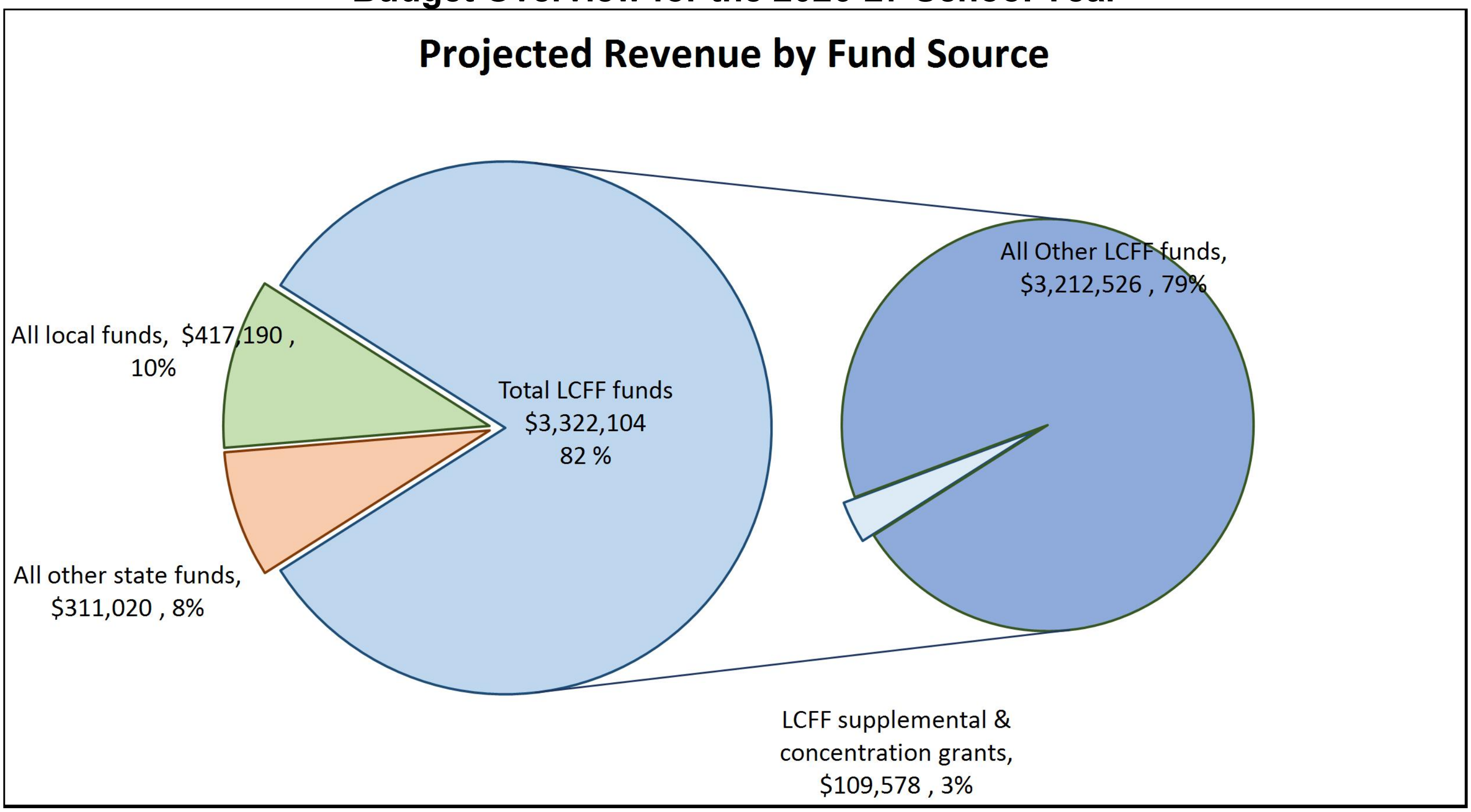
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Stone Bridge School
CDS Code: 28-66266-0108605
School Year: 2026-27
LEA contact information:
Lisa Meyers
Executive Director
lisa.m@stonebridgeschool.org
(707) 252-5522

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

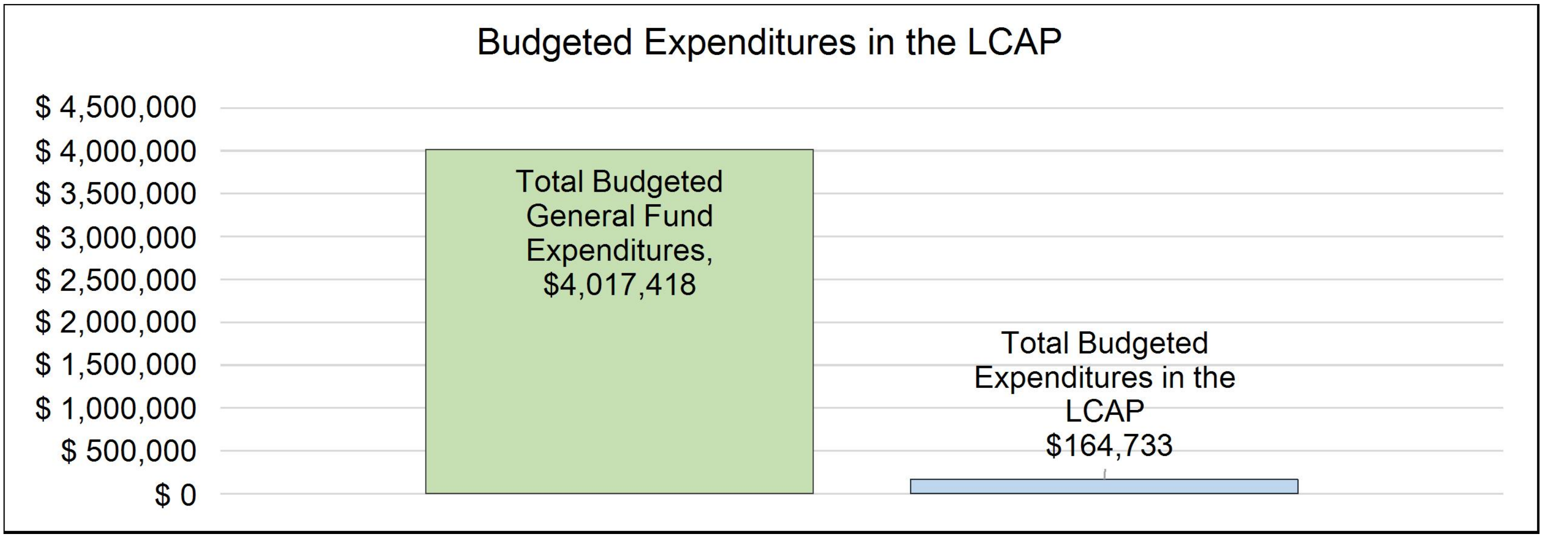


This chart shows the total general purpose revenue Stone Bridge School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Stone Bridge School is $4,050,314, of which $3,322,104 is Local Control Funding Formula (LCFF), $311,020 is other state funds, $417,190 is local funds, and $0 is federal funds. Of the $3,322,104 in LCFF Funds, $109,578 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 Stone Bridge 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: Stone Bridge School plans to spend $4,017,418 for the 2026-27 school year. Of that amount, $164,733 is tied to actions/services in the LCAP and $3,852,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

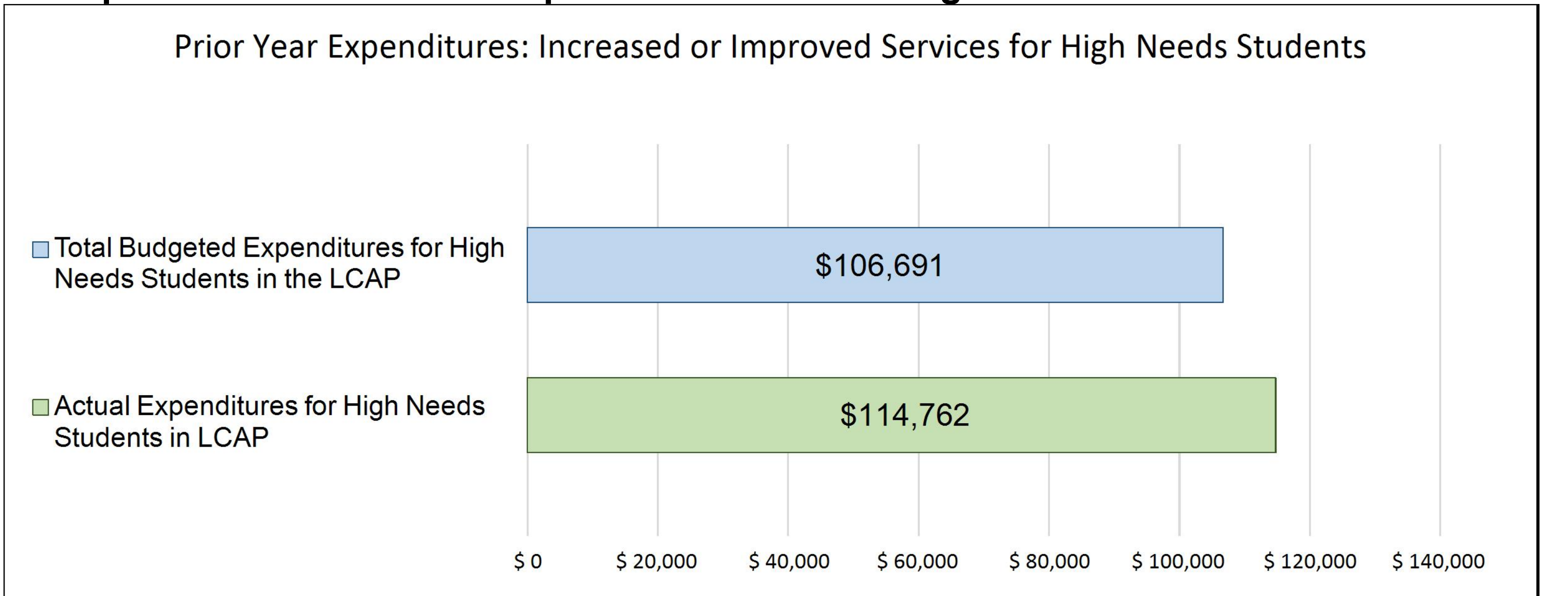
General Fund Budget Expenditures include personnel salaries, taxes and benefits, facilities and maintenance costs, operations and infrastructure, and Special Education services as needed.

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

In 2026-27, Stone Bridge School is projecting it will receive $109,578 based on the enrollment of foster youth, English learner, and low-income students. Stone Bridge School must describe how it intends to increase or improve services for high needs students in the LCAP. Stone Bridge School plans to spend $124,835 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 Stone Bridge School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Stone Bridge 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, Stone Bridge School's LCAP budgeted $106,691 for planned actions to increase or improve services for high needs students. Stone Bridge School actually spent $114,762 for actions to increase or improve services for high needs students in 2025-26.

Stone Bridge School
a waldorf methods charter school

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
Stone Bridge School	Lisa Meyers Executive Director	lisa.m@stonebridgeschool.org (707) 252-5522

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.

Stone Bridge School (SBS) is a Transitional Kindergarten through Eighth Grade public charter school which uses educational methods guided by the Core Principles of Public Waldorf Education. We integrate these Core Principles with current best educational practices and California Common Core State Standards. Our teachers nurture the imagination in the early years in order to build a foundation for abstract thinking, creativity, and critical problem-solving. The child's intellect is appropriately challenged in the middle years and through 8th grade. This education places equal emphasis on a solid academic foundation, artistic expression, social/emotional development, and attention to the inner life of the child. Students emerge as young adults with the self-confidence and skills to impart direction and purpose to their lives, contribute meaningfully to their community, and continue on their unique paths as life-long learners.

Stone Bridge School is directly-funded charter school, sponsored by the Napa Valley Unified School District (NVUSD). As a non-profit organization, we are our own 501(c)3. As an independent charter, our school is responsible for its own governance, finances, hiring and management of human resources, state reporting and compliance, school and administrative operations, and determination of our curriculum and educational program. Since its inception in 2000, SBS has enjoyed solid growth in enrollment applications, fiscal stability, and student achievement.

Our faculty and staff serve 286 students in Transitional Kindergarten through 8th grade. With minimal to no technology, our teachers deliver a hands-on, interactive and interdisciplinary curriculum with pacing that increases in depth and rigor throughout the grades. In addition to our rich and strong academic program, students participate in "subject classes" which include: World Language (Spanish), Handwork, Woodwork, Movement, Music, and Gardening. Students with special or additional needs are served through IEPs, with services provided by

NVUSD, and 504 plans, facilitated by our own Resource staff. We operate on a rural campus in the East hills of the town of Napa that has been a component of the neighborhood for more than 70 years. In addition to ample classroom space, the site provides dedicated handwork and woodwork rooms, a library and resource room, a multi-purpose room with performing arts stage, and an area for garden beds and chicken coop.

Our school governance is based on a collaborate, tri-council model, with a Charter Council (our Board of Directors), a Faculty Council, and a Parent Council. Parents are an active part of our school, both through volunteerism and participation in governance. SBS has always enjoyed an extremely strong and vibrant community in which parents/guardians, students, faculty, and staff work and celebrate side-by-side throughout the school year.

STUDENT DEMOGRAPHICS SNAPSHOT

Total Enrollment: 286 students

- African Americans 1%
- Asian 2%
- Hispanic or Latinx 21%
- Filipino 1%
- White (non-Hispanic) 63%
- Multi Race 9.5%
- Declined to state 2.5%

Boys 54%
Girls 45%
Non-Binary .007%

FACULTY/STAFF DEMOGRAPHICS

- African Americans .02%
- Hispanic or Latinx 1%
- White 97%
- Declined to state 1.98%

Male 15%
Female 85%

More information about our school can be found on our website: www.stonebridgeschool.org

Reflections: Annual Performance

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

Stone Bridge School's English Language Arts (ELA) and Mathematics summative assessment scores have traditionally been above the state average and our suspension rate is historically extremely low. The specific details provided below are based on the California Dashboard released in the Fall of 2019 and 2023. They reflect a three year gap in State assessment and the disruption of the global pandemic:

2019: Our overall ELA score is labeled as Blue (highest level on the Dashboard) and our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 70% of our students met (40%) or exceeded (30%) the standard. These results are 36.1 points above standard, representing an increase of 32.8 points from 2018.

2022: Our overall ELA score is labeled as Medium and our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 54.66% of our students met (39.31%) or exceeded (15.53%) the standard. These results are 7.6% higher than State level results.

2023: Our overall ELA score is labeled as Low and our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 43.63% of our students met (33.3%) or exceeded (10.3%) the standard. These results are 7.71% lower than State level results.

2024: Our overall ELA score is labeled as Low (Orange) and our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 42.10% of our students met (29.82%) or exceeded (12.28%) the standard. These results are 4.94% lower than State level results.

2025: Our overall ELA score is labeled as Medium (Yellow). This is a 4.6 point increase from 2024. Our ELA assessment results on the Smarter Balanced Summative Assessment indicated that 42.36% of our students met (27.65%) or exceeded (14.71%) the standard. These results are 6.46% lower than State level results.

2019: Our overall Mathematics score is labeled as Green (second highest level on the Dashboard) and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 52% of our students met (25%) or exceeded (25%) the standard. These results are 6.5 points below standard, representing an increase of 31.3 points from 2018.

2022: Our overall Mathematics score is labeled as Low and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 38.51% of our students met (21.12%) or exceeded (17.39%) the standard. These results are 5.13% higher than the State level results.

2023: Our overall Mathematics score is labeled as Low and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 29.94% of our students met (20.36%) or exceeded (9.58%) the standard. These results are 4.68% below the State level results.

2024: Our overall Mathematics score is labeled as Medium (Yellow) and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 33.33% of our students met (18.13%) or exceeded (15.20%) the standard. These results are 4.68%

below the State level results.

2025: Our overall Mathematics score is labeled as Low and our Mathematics assessments results on the Smarter Balanced Summative Assessment indicated that 27.65% of our students met (17.06%) or exceeded (10.59%) the standard. These results are 9.65% below the State level results.

Our overall Suspension Rate is Very Low, with very few suspensions. Zero percent of our students were suspended during the the last reporting period (2025), with historically low incidence of suspensions and no explusions.

School personnel completed a self-analysis report resulting in a "Met" rating for the State priorities that required reflection and information:

- Basics: Teachers, Instructional Materials, Facilities
- Implementation of Academic Standards
- Parent and Family Engagement
- Local Climate Survey
- Access to a Broad Course of Study

Reflections: Technical Assistance

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

Like many school's, SBS has experienced an increase in student absenteeism. The school traditionally experienced daily attendance rates over 97% prior to the pandemic. Post pandemic, the school is seeing daily attendance averages between 93-94%. and a very high chronic absenteeism rate of over 20%. This LCAP implements a goal to reduce the chronic absenteeism rate and increase daily attendance through school-wide education and outreach, as well as targeted support directed at the most impacted students and families.

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.

None/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.

SBS will monitor student progress through Let's Go Learn (LGL) which provides statistically validated, research-based diagnostic data for reading and math.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement

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

Class parent meetings, parent-teacher conferences, and monthly forums: These forums provided teachers and administration with direct feedback from parents about the students regarding instructional practices and school operations.

Coffee and Evening Forums: These regular gatherings are open to all SBS parents/guardians and teachers/staff members, they provide Administration an effective way to convey information or gather perspectives on issues within the school community. Parent questions and opinions, in particular, were taken into consideration at all phases of the school year.

Parent Council meetings take place monthly and provide an opportunity for representatives of each class to share what is taking place in each grade and reflect on community engagement. All SBS community members are welcome.

Charter Council meetings provide another avenue for both parents and teachers/staff members to express their concerns, questions, ideas. Charter Council provided input on school priorities.

PARENT SURVEYS:
The March 2026 survey asked parents to sound in on student emotional and mental health, school climate, and effectiveness of communication. Administrative staff read each response and shared summarized results out with faculty/staff, Parent and Charter Councils.

A sampling of the results from the survey that are most pertinent to our LCAP goals are noted below.

- 91% of parents agreed/strongly agreed that SBS maintains a positive and welcoming school climate
- 100% of parents agreed/strongly agreed that SBS encourages parent involvement and participation.
- 80% of parents agreed/strongly agreed that their child receives encouragement from their teacher.
- 31% of parents disagreed (20%)/strongly disagreed (11%) that discipline and behavior issues are handled well.

TEACHER/STAFF SURVEYS: A sampling of the results from the March 2026 survey that are most pertinent to our LCAP goals are noted below.

- 95% of teachers/staff strongly agreed (52%) or agreed (44%) that SBS is an engaging and satisfying place to work.
- 90% of teachers/staff expressed communication within the school and with the greater community to be harmonious and effective.
- 100% of teachers/staff have healthy relationships with their coworkers, and 92% strongly agree (40%) or agree (52%) that teachers/staff have positive and productive relationships with parents.
- 68% of teachers indicated that the Behavior and Discipline Policy needs minor updating (36%) or significant revision (32%) .

STUDENT SURVEYS: A sampling of the results from the March 2026 survey that are most pertinent to our LCAP goals are noted below.

- 97% always or usually feel safe when they are at school and in their classroom.
- 97% always or usually feel that, if they have a problem, they can solve it or find someone who can help them.
- 93% always or usually are interested in what they are learning in class.
- 51% noted that they felt anxious or upset a lot this year.

Student assessments (Let's Go Learn) were used at various times of the year to provide benchmarks for students at various points of the year, and as a means to help identify students requiring enhanced support.

During faculty meetings teachers use interim assessments for planning purposes, pedagogical professional development to deepen their understanding and practice as Waldorf-inspired teachers, desire to incorporate stronger diversity and anti-bias awareness in their teaching, and strong commitment to supporting community involvement.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Nurture a safe, well maintained campus aligned to programmatic needs that all stakeholders continue to experience as a positive climate and supports optimized learning for students	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

SBS recognizes that for optimal learning to take place, all stakeholders (including students, parents, faculty, and staff members) must feel safe and secure, both physically and emotionally on campus. With a move to a new campus, this is especially important as we will be working out how to use campus space/rooms effectively, ensuring that the facilities are well-stocked with needed furniture, equipment, and internet connectivity, and restoring the variety of in-person gatherings (festivals, parent education events, open houses, Town Hall meetings, assemblies, etc.) that contribute so strongly to our cohesive and joyful community.

This goal meets state priorities: 1 (Basic), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), and 6 (School Climate).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Ensure all buildings and rooms are equipped with appropriate furniture, materials, and connectivity	Furniture replenished as needed.	New desks for grades 5-8 have been partially received and installed. Remainder of desks are	6th-8th Grades desks have been received.	Continue rotation of desk replacements as they become obsolete or damaged.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			scheduled over the Summer of 2025.			
1.3	Students and teachers with access to devices to devices for assessments and use of digital platforms	Replenish technology as needed for wear and tear	An additional class set of chromebooks and a cart were purchased as well as Macbooks for the lead and subject teachers in 2024.	6th-8th Grades all have designated class sets of Chromebooks. Additional Chromebooks are now available for Grades 3-5 to practice and prepare for CAASPP.	Continue 3-4 year replacement cycle of technology, primarily for upper grades and for grades 3-8 CAASPP testing.	
1.4	Middle school students to receive digital literacy education (CyberCivics)	100% of students in grades 6-8 to have received full digital literacy education	Annual subscription for Cyber Civics purchased. Student curriculum was delivered in April of 2024 and into the Spring Semester.	Cyber Civics onboarding for 4-5 Grades purchased.	100% of upper grade students to have Cyber Civics training as part of their regular instruction.	
1.5	Community Building Events and Activities	Some community building events held intermittently.	Back to School Community Night held on September 18, 2024,Seven Monthly Admin Coffees have been held year to date in September 2024, to May 2025, Parent Education event on Cyber Civics and child media use held on January 22, 2025, March 25, 202 also	To mark our 25th anniversary, our school year began with a festive first day, attended by many parents, alumni, and school founders. We had Back to School Community Night on September 17, 2025, held Seven Monthly Admin Coffees from September 2025 to	At least 2 general community building events held each year in addition to regular festivals and back to school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			saw a Parent Education evening featuring Core Principles of Waldorf Education. Play performances conducted by 8th, 2nd and 3rd grades to date. Additional grade plays scheduled for remainder of the year. Winter festival activities, including Winter Spiral and a student recital were held with excellent family attendance. An the Spring Festival held in early May 2025 had a robust urn out and participation by the majority of SBS families.	April 2026, and hosted 3 Community Enrichment opportunities: Screenagers viewing on 1/31, Practical Arts Evening on 2/25, and Make a Joyful Noise on 3/23. Play performances conducted by 2nd-4th & 6th-8th grades with 1st and 5th scheduled in May. Additionally, the community was invited to the Harvest Faire, Winter Spiral, Winter Recital, Jubilee Celebration (25th anniversary), Spring Concert, and Spring Festival. Our community festivals had a robust turnout and participation by the majority of SBS families.		

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Annual Parent Survey	Over 90% of parents strongly agree that their child is safe on campus	93% of parent respondents agree or strongly agree that their "student feels that their classroom is a safe and comfortable place to learn."	We had an increase in parent participation in our annual survey, with 65 respondents in 2026 compared to 47 in 2025. 91% of parents expressed that SBS maintains a positive and welcoming school climate.	At least 50% of families participate in the annual parent survey.	There were only 18 respondents to the survey compared to 60 the previous year.
1.7	Annual Student Survey	Over 90% of students feel safe when at school and in classroom	Student survey not administered as of theis draft.	96% of students surveyed reported feeling safe at school, and 97% indicated that their teachers give them what they need to learn and grow.	At least 60% of students in each grade surveyed will participate in the annual student survey.	
1.8	Annual Teacher/Staff Survey	Over 90% of faculty/staff strongly agree that they feel safe on campus	100% of teacher respondents agree or strongly agree that SBS maintains an overall positive school climate for its students, SB S maintains a positive and welcoming school climate for all community members, and that their communication with other staff and	We had an increase in staff/faculty participation in our annual survey, with 25 respondents in 2026 compared to11 in 2025. Over 90% of faculty/staff indicated that SBS maintains a positive and welcoming school climate for students,	100% of faculty and 80% of staff participate in the annual survey.	There were only 7 respondents compared to 9 the previous year.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			administration is harmonious and productive.	employees, and community members.		

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.

We had a higher number of contributors to our 2025-2026 parent, staff/faculty, and student surveys as well as a quicker response time without the need to extend the response window.

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.2	Fully-equipped Facilities	Ensure all buildings and rooms are equipped with appropriate furniture, materials, and internet connectivity by hiring technical support.	$6,580.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Digital Literacy Education	Middle school students (grades 6-8) to receive digital literacy education (CyberCivics); other grades to receive keyboarding instruction.	$8,991.00	Yes
1.4	Community Building Events	Resume community events (e.g., festivals, parent education events, open houses, Town Hall meetings, assemblies, etc.).		No
1.5	Annual Parent Survey	Parent/Guardian survey to be completed at least once per year	$4,500.00	Yes
1.6	Annual Student Survey	Student survey to be completed at least once per year	$2,482.00	Yes
1.7	Annual Faculty/Staff Survey	Faculty/staff survey to be completed at least once per year	$3,332.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Identify and support students who are experiencing unfinished learning or learning delays by utilizing interim and benchmark assessments, maintaining student support staffing, and bolstering math instruction and digital learning, SBS will work towards all students demonstrating expected learning growth during the 2024-25 school year.	

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The purpose of this goal is to acquire a full understanding of areas in which students did or did not make expected learning progress during the 2023-24 school year, and to continue strategies for providing student supports to achieve expected student growth going forward.

This goal meets state priorities: 1 (Basic), 2 (State Standards), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Interim CAASPP Administration and other local assessments	98% assessment of grade levels tested for baseline formative assessments and 95% participation rate in CAASPP testing	All students in grades 5-8 were assessed twice (Fall and Spring) using the Let's Go	All students in grades 3-8 were assessed twice (Fall and Spring) using the Let's Go	100% assessment of grade levels tested for baseline formative assessments and 100% participation	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Learn Assessment platform.	Learn Assessment platform.	rate in CAASPP testing	
2.2	Smarter Balanced Summative Assessment ELA scores	In the last CAASPP tests taken by SBS students 3-8, the percentage of students meeting or exceeding standards were: ELA - 41.7%	2025 CAASPP assessment still in progress at the writing of this draft.	In the 2025 CAASPP tests taken by SBS 3rd-8th grade students, the percentage of students meeting or exceeding ELA standards improved to 48.82%.	At least 65% of our students in grades 3-8 will meet or exceed the standard	
2.3	Smarter Balanced Summative Assessment Math scores	In the last CAASPP tests taken by SBS students 5-8 (2019), the percentage of students meeting or exceeding standards were: Math - 32.8% SBS	2025 CAASPP assessment still in progress at the writing of this draft.	In the 2025 CAASPP tests taken by SBS students in grades 3-8, the percentage of students meeting or exceeding Math standards was 37.30%.	At least 50% of our students in grades 3-8 will meet or exceed the standard	
2.4	Math Support Intervention	Minimal intervention in place.	For the 2024-2025 school year. SBS hired a full-time math teacher for grades 5-8 along with additional support from three additional part-time tutors. Study hall for math was also continued and expanded for students in grades 5-8. Small group	For the 2025-2026 school year. SBS continued with a full-time math teacher for the middle school, extra math skill practice each morning, and expanded study hall support after school 4 days per week. Additionally, a math pilot	Full-time math teacher and intervention/small group support. Full implementation of MS math curriculum	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			break outs have also been introduced with the additional tutoring resources. In addition, The full curriculum for Eureka Math was acquired for use by the teachers and tutors for grades 5-8.	program was trialed in the lower grades.		

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 2025-2026 school year, we continued our review and assessment of our Mathematics program, focusing on student progress as measured by Let's Go Learn data. We explored curriculum and trialed lessons with our 3rd-grade students to further our goal of implementing a coherent 1-8 Mathematics scope and sequence. We identified a clear challenge for us: delivering grade-level content to a class of 28-30 students with widely varying learning needs and skill sets.

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.

Additional funding was allocated to support our students' math needs by ensuring study hall was staffed with a certificated teacher.

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

Let's Go Learn assessment scores over the course of the school year indicate students are gaining skills in areas of identified delay.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Interim Assessments and other Local Assessments	Administer interim assessments, using a combination of Let's Go Learn and CAASPP interims, in grades 1-8, and implement interim assessments in an age-appropriate manner. Continue utilizing Local Assessments (quizzes/tests, reports, projects, presentations, portfolio work, etc.) to evaluate student growth.	$17,537.00	Yes
2.2	Increase General Ed support staffing	Hire additional staff member(s) to provide student support in the General Education setting.	$44,427.00	Yes
2.3	Math Support Classes	Restore math support class(es) during and/or after school to provide homework support as well as enrichment opportunities.	$7,950.00	Yes
2.4	Evaluation of grade 1-8 math program	Dedicated math teacher to evaluate scope and curriculum of SBS math program in grades 1-8, and recommend integration/purchase of specific math curriculum in alignment with core principles of Public Waldorf Education.	$2,550.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Sustain a strategic and long-term approach to increase student population diversity along with the adoption and integration of an anti-bias curriculum. SBS will utilize outreach events, ensure bilingual access to critical school information, and continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive of Napa Valley's diverse population.	

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

The purpose of this goal is for SBS to continue deepening its awareness and implementation of anti-bias practices and policies to be fully inclusive and increasingly representative of Napa Valley's diverse population.

This goal meets state priorities: 2 (State Standards), 3 (Parental Involvement), 5 (Pupil Engagement), 6 (School Climate), and 7 (Course Access/Conditions of Learning).

This is a school-wide goal which is applicable to all students at SBS, but aims to attract and serve an increasingly diverse student population, especially English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase in student population diversity (non-white subgroups)	Current non-white student population is 23%	Current non-white student population is 27%. 46% of incoming students for the 25-26	The current non-white student population is 36%. 40% of incoming students for the	Non-white student population of 33%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school year idenfied as non-white.	26-27 school year identified as non-white.		
3.2	Anti-bias curriculum and training	One in-service event focussed on anti-bias training and awareness	No training scheduled for this school year.	SBS Diversity Coordinator has provided teachers with content and resources aligned with each heritage month. Displays for students and community members have been displayed each month in the library.	One in-service and at least one parent education event focussed on anti-bias training and awareness	
3.3	Bilingual access to critical school information	Critical enrollment materials available in both English and Spanish; majority of curricular information is currently available in English only	Additional materials have not been translated since the initial effort in the baseline year.	SBS Diversity Coordinator has facilitated in-person translation for parent-teacher meetings, prospective family tours, as well as translation of printed enrollment materials.	Ongoing updated materials available in both English and Spanish; majority of curricular information is currently available in English only	
3.4	Faculty/staff survey	76% of faculty/staff felt that SBS diversity and outreach efforts needed significant revision.	57% of faculty/staff felt that SBS diversity and outreach efforts needed significant revision.	24% of faculty and staff feel that SBS diversity and outreach efforts need minor updating.	100% staff satisfaction with SBS diversity efforts	
3.5	Diversity Resource Coordinator	No coordinator on staff	Diversity Resource Coordinator hired for the 2025-2026	SBS Diversity Coordinator	.5 FTE Diversity Resource Coordinator	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school year starting on July 1. 2025.	working 10 hours per week.		

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.

Diversity Coordinator and Executive Director outlined the phases of work to address this goal. The implementation goal of providing content and raising community awareness has been positive. This is from a parent in response to an article in the weekly newsletter, "I wanted to thank you for writing about the Jewish American Heritage Month. I really appreciate it."

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

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

Based on our community's responses and the growing diversity in our school community, we are confident that the hiring of our Diversity Coordinator has been instrumental in the progress made this year.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Outreach Coordinator and Task Force	Hire a part-time outreach coordinator to help guide SBS's efforts towards this goal. Establish an SBS Diversity and Anti-Bias Curriculum Task force to support this work among parents and faculty/staff.	$7,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Bilingual Resources	Provide promotional, informational, and enrollment materials in both English and Spanish, in paper form and on school website.		Yes
3.3	Bilingual Presentations	Identify potential community partners to increase SBS's profile to wider span of ethnicities within Napa Valley. Enlist current families with diverse backgrounds to assist in this effort. Provide outreach events (presentations) at preschools, daycare centers, and other strategic locations in both Spanish and English.		Yes
3.5	Anti-bias Curriculum	Identify and integrate an anti-bias curriculum.	$7,900.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Increase teacher/staff utilization of tools within SBS's Multi-Tiered System of Support, and to more clearly articulate our Response-to-Intervention and Social-Emotional Support resources. This goal, working in tandem with Goal #2, aims to support every student to fulfill their unique potential, mitigate unfinished learning, and address social-emotional needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The purpose of this goal is to improve teacher/staff awareness and utilization of tools within SBS's Multi-Tiered System of Support, and to more clearly articulate our Response-to-Intervention methods. This is in response to stakeholder input that indicated unfinished learning and social-emotional distress over the past 1-1/2 years due to pandemic-related challenges. A Multi-Tiered System of Support (MTSS) facilitates optimal learning for all students and offers well-designed instructional and best practices to every student with targeted interventions to those needing additional support. This goal works in tandem with Goal #2 which addresses assessment and other student supports.

This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 3 (Parental Involvement), 4 (Pupil Achievement), 5 (Pupil Engagement), 7 (Course Access/Conditions of Learning), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Faculty trained in MTSS practices	The majority of the SBS faculty has beginning	MTSS training conducted for	MTSS process was reviewed and	All faculty trained and utilizing MTSS	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		understanding of MTSS model	faculty. Regular MTSS grade level meetings held by faculty to review student progress.	refined over the course of the 2025-2026 school year.	model for ongoing student support	
4.2	Faculty trained in SEL practices	80% of faculty has received training in SEL awareness	Aides and Office Staff participated in Crisis Prevention and Intervention (CPI) certification training at the start of school year.	General Education Resource Coordinator with PPS certification hired. The coordinator works with all teachers and students to expand and develop SEL practices. In the spring, SBS hosted a school-wide wellness seminar featuring various community organizations that provide SEL supports.	100% of faculty receives training in SEL awareness and strategies for de-escalating with students	
4.3	Faculty trained in gender-identity awareness	50% of faculty has received training in gender-identity awareness or anti-bias training	Follow up training not conducted this school year.	Gender-identity training was not conducted this year. Awareness and respect are reinforced during regularly scheduled faculty meetings.	100% of faculty has received training in gender-identity awareness or anti-bias training	
4.4	Faculty trained in RTI practices	100% of faculty are familiar with RTI practices	Regular time dedicated to pedagogical practices ar	Weekly cohort meetings are conducted and attended by the	100% of faculty utilize RTI weekly within their	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			conducted at weekly staff meetings. Regularly scheduled grade level faculty meetings with MTSS monitoring.	General Education Resource Coordinator. During these meetings, the team updates the student data tracking of RTI and MTSS practices.	instructional practices	
4.5	Annual Student Survey	41% noted that they felt anxious or upset a lot this year	Not completed as of this draft.	Despite 97% of students reporting that their teachers give them what they need to learn and grow, 51% indicate they felt anxious or upset a lot this year.	Less than 10% note that they felt anxious or upset a lot this year	
4.6	Annual Student Survey	78% always or usually feel that, if they have a problem, they can solve it or find someone who can help them	Not completed as of this draft.	While the number of students who feel anxious has increased, 97% of students indicated that if they have a problem, they can solve it or find someone who can help them.	100% always or usually feel that, if they have a problem, they can solve it or find someone who can help them	

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.

A General Education Resource Coordinator with a PPS certification has increased our ability to integrate SEL into our general education program. An Executive Director with K-8 teaching and program expertise has reinforced a focus on student success and development. A teaching team that is flexible, creative, and responsive has been instrumental in meeting the changing needs of our students.

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

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

Offering lower teacher-student ratios at various times during the day or week has proven necessary and effective to address student needs.

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	MTSS Training	Conduct MTSS training with all teaching staff.	$3,758.00	No
4.2	SEL Practices	Conduct SEL training with all faculty/staff members and implement SEL practices.	$10,846.00	Yes
4.3	Gender-Identity Awareness	Faculty/staff members to receive training in gender-identity awareness and/or anti-bias training.		No
4.4	Response-to-Intervention (RTI) Practices	Faculty will utilize RTI practices.		Yes
4.5	Student Survey	Student surveys in grades 4-8 will be conducted at least once annually.		No

Action #	Title	Description	Total Funds	Contributing
4.6	"Lunch Bunch"	Implement "Lunch Bunch" meetings for students who would benefit from social-skills development and practice.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Facilitate a deeper understanding of the core principles of Public Waldorf Education in order to provide the highest quality education to our students. Both in-house and outside professional development will be provided for teachers, including peer mentoring and guidance from the Educational Program Director. The SBS Charter Council has voiced a desire to have the school, teachers, and staff complete the accreditation process through the Alliance for Public Waldorf Education.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

As a "school of choice," we offer an education aligned with the core principles of Public Waldorf Eduction. SBS pedagogy integrates the view of child development according to Waldorf Education with the best practices of public education. With the addition of new teaching staff, this goal is timely and will ensure that all of our teachers have a firm grasp of Public Waldorf teaching pedagogy and methodology in addition to their credentialing as public school teachers. Reference: Alliance for Public Waldorf Education (https://www.publicwaldorf.org/)

This goal meets state priorities: 1 (Basic Services), 2 (State Standards), 4 (Pupil Achievement), 6 (School Climate), and 8 (Other Pupil Outcomes).

This is a school-wide goal which is applicable to the same extent to all subgroups at SBS.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Professional Development	Recently hired teaching staff for the 2022-23	Ongoing Alliance Core Principle	Waldorf mentor worked with new	100% of teaching staff will receive	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		school year have had minimal training in Public Waldorf teaching pedagogy and methodology.	work at weekly staff meetings. Alliance for Public Waldorf is in process of revamping it's member school requirements. This has put final certification on hold for the 2024-2025 school year. Several staff participated in February Waldorf sessions while the remainder of the faculty will be attending Summer sessions.	teachers and facilitated two teachers in the first year of their induction. All lead teachers engaged in summer professional development.	professional development to increase their understanding of Public Waldorf teaching pedagogy and methodology. Retain Waldorf mentors and increase staff opportunities for Waldorf education.	
5.2	Teacher goals and evaluations	Professional goal setting and teacher evaluations were not conducted in 2022-23.	Postponed to 2025-2026 school year.	Teachers met with the Executive Director in the fall and identified personal goals. End of the year evaluations set for May with self reflections planned for June.	Professional goal setting and teacher evaluations will occur annually for all lead teachers. All core faculty and classified staff will complete goals and participate in an annual evaluation process.	
5.4	Parent Education	A small number of parents attended a parent education event on Public Waldorf education in 2022-23	Parent Education event on Cyber Civics and child media use held on January 22, 2025,	3 Community Enrichment opportunities were scheduled this school year, and a	Parent education events on Public Waldorf education will be held annually and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			March 25, 2025 also saw a Parent Education evening featuring Core Principles of Waldorf Education. Both of these meetings were well attended by 40-50 parents. This attendance was helped by the inclusion of a remote video attendance option for the parents.	section has been added to the school newsletter titled Living Waldorf. Articles, resources, and links to support the community in deepening their connection and understanding of Waldorf Pedagogy are posted weekly.	available to all parents and community members. 50% of SBS parents will have attended an Waldorf education event sometime during the school year.	

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.

A challenge has been the absence of a full-time Education Program Director with the time and resources dedicated explicitly to this goal. This year, the Executive Director was able to begin directing some efforts in this direction. A Waldorf school mentor, 1 day per week, has not been sufficient to support teachers' development.

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

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

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

Implementation of a TOSA (teacher on special assignment) with Waldorf pedagogical expertise to support teachers, students, and parents in deepening our collective understanding and commitment to Waldorf Public Education.

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
5.1	Professional Development, in-house	Provide in-house professional development to deepen teachers' understanding of pedagogy and methodology of Public Waldorf education, in alignment with the Core Principles of Public Waldorf Education. This includes mentoring by peers and Educational Program Director, pedagogical/best practices discussion at faculty meetings, and other in-house enrichment activities.		No
5.2	Professional Development, external	Make available conferences, workshops, and other enrichment opportunities to teachers to strengthen skills and understanding of Public Waldorf Education.		No
5.3	Alliance for Public Waldorf Education	Continue membership with the Alliance for Public Waldorf Education.	$12,240.00	No
5.4	Professional Goals and Evaluations	Professional goal setting and teacher evaluations will occur annually for all lead teachers, and at least biannually for other teaching staff and assistants.	$18,018.00	No
5.5	Parent Education	Parent education events will be held to increase parent understanding of the Core Principles of Waldorf Education.		No

Action #	Title	Description	Total Funds	Contributing
5.6	Alignment with Common Core State Standards	Examine alignment and ensure implementation of Common Core State Standards as articulated by the Alliance for Public Waldorf Education.	$5,677.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	Reduce Chronic Absenteeism among SBS Socioeconomically Disadvantaged (SED) students to Low as indicated on the California Schools Dashboard from the 2022 rating of High.	

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Chronic Absenteeism for Socioeconomically Disadvantaged (SED) students at SBS peaked at more than 20.1% (Very High) indicated by the data on the California Schools Dashboard for 2022 making SBS eligible for Additional Support and Improvement (ASTI) . SBS will collaborate with educational partners to develop and implement a school-level plan for the 23-24 school year and beyond to improve student outcomes in this area for SED students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	School-wide plan to improve attendance (reduce Chronic Absenteeism) for SED students.	Work with educational partners to develop plan.		The Executive Director attended the first meeting for each class to reinforce the importance of attendance and explain the multiple impacts of student absence.	Complete school-wide plan to improve attendance (reduce Chronic Absenteeism) for SED students completed Q1 24-25.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				We also addressed the importance of attendance personally with all newly enrolling families. An after-school Attendance Recovery program was developed to reclaim ADA and mitigate learning loss due to student absence.		
6.2	Reduce Chronic Absenteeism from High (<20.1) to Low (2.6-5.0).	Chronic Absenteeism High for SED (<20.1) as measured on the CA Schools Dashboard	SBS 2024 Chronic Absenteeism rate declined by 15.6% to 12.1%. This is compared to a State-wide decline of 5.7% to an overall rate of 18.6% for the State. This places SBS in the moderate yellow level for Chronic Absenteeism rather than the red which indicates a high or increasing rate. 2025 State-wide data is pending release.	The SBS 2025 Chronic Absenteeism rate was considered low, in the orange level, at 13%. While we remain committed to rebuilding our attendance to pre-COVID levels, SBS students are missing fewer school days than those attending NVUSD, schools in Napa County, or the State as a whole.	SED rate = 10	
6.3	Family Education and Support	Current parent understanding of attendance	Attendance and the impact of absenteeism for	Parents are engaging with teachers and the	100% of parents educated or exposed to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		requirements and Chronic Abs. is unclear.	students is discussed at new family orientations as well as back to school community nights. Reminders are regularly presented for administrative updates at both Parent Council and Charter Council.	administration to ensure that students complete independent study or Attendance Recovery to make up for absences.	attendance requirements and impacts of Chronic Absenteeism through annual Parent Survey questions.	

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.

Attendance Recovery was a new implementation this year. Final data on the success of this program will not be compiled until after the LCAP submission. Initial assessment of the success of this program is promising.

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 was a small, unbudgeted impact on the Attendance Recovery Program due to administrative and Certificated staffing costs.

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

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

Final reflection regarding 2025-2026 attendance and chronic absenteeism will take place mid-summer.

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
6.1	School-wide plan	Collaborate with educational partners to develop and implement a school-level plan for the 23-24 school year and beyond to improve student outcomes in this area for SED students.		Yes
6.2	SARB Process development and implementation	Develop and implement Student Attendance Review Board (SARB) policies and procedures.		Yes
6.3	Parent Education	Educate and expose parents to school-wide attendance policies and procedures. and impacts of absenteeism for students and the school programs.		Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
7		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
8		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
9		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
10		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$109,578	$$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.725%	0.000%	$0.00	3.725%

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
1.2	**Action:** Fully-equipped Facilities **Need:** A well integrated physical environment **Scope:** LEA-wide	Waldorf education is an integrated approach to education in which the physical learning environment plays an important role and enhances the experience for the child.	Furniture and instructional materials are refreshed regularly and in good repair.

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
1.3	**Action:** Digital Literacy Education **Need:** Safe online conduct **Scope:** LEA-wide	When engaged in online learning or using digital media resources, students need the tools and resources to maintain a safe environment and interactions.	100% of MS students receive Cyber Civics training.
1.5	**Action:** Annual Parent Survey **Need:** Feedback on progress and goals **Scope:** LEA-wide	SBS is a collaborative environment that values its stakeholder input	Annual survey conducted and analyzed
1.6	**Action:** Annual Student Survey **Need:** Feedback on progress and goals **Scope:** LEA-wide	SBS is a collaborative environment that values its stakeholder input	Annual survey conducted and analyzed
2.1	**Action:** Interim Assessments and other Local Assessments **Need:** Feedback on progress and goals	Assessments are fundamental resource and tool used to evaluate the progress and performance of all students	Formative and summative assessment reports

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.2	**Action:** Increase General Ed support staffing **Need:** Students have unfinished learning **Scope:** LEA-wide	Additional intervention support personnel will provide targeted support for individual and small groups of students.	Hire additional intervention support for the 24-25 school year
2.3	**Action:** Math Support Classes **Need:** SBS CAASPP math scores are lagging **Scope:** LEA-wide	Additional math support personnel will bolster student math performance	Hire additional intervention support for the 24-25 school year
3.1	**Action:** Outreach Coordinator and Task Force **Need:** Increased diversity benefits the entire school community **Scope:** LEA-wide	The presence of a Diversity Resource Coordinator will further SBS diversity goals	Hire Diversity Resource Coordinator
3.2	**Action:** Bilingual Resources	Bilingual resources encourages engagement with underrepresented communities	Maintain document translation services for school materials

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
	Need: Translation of key documents for bi-lingual families **Scope:** LEA-wide		
3.3	**Action:** Bilingual Presentations **Need:** Translation of key documents for bi-lingual families **Scope:** LEA-wide	Bilingual resources encourages engagement with underrepresented communities	Maintain document translation services for school materials
3.5	**Action:** Anti-bias Curriculum **Need:** Bias in the school impairs student learning **Scope:** LEA-wide	Awareness of individual bias creates an improved learning environment for all students	Yearly staff anti-bias training
4.2	**Action:** SEL Practices **Need:** SEL improves student learning and engagement **Scope:**	Emotional awareness helps students remain engaged with their learning	Yearly staff SEL training

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
4.4	**Action:** Response-to-Intervention (RTI) Practices **Need:** Student academic performance is lagging **Scope:** LEA-wide	Additional intervention support personnel will provide targeted support for individual and small groups of students.	Hire additional intervention support for the 24-25 school year
5.6	**Action:** Alignment with Common Core State Standards **Need:** SBS curriculum requires alignment to CCSS **Scope:** LEA-wide	Teachers and staff must align the Waldorf curriculum with CCSS	Time is allotted to align standards
6.1	**Action:** School-wide plan **Need:** SBS has a high chronic absence rate **Scope:** LEA-wide Schoolwide	Staff requires time to deveop a plan and refine processes for student attendance support	School-wide plan for student attendance support
6.2	**Action:** SARB Process development and implementation	Equity in dealing with attendance issues maintains a welcoming environment for struggling students	Constitution of SARB for the school

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
	Need: SBS requires an equitable attendance process **Scope:** LEA-wide Schoolwide		
6.3	**Action:** Parent Education **Need:** Parents may not be aware of chronic absences **Scope:** LEA-wide Schoolwide	Parent involvement in regular, on-time attendance is critical to success in reducing absenteeism	Regular parent education at events and PC meetings

Limited Actions

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

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

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

MULTI-TIERED SYSTEM OF SUPPORT (MTSS)
Teaching staff and our Student Support Team coordinator meet regularly to ensure the Multi-Tiered System of Support (MTSS) meets the

needs of all learners. Our SST coordinator monitors student interventions and referrals for Special Education assessments. The MTSS system includes a Response-to-Intervention (RTI) process and includes a strong Social-Emotional Learning (SEL) awareness.

The California Department of Education has identified the implementation of an effective Multi-Tiered System of Support as instrumental in the academic, behavioral, and social success of all students. Stone Bridge School's MTSS program is principally directed towards and is effective in meeting the school's goals for its unduplicated pupils in the state and local priority areas addressed by the school. These services are the most effective use of the funds to meet the goals for all students, and in particular our unduplicated pupils.

"California's MTSS focuses on aligning initiatives and resources within an educational organization to address the needs of all students. It is an integrated, comprehensive framework for local educational agencies (LEA) that aligns academic, behavioral, and social-emotional learning in a fully integrated system of support for the benefit of all students. MTSS offers the potential to create systematic change through intentional integration of services and supports to quickly identify and meet the needs of all students." Reference: The California Department of Education website, https://www.cde.ca.gov/ci/cr/ri/

Stone Bridge School's Core Values, Mission and Vision Statement and Multi-Tiered System of Support are provided to the entire school. Specific services for low-income students, foster youth, and English learners are action based.

LOW INCOME student actions will include:

- Coordination with parents/students and school, as necessary, for optional delivery of assignment materials and provision of necessary school supplies.
- Provision of community resource information for parents/students, such as shelter, housing, food, clothing, health, etc. and referral of parents/students to appropriate community agencies and/or district departments/services when educational, health, or welfare needs are identified.
- Coordination and communication with shelters to engage students.
- Coordination and communication with homeless agencies to make them aware of Stone Bridge School's support of homeless and low income students.
- Coordination with County LEA Homeless Liaisons to provide continuity of educational services as students transfer.

Supports specific to FOSTER YOUTH will include:

- Case management to support all eligible foster youth.
- Weekly and/or bi-weekly check-ins with students and foster parents via phone, zoom, and/or e-mail.
- Monitoring of student attendance and engagement and communication with parents, teachers, and administrators when needed.
- Referrals to both district and community agencies for additional support/resources, as needed.
- Tutoring and/or other focussed academic support services will be offered to eligible foster youth.

Supports specific to ENGLISH LEARNERS will include:

- Students will receive both integrated and designated English Language Development (ELD).
- For designated ELD, English Learners will receive regular instruction targeted at their proficiency level and based on the California ELD standards.
- Teachers will receive professional development on ELD instruction.

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	18:1	N/A
Staff-to-student ratio of certificated staff providing direct services to students	24:1	N/A

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	$2,942,045	$109,578	3.725%	0.000%	3.725%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$164,733.00	$0.00	$0.00	$0.00	$164,733.00	$143,111.00	$21,622.00

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							Summer 2021								
1	1.2	Fully-equipped Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$0.00	$6,580.00	$6,580.00				$6,580.00	0.22%
1	1.3	Digital Literacy Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$8,241.00	$750.00	$8,991.00				$8,991.00	0.31%
1	1.4	Community Building Events	All	No			All Schools	ongoing								
1	1.5	Annual Parent Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing/annual	$4,500.00	$0.00	$4,500.00				$4,500.00	0.15%
1	1.6	Annual Student Survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing/annual	$2,482.00	$0.00	$2,482.00				$2,482.00	0.08%
1	1.7	Annual Faculty/Staff Survey	All	No			All Schools	ongoing/annual	$3,332.00	$0.00	$3,332.00				$3,332.00	
2	2.1	Interim Assessments and other Local Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$9,591.00	$7,946.00	$17,537.00				$17,537.00	0.60%
2	2.2	Increase General Ed support staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	School year	$44,427.00	$0.00	$44,427.00				$44,427.00	1.51%

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
2	2.3	Math Support Classes	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,950.00	$0.00	$7,950.00				$7,950.00	0.27%
2	2.4	Evaluation of grade 1-8 math program	All	No			All Schools	2 years	$2,550.00	$0.00	$2,550.00				$2,550.00	
3	3.1	Outreach Coordinator and Task Force	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing	$7,945.00	$0.00	$7,945.00				$7,945.00	0.27%
3	3.2	Bilingual Resources	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing								
3	3.3	Bilingual Presentations	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	ongoing								
3	3.5	Anti-bias Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,900.00	$0.00	$7,900.00				$7,900.00	0.27%
4	4.1	MTSS Training	All	No			Specific Schools: Stone Bridge School	ongoing	$3,758.00	$0.00	$3,758.00				$3,758.00	
4	4.2	SEL Practices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	ongoing	$7,300.00	$3,546.00	$10,846.00				$10,846.00	0.37%
4	4.3	Gender-Identity Awareness	All	No			All Schools	ongoing								
4	4.4	Response-to-Intervention (RTI) Practices	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools Specific Schools: Stone Bridge School	ongoing								
4	4.5	Student Survey	All	No			Specific Schools: Stone Bridge School Grades 4-8	ongoing								

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
4	**4.6**	"Lunch Bunch"	All	No			All Schools	ongoing								
5	**5.1**	Professional Development, in-house	All	No			All Schools	ongoing								
5	**5.2**	Professional Development, external	All	No			All Schools	ongoing								
5	**5.3**	Alliance for Public Waldorf Education	All	No			All Schools	ongoing	$9,440.00	$2,800.00	$12,240.00				$12,240.00	
5	**5.4**	Professional Goals and Evaluations	All	No			All Schools	ongoing	$18,018.00	$0.00	$18,018.00				$18,018.00	
5	**5.5**	Parent Education	All	No			All Schools	ongoing								
5	**5.6**	Alignment with Common Core State Standards	English Learners Low Income	Yes	LEA-wide	English Learners Low Income		ongoing	$5,677.00	$0.00	$5,677.00				$5,677.00	0.19%
6	**6.1**	School-wide plan	Low Income	Yes	LEA-wide School wide	Low Income	All Schools									
6	**6.2**	SARB Process development and implementation	Low Income	Yes	LEA-wide School wide	Low Income	All Schools									
6	**6.3**	Parent Education	Foster Youth Low Income	Yes	LEA-wide School wide	Foster Youth Low Income	All Schools									

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
$2,942,045	$109,578	3.725%	0.000%	3.725%	$124,835.00	4.240%	8.483 %	**Total:**	$124,835.00
								LEA-wide Total:	$124,835.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Fully-equipped Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,580.00	0.22%
1	**1.3**	Digital Literacy Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,991.00	0.31%
1	**1.5**	Annual Parent Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,500.00	0.15%
1	**1.6**	Annual Student Survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,482.00	0.08%
2	**2.1**	Interim Assessments and other Local Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,537.00	0.60%
2	**2.2**	Increase General Ed support staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,427.00	1.51%
2	**2.3**	Math Support Classes	Yes	LEA-wide	English Learners Foster Youth	All Schools	$7,950.00	0.27%

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			
3	**3.1**	Outreach Coordinator and Task Force	Yes	LEA-wide	English Learners Low Income	All Schools	$7,945.00	0.27%
3	**3.2**	Bilingual Resources	Yes	LEA-wide	English Learners Low Income	All Schools		
3	**3.3**	Bilingual Presentations	Yes	LEA-wide	English Learners Low Income	All Schools		
3	**3.5**	Anti-bias Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,900.00	0.27%
4	**4.2**	SEL Practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,846.00	0.37%
4	**4.4**	Response-to-Intervention (RTI) Practices	Yes	LEA-wide	English Learners Low Income	All Schools		
5	**5.6**	Alignment with Common Core State Standards	Yes	LEA-wide	English Learners Low Income		$5,677.00	0.19%
6	**6.1**	School-wide plan	Yes	LEA-wide Schoolwide	Low Income	All Schools		
6	**6.2**	SARB Process development and implementation	Yes	LEA-wide Schoolwide	Low Income	All Schools		
6	**6.3**	Parent Education	Yes	LEA-wide Schoolwide	Foster Youth Low Income	All Schools		

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$143,049.00	$155,351.00

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	**1.2**	Fully-equipped Facilities	Yes	$6,620.00	$6,590
1	**1.3**	Digital Literacy Education	Yes	$8,650.00	$8,968
1	**1.4**	Community Building Events	No		
1	**1.5**	Annual Parent Survey	Yes	$3,850.00	$4,512
1	**1.6**	Annual Student Survey	Yes	$2,200.00	$2,530
1	**1.7**	Annual Faculty/Staff Survey	No	$3,600.00	$3,375
2	**2.1**	Interim Assessments and other Local Assessments	Yes	$14,670.00	$17,510
2	**2.2**	Increase General Ed support staffing	Yes	$35,621.00	$35,088
2	**2.3**	Math Support Classes	Yes	$7,950.00	$7,947
2	**2.4**	Evaluation of grade 1-8 math program	No		$2,544
3	**3.1**	Outreach Coordinator and Task Force	Yes	$7,550.00	$7,967

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Bilingual Resources	Yes		
3	3.3	Bilingual Presentations	Yes		
3	3.5	Anti-bias Curriculum	Yes	$7,100.00	$7,918
4	4.1	MTSS Training	No	$3,758.00	$3,758
4	4.2	SEL Practices	Yes	$8,670.00	$10,826
4	4.3	Gender-Identity Awareness	No		
4	4.4	Response-to-Intervention (RTI) Practices	Yes		
4	4.5	Student Survey	No		
4	4.6	"Lunch Bunch"	No		
5	5.1	Professional Development, in-house	No		
5	5.2	Professional Development, external	No		
5	5.3	Alliance for Public Waldorf Education	No	$14,150.00	$12,148
5	5.4	Professional Goals and Evaluations	No	$14,850.00	$18,015

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)
5	**5.5**	Parent Education	No		
5	**5.6**	Alignment with Common Core State Standards	Yes	$3,810.00	$5,655
6	**6.1**	School-wide plan	Yes		
6	**6.2**	SARB Process development and implementation	Yes		
6	**6.3**	Parent Education	Yes		

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)
$96,057	$106,691.00	$114,762.00	($8,071.00)	3.660%	3.810%	0.150%

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	1.2	Fully-equipped Facilities	Yes	$6,620.00	$5,841	0.23%	0.24%
1	1.3	Digital Literacy Education	Yes	$8,650.00	$8,968	0.30%	0.31%
1	1.5	Annual Parent Survey	Yes	$3,850.00	$4,512	0.13%	0.14%
1	1.6	Annual Student Survey	Yes	$2,200.00	$2,530	0.08%	0.08%
2	2.1	Interim Assessments and other Local Assessments	Yes	$14,670.00	$17,510	0.50%	0.52%
2	2.2	Increase General Ed support staffing	Yes	$35,621.00	$35,088	1.22%	1.27%
2	2.3	Math Support Classes	Yes	$7,950.00	$7,947	0.27%	0.28%
3	3.1	Outreach Coordinator and Task Force	Yes	$7,550.00	$7,967	0.26%	0.27%
3	3.2	Bilingual Resources	Yes				
3	3.3	Bilingual Presentations	Yes				
3	3.5	Anti-bias Curriculum	Yes	$7,100.00	$7,918	0.24%	0.25%
4	4.2	SEL Practices	Yes	$8,670.00	$10,826	0.30%	0.31%
4	4.4	Response-to-Intervention (RTI) Practices	Yes				

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)
5	**5.6**	Alignment with Common Core State Standards	Yes	$3,810.00	$5,655	0.13%	0.14%
6	**6.1**	School-wide plan	Yes				
6	**6.2**	SARB Process development and implementation	Yes				
6	**6.3**	Parent Education	Yes				

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)
$2,813,260	$96,057	0	3.414%	$114,762.00	3.810%	7.889%	$0.00	0.000%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32627(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 32627(c)(2).

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

  - Identify the action as an LREBG action;

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
    - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
    - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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