's website.

ACTION REQUESTED: Approve Local Indicators Self-Reflection

Attachment: Local Indicator Self-Reflection

2025-26 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org (530) 345-6600

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2024-2025	10	6	0	0	0	0	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   - 1 - Exploration and Research Phase
   - 2 - Beginning Development
   - 3 - Initial Implementation
   - 4 - Full Implementation
   - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest):
       1 - Exploration and Research Phase
       2 - Beginning Development
       3 - Initial Implementation
       4 - Full Implementation
       5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5	N/A
Career Technical Education				4		
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language				4		

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest):
       1 - Exploration and Research Phase
       2 - Beginning Development
       3 - Initial Implementation
       4 - Full Implementation
       5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

     1 - Exploration and Research Phase
     2 - Beginning Development
     3 - Initial Implementation
     4 - Full Implementation
     5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	4

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Sherwood has increased satisfaction ratings from the community survey for "School Climate in General" and "School's Approach to Discipline and Conflict Resolution". There was a decline in satisfaction with "Parent's Opportunity to Make an Impact in Academic Outcomes for my Student". Sherwood has a bilingual/biliterate Office Manager available for Spanish speaking families and students.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

In the 2024-2025 school year, we brought back more structure to SMPO and got more parents involved. The office staff and administration continues to support SMPO, but has seen more leadership emerge in the parents. We will continue to build on this success.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

We have our survey, but it is anonymous so we can't be sure who is filling it. Teachers are often the primary source of communication, so regular meetings between the school Director and teachers have been a good vehicle to get that feedback to administration. The school Director is now holding monthly Coffee with the Director, and attends monthly SMPO meetings. The Director is also greeting students on the main campus daily at the single point of entry, which gives parents a quick reference to who the administrator is and access to for communication.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	4
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	5
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	4

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

67% of respondents agree or strongly agree that they are satisfied with the opportunity to make an impact in academic outcomes for my student/s, down from 77% last year.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

While 67% shows a majority, this is down 10% from previous year's data. We did get more parents involved through the parent ogranization, the SMPO, and have some momentum to build on with good input about how to do so: next year we will solicit an event leader for each SMPO event. We need to work on supporting families to understand how to improve academic outcomes for their students.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

Input indicates that having a bilingual Office Manager is greatly appreciated and reaching out in the primary language of Spanish will continue. Families with low-income appreciate the free child care, free school meals, and no cost field trips.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

  1 - Exploration and Research Phase
  2 - Beginning Development
  3 - Initial Implementation
  4 - Full Implementation
  5 - Full Implementation and Sustainability

Practices	Rating Scale Number
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

> The school uses a variety of ways, including surveys, input at conferences and meetings, monthly Board and SMPO meetings, and at informal coffee discussions.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

> We have a well-rounded system for seeking input, but will seek to improve the number of families who do give input in our annual Community Survey.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

> Underrepresented families are given access and do utilize the current structures in place. Families who we do not hear from can be actively reached out to by school personnel.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

> The local climate survey data shows that younger students (grades 1-3) report more satisfaction with school than do older students (grades 4-8). The greatest decrease was seen in response to the statement "I am happy to be a student at this school" with the upper elementary students (grades4-6) expressing the greatest dissatisfaction.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

> The generally higher level of satisfaction among younger students is likely a product of developmental tendencies of children. Pre-adolescent and adolescent children typically begin to separate from adults in their formation of their self-identity. There were increases in the percent of students who agreed or strongly agreed with the statements: "The aides and other adults at school treat me with kindness and respect", "The students at school treat me with kindness and respect", "The school rules are fair and easy to understand" and "I feel I am part of the school community."

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

> There was emphasis on systemic social-emotional learning (SEL) in the 2024-2025 school year, with opportunities to build community among the children and skills that lead to stronger friendships. We will continue these efforts in the 2025-2026 school year.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

We measured course access by evaluating the implemented curricula and MTSS records.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

We found that curricula represents all areas in the State Priorities.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no identified barriers preventing the school from providing access.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Sherwood will continue to implement systemic social-emotional learning curriculum in the 2025-2026 school year, 2024-2025 was the first year of implementing the new curriculum.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to					

Coordinating Instruction	1	2	3	4	5
expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					

Coordinating Services	1	2	3	4	5
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

SHERWOOD MONTESSORI

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Reading Difficulties Screener**

Date: June 19, 2025

SUMMARY

Senate Bill 114, approved in August of 2023, requires screening of all Kindergarten, 1st, and 2nd grade students for the risk of reading difficulties beginning in the 2025-2026 school year.

DISCUSSION

The proposed screener, Multitudes, developed by University of California (UCSF) Dyslexia Center, will become part of our comprehensive elementary literacy assessment and instructional strategy. Multitudes is available in Spanish and English and has no cost. The screener takes an average of ten minutes per student to administer. Teachers would no longer be asked to administer the Basic Phonics Skills Test, which is redundant to Multitudes.

ACTION REQUESTED

Approve Multitudes, the selected screening instrument, for use at the start of the 2025-2026 school year.

Attachment: Background information on the Reading Difficulties Risk Screener

Reading Difficulties Risk Screener

Background information provided by our County Office of Education on 1.6.2025.

Highlights:

➤ All LEAs must adopt one or more of the 4 approved screeners by June 30, 2025
➤ All students Kindergarten through Second grade must be administered the screener beginning and no later than 2025-2026 school year and annually thereafter.
➤ LEAs must provide parents or guardians of pupils' information regarding the screener, the date, and instructions on how to opt out no later than 15 days prior to the screening.
➤ LEAs must provide parents with the results in a timely manner and no more than 45 calendar days from the date the assessment was administered. Results must include the next steps, including supports and services, and comply with translation services.
➤ Parents can opt out in writing.
➤ LEAs must administer the screener to new students within 45 calendar days of enrollment.
➤ Employees administering screeners need to be trained on the screening instrument.
➤ Funding for PD amounts to $21 per pupil.
➤ Administered in primary language unless not available and then pupil's risk for reading difficulties evaluated through developmental history, educational history, literacy progress, in accordance with California Dyslexia guidelines.
➤ Results from screener cannot be used for reclassification or any high stakes purposes.
➤ Students with existing IEP or 504 plans can be opted out with prior written consent from Parent or Gurdian.

List of screening instruments approved by the Reading Difficulties Risk Screener Selection Panel on December 16, 2024.

Organization	Title	Grade Levels	Languages
Amira Learning, with HMH as distribution partners	Amira	Kindergarten, Grade One, and Grade Two	English and Spanish
Amplify Education	mCLASS with DIBELS Edition 8 and mCLASS Lectura	Kindergarten, Grade One, and Grade Two	English and Spanish
University of California San Francisco (UCSF) Dyslexia Center	Multitudes	Kindergarten, Grade One, and Grade Two	English and Spanish

Stanford University, Brain Development and Education Lab	Rapid Online Assessment of Reading (ROAR)	Grade One and Grade Two	English only

Multitudes is the only free version.

More Information can be found on <u>California Literacy web page</u>

MEMORANDUM

To: Board of Directors

From: Michelle Yezbick, School Director

Subject: **Instructional Continuity Plan**

Date: June 19, 2025

SUMMARY

SB 153 requires LEAs to create an Instructional Continuity Plan (ICP) to be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025.

DISCUSSION

The Instructional Continuity Plan (ICP) outlines procedures for communication and instruction during emergencies that interrupt in-person learning. Its primary aim is to ensure that all students can access quality education remotely while keeping lines of communication open with students, families, and staff. The school will prioritize effective communication, emotional support, flexible learning options, and strategies to maintain academic continuity.

ACTION REQUESTED

Approve plan.

Attachment: Instructional Continuity Plan

2025-26 Instructional Continuity Plan (ICP)

This template provides a framework for the Instructional Continuity Plan (ICP) and should be tailored to the unique needs and resources of the LEA and its school sites.

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at https://www.cde.ca.gov/re/di/or/icpguidance.asp.

Local Educational Agency (LEA) Name	School Name	Contact Name and Title	Email and Phone
Sherwood Montessori	Sherwood Montessori	Michelle Yezbick Director	michelle@sherwoodmontessori.org 530-345-6600

Introduction and Purpose

Information about the Instructional Continuity Plan (ICP) requirements, revision and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on May 2, 2025 and adopted by Sherwood Montessori on May 22, 2025 to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

The goal of Sherwood Montessori's ICP is to ensure that all students have access to their education during emergencies. The school will focus on communication and flexibility to provide emtional support and continued academic growth during in-person learning disruption.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

As required, Sherwood Montessori will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Current existing methods include:

Short messaging service (SMS)

Phone Calls

Email

School Portal

Social Media

Flyers

The School will use direct outreach via phone, text, email, or messaging apps to assess student well-being and needs.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure and how they may impact methods for two-way communication.

The School will use battery-powered devices to communicate about power outages. A gasoline-powered generator running an inverter will be used if longer term damage to infrastructure causes the need to recharge batteries from an alternative power source.

Support for Unique Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

The School's existing personnel will provide support for students' social-emotional, mental health and academic needs. The academic needs will primarily be the responsibility of credentialed teachers and teachers' aides under the supervision of credentialed teachers. Social-emotional needs will be the primary responsibility of mental wellness counselors and behavioral health counselors. The school psychologist will provide mental health support and, if needed, consult with counselors to reach students with mental health needs.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Sherwood Montessori will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

If a state of emergency is called, Sherwood Montessori will comply with Executive Orders, including quarantine in the case of an epedemic.

Remote Instruction

Plans for remote instruction.

As required, Sherwood Montessori remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Teachers will assign appropriate time-value assignments. If possible, synchronous opportunities for instruction will be provided via video conferenceing platforms such as Zoom or Google Meet. Asynchronous learning opportunity that does not involve internet or technology will also be available, e.g.: paper work packets.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity.

For families who wish to use digital materials but do not have devices, priority will go to low-income families for device distribution.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

Digital synchronous and asynchronous instruction will be offered as well as non-digital (paper work packets).

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Sherwood Montessori provides support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Sherwood Montessori is a single-site charter school, therefor a school of choice with no affiliated LEAs. Sherwood will honor requests for records received from LEAs if parents choose to enroll elsewhere.

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Weekly School Announcements will continue from the office, and each classroom teacher will also have weekly announcements for their class. A messaging app such as the Parent Square app will be the platform for the communication from the school. Daily synchronous online learning opportunities will be made available by teachers for the whole group. 1:1 and small group instruction will also be offered at a frequency determined by each teacher, congruent with other grade-alike teachers. The Parent Square app announcements will include links to schedules and login information for synchronous learning.

Technological Readiness

Technology readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

The office will be the source for technology devices for families who need to borrow devices to access online learning. A signed written agreement for use of the devices will be required. Online instructional platforms will be chosen based on what is available and most familiar to the students at the time of disruption to in-person learning.

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours or other methods.

Sherwood teachers will use the Sherwood Montessori Essential Standards to focus instruction on the standards found to be the most impactful. Tutoring and check-ins will be scheduled outside of the whole group time, and will be coordinated with special education services. Virtual office hours will be made available by teachers at a time that is free from synchronous learning opportunities and tutoring or 1:1 check ins.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, and Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Students with disabilities will have services continued as close as possible to IEP described services. EL students wil have instruction with appropriately credentialed teachers. Students who are experiencing homelessness and foster youth will have priority for devices when needed. Access to the school's wifi will be permitted if feasible for students who do not have internet services, either from the school parking lot or outdoors if indoor access is not feasible.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Case Managers will determine the best method to provide services in agreement with students' Individual Education Plans. Current contingency plans in IEPs are set up and the current plan for each student will be implemented.

English Learners (EL)

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

EL students will have access to instruction with Specially Designed Academic Instruction in English (SDAIE) as they are during regular instruction. Students at Beginning and Intermediate levels of aquiring English will have access to appropriately scaffolded instruction for comprehension. At each level of English aquisition, English language development lessons and activities will supplement the learners' English Language Arts instruction and learning activities as appropriate for their level.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

Sherwood Montessori will look to professional organizations such as the American Montessori Society, Public Montessori in Action, and our County Office of Education for professional learning opportunites and resources releveant to the situation.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

The LEA does not employ any physical health professionals outside of the school nurse, who can be available for referrals. Wellness Counselors, interns, and Behavioral Health Counselors who are employed by the school can provide mental health support to an extent, and make referrals for greater needs. Google translation will be used for languages other than English and Spanish. Employees who speak Spanish will provide translations when needed for families who speak Spanish as their primary language.

Plans to provide access back-up, water and medicines in the event of an emergency.

Medication dispersal will be provided to the extent possible by existing staff who are trained to do so. The school's information system database, CALPADS, and SEIS can all be accessed off site if needed. If water is not available on site, Sherwood will coordinate with local agencies for an alernate source of water.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Depending on the nature of the disruption, these services will be offered online or in-person following the guidance of the Department of Health. Students with disabilities will be provided services that align as closely as is feasible to regular in-person instruction.

Site-Based Collaboration

How administrators, faculty, information technology staff, students, and parents will collaborate in the development and implementation of this ICP.

In the event of school closure, administrators, faculty, information technology staff, students and parents will collaborate via meetings where information is shared, including feedback about what is and is not working. These meetings may be in-person if feasible and allowed by the Department of Public Health. Otherwise, online meetings, phone meetings, or serial meetings via email will be utilized. Surveys to collect input for the development and implementation of the plan may also be used.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Site-based learning will resume once Executive Orders declare it safe to do so. Sherwood will take all precautions that are advised from the Department of Health.

Integration with Comprehensive School Safety Plan (CSSP)

This Instructional Continuity Plan (ICP) will be included as an integral component of Sherwood Montessori's Comprehensive School Safety Plan (CSSP) by July 1, 2025, as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners, considering feedback and lessons learned on the following basis:

Ongoing Evaluation: School leadership will regularly evaluate the effectiveness of the ICP by gathering feedbak from students, families and staff. Based on feedback and expressed needs, the plan will be reviewed and updated to improve effectiveness of the educational experience for students, families and staff.