



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hearthstone School

CDS Code: 04 10041 0430090

School Year: 2026-27

LEA contact information:

Mary Sakuma

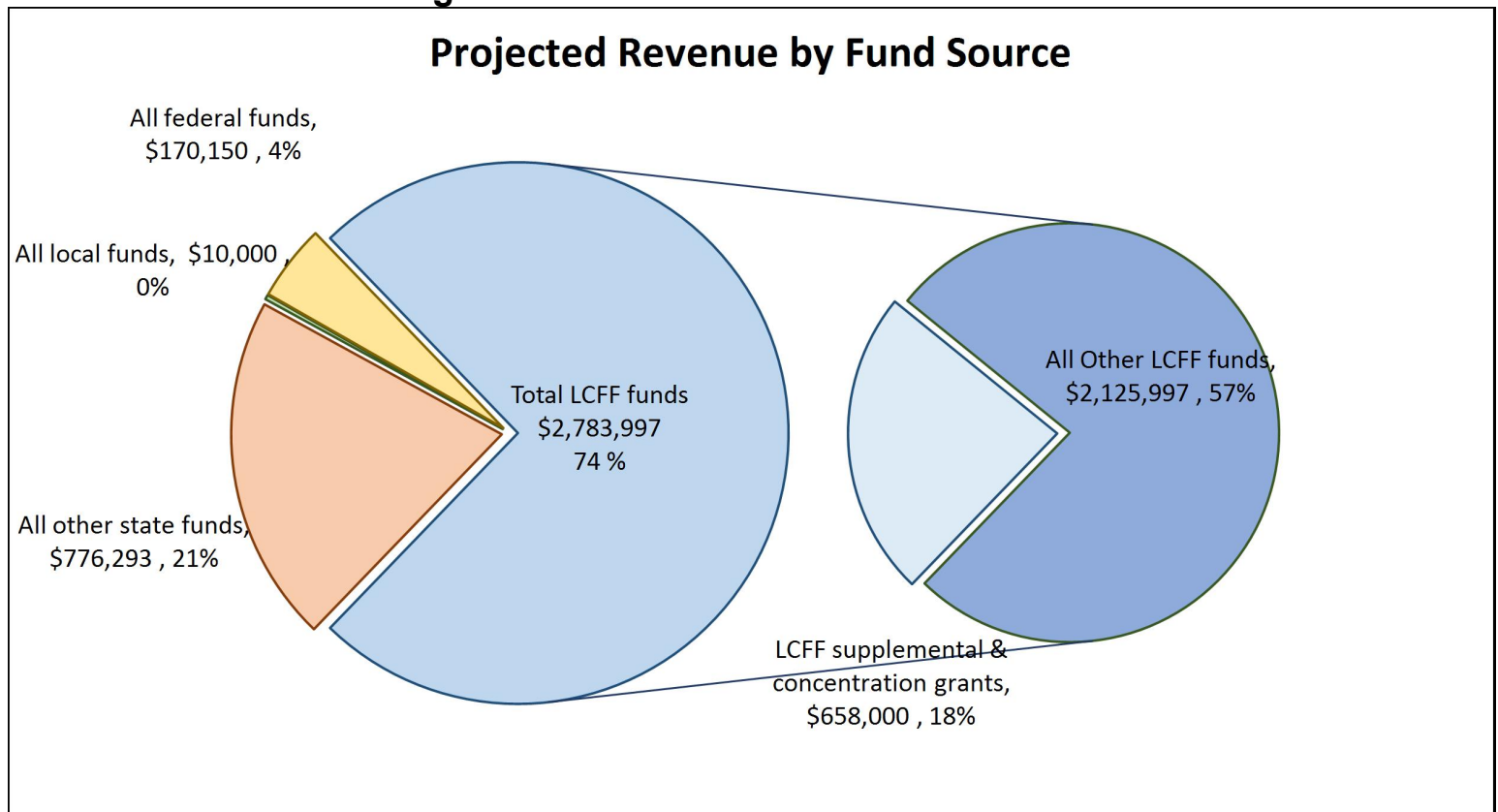
Superintendent

msakuma@bcoe.org

(530) 532-5650

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

Budget Overview for the 2026-27 School Year

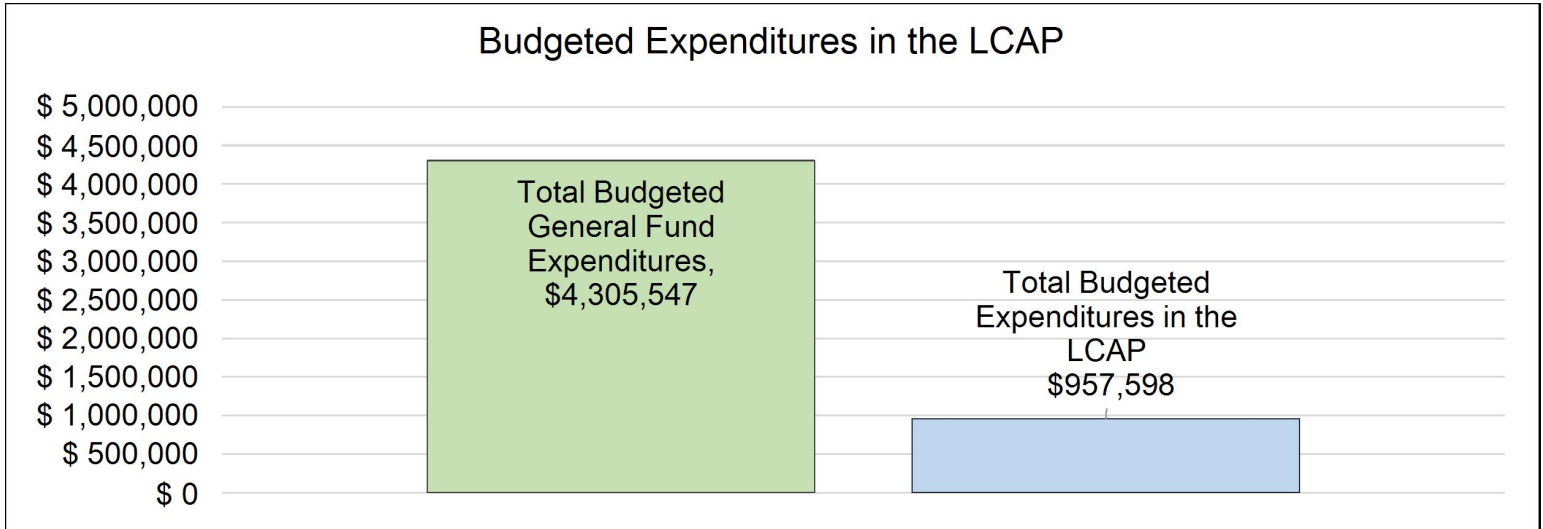


This chart shows the total general purpose revenue Hearthstone School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Hearthstone School is \$3,740,440, of which \$2,783,997 is Local Control Funding Formula (LCFF), \$776,293 is other state funds, \$10,000 is local funds, and \$170,150 is federal funds. Of the \$2,783,997 in LCFF Funds, \$658,000 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much [Hearthstone School](#) plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: [Hearthstone School](#) plans to spend \$4,305,547 for the 2026-27 school year. Of that amount, \$957,598 is tied to actions/services in the LCAP and \$3,347,949 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

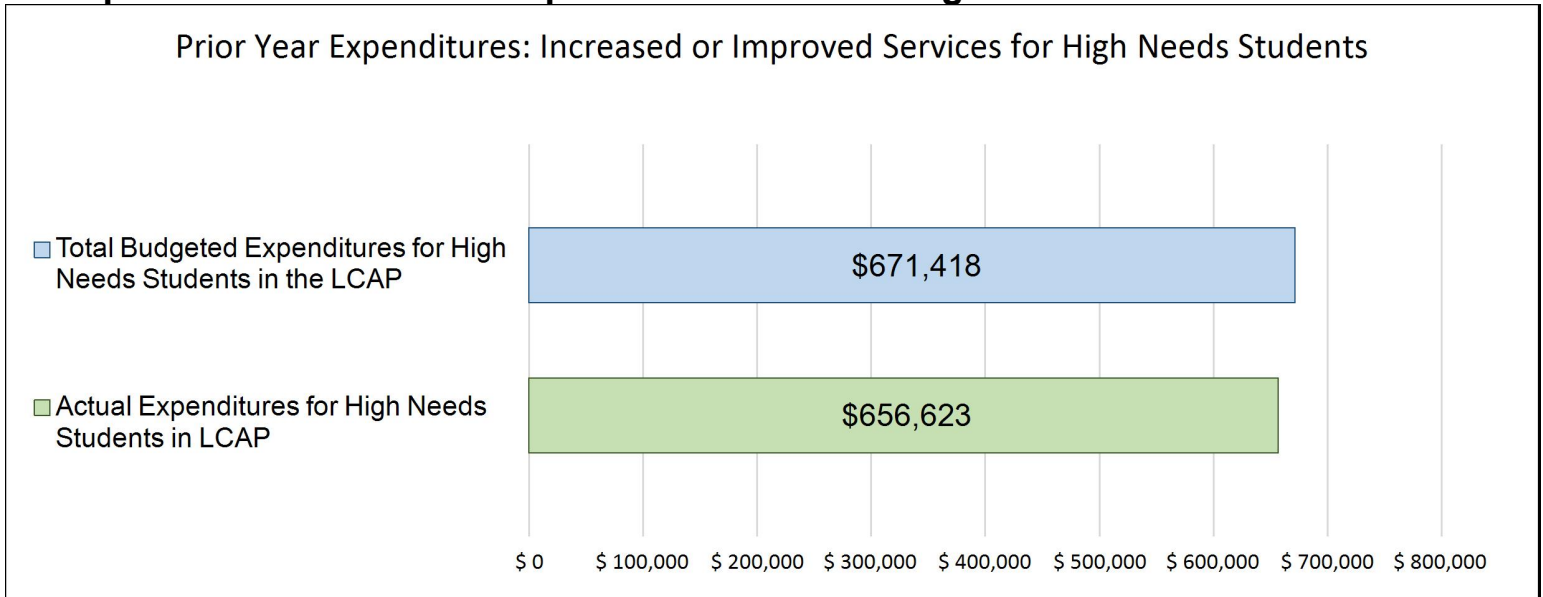
In addition to the expenditures included in the LCAP, [Hearthstone's](#) General Fund budget includes expenditures for administration, maintenance and facilities, curriculum, as well as for the various programs we operate, including but not limited to, CTEI, Special Education, Prop 28 Arts & Music Education, CCSPP, and Student Support & Professional Development programs.

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

In 2026-27, [Hearthstone School](#) is projecting it will receive \$658,000 based on the enrollment of Foster Youth, English learner, and low-income students. [Hearthstone School](#) must describe how it intends to increase or improve services for high needs students in the LCAP. [Hearthstone School](#) plans to spend \$697,730 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, **Hearthstone School's** LCAP budgeted \$671,418 for planned actions to increase or improve services for high needs students. **Hearthstone School** actually spent \$656,623 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$14,795 had the following impact on **Hearthstone School's** ability to increase or improve services for high needs students:

Actual expenditures for actions and services to increase or improve services for high needs students in 2025-26 came in less than the total budgeted expenditures due to a position being paid out of other funding. The actual actions and services did not change, therefore the overall goals were accomplished.



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
Hearthstone School	Mary Sakuma Superintendent	msakuma@bcoe.org (530) 532-5650

Plan Summary [2026-27]

General Information

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

General Information

Hearthstone School is a locally funded, dependent, public charter school authorized by the Butte County Board of Education and administered by the Butte County Office of Education (BCOE). Located in Oroville, California, in the rural northern valley, Hearthstone serves as an alternative instructional program for students in transitional kindergarten through grade 12. The school provides a personalized learning environment for approximately 185 to 200 students whose needs are better met outside of a comprehensive public school setting.

Hearthstone currently employs 16.48 full-time equivalent (FTE) teaching staff. The school maintains a student-to-certificated staff ratio of 1:10.8 and a student-to-classified staff ratio of 1:43.2. The school's mission is to bring inspiration and personalization to every student's educational experience, while its vision is to establish collaborative partnerships that enable students to achieve their potential as knowledgeable, productive citizens. Hearthstone's model emphasizes an interconnection of home, classroom, and community, utilizing technology, the arts, and community resources to prepare students for the 21st century.

Hearthstone offers free and appropriate educational services through alternative instructional programs for students who need a different educational environment than a comprehensive public school environment. Like all California public schools, Hearthstone is implementing the California State Standards. Hearthstone believes that learning best occurs in an interconnection of home, classroom, and/or community, where parents, students, teachers, and community members as educational partners are mutually invested in student success. Hearthstone is designed to prepare students for life in the 21st century through the development of strong academic skills and applied life skills, the use of technology and the arts in learning and communicating, authentic and performance-based assessment, integration of a wide range of

community resources, development of interpersonal and cognitive skills, and growth of personal qualities. This program is designed to prepare students to become active agents in the lifelong learning process, to become responsible, effective, and productive citizens, to exert influence responsibly, and to affect positive, successful change in their lives.

Butte County students have a high level of Adverse Childhood Experiences (ACES) due to recent environmental and health-related school closures. Staff have also been greatly affected by the ongoing trauma to both themselves and others in Butte County in recent years, navigating how best to meet their own needs while also trying to be a support to the students and families.

Hearthstone offers a number of schoolwide programs for all students, including English Language Arts and Mathematics intervention services, career exploration courses, Positive Behavior Interventions and Supports, support classes, student clubs, counseling services, parent engagement activities, and 1:1 technology.

The Hearthstone student community demographics include:

White: 59.8%

Hispanic: 18.8%

Two or More Races: 15.7%

American Indian: 4.4%

African American: 0.9%

Asian: 0.4%

The Hearthstone student demographics for high-needs groups are:

Socioeconomically Disadvantaged: 76.2%

Students with Disabilities: 19.7%

Homeless Youth: 5.7%

English Learners: 2.2%

Foster Youth: 0.5%

Hearthstone School is not designated as an Equity Multiplier school.

Note for Small Program Reporting: Because Hearthstone is a small school with grade spans from TK-12, the following should be noted:

1. Hearthstone does not have 30 or more English learners or 15 or more Long-Term English learners, meaning certain state metrics regarding English Learner Progress (ELPI) are not reportable for accountability.
2. Due to an enrollment size of less than 11 in many subgroups, specific metrics for American Indian, Asian, and Foster Youth students are not accurate or reliable for reporting progress toward LCAP goals.

Reflections: Annual Performance

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

Per 2025 Dashboard and local data.

Successes

Significant Growth in School Climate: Local data from the Winter 2025-26 Staff Climate Survey shows a major improvement, with a 90% overall rating, representing a +11% increase from the previous year.

High Student Satisfaction: The Elementary student satisfaction rate rose to 92% (+3%), exceeding the school's minimum benchmark of 85%. The Secondary overall rating also saw positive momentum, increasing to 79% (+2%).

Safety and Respect: A primary strength identified in the surveys is that 100% of elementary students report that teachers treat them with respect and that there is a supportive adult available to help. Furthermore, staff perceptions of safety at the school site saw a dramatic increase of 15 percentage points, reaching 89%.

Suspension Rate: The school maintained a Blue (lowest) performance level for the suspension rate, which stands at 0.9%. Notably, the Hispanic, Students with Disabilities, Two or More Races, and White student groups all reached the Blue level, while the Socioeconomically Disadvantaged student group achieved Green status.

Chronic Absenteeism Gains (TK-8): For students in grades TK-8, the Chronic Absenteeism rate reached Yellow at 11.6%, reflecting a significant decline of 10.6 points. Within this indicator, the White student group achieved Green status with an 8.5% rate.

Academic and College/Career Growth: 2024-2025 SBAC results showed notable proficiency gains, with ELA reaching 32% (+14%) and Math reaching 21% (+9%). Additionally, the percentage of high school graduates considered "Prepared" on the College/Career Indicator increased to 24.1%, a growth of 6.7%.

Challenges

Despite overall progress, academic achievement in core subjects remains an area of needed focus:

English Language Arts: The school is currently at the Orange level for ELA, performing 62.9 points below standard. Both the Socioeconomically Disadvantaged and White student groups are in the Orange category.

Mathematics: Performance in Math is also at the Orange level, at 108.1 points below standard. While points increased by 17.2, the Socioeconomically Disadvantaged and White student groups remain Orange.

Science: Although the school is Yellow overall for Science (performing 45.4 points above standard), the Socioeconomically Disadvantaged student group fell to Orange after a 3-point decline.

Chronic Absenteeism (TK-12): While the Dashboard TK-8 rate is Yellow, the cumulative TK-12 (CALPADS) rate rose to 17.1% (+6.1%). The Socioeconomically Disadvantaged student group is at the Yellow level on the Dashboard.

2023 Dashboard Lowest Performance Levels

In the 2023 Dashboard, Hearthstone School received the lowest performance level (Red) in Chronic Absenteeism for All Students, Socioeconomically Disadvantaged students, Hispanic students, and Two or More Races students. As required, these 2023 Dashboard lowest performance levels continue to be identified in the 2026–27 LCAP and are addressed through aligned Goal 2 actions focused on

improving attendance, student engagement, and family partnership. Action 2.1 MTSS Social-Emotional Support provides tiered social-emotional and behavioral supports to address barriers contributing to absenteeism. Action 2.2 Parent Education and Technical Assistance strengthens family-school communication, parent education, and support with curriculum, materials, and technology to reduce barriers to student participation. Action 2.3 Enrichment and Recognition increases student connectedness and motivation to attend school through extracurricular activities, field trips, enrichment opportunities, and PBIS recognition.

These actions are supported by improved outcomes in Chronic Absenteeism. The rate for All Students declined from 33.6% in spring 2023 to 11.6% in spring 2025, a decrease of 22.0 percentage points. The Socioeconomically Disadvantaged student group improved from 38.1% to 12.6%, a decrease of 25.5 percentage points. The Hispanic student group improved from 21.9% to 14.3%, a decrease of 7.6 percentage points. These results suggest that Actions 2.1, 2.2, and 2.3, when implemented together, have been effective in improving attendance and reducing chronic absenteeism, although continued attention is still needed to ensure sustained progress for all identified student groups.

Learning Recovery Emergency Block Grant (LREBG)

The LEA conducted a comprehensive needs assessment, utilizing the 2025 California Dashboard data for English Language Arts (ELA), Mathematics, Suspension Rate, and Chronic Absenteeism, as well as educational partner input and local assessments, to identify critical areas of need. This analysis informed the strategic action funded, in whole or in part, by the Learning Recovery Emergency Block Grant (LREBG). This action aligns with the requirements of EC Section 32526(c)(2) and is designed to support student engagement, school connectedness, and postsecondary readiness for students who have experienced barriers to success.

Goal 1, Action 1.2: College and Career Transition Services is partially funded with \$12,278 in LREBG funds, which support a portion of counselor time dedicated to college, career, and transition advising services. Research supports this action because access to counseling, transition planning, and college and career guidance is associated with improved student engagement, stronger school connectedness, greater persistence, and better postsecondary planning outcomes, particularly for students who have experienced disruption in their learning or school participation.

As identified in college and career readiness outcomes, student and parent LCAP surveys, and School Site Council feedback, all students, specifically low-income and foster/homeless students, struggle with meeting college or career readiness indicators. To address this need, Hearthstone School will:

- a. Provide college, career, and CTE counseling and advising services aligned with postsecondary opportunities
- b. Develop transition services to increase TK-12 exposure, exploration, and leaving-to-learn opportunities
- c. Increase student engagement through outreach materials and events that support student awareness of opportunities and connections to interest

The metric(s) used to monitor the impact of this LREBG-funded action are Metric 1.7 College/Career Indicator, Metric 1.10 Graduation Rate, and local survey feedback related to college and career awareness and engagement.

Reflections: Technical Assistance

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

Not applicable.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Students	Provide input through LCAP surveys, participation in School Site Council, annual school climate surveys, and empathy interviews. Special Education students are consulted during their IEP development and meetings.
Teachers	Participate in monthly faculty and PLC meetings, School Site Council meetings, and provide input through surveys. Actively involved in the LCAP writing process and development of focus goals. Additional feedback gathered through annual professional development surveys and staff climate surveys.
Principals	Feedback was gathered monthly during consultation meetings between July 2025 and June 2026, 6 times a year at School Site Council meetings, and 6 scheduled LCAP writing process meetings during the 2025-2026 school year. Principals were actively involved in monitoring the progress of the current LCAP and providing input for new LCAP actions and services.
Administrators	Engaged in the LCAP writing process, monthly management meetings for self-evaluation, and providing input for LCAP goals and actions. Participate in consultation meetings with SELPA.
Other School Personnel	Other school personnel provided input during 6 School Site Council meetings—held in September, October, January, March, April, and May—through multiple surveys and at monthly staff meetings. Classified and certificated staff also participated in monthly consultation meetings and offered feedback via monthly push-in

Educational Partner(s)	Process for Engagement
	professional development surveys, as well as the annual climate and PD surveys.
Parents	Parents provided input through multiple engagement opportunities, including surveys administered by email and posted on the school website, discussions during school events, participation in School Site Council meetings, and conversations held during IEP meetings and student meetings. These opportunities allowed parents to share feedback on school programs, student needs, academic supports, school climate, and priorities for the LCAP development process.
Local Bargaining Units of the LEA	<p>The LCAP is an agenda item at every negotiation session. Consultation meetings were held with representatives from the Butte County Teachers Association (BCTA), CSEA 436, and CSEA 736 to provide opportunities for involvement and input in the development of the LCAP.</p> <p>During the 2025–26 school year, multiple meetings were held with each bargaining unit. Meetings with BCTA were held on September 10 and November 19, 2025; January 7 and January 28, 2026; March 25, 2026; and May 13, 2026. Meetings with CSEA 436 were held on September 17 and November 12, 2025; February 11, 2026; and April 15, 2026. Meetings with CSEA 736 were held on October 8 and December 17, 2025; and February 18 and April 29, 2026.</p>
Community Members	Invited to participate in School Site Council and Community Engagement Initiative meetings and provide feedback on school programs and planning. Community partners are invited to community events and provide input through surveys.
District and County Office Personnel	Participate in the LCAP writing process, consultation meetings, and provide input through monthly management meetings. The Deputy Superintendent coordinates services for expelled students and develops the Countywide Expulsion Plan with community partners.
Governing Board (Butte County Board of Education)	In addition to the mid-year LCAP update, the LEA provided the Governing Board with regular updates throughout the year during board meetings on school site data, progress toward LCAP goals, services, and program implementation in order to gather trustee feedback and inform LCAP development.
Special Education Local Plan Area (SELPA) Administrators	Consult with the SELPA Director and the LEA participates in monthly SELPA Director's council and committee meetings. Feedback

Educational Partner(s)	Process for Engagement
	regarding actions and strategies for the LCAP is incorporated from these consultations.
Foster and Homeless Youth Administrators	The LEA consulted with the Foster Youth Director who participated in LEA admin meetings in the spring, providing feedback regarding actions and strategies which were incorporated into the LCAP.

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

The LCAP addresses the themes that were taken from our Educational Partners in these ways:

School Site Council

Influencing Feedback: Council members highlighted that students feel more accepted at Hearthstone and expressed strong appreciation for the Wellness Coach and Parent Liaison. They explicitly suggested increasing intervention time and administering SBAC practice tests (IABs) to address concerns over low local assessment scores.

LCAP Influence: This feedback led to the formalization of Goal 1, Action 1.1 (Academic Readiness Classes), specifically the addition of in-person academic intervention.

Students

Influencing Feedback: Students reported that flexible scheduling significantly reduces stress and anxiety but expressed a willingness to stay on campus for extracurricular activities and clubs, such as music, gardening, and "Dragon Hearts".

LCAP Influence: Student requests for social connection and campus engagement influenced Goal 2, Action 2.3 (Enrichment and Recognition), resulting in the launch of after-school enrichment activities including volleyball, drama, coding, and hiking starting in March 2026.

Parents and Guardians

Influencing Feedback: Parents praised the small, welcoming environment but identified a critical need for increased academic support through after-school study hours and tutoring on "off-days" (at-home learning days). They also requested an expansion of elective courses and competitive sports options.

LCAP Influence: This feedback directly influenced the establishment of voluntary on-campus Academic Support on students' off-days, which is now a core component of Goal 1, Action 1.1. It also reinforced the need for diversified electives found in Goal 2, Action 2.3 (e.g., swimming and karate).

Site Staff (Teachers)

Influencing Feedback: Staff recommended focusing on shorter, relevant assignments to prevent student burnout and advocated for standards-based instruction with more on-campus discussions. They also emphasized the need for deeper parent involvement and the expansion of CTE courses such as culinary arts or hospitality.

LCAP Influence: Staff input regarding burnout and instruction influenced the implementation strategies in Goal 1, Action 1.4.b: Compose an MTSS Implementation Team to inventory interventions, identify needs, and align resources to become more systematic. Their focus on

vocational growth influenced Goal 1, Action 1.3 (CTE Pathway Access), specifically the planning for new Child Development and Construction pathways.

Community Partners

Influencing Feedback: Partners expressed an "eagerness to be invited back" and suggested providing more direct access to students for presentations regarding college application and career planning.

LCAP Influence: This feedback influenced Goal 1, Action 1.2 (College and Career Transition Services), provide ongoing career counseling, advising, exploration and opportunities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Prepare Hearthstone students with the necessary academics, knowledge and skills for future success in education and the workforce.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

Our school program is committed to the goal of ensuring all students are well-prepared to be responsible and productive citizens as they transition to other schools, or graduate and move forward with their postsecondary goals in college, career and/or the workplace. Our program addresses this goal based on what educational partners feel best suits the needs of the student population served. This can include, but is not limited to using evidence/research-based practices of facilitating college application completion, supporting financial costs (such as college fees and books); providing academic and guidance support for high school students, participating in community workforce partnerships, internships, job shadowing and community service; maintaining small class sizes, providing effective first instruction and personalized learning, offering transition and parent liaison services, providing 1:1 technology, and the implementation of rigorous and engaging curricula.

As a WASC accredited DASS charter school, Hearthstone School must increase academic achievement and college career readiness of graduating students with an effective tiered system of transition support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CA Statewide Assignment Accountability System (CalSAAS) % of	2023-2024 Local data indicates that	2024-2025 Local data indicates that 100% of teachers	2025-2026 Local data indicates that 100% of teachers	Maintain 100% fully credentialed and 100%	Maintained 100% fully credentialed and 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	teachers appropriately credentialed and % of teachers appropriately assigned (Priority 1)	100% of teachers were appropriately credentialed and 100% of teachers were appropriately assigned	were appropriately credentialed, and 100% of teachers were appropriately assigned	were appropriately credentialed, and 100% of teachers were appropriately assigned	appropriately assigned staff	appropriately assigned staff.
1.2	Instructional Material Inventory Report to Superintendent % of student access to standards aligned materials (Priority 1)	2023-2024 100% of students have access to standards aligned instructional materials	2024-2025 100% of students have access to standards aligned instructional materials	2025-2026 100% of students have access to standards aligned instructional materials	Maintain 100% access to standards aligned instructional materials	Maintained 100% of students have access to standards-aligned instructional materials
1.3	CA State Standards Implementation % average on 5 point self-reflection tool (Priority 2)	2023-2024 The overall implementation of all State Standards as measured on the 5 point self-reflection tool averaged 97%	2024-2025 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 70% (-27%)	2025-2026 The overall implementation of all State Standards as measured on the 5-point self-reflection tool averaged 40% (-30%)	Exceed 85% implementation as rated on the 5 point self reflection tool	Current difference from baseline: Decreased by 57 percentage points from baseline.
1.4	LEASA Rubric for Student Access to a Broad Course of Study LEA's identified rating on the LEVERs (Access to Broad Course of Study) (Priority 7c)	Establish a baseline using the LEVERs tool.	June 2024 4 out of 14 components completed on the LEVERs tool.	May 2026 4 out of 14 components completed on the LEVERs tool.	Increase one level on the LEVERs	Maintained 4 out of 14 components completed on the LEVERs tool.
1.5	CA Dashboard CAASPP Math and ELA Distance from standard points (Priority 4b)	Spring 2023 ELA, including CAA: Performance Indicator: orange 50.3 points below standard	Spring 2024 ELA, including CAA: Performance Indicator: orange	Spring 2025 ELA, including CAA: Performance Indicator: Orange	ELA: decrease distance from standard to less than 20 points; Per the Special Education Plan, increase	Spring 2025 ELA, including CAA: Performance Indicator: Orange

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Two student groups identified orange: White: 26.5 points below standard Socioeconomically disadvantaged: 63.6 points below standard</p> <p>Math, including CAA: yellow 84.8 points below standard</p> <p>One student group identified yellow: White: 66.8 points below standard</p> <p>One student group identified orange: Socioeconomically disadvantaged: 100.8 points below standard</p>	<p>-50.3 points below standard</p> <p>Two student groups identified orange: White: 52.1 points below standard Socioeconomically disadvantaged: 56.9 points below standard</p> <p>Math, including CAA: red 125.3 points below standard</p> <p>Two student groups identified yellow: White: 113.6 points below standard. Socioeconomically disadvantaged: -132.1 points below standard</p>	<p>62.9 points below standard (-12.6)</p> <p>Two student groups identified orange: White: 63 points below standard (-10.9) Socioeconomically disadvantaged: 64.4 points below standard (7.4)</p> <p>Math, including CAA: Orange 108.1 points below standard (+17.2)</p> <p>Two student groups identified yellow: White: 107.8 points below standard. (+5.8) Socioeconomically disadvantaged: 111.6 points below standard (+20.5)</p>	<p>proficiency to greater than 15.9%</p> <p>Math: decrease distance from standard to less than 75 points; Per the Special Education Plan, increase proficiency to greater than 13.6%</p> <p>Close the points gap by more than 20% for all reported student groups</p>	<p>62.9 points below standard (-12.6 from baseline)</p> <p>Two student groups identified orange: White: 63.0 points below standard (-36.5 from baseline) Socioeconomically disadvantaged: 64.4 points below standard (-0.8 from baseline)</p> <p>Math, including CAA: Performance Indicator: Orange 108.1 points below standard (-23.3 from baseline)</p> <p>Two student groups identified: White: 107.8 points below standard (-41.0 from baseline) Socioeconomically disadvantaged: 111.6 points below standard (-10.8 from baseline)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	CDE CAASPP data for CAST Science and CAST Alternate % of students meeting or exceeding standards (Priority 4b)	<p>Spring 2023</p> <p>Overall: 18.2% Meeting or Exceeding Standards 19 points below standard</p> <p>Socioeconomically disadvantaged: 14% Meeting or Exceeding Standards 20 points below standard</p>	<p>Spring 2024</p> <p>Overall 17.2% meeting or Exceeding Standards -22 points below standard</p> <p>Socioeconomically disadvantaged: 6% Meeting or Exceeding Standards 23 points below standard. EL 0% (no change) Meeting or Exceeding Standards Foster Youth 0% (No Change)</p> <p>CAST Alt: 0% The standard is -31 points below standard.</p>	<p>Spring 2025</p> <p>Overall 19.1% meeting or Exceeding Standards -20 points below standard</p> <p>Socioeconomically disadvantaged: 19% (+13%) Meeting or Exceeding Standards -22 points below standard. EL:N/A Foster Youth 33% (+33%)</p> <p>CAST Alt: 0% No Change The standard is -28 points below standard.</p>	<p>CAST: decrease distance from standard to less than 20 points and/or increase the number of students meeting or exceeding standard by 15%</p> <p>CAST Alt: To be determined when results are available. Increase meeting or exceeding by more than 5%</p> <p>Close the points gap to less than 5% for all reported student groups</p>	<p>Spring 2025</p> <p>Overall 19.1% Meeting or Exceeding Standards (+0.9 percentage points from baseline) 20 points below standard (-1 point from baseline)</p> <p>Socioeconomically disadvantaged: 19% Meeting or Exceeding Standards (+5 percentage points from baseline) 22 points below standard (-2 points from baseline)</p> <p>EL: N/A</p> <p>Foster Youth: 33% Meeting or Exceeding Standards (+33 percentage points from baseline)</p> <p>CAST Alt: 0% No Change The standard is 28 points below standard</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	CA Dashboard CCI Report Pupil Outcomes - College/Career Indicators % of overall and student groups approaching prepared (Priority 4g, Priority 8)	<p>Spring 2023</p> <p>Students Prepared for College All Students: 12.5% White: 13.3% Socioeconomically disadvantaged: 12.5%</p> <p>Students Approaching Prepared for College All Students: 25% White: 26.7% Socioeconomically disadvantaged: 25%</p> <p>Met UC/CSU requirements: 0 students (0%) CTE Completer: 10 students (50%)</p>	<p>Spring 2024</p> <p>Students Prepared for College All Students: 17.4% White: 15.4% Socioeconomically disadvantaged: 14.3% EL: N/A Foster Youth: N/A</p> <p>Students Approaching Prepared for College All Students: 13% White: 15.4% Socioeconomically disadvantaged: 14.3% EL: N/A Foster Youth: N/A</p> <p>Met UC/CSU requirements: 1 student (4.3%) CTE Completer: 14 students (40%)</p>	<p>Spring 2025</p> <p>Students Prepared for College All Students: 24.1% (+11.6%) White: 26.3% (+10.9%) Socioeconomically disadvantaged: 23.1% (+8.8%) EL: N/A Foster Youth: Not enough students to report publicly.</p> <p>Students Approaching Prepared for College All Students: 20.7% (+6.4%) White: 26.3% (+10.9%) Socioeconomically disadvantaged: 23.1% (-8.8%) EL: N/A Foster Youth: Not enough students to report publicly.</p> <p>Met UC/CSU requirements: 0 student (-1%) CTE Completer: 12 students (37%)</p>	The percentage of students that Met or Approached Prepared combined will increase by more than 10% overall and in each student group.	<p>Spring 2025</p> <p>Students Prepared for College All Students: 24.1% (+11.6 percentage points from baseline) White: 26.3% (+13.0 percentage points from baseline) Socioeconomically disadvantaged: 23.1% (+10.6 percentage points from baseline) EL: N/A Foster Youth: Not enough students to report publicly.</p> <p>Students Approaching Prepared for College All Students: 20.7% (-4.3 percentage points from baseline) White: 15.8% (-10.9 percentage points from baseline) Socioeconomically disadvantaged: 23.1% (-1.9</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						percentage points from baseline) EL: N/A Foster Youth: Not enough students to report publicly. Met UC/CSU requirements: 0 students (0%) (No change from baseline) CTE Completer: 12 students (37%) (-13 percentage points from baseline)
1.8	Data Quest EL Reclassification Rate % of EL students reclassified FEP (Priority 4)	Hearthstone School has fewer than 11 EL students and the Dashboard does not publicly report data.	At Hearthstone School, according to Data Quest, there is a total of 5 RFEP students.	Hearthstone School has fewer than 11 EL students and the Dashboard does not publicly report data.	Maintain reclassification rates that ensure students do not become long-term English learners	No change in publicly reportable Dashboard data; 0 students were reclassified in the current year.
1.9	Local EL Academic Support Plan and CA Dashboard % of students classified as EL that have an academic support plan (Priority 4)	2023-2024 Hearthstone School has fewer than 11 students, and the Dashboard does not publicly report data. 100% of students classified as EL have an academic support plan that is monitored	Spring 2024 Hearthstone School continues to have fewer than 11 students, and the Dashboard does not publicly report data. 100% of the students classified	Spring 2025 Hearthstone School continues to have fewer than 11 students, and the Dashboard does not publicly report data. 100% of the students classified	Maintain rate of 100% of students classified as EL have an academic support plan that is monitored and adjusted at least biannually	Current Difference from Baseline: Maintained 100% of students classified as EL with an academic support plan that is monitored and adjusted at least biannually.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and adjusted at least biannually.	as EL have an academic support plan monitored and adjusted at least biannually.	as EL have an academic support plan monitored and adjusted at least biannually.		
1.10	CA Dashboard Graduation rate % (Priority 5)	The 2023 Dashboard does not have a performance color. All Students: 87.5% (-2.5%) White: 80% Socioeconomically Disadvantaged: 87.5%	The 2024 Dashboard does not have a performance color. All Students: 78.3% (-9.2%) White: 84.6% (+4.6%) Socioeconomically Disadvantaged: 76.2% (-11.3%)	The 2025 Dashboard does not have a performance color. All Students: 82.8% (4.5%) White: 78.9% (-5.7%) Socioeconomically Disadvantaged: 84.6% (+8.4%)	Increase graduation rates to 90% or higher	The 2025 Dashboard does not have a performance color. All Students: 82.8% (-4.7 percentage points from baseline) White: 78.9% (-1.1 percentage points from baseline) Socioeconomically Disadvantaged: 84.6% (-2.9 percentage points from baseline)
1.11	10 Distinguishers Rubric for Measuring % of Academic Engagement (Priority 6)	Spring 2024 10 Distinguishers of Big Picture Learning 40% (-25%)	Spring 2025 10 Distinguishers of Big Picture Learning 45% (+8%)	Spring 2026 10 Distinguishers of Big Picture Learning 45% (No Change)	Increase academic engagement rating to 70% or higher	Current Difference from Baseline: Increased by 5 percentage points from baseline.
1.12	i-Ready Reading Local Assessment Data % of students meeting or exceeding standards Assessment (Priority 4h)	Fall 2023 - Winter 2023 Overall: 31% (+13%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 29%	Fall 2024 - Winter 2024 Overall: 34% (+3%) Meeting or Exceeding Standards	Fall 2025 - Winter 2025 Overall: 30% (-4%) Meeting or Exceeding Standards	Increase winter administration achievement data to greater than 50% Meeting or Exceeding	Current Difference from Baseline: Overall decreased by 1 percentage point from baseline. Socioeconomically disadvantaged decreased by 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(+12%) Meeting or Exceeding Standards Students with Disabilities: 13% (+7%) Meeting or Exceeding Standards	STUDENT GROUPS Socioeconomically disadvantaged: 34% (+5%) Meeting or Exceeding Standards Students with Disabilities: 18% (+5%) Meeting or Exceeding Standards	STUDENT GROUPS Meeting or Exceeding Standards Socioeconomically disadvantaged: 26% (-3%) Students with Disabilities: 15% (-3%)	Close student group gaps to less than 5%	percentage points from baseline. Students with Disabilities increased by 2 percentage points from baseline.
1.13	i-Ready Math Local Assessment Data % of students meeting or exceeding standards (Priority 4h)	Fall 2023 - Winter 2023 Overall: 13% (+7%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 12% (+6%) Meeting or Exceeding Standards Students with Disabilities: 0% (0%) Meeting or Exceeding Standards	Fall 2024 - Winter 2024 Overall: 17% (+4%) Meeting or Exceeding Standards STUDENT GROUPS Socioeconomically disadvantaged: 19% (+7%) Meeting or Exceeding Standards Students with Disabilities: 4% (+4%)	Fall 2025- Winter 2025 Overall: 12% (-5%) Meeting or Exceeding Standards STUDENT GROUPS Meeting or Exceeding Standards Socioeconomically disadvantaged: 11% (-8%) Students with Disabilities: 3% (-1%)	Increase achievement to greater than 40% Meeting or Exceeding Close student group gaps to less than 5%	Overall decreased by 1 percentage point from baseline. Socioeconomically disadvantaged decreased by 1 percentage point from baseline. Students with Disabilities increased by 3 percentage points from baseline.
1.14	Write Score Assessment Local Assessment Data	Fall 2023 - Winter 2023	Fall 2024 - Winter 2024	Fall 2025 - Winter 2025	Increase achievement to	Overall increased by 3 percentage

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students meeting or exceeding standards (Priority 4h)	<p>Grades 2-12 Overall: 3% (+3%) Meeting or Exceeding Standards</p> <p>STUDENT GROUPS Socioeconomically disadvantaged: 1% (+1%) Meeting or Exceeding Standards Students with Disabilities 0% (0%)</p>	<p>Grades 2-12 Overall: 4% (+1%) Meeting or Exceeding Standards</p> <p>STUDENT GROUPS Socioeconomically disadvantaged 6% (+5%) Meeting or Exceeding Standards Students with Disabilities: 0% no change</p>	<p>Grades 2-12 Overall: 6% (+2%) Meeting or Exceeding Standards</p> <p>STUDENT GROUPS Meeting or Exceeding Standards</p> <p>Socioeconomically disadvantaged 6% (No Change) Students with Disabilities: 0% No Change</p>	<p>greater than 30% Meeting or Exceeding</p> <p>Close student group gaps to less than 5%</p>	<p>points from baseline. Socioeconomically disadvantaged increased by 5 percentage points from baseline. Students with Disabilities showed no change from baseline.</p>
1.15	CAASPP 11th Grade Early Assessment Program (EAP) Results % of students conditionally ready or ready for college in ELA and Math (Priority 4b)	<p>Baseline Year: 2022–2023 Baseline: 43% of 11th grade students were conditionally ready or ready for college in ELA (6 of 14), and 13% were conditionally ready or ready for college in Math (2 of 15)</p>	<p>2023–2024: 37% of 11th grade students were conditionally ready or ready for college in ELA (10 of 27), and 11% were conditionally ready or ready for college in Math (3 of 27)</p>	<p>2024–2025: 16% of 11th grade students were conditionally ready or ready for college in ELA (3 of 19), and 5% were conditionally ready or ready for college in Math (1 of 19)</p>	<p>Increase the percentage of 11th grade students who are conditionally ready or ready for college in ELA and Math above baseline levels</p>	<p>ELA decreased by 27 percentage points from baseline, and Math decreased by 8 percentage points from baseline</p>
1.16	ELPAC English Learner Progress Data % of English learners demonstrating progress toward English proficiency (Priority 4d)	<p>Baseline Year: 2022–2023 Baseline: 50% of English learners tested scored at the Well Developed or Moderately Developed</p>	<p>2023–2024: 100% of English learners tested scored at the Well Developed or Moderately</p>	<p>2024–2025: 100% of English learners tested scored at the Well Developed or Moderately</p>	<p>Maintain 100% of English learners demonstrating progress toward English proficiency on the ELPAC</p>	<p>Increased by 50 percentage points from baseline</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		level on the ELPAC (2 of 4)	Developed level on the ELPAC (3 of 3)	Developed level on the ELPAC (3 of 3)		
1.17	% of graduates meeting UC/CSU requirements (A–G completion rate) (Priority 4c)	Spring 2023 – 0 students (0%) met UC/CSU requirements	Spring 2024: 1 student (4.3%) met UC/CSU requirements	Spring 2025: 0 students (0%) met UC/CSU requirements	Increase the percentage of graduates meeting UC/CSU requirements to greater than 0%	No change from baseline

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Action 1.1 (Academic Readiness Classes) was implemented as planned and supported standards-aligned instruction, personalized independent study, and in-person academic support classes within the charter school’s flexible instructional model. A success in implementation was the continued provision of standards-aligned instructional materials and instructional support for students, particularly low-income students, English learners, and other student groups needing additional academic support. A challenge was ensuring consistent intensity of academic support across content areas while responding to varied student needs.

Action 1.2 (College and Career Transition Services) was implemented through counseling, advising, and outreach to support postsecondary readiness. Students were provided access to college, career, and CTE advising, along with transition-related communication and support. A success was the continuation of counseling and transition services for students needing postsecondary planning support. A challenge was ensuring that all students consistently engaged in available transition opportunities and follow-through with postsecondary planning steps.

Action 1.3 (CTE Pathway Access) was implemented to increase access to high-quality CTE courses and support pathway development. Successes included continued access to CTE coursework and planning for pathway alignment. A challenge was that pathway development and expansion require ongoing coordination, scheduling, and long-term planning to ensure sustained student access.

Action 1.4 (MTSS Academic Support) was implemented through targeted interventions and academic support for identified students. A success was the continued delivery of intervention supports using academic data to identify student need. A challenge was refining intervention systems to improve consistency and better target support based on current performance data.

As reported in the prior year, Action 1.5 (Supplemental Curriculum for Personalized Instruction) was discontinued and integrated into Action 1.1 because the services were duplicative. This substantive difference from the original plan improved coherence and efficiency by consolidating supplemental curriculum and academic support under one action.

Overall, Goal 1 actions were implemented largely as intended, with continued refinements made in response to student data, student group performance, and instructional needs.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances occurred due to adjustments in staffing allocations, timing of expenditures, and refinement of services to better align with student needs; however, these differences did not impact the overall implementation of actions.

There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Action 1.1 (Academic Readiness Classes) and Action 1.4 (MTSS Academic Support) were partially effective in supporting academic growth, but they did not yet produce consistent improvement across all academic indicators. These actions supported access to standards-aligned curriculum, personalized instructional support, and targeted intervention for students needing additional support. Some positive outcomes were evident in 2024–25 statewide assessment results, with ELA proficiency increasing to 32% and Math proficiency increasing to 21%. However, overall Dashboard performance remained low, with ELA at 62.9 points below standard and Math at 108.1 points below standard. Local assessment results also remained low, with 30% of students meeting or exceeding standards in i-Ready Reading, 12% in i-Ready Math, and 6% in Write Score. In addition, 11th grade Early Assessment Program results declined from baseline, with ELA decreasing from 43% to 16% and Math decreasing from 13% to 5% of students conditionally ready or ready for college. Student group disparities remained evident, particularly for Socioeconomically Disadvantaged students and students with disabilities. These results indicate that Actions 1.1 and 1.4 provided important academic supports, but were not yet fully effective in producing strong and sustained academic outcomes for all student groups.

Action 1.2 (College and Career Transition Services) and Action 1.3 (CTE Pathway Access) were partially effective in improving college and career readiness outcomes. The percentage of students identified as Prepared on the College/Career Indicator increased from 12.5% at baseline to 24.1% overall. White students increased from 13.3% to 26.3%, and Socioeconomically Disadvantaged students increased from 12.5% to 23.1%, suggesting that counseling, advising, outreach, and access to career pathway opportunities contributed positively to readiness outcomes. However, the percentage of graduates meeting UC/CSU requirements (A–G completion) remained at 0%, showing no change from baseline and indicating that these actions were not effective in increasing A–G completion. CTE completion also declined from 50% at baseline to 37% in the current year. Graduation increased from the prior year to 82.8%, but remained below the baseline rate of 87.5%, showing that continued improvement is still needed. Overall, Actions 1.2 and 1.3 contributed to improved college and career readiness as measured by CCI Prepared rates, but were not yet fully effective across all postsecondary readiness indicators.

Action 1.1 and Action 1.4 also supported English learner outcomes in coordination with individualized language supports and monitoring. ELPAC results improved from 50% of English learners scoring at the Well Developed or Moderately Developed level in 2022–23 to 100% in both 2023–24 and 2024–25. In addition, 100% of English learners continued to have an academic support plan monitored and adjusted at

least biannually. Because the English learner student count is very small, these results should be interpreted with caution. However, the available data suggest that these supports were effective in maintaining progress toward English proficiency.

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

Based on a review of implementation and student outcome data, refinements will be made to strengthen the effectiveness of Goal 1 actions. While the overall goal, metrics, and target outcomes will remain unchanged to allow for continued monitoring of progress over time, adjustments will focus on improving instructional consistency and increasing student academic outcomes. As reported in the prior year annual update, Action 1.5 was discontinued, and all services were fully integrated into Action 1.1, as they were determined to be duplicative. This consolidation was implemented to improve coherence, efficiency, and alignment of academic supports. Remaining actions will be refined to strengthen the use of standards-aligned curriculum, improve the effectiveness of intervention supports, and enhance the use of data-driven instruction to better target student needs. In addition, efforts will be made to increase coherence across instructional practices to better support the charter school’s hybrid learning model and personalized approach to instruction. These changes are based on identified challenges, including a significant decline in State Standards implementation, continued low academic performance in ELA and Math, mixed local assessment outcomes, and uneven postsecondary readiness results, and are intended to improve the overall effectiveness of Goal 1 and support more consistent, measurable improvements in student academic performance and college and career readiness outcomes.

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	Academic Readiness Classes	<p>As identified in the ELPAC, CAASPP, local academic assessment scores, and college and career readiness outcomes, all students, specifically low-income and EL students, struggle with meeting math, reading, and writing standards. To address this need, Hearthstone School will:</p> <ul style="list-style-type: none"> a. Provide in-person academic support classes b. Implement interim CAASPP math assessments for grades 6-12 c. Purchase and implement supplemental curriculum d. Staff collaboration to provide coordinated student support e. Direct monitoring of EL student growth during data-driven PLCs and parent meetings f. Develop a personalized academic support plan for all identified EL students targeting identified needs 	\$560,852.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>g. Reevaluate the needs of EL students at each reporting period to determine if they are on target for meeting semester goals and expectations</p> <p>h. Assign additional interventions, if ELs are not making progress, as outlined in the BCOE EL Master Plan</p>		
1.2	College and Career Transition Services	<p>As identified in the college and career readiness outcomes, student and parent LCAP surveys, and School Site Council feedback, all students, specifically low-income and foster/homeless students, struggle with meeting college or career readiness indicators. To address this need, Hearthstone School will:</p> <p>a. Provide college, career, and CTE counseling and advising services aligned with postsecondary opportunities</p> <p>b. Develop transition services to increase TK-12 exposure, exploration, and leaving-to-learn opportunities</p> <p>c. Increase student engagement through developing outreach materials and events that support student awareness of opportunities and connections to interest.</p> <p>This action is partially funded with \$12,278 in Learning Recovery Emergency Block Grant (LREBG) funds.</p>	\$81,851.00	No Yes
1.3	CTE Pathway Access	<p>As identified in the college and career readiness outcomes, and CTE completer rate, all 6th-12th grade students, specifically low-income and foster/homeless students, struggle with enrolling and completing college and career ready courses and opportunities. To address this need, Hearthstone School will:</p> <p>a. Increase access to high-quality CTE courses and accessible pathways</p> <p>b. Develop CTE pathways alignment 6-12 and postsecondary</p> <p>c. Integration of CTE and academic standards</p> <p>d. Develop and update articulation/dual credit agreements for CTE pathways</p> <p>e. Develop formal agreements with industry partners and postsecondary institutions</p>	\$77,673.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<p>f. Design additional courses that increase access to a broad course of study</p> <p>g. Explore and plan new pathway development</p>		
1.4	MTSS Academic Support	<p>As identified in CAASPP and local academic assessment scores, students are scoring below standard and below state average. To address this need, Hearthstone will:</p> <p>a. Develop targeted and intensive academic interventions to increase student achievement</p> <p>b. Compose an MTSS Implementation Team to inventory interventions, identify needs, and align resources to become more systematic</p> <p>c. Support professional development in tiered intervention strategies</p>	\$28,188.00	No Yes
1.5	Supplemental Curriculum for Personalized Instruction	<p>As identified in CAASPP and local academic assessment scores, and as a result of our school being a Personalized Learning school, our students require a menu of curricular options above and beyond the state adopted curriculum that they have access to. To address this need Hearthstone will:</p> <p>a. Provide supplemental curriculum</p>		No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide Hearthstone students with safe, predictable, nurturing learning environments, supported by equitable, compassionate, and community-minded practices.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- 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.

This goal supports Hearthstone in providing safe and culturally respectful environments for students to build critical thinking skills and become effective problem solvers in the face of educational and real-world challenges. By strategically aligning all site plan actions with three key areas: achievement (Goal 1), climate (Goal 2), and engagement (Goals 1/2), Hearthstone is able to align valid and reliable measures of success that are actively tracked in each school site's self-evaluation tool for annual Needs Assessment development. Strategically focusing the efforts of Hearthstone should result in LCAP goal attainment or significant gains in progress toward goal attainment by 2027. This work supports reductions in high chronic absenteeism rates. Staff members develop one-on-one relationships with students utilizing individual success plans, a low teacher-to-student ratio, small class environments, culturally sensitive techniques, embedded learning, and asset-based teaching strategies.

There is an identified need to establish an engaging learning environment that meets the needs of each individual student. In order to accomplish this, Hearthstone focuses on building a continuum of support and differentiated instruction. Hearthstone is involved in a Multi-Tiered System of Support (MTSS) rollout to implement a process of systematically documenting the performance of students as evidence of the need for additional services after having first made changes in classroom instruction. This process began with a strong emphasis on implementing Positive Behavioral Interventions & Supports (PBIS) to increase the proactive and preventative behavior instruction needed to support students experiencing academic and social difficulties in school. Superintendent policy aligns with the implementation of proactive behavior supports. Hearthstone will measure the progress of this goal as outlined in the metrics below.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	CDE Facility Inspection Tool for School Facilities rating in "Good Repair" (Priority 1)	2023-2024 Hearthstone School's facility was rated exemplary on the FIT Report in fall 2023	2024-2025 Hearthstone School's facility was rated good on the FIT Report in fall 2024	2025-2026 Hearthstone School's facility was rated good on the FIT Report in fall 2025	Maintain good or exemplary rating, annually	The difference from the FIT Report baseline has declined from Exemplary to Good on the FIT Report.
2.2	Parent/Family Engagement 5 point self-reflection tool Increase in implementation level (1-5) (Priority 3)	In 2024, Hearhstone School self-evaluated "Initial Implementation" stage (3) on the Family Engagement rubric section regarding decision making	In 2025, Hearhstone School self-evaluated "Initial Implementation" stage (5) on the Family Engagement rubric section regarding decision making.	2026 Hearhstone School self-evaluated "Full Implementation and Sustainability" (5) on the Family Engagement rubric section regarding decision making.	Achieve score of (4) full implementation of practice for seeking input on decision making	Increased from Initial Implementation (3) at baseline to Full Implementation and Sustainability (5).
2.3	CALPADS Attendance % rates (Priority 5)	2022-2023 Data Attendance TK-12: 87% Attendance rate (-0.4%) STUDENT GROUPS White: 89.3% (+1.5%) Hispanic: 82.7% (-6.6%) Multiple Races: 88.9% (+4.9%) Socioeconomically disadvantaged: 85.6% (-1.8%) Students with Disabilities: 88.1% (-0.7%)	2023-2024 Data Attendance TK-12: 85.9% Attendance rate (-1.1%) STUDENT GROUPS White: 89.4% (+0.1%) Hispanic: 88.6% (+5.9%) Multiple Races: 79.5% (-9.4%) Socioeconomically disadvantaged: 87.6% (+2%) Students with Disabilities: 84.3% (-3.8%)	2024-2025 Data Attendance TK-12: 92.2% Attendance rate (+6.3%) STUDENT GROUPS White: 92.4% (+3%) Hispanic: 95.8% (+7.2%) Multiple Races: 86.2% (+6.7%) Socioeconomically disadvantaged: 91.5% (+3.9%) Students with Disabilities: 97.3% (+13%)	Maintain greater than 90% attendance and reduce student group differences to less than 5%	2024-2025 Data Attendance TK-12: 92.2% Attendance rate (+5.2 percentage points from baseline) STUDENT GROUPS White: 92.4% (+3.1 percentage points from baseline) Hispanic: 95.8% (+13.1 percentage points from baseline)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Multiple Races: 86.2% (-2.7 percentage points from baseline)</p> <p>Socioeconomically disadvantaged: 91.5% (+5.9 percentage points from baseline)</p> <p>Students with Disabilities: 97.3% (+9.2 percentage points from baseline)</p>
2.4	CA Dashboard Chronic absenteeism % rate (Priority 5)	<p>Spring 2023</p> <p>All Students: 33.6% chronically absent</p> <p>STUDENT GROUPS</p> <p>White: 36.2%</p> <p>Hispanic: 21.9%</p> <p>Socioeconomically disadvantaged: 38.1%</p>	<p>Spring 2024</p> <p>All Students: 22.2% (-11.4%) chronically absent</p> <p>STUDENT GROUPS</p> <p>White: 26%</p> <p>Hispanic: 15.4%</p> <p>Socioeconomically disadvantaged: 22.7% (-15.4%)</p>	<p>Spring 2025</p> <p>All Students: 11.6% (-10.6%) chronically absent</p> <p>STUDENT GROUPS</p> <p>White: 8.5% (-16.5%)</p> <p>Hispanic: 14.3% (+1.0%)</p> <p>Socioeconomically disadvantaged: 12.6% (-10.1%)</p>	Maintain a rate of less than 30% overall in student groups.	<p>Spring 2025</p> <p>All Students: 11.6% chronically absent (-22.0 percentage points from baseline)</p> <p>STUDENT GROUPS</p> <p>White: 8.5% (-27.7 percentage points from baseline)</p> <p>Hispanic: 14.3% (-7.6 percentage points from baseline)</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Socioeconomically disadvantaged: 12.6% (-25.5 percentage points from baseline)
2.5	CA Dashboard Suspension % rate (Priority 5)	<p>Spring 2023</p> <p>All Students: 0% suspended at least once</p> <p>STUDENT GROUPS White: 0% Hispanic: 0% Multi-race: 0% Socioeconomically disadvantaged: 0% Students with disabilities: 0%</p>	<p>Spring 2024</p> <p>All Students: 1.6% suspended at least once</p> <p>STUDENT GROUPS White: 0% Hispanic: 0% Multi-race: 0% Socioeconomically disadvantaged: 0% Students with disabilities: 0%</p>	<p>Spring 2025</p> <p>All Students: 0.90% suspended at least once</p> <p>STUDENT GROUPS White: 0.7% (+0.7%) Hispanic: 0% (No Change) Multi-race: 0% (No Change) Socioeconomically disadvantaged: 1% (+1%) Students with disabilities: 0% (No Change)</p>	Maintain overall and student group suspension rate at less than 3%	Suspension increased by 0.9 percentage points for All Students, 0.7 percentage points for White students, and 1.0 percentage point for socioeconomically disadvantaged students. There was no change for Hispanic students, Multi-race students, or students with disabilities.
2.6	CALPADS middle-high school dropout % rate (Priority 5)	<p>2022-2023</p> <p>1-Year Dropout Rate All Students: 2%</p> <p>STUDENT GROUPS White: 1% Hispanic: 5% Multi-race: 0% Socioeconomically disadvantaged: 2%</p>	<p>2023-2024</p> <p>1-Year Dropout Rate All Students: 3% (+1%)</p> <p>STUDENT GROUPS White: 5%</p>	<p>2024-2025</p> <p>1-Year Dropout Rate All Students: 4% (+1%)</p> <p>STUDENT GROUPS White: 6% (+1%)</p>	Maintain overall and student group dropout rate of less than 10% with a 1-year cohort; less than 10.72% for Special Education, as per the Special Education Plan	The 1-year dropout rate increased by 2 percentage points for All Students, 5 percentage points for White students, and 3 percentage points for socioeconomically disadvantaged students. There

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Students with disabilities: 0%	Hispanic: 0% (-5%) Multi-race: 0% (no change) Socioeconomically disadvantaged: 4% (+2%) Students with disabilities: 0% (no change)	Hispanic: 5% (+5%) Multi-race: 0% (No Change) Socioeconomically disadvantaged: 5% (+1%) Students with disabilities: 0% (No Change)		was no change for Hispanic students, Multi-race students, or students with disabilities.
2.7	Data Quest Expulsion % rate (Priority 6)	Winter 2023 (minimum standard is 85%) Elementary: 85% (-3%) Middle-High: 79% (+3%)	2024 (minimum standard is 85%) Elementary: 0% (+15%) Middle-High: 0% (+21%) 0 students were expelled	2025 (minimum standard is 85%) Elementary: 0% (No Change) Middle-High: 0% (No Change) 0 students were expelled	Data Quest Expulsion Rate	Elementary decreased by 85 percentage points from baseline, and Middle-High decreased by 79 percentage points from baseline. There were 0 students expelled.
2.8	Local PBIS Survey % of student climate satisfaction rate (Priority 6)	Winter 2023 (minimum standard is 85%) Elementary: 85% (-3%) Middle-High: 79% (+3%)	Winter 2024 (minimum standard is 85%) Elementary: 89% (+4%) Middle-High: 77% (-2%)	Winter 2025 (minimum standard is 85%) Elementary: 92% (+3%) Middle-High: 79% (+2%)	Maintain an Overall Student Climate satisfaction rating of 85% or higher, as measured by the PBIS Student Climate Survey	Elementary increased by 7 percentage points from baseline. Middle-High showed no change from baseline.

Goal Analysis [2025-26]

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

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

During the 2025–26 school year, Goal 2 actions were implemented largely as planned to provide students with safe, predictable, and nurturing learning environments. Action 2.1 (MTSS Social Emotional Support) was implemented through individual and small-group social-emotional counseling, tiered interventions, and staff support for social-emotional practices. A success of this action was the continued provision of relationship-based supports that contributed to positive school climate outcomes, including low suspension and no expulsions. A challenge was the continued need to strengthen consistency of supports for students with ongoing attendance and engagement barriers. Action 2.2 (Parent Education and Technical Assistance) was implemented through family outreach, support with curriculum and technology, and efforts to increase family participation. A success was strong parent engagement data, including high ratings on decision-making input and family engagement measures. A challenge was ensuring consistent participation from all families, particularly those experiencing barriers to school connection. Action 2.3 (Enrichment and Recognition) was implemented through extracurricular opportunities, PBIS recognition, field trips, and enrichment activities designed to strengthen student engagement and connection to school. A success was the expansion of enrichment opportunities and continued student recognition efforts. A challenge was that secondary student climate outcomes remained below the school benchmark, indicating that additional refinement is needed to improve consistency of impact across grade spans. There were no major substantive differences between planned and actual implementation, although adjustments were made to engagement strategies and individualized supports in response to student needs.

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.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances occurred due to adjustments in staffing costs, including salary and benefit changes, and did not impact the overall implementation of actions.

There were no material differences between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

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

Implementation of Goal 2 actions has resulted in positive progress in maintaining a safe, predictable, and nurturing learning environment, with improved outcomes across multiple indicators of school climate and student engagement.

Action 2.1 (MTSS Social Emotional Support), Action 2.2 (Parent Education and Technical Assistance), and Action 2.3 (Enrichment and Recognition) have been effective in improving several school climate and engagement outcomes. Attendance increased from 87.0% at baseline to 92.2%, and chronic absenteeism decreased from 33.6% at baseline to 11.6%, showing strong improvement in student connection and participation. Suspension remained low at 0.9%, and expulsion remained at 0%. Climate survey data also showed positive results,

including 92% overall in the elementary student climate survey, 79% overall in the secondary student climate survey, and 90% overall in the staff climate survey. Parent engagement remained strong, including 90% in seeking input for decision-making and 88% overall on the Parent and Family Engagement Rubric.

However, effectiveness has been mixed across all outcomes and student groups. While attendance and chronic absenteeism improved, the dropout rate increased from 2% at baseline to 4%, and secondary climate remained below the school benchmark of 85%, indicating that the actions have not yet produced fully consistent results for all students. Overall, Goal 2 actions have been effective in improving attendance, chronic absenteeism, and school climate conditions, but additional refinement is needed to improve outcomes for secondary students and reduce ongoing disparities in engagement outcomes.

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

Based on a review of implementation and student outcome data, refinements will be made to strengthen the effectiveness of Goal 2 actions. While the overall goal, metrics, and target outcomes will remain unchanged, adjustments will focus on improving consistency in student engagement and outcomes across student groups.

Action 2.1 (MTSS Social Emotional Support) will be refined to strengthen tiered social-emotional interventions. Action 2.2 (Parent Education and Technical Assistance) will be enhanced to increase family engagement and support. Action 2.3 (Enrichment and Recognition) will be expanded to increase student connectedness and engagement opportunities. Additional focus will be placed on strengthening attendance and engagement strategies for students experiencing barriers to participation.

These refinements are informed by data showing strong improvements in attendance, chronic absenteeism, and school climate, alongside continued variability in student engagement and a slight increase in the dropout rate.

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	MTSS Social Emotional Support	As identified on PBIS and school climate surveys, students continue to struggle with social-emotional and mental health issues, particularly as they relate to their learning. To address this need, Hearthstone will: a. Provide individual and small group social-emotional counseling services b. Develop and provide tiered social-emotional interventions c. Professional development of effective Tier 1-3 SEL practices and curriculum	\$81,852.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Parent Education and Technical Assistance	<p>As identified in the LCAP, Climate Surveys and Chronic Absenteeism rates, students and families will benefit from our continuing efforts to engage families in their students' education. To address this need, Hearthstone will:</p> <ul style="list-style-type: none"> a. Implement Family Engagement Plan b. Increase parent education participation and opportunities c. Provide technical assistance with curriculum, materials, and technology 	\$122,413.00	Yes
2.3	Enrichment and Recognition	<p>As identified in the staff, student and parent climate surveys, suspension rates, and chronic absenteeism, students and families are more absent than we want them to be and providing fun and enriching activities are an evidence-based practice that leads to increased attendance. To address this need, Hearthstone will:</p> <ul style="list-style-type: none"> a. Increase events, field trips, and extracurricular activities that provide enrichment extensions of student learning b. Increase student PBIS recognition c. TK-12 enrichment and TK-8 gardening 	\$4,769.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$658,000	\$75,074

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
30.950%	0.000%	\$0.00	30.950%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Academic Readiness Classes</p> <p>Need: Based on state and local assessment scores, attendance rates and chronic absenteeism, all students, specifically low-income, EL, and foster/homeless students, struggle with meeting academic standards, graduation requirements, and attending school.</p>	While this action is principally directed at our unduplicated student count, because our unduplicated student counts schoolwide are so high, all students have access to academic readiness courses. Students require additional monitoring and in-person support in order to increase overall achievement and decrease absenteeism. Weekly staff collaboration results in conversations and actions related to increased interventions, progress monitoring and support	1.5 CAASPP Distance from standard 1.6 CAASPP CAST 1.9 EL Academic Support Plan; ELPAC Progress 1.10 Graduation Rate; Cohort 1.12 Local Assessments (iReady Reading) 1.13 Local Assessments (iReady Math)

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
	<p>Scope: Schoolwide</p>	<p>plans, specifically targeting low-income, EL, and foster/homeless students.</p>	
<p>1.2</p>	<p>Action: College and Career Transition Services</p> <p>Need: The California Dashboard College/Career Indicator shows 12.5% of 24 students are considered “prepared.”</p> <p>Scope: Schoolwide</p>	<p>By providing consistent and dependable college and career classes and advising throughout the year, students will be more prepared for postsecondary opportunities.</p>	<p>1.10 Graduation Rate; Cohort 1.7 College/Career Indicator Local Metric: LCAP Survey</p>
<p>1.3</p>	<p>Action: CTE Pathway Access</p> <p>Need: The California Dashboard College/Career Indicator shows 12.5% of 24 students are considered “prepared.”</p> <p>38 students of 105 (36%) cumulative high school enrollment completed a CTE pathway in 2023-24. This is down from 53% last year.</p> <p>Scope: Schoolwide</p>	<p>By increasing CTE pathway options and creating engagement with students via exposure to local industry and postsecondary institutions, we will increase students’ preparedness for college and/or career.</p>	<p>1.7 College/Career Indicator Local Metric: CTE Participation Rate</p>
<p>1.4</p>	<p>Action: MTSS Academic Support</p> <p>Need:</p>	<p>Brainstorming and developing academic interventions that will increase achievement on an individual student basis requires a team approach and dedicated time on the schedule. The MTSS</p>	<p>1.5 CAASPP Distance from standard 1.12 Local Assessments (i-Ready Reading)</p>

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
	<p>Overall, our local assessment scores indicate students who are meeting or exceeding standards: ELA 31% (increased 13% from fall to winter) and Math 13% (increase 7%)</p> <p>Scope: Schoolwide</p>	<p>team just started meeting and the meeting process will continue to improve to meet student outcomes. While this action is principally directed at our unduplicated student count, because our unduplicated student counts schoolwide are so high, all students have access to the supports and services that an MTSS team provides.</p>	<p>1.13 Local Assessments (i-Ready Math) 1.14 Local Assessments (Write Score)</p>
<p>1.5</p>	<p>Action: Supplemental Curriculum for Personalized Instruction</p> <p>Need: Overall, our local assessment scores indicate students who are meeting or exceeding standards: ELA 31% (increased 13% from fall to winter) and Math 13% (increase 7%)</p> <p>Scope: Schoolwide</p>	<p>As an independent study school, Hearthstone provides state adopted curriculum to all students, and is additionally able to provide supplemental curriculum to further personalize each child's individual educational program to best meet their learning needs. While this action is principally directed at our unduplicated student count, because our unduplicated student counts schoolwide are so high, all students have access to supplemental curriculum to address the individual needs of each student.</p>	<p>SBAC, i-Ready Reading and Math, Write Score</p>
<p>2.2</p>	<p>Action: Parent Education and Technical Assistance</p> <p>Need: On the LCAP Survey, 65% of parents agreed or strongly agreed that "My input is actively sought after for decisions regarding education."</p> <p>Scope: Schoolwide</p>	<p>We will continue to put on events and support systems to attempt to engage our parents as partners in our school and their child's education.</p>	<p>LCAP and Climate Surveys, Chronic Absenteeism</p>

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
2.3	<p>Action: Enrichment and Recognition</p> <p>Need: 33.6% of our students in 2023-24 were chronically absent, an increase of 23%. On the LCAP Survey, 66% of students agreed or strongly agreed that “I am actively engaged in my learning.” 41% of staff agreed or strongly agreed that “Students are actively engaged in their learning.”</p> <p>Scope: Schoolwide</p>	Students are more likely to be absent when they do not feel they have a connection to adults on campus or they don’t feel like they are recognized or have “fun” at school. Extracurricular events and PBIS recognition are both imperative for students to establish and maintain positive relationships with the school and our staff.	Staff, student and parent climate surveys, suspension rates, chronic absenteeism

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
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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.

The additional concentration grant add-on is not sufficient to increase staff providing direct services to students at our school (with an enrollment of unduplicated students that is greater than 55 percent). We are using the funds to retain staff by increasing activities intended for (a) recruitment of students to increase enrollment, and (b) support for staff that encourages them to remain at our school, like Mentors, Induction, and schoolwide activities to build a more positive culture.

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	N/A	1: 21.0
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1: 10.1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,125,997	658,000	30.950%	0.000%	30.950%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$697,730.00	\$89,951.00	\$0.00	\$169,917.00	\$957,598.00	\$943,324.00	\$14,274.00

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	Academic Readiness Classes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$551,347.00	\$9,505.00	\$560,852.00				\$560,852.00	
1	1.2	College and Career Transition Services	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$81,851.00	\$0.00	\$33,559.00	\$12,278.00		\$36,014.00	\$81,851.00	
1	1.3	CTE Pathway Access	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$77,673.00	\$0.00		\$77,673.00			\$77,673.00	
1	1.4	MTSS Academic Support	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$28,188.00	\$0.00	\$28,188.00				\$28,188.00	
1	1.5	Supplemental Curriculum for Personalized Instruction	All English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									
2	2.1	MTSS Social Emotional Support	All	No			All Schools		\$81,852.00	\$0.00				\$81,852.00	\$81,852.00	
2	2.2	Parent Education and Technical Assistance	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$122,413.00	\$0.00	\$70,362.00			\$52,051.00	\$122,413.00	
2	2.3	Enrichment and Recognition	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$4,769.00	\$4,769.00				\$4,769.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,125,997	658,000	30.950%	0.000%	30.950%	\$697,730.00	0.000%	32.819 %	Total:	\$697,730.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$697,730.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Readiness Classes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$560,852.00	
1	1.2	College and Career Transition Services	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$33,559.00	
1	1.3	CTE Pathway Access	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	MTSS Academic Support	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$28,188.00	
1	1.5	Supplemental Curriculum for Personalized Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Parent Education and Technical Assistance	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$70,362.00	
2	2.3	Enrichment and Recognition	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$4,769.00	

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 (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$905,561.00	\$918,772.00

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	Academic Readiness Classes	Yes	\$511,307.00	\$517,433.00
1	1.2	College and Career Transition Services	Yes	\$78,782.00	\$78,909.00
1	1.3	CTE Pathway Access	Yes	\$73,931.00	\$72,366.00
1	1.4	MTSS Academic Support	Yes	\$32,900.00	\$30,682.00
1	1.5	Supplemental Curriculum for Personalized Instruction	Yes		
2	2.1	MTSS Social Emotional Support	No	\$78,783.00	\$78,783.00
2	2.2	Parent Education and Technical Assistance	Yes	\$106,154.00	\$116,895.00
2	2.3	Enrichment and Recognition	Yes	\$23,704.00	\$23,704.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$636,330.00	\$671,418.00	\$656,623.00	\$14,795.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Readiness Classes	Yes	\$511,307.00	\$517,433.00		
1	1.2	College and Career Transition Services	Yes	\$36,240.00	\$36,298.00		
1	1.3	CTE Pathway Access	Yes				
1	1.4	MTSS Academic Support	Yes	\$32,900.00	\$30,682.00		
1	1.5	Supplemental Curriculum for Personalized Instruction	Yes				
2	2.2	Parent Education and Technical Assistance	Yes	\$67,267.00	\$68,524.00		
2	2.3	Enrichment and Recognition	Yes	\$23,704.00	\$3,686.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
\$2,048,484.00	\$636,330.00	0.000%	31.063%	\$656,623.00	0.000%	32.054%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024