



Element Education

Governing Board Meeting

Published on May 19, 2026 at 10:57 AM PDT

Date and Time

Friday May 22, 2026 at 11:30 AM PDT

Location

1441 Montiel Road #145
Escondido, CA 92026

The Governing Board (“Board”) will assemble in person at 1441 Montiel Road, Ste 145, Escondido, CA 92026. Employees of Element Education who will be presenting and anyone wishing to speak during public comment may do so in person or via the MS Teams platform by clicking on the link provided below.

Members of the public who wish to comment during the Board meeting may complete the [Public Comment Speaker Card](#). In general, individual speakers are permitted three minutes to address the Board on each agenda or non-agenda item. The Board will limit the total time for public input on each item to 15 minutes per side (approve/deny) of the topic. In exceptional circumstances, the Board President may, with Board consent, adjust the amount of time allowed for public input and/or the time allotted for each speaker. Any such adjustment shall be made equitably to allow for a diversity of viewpoints. The President may also stipulate that speakers not repeat arguments already made by other speakers to allow for broader range of input.

[Digital Sign- In Sheet](#)

[Join the Meeting: Use this Link to log on.](#)

1441 Montiel Road #145
Escondido, CA 92026

PURPOSE

The purpose of Element Education, Inc. (EEI) is to develop and operate charter schools which create avenues for “new instruction, new management, and new governance in public schools.” The organization operates from a place of Servant Leadership in supporting the elements of personalized learning.

VISION

The vision of EEI is to create model programs for deep and meaningful learning and attract and develop innovative and effective educators who instill the mindset and skills for developing agency in, and ownership of, life-long learning.

MISSION

The mission of its schools and programs is to promote a culture of mastery, autonomy, and purpose for all stakeholders through personalized learning plans developed with insight and experience of learning styles, appropriate resources, and learning networks for success in work, life, and citizenship.

Agenda

Purpose Presenter

I. Opening Items

- A.** Call the Meeting to Order Chris Nunley
- B.** Record Attendance
- C.** Public Comment on Closed Session item
 Members of the public shall have an opportunity to speak in accordance with Government Code section 54954.3 and Education Code section 72121.5
- D.** Recess to Closed Session

II. Closed Session

- A.** Public Employee Appointment/Employment Title: Executive Director (Gov. Code §54957) Terri Novacek
- B.** Public Employee Performance Evaluation Title: Executive Director (Gov. Code §54957) Terri Novacek

III. Public Session

- A.** Call to Order and Establishment of Quorum

Purpose Presenter

B. Pledge of Allegiance

C. Approval of Agenda

Vote

Terri Novacek

D. Disclosure of Board Actions Taken in Closed Session, pursuant to Government Code §54957.1.

IV. Recognitions and Presentations

A. Staff

FYI

Roland Yung

Marvin Soares, Element Education Maintenance Custodian

B. Programs

FYI

Niki Sestina

Social and Emotional Learning (SEL) Program

Catherine Khajavi, School Psychologist, Arlene Chousmith, School Psychologist, Brandi Rodrigues, Student Support Manager, Cerrah Vondersaar, Student Support Manager, Courtney Federoff, Speech Language Pathologist, Lauren Donatelli, Special Education Program Manager, Lindsey Monforte, Behavior Technician, Lois Ingber, Behavioral Counselor, Mikaela Martin, Occupational Therapist, Nicole Warner, Education Specialist, and Vidya Ramesh, Speech and Language Pathologist.

C. School Presentation-Community Montessori

FYI

Earl Otte

D. Advisory Council Report

FYI

Kristen Kurtz

E. School Presentation-Dimensions Collaborative School

FYI

Paul Johnson

F. Advisory Council Report - Dimensions Collaborative School

FYI

Danielle Stubbs

G. Dimensions Collaborative School - Career and Technical Education Presentation

FYI

Greg Hawkins

V. Communications- Agenda and Non-Agneda Items

To participate in the "Public Comment" portion of our meeting, you may use the [Speaker Card](#). As you are writing your comment, please keep in mind that the three-minute time limit still applies to all comments, even if they are being read by someone else.

A. Public

FYI

Purpose Presenter

B. Members of the Board

FYI

VI. Approval of Consent Items

Items listed in this section are considered routine and are acted on by the Board in one motion. It is understood that the Executive Director recommends approval of all Consent Items. Each item on the Consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

A. Approval of the Regular Board Meeting Minutes on April 24, 2026.

Vote

Terri Novacek

B. Approval of the Special Board Meeting Minutes on May 15, 2026.

Vote

Terri Novacek

C. Approval of Check Run for April 2026.

Vote

Terri Novacek

VII. Information Item-Chief Business Officer Report

A. Financial Position of Schools

FYI

Doug Miller

B. Technology Report

FYI

Doug Miller

VIII. Information Item-Director of Human Resources Report

A. Employment Activity

FYI

Kiran Sihota

B. Professional Learning Activity (external)

FYI

Kiran Sihota

IX. Information Item-Chief Operations Officer Report

A. Facilities Update

FYI

Roland Yung

B. Resource Management

FYI

Roland Yung

X. Executive Director Report

A. Authorizer Relations

FYI

Terri Novacek

XI. Public Hearing: Local Control and Accountability Plan (LCAP) for Community Montessori

A. Review of Procedures for Public Hearing

Discuss

Terri Novacek

Purpose Presenter

This is a public hearing. Speakers will be recognized by the Chair, comments should relate to the hearing item, and reasonable time limits may apply.

XII. Public Hearing: Local Control and Accountability Plan (LCAP) for Dimensions Collaborative School

- | | | |
|--|---------|---------------|
| A. Review of Procedures for Public Hearing | Discuss | Terri Novacek |
|--|---------|---------------|

This is a public hearing. Speakers will be recognized by the Chair, comments should relate to the hearing item, and reasonable time limits may apply.

XIII. Annual Board Elections

- | | | |
|--|------|---------------|
| A. Consideration and Possible Appointment/Reappointment of Governing Board Members for the 2026–2027 School Year | Vote | Terri Novacek |
|--|------|---------------|

XIV. Action Item(s) for Element Education

- | | | |
|---|------|---------------|
| A. Consideration of Revised Certificated Compensation Matrix | Vote | Terri Novacek |
| B. Consideration of Revised Classified Compensation Matrix | Vote | Terri Novacek |
| C. Consideration of Executive & Administrative Leadership Salary Matrix | Vote | Terri Novacek |
| D. Consideration of Enhanced Employee Health Benefit Contributions | Vote | Terri Novacek |

XV. Future Agenda Items

Items for next Agenda (Future Agenda items are not considered on the agenda and Board Members will not be able to discuss per the Brown Act)

XVI. Next Meeting

June 26, 2026
 Administrative Offices
 1441 Montiel Road #145
 Escondido, CA 92026
 11:30 AM Closed Meeting
 12:00 PM Public Meeting

Purpose Presenter

XVII. Closing Items

A. Adjourn Meeting Chris Nunley

Brown Act Compliance

This agenda was posted in accordance with the requirements of the Ralph M. Brown Act and California Government Code Section 54954.2.

Disability Access

In compliance with the Americans with Disabilities Act of 1990, if you need special assistance to participate in this meeting, please contact Element Education, Inc. at least 48 hours before the meeting so that reasonable arrangements can be made to ensure accessibility. Contact Susan Michaels at 760-703-9997 or smichaels@myelement.org if you should need any special accommodations.

Agenda Materials

Copies of the agenda and supporting materials are available for public review at the Administrative Office located at 1441 Montiel Road, Suite 143, Escondido, CA 92026, and may also be available on the organization's website. Contact Susan Michaels at smichaels@myelement.org.

Agenda Posting Certification

I, Susan Michaels, Board Secretary Designee of Element Education, Inc., certify that a copy of this agenda was posted in the lobby of the Administrative Office at 1441 Montiel Road, Suite 143, Escondido, CA 92026 and on the organization's website, if applicable, within the time required by the Ralph M. Brown Act before the meeting.

Coversheet

School Presentation-Community Montessori

Section: IV. Recognitions and Presentations
Item: C. School Presentation-Community Montessori
Purpose: FYI
Submitted by:
Related Material: 2 School Report May 2026.pdf



May 2026

<p>Current Projects</p>	<ul style="list-style-type: none"> • Completing last few outstanding CAASPP Testing • End of year I-Ready and Amira • LCAP • Staff PLPR meetings •
<p>Learning Center</p>	<p>Events</p>
<p>Carlsbad</p>	<p>5/25 - Memorial Day No School 5/28 - Last Day On Campus 5/28 - Field Day 5/29 - Last Day of School</p>
<p>Mary Lane</p>	<p>5/25- Memorial Day- No School 5/27 - Field Day 5/28- Last Day of On-site Classes 5/29- Last Day of School</p>
<p>Oak Hill</p>	<p>5/25 - Memorial Day 5/26 - Volunteer Appriciation Assembly 5/26 - Spirit Day (theme TBD) 5/27 - Spirit Day “Decades” 5/28 - Spirit Day “Vacation” 5/28 - 8th Grade Graduation @ 10:00am 5/29 - Last Day of School!</p>
<p>Poway</p>	<p>5/25- Memorial Day- No School 5/27- Tailgate Party/End of Year Celebration 5/28- Last Day on Campus 5/28- 6th Grade Promotion celebration 5/29- Last Day of School</p>
<p>Santee</p>	
<p>Announcements</p>	



Current Projects	<ul style="list-style-type: none"> • Completing CAASPP Testing • SDCOE Board Member visit May 7th at Mission Valley • 26-27 offering schedule
Current Events	<ul style="list-style-type: none"> • 5/20 South County Spring Expo • 5/21 North County Spring Expo • 5/22 Passport Pals Samoa • 5/25 Memorial Day No School • 5/29 Last Day of School • 5/29 High School Graduation at San Diego State
Announcements	

Coversheet

School Presentation-Dimensions Collaborative School

Section: IV. Recognitions and Presentations
Item: E. School Presentation-Dimensions Collaborative School
Purpose: FYI
Submitted by:
Related Material: 2 School Report May 2026.pdf



May 2026

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Announcements	

Coversheet

Dimensions Collaborative School - Career and Technical Education Presentation

Section: IV. Recognitions and Presentations
Item: G. Dimensions Collaborative School - Career and Technical Education
Presentation
Purpose: FYI
Submitted by:
Related Material: CTE Grants Presentation Board May 26.pdf

CTE GRANTS

CTE GRANTS



WHAT IS CTEIG?

- Career Technical Education Incentive Grant (CTEIG)
- Information can be found here each year_ [Career Technical Education Incentive Grant \(CTEIG\) - Career Technical Education \(CA Dept of Education\)](#)
- PDF Link of All Minimum Standards They Ask of You To Apply: [cteigstandardsassurance.pdf](#)
- LEA Must Match Funds Dollar to Dollar
- Designed to help LEA's grow their CTE pathways and programs.



KEY FACTORS TO QUALIFY TO APPLY FOR CTEIG

- You must have a CTSO to apply—this stand for Career Technical Student Organization. We have FBLA (Future Business Leaders of America) and starting in the '26-'27 school year we will have FCCLA, Family, Career and Community Leaders of America, associated with our new CTE Child Development pathway.
- You must have CTE Completers in CalPads. Dimensions had their first CTE completer students in '24-'25 with the CTE FBLA pathway. This enabled us to qualify to apply.
- Have your pathways connecting to early college, internship and local business opportunities.
- You must have a 3-year plan that you clearly state in the grant application.



WHAT WE PLAN TO USE FUNDS FOR

- CTSO Stipends. This will help encourage other staff members to become advisors with the FBLA and FCCLA CTSO's, and part of our 3-year plan is to implement a middle school program for both—
 - Salaries
 - Materials and resources to help grow and expand CTE pathways—the plan for next year is to use some funds to help grow the new CTE Child Development pathway—examples of some materials/resources we will use funding for:
 - Human Reproduction and Development Kit, Preemi baby, and a boy and girl of the live babies--having these tools and learning resources will provide our new child development program with real-world learning opportunities, and will help build the program, having such strong learning tools for the CTE pathway students to utilize.
 - [Micro-Preemie Life/form Baby Simulator Trainer - Light | Anatomical World Wide](#)
 - [Nasco Human Reproduction and Development Kit with DVD - Nasco Education](#)
 - <https://www.cwimedical.com/manikins/anatomy-lab-intelligent-baby-simulator-intelbaby>



GREG HAWKINS-

ACADEMIC
COUNSELOR

CTE FB LA MAIN
ADVISOR



Coversheet

Approval of the Regular Board Meeting Minutes on April 24, 2026.

Section: VI. Approval of Consent Items
Item: A. Approval of the Regular Board Meeting Minutes on April 24, 2026.
Purpose: Vote
Submitted by: Terri Novacek
Related Material: 2026_04_24_board_meeting_minutes (2).pdf

BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for April 24, 2026, Regular Board Meeting are provided here for Board review.

RECOMMENDATION:

Approve the April 24, 2026, Regular Board Meeting Minutes.

DRAFT



Element Education

Minutes

Governing Board Meeting

Date and Time

Friday April 24, 2026 at 11:30 AM

Location

1441 Montiel Road #145
Escondido, CA 92026

Directors Present

B. Rohrer, C. Nunley, L. Cavazos, S. Subramanya, T. Breckenridge

Directors Absent

A. Schaner

Guests Present

S. Michaels, T. Novacek

I. Opening Items

A. Call the Meeting to Order

C. Nunley called a meeting of the board of directors of Element Education to order on Friday Apr 24, 2026 at 11:31 AM.

B. Record Attendance

Board member Subramanya arrived at 11:40 a.m.

C.

Public Comment on Closed Session item

No comments from the public.

D. Recess to Closed Session

Board recessed to Closed Session at 11:33 a.m.

II. Public Session

A. Call to Order and Establishment of Quorum

The Regular Meeting was called to order at 12:03 p.m., and a quorum was established.

B. Pledge of Allegiance

Board member Cavazos led the Pledge of Allegiance.

C. Approval of Agenda

B. Rohrer made a motion to approve the agenda.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge Aye

L. Cavazos Aye

S. Subramanya Aye

B. Rohrer Aye

C. Nunley Aye

A. Schaner Absent

D. Disclosure of Board Actions Taken in Closed Session, pursuant to Government Code §54957.1.

No action was taken during closed session.

III. Recognitions and Presentations

A. Staff Recognition

Ms. Novacek recognized **Allison Inocencio**, Educational Facilitator at Dimensions Collaborative School; **Cerrah Vondesaar**, Student Support Manager at Dimensions Collaborative School; and **Tanya Lake**, Educational Facilitator and Ed Tech Manager at Dimensions Collaborative School, for hosting multiple sessions at the Spring Forward Virtual Event.

B. School Presentation-Community Montessori

Mr. Otte presented updates and activities within CM.

C. Student Recognition

Brady Pluth, Community Montessori student, shared his Eagle Scout Project presentation with the Board.

D. School Presentation-Dimensions Collaborative School

Mr. Johnson presented updates and activities within DCS.

IV. Communications- Agenda and Non-Agenda Items

A. Public

No comments from the public.

B. Members of the Board

Ms. Novacek shared DCS School Director Paul Johnson will be shifting to the role of Assessment and Accountability Manager and Dimensions will be seeking a new School Director.

V. Approval of Consent Items

A. Approval of the Regular Board Meeting Minutes on March 27, 2026.

B. Rohrer made a motion to approve the minutes from Governing Board Meeting on 03-27-26.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge Aye
C. Nunley Aye
S. Subramanya Aye
A. Schaner Absent
B. Rohrer Aye
L. Cavazos Aye

B. Approval of the Special Board Meeting Minutes on April 10, 2026.

B. Rohrer made a motion to approve the minutes from Governing Board Special Meeting on 04-10-26.

S. Subramanya seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Rohrer Aye
A. Schaner Absent
S. Subramanya Aye

Roll Call

C. Nunley Aye
T. Breckenridge Aye
L. Cavazos Aye

C. Approval of Check Run for March 2026.

B. Rohrer made a motion to approve the Check Run for March 2026.
S. Subramanya seconded the motion.
The board **VOTED** to approve the motion.

Roll Call

C. Nunley Aye
S. Subramanya Aye
A. Schaner Absent
B. Rohrer Aye
T. Breckenridge Aye
L. Cavazos Aye

VI. Information Item-Chief Business Officer Report

A. Financial Position of Schools

Mr. Miller presented current financial information for Community Montessori and Dimensions Collaborative School.

B. Technology Report

Mr. Miller reported on recent technology projects and updates.

VII. Information Item-Director of Human Resources Report

A. Employment Activity

Ms. Sihota reviewed her written report on recent hires and current openings.

B. Professional Learning Activity (external)

Ms. Sihota reviewed her written report on employees who engaged in formal professional learning since the last board meeting.

VIII. Information Item-Chief Operations Officer Report

A. Facilities Update

Mr. Yung reported on the status of recent facility improvements.

B. Resource Management

Mr. Yung shared a report on resource management projects and improvements.

IX. Executive Director Report

A. Authorizer Relations

Ms. Novacek shared the Letters of Good Standing from SELPA and noted that staff are looking forward to the SDCOE site visit scheduled for May 7th.

X. Action Item(s) for Element Education

A. Approval of Updated Independent Study Policy

B. Rohrer made a motion to approve the Updated Independent Study Policy.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

C. Nunley	Aye
A. Schaner	Absent
L. Cavazos	Aye
S. Subramanya	Aye
T. Breckenridge	Aye
B. Rohrer	Aye

XI. Action Items(s) for Community Montessori

A. Approval of the Community Montessori Declaration of Need

S. Subramanya made a motion to approve the Community Montessori Declaration of Need form.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Subramanya	Aye
C. Nunley	Aye
A. Schaner	Absent
L. Cavazos	Aye
B. Rohrer	Aye
T. Breckenridge	Aye

B. Approval of Contract with Molinar Construction

S. Subramanya made a motion to approve the Contract with Molinar Construction.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos	Aye
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Roll Call

S. Subramanya Aye
A. Schaner Absent
C. Nunley Aye
B. Rohrer Aye
T. Breckenridge Aye

XII. Action Item(s) for Dimensions Collaborative School

A. Approval of Child Development Course Descriptions: Child Development 2 AB and Child Development Capstone Project

T. Breckenridge made a motion to approve the Child Development Course Descriptions: Child Development 2 AB and Child Development Capstone Project.

B. Rohrer seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

T. Breckenridge Aye
L. Cavazos Aye
C. Nunley Aye
A. Schaner Absent
B. Rohrer Aye
S. Subramanya Aye

B. Approval of Spanish 4 AB Course Description

B. Rohrer made a motion to approve the Spanish 4 AB Course Description.

L. Cavazos seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

B. Rohrer Aye
C. Nunley Aye
L. Cavazos Aye
T. Breckenridge Aye
S. Subramanya Aye
A. Schaner Absent

C. Approval of the Dimensions Collaborative School Declaration of Need

S. Subramanya made a motion to approve the Dimensions Collaborative School Declaration of Need.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

L. Cavazos Aye
T. Breckenridge Aye

Roll Call

A. Schaner Absent
B. Rohrer Aye
C. Nunley Aye
S. Subramanya Aye

XIII. Future Agenda Items

A. Future Agenda Items

- Advisory Council Report
- Draft Budget
- LCAP Hearings
- Annual Meeting Elections

XIV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 1:11 PM.

Respectfully Submitted,

C. Nunley

L. Cavazos made a motion to adjourn meeting.

T. Breckenridge seconded the motion.

The board **VOTED** to approve the motion.

Roll Call

S. Subramanya Aye
T. Breckenridge Aye
A. Schaner Absent
C. Nunley Aye
L. Cavazos Aye
B. Rohrer Aye

XV. Next Meeting

A. Next Board Meeting

May 22, 2026

Administrative Offices

11:30 a.m. Closed Session

12:00 p.m. Public Session

1441 Montiel Road #145

Escondido, CA 92026

Coversheet

Approval of the Special Board Meeting Minutes on May 15, 2026.

Section: VI. Approval of Consent Items
Item: B. Approval of the Special Board Meeting Minutes on May 15, 2026.
Purpose: Vote
Submitted by: Terri Novacek
Related Material: 2026_05_15_board_meeting_minutes.pdf

BACKGROUND:

In accordance with the Brown Act, minutes are recorded at every Board meeting. The minutes are typed and presented to the Board at the following meeting for review and approval.

The meeting minutes for the May 15, 2026, Special Board Meeting are provided here for Board review.

RECOMMENDATION:

Approve the May 15, 2026, Special Board Meeting Minutes.

DRAFT



Element Education

Minutes

Governing Board Special Meeting

Date and Time

Friday May 15, 2026 at 4:15 PM

Location

1441 Montiel Road #145
Escondido, CA
92026

Directors Present

A. Schaner, B. Rohrer, C. Nunley, L. Cavazos, T. Breckenridge

Directors Absent

S. Subramanya

Guests Present

S. Michaels, T. Novacek

I. Opening Items

A. Call the Meeting to Order

C. Nunley called a meeting of the board of directors of Element Education to order on Friday May 15, 2026 at 4:15 PM.

B. Record Attendance

C.

Pledge of Allegiance

Board Member Schaner led the Pledge of Allegiance.

D. Public Comment on Closed Session Item

There were no public comments.

II. Closed Session

A. Consideration of Executive Director candidate.

Board recessed to Closed Session.

III. Reconvene to Open Session

A. Board returns from Closed Session.

Board Member Schaner left the meeting at 5:06.

IV. Report Out of Closed Session

A. Executive Director Appointment/Employment

The Governing Board discussed Executive Director candidate selection and negotiation parameters.

V. Next Meeting

A. Regular Meeting

May 22, 2026
Regular Board Meeting
1441 Montiel Road
#145
Escondido, CA 92026

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:09 PM.

Respectfully Submitted,
C. Nunley

Coversheet

Approval of Check Run for April 2026.

Section: VI. Approval of Consent Items
Item: C. Approval of Check Run for April 2026.
Purpose: Vote
Submitted by: Doug Miller
Related Material: April 2026 Check Run.pdf

BACKGROUND:

The Chief Business Officer provides a report on the status of the organization's finances monthly.

Enclosed is the April 2026 check run for Board review.

RECOMMENDATION:

Approve the April 2026 check run.

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
April 1, 2026 - April 30, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
4/6/2026	111737	McCormack, Nickolas	Final Check	\$2,389.18
4/7/2026	111738	Sanders, Hannah	Final Check	\$21.23
4/10/2026	111739	Aelott Air Conditioning	199758821	\$569.00
4/10/2026	111740	Alan A Brown Jr	9128	\$425.00
4/10/2026	111741	Allen, Andrew	512608255	\$1,880.00
4/10/2026	111742	Amazon Capital Services	A1EJCAJXOWH87N	\$7,870.74
4/10/2026	111743	Arashi Brazilian Jiu-jitsu	512608252	\$750.00
4/10/2026	111744	ASIFP, Inc.	INV-001336	\$410.00
4/10/2026	111745	AT&T - 9391084564	9391084564; Poway	\$31.91
4/10/2026	111746	AT&T - 9391084565	9391084565; Mary Lane	\$39.34
4/10/2026	111747	AT&T - 9391084566	9391084566; Poway	\$31.91
4/10/2026	111748	AT&T - 9391084658	000024994367	\$63.82
4/10/2026	111749	Beben, Whitney (P)	March 2026	\$60.00
4/10/2026	111750	Belardino, Debora	512608277	\$240.00
4/10/2026	111751	Blackbird & Co.	50234	\$50.41
4/10/2026	111752	Brave Writer LLC	512551302	\$188.90
4/10/2026	111753	Brennan, Julie	512608292	\$2,235.00
4/10/2026	111754	Bridge The Gap Sped, LLC	488	\$210.00
4/10/2026	111755	Bromberek, Stephen	PO 512591789	\$17.93
4/10/2026	111756	Calming Bee	512608253	\$225.00
4/10/2026	111757	Clark-Jijon, Steffani	512608269	\$560.00
4/10/2026	111758	Colleen Mickey	512608300	\$260.00
4/10/2026	111759	Corodata Records Management, Inc.	016540	\$1,137.69
4/10/2026	111760	Critter Encounters	652	\$720.00
4/10/2026	111761	DriversEd.com	INVISI1267	\$39.95
4/10/2026	111762	EdTec Inc.	CINV-00015356	\$879.81
4/10/2026	111763	EMH Sports USA, Inc.	2355-5312-03	\$940.00
4/10/2026	111764	Escondido Combat Academy	512608257	\$490.00
4/10/2026	111765	Escondido Disposal Inc.	03/31/2026 - 53-ED 177875	\$323.39
4/10/2026	111766	Excellence in Writing	1259123	\$216.58
4/10/2026	111767	Front Row Center Inc	March 2026	\$1,397.64
4/10/2026	111768	Garcia, J. Amanda	March 2026	\$105.92
4/10/2026	111769	Gathered Oak LLC	512608261	\$150.00
4/10/2026	111770	Gemstone Gymnastics	512608263	\$2,017.75
4/10/2026	111771	GoTo Communications Inc.	IN7105302009	\$929.07
4/10/2026	111772	Happy Minds Tutoring	512608264	\$400.00
4/10/2026	111773	Hit the Books Tutoring	512608266	\$180.00
4/10/2026	111774	Home Science Tools	000758855	\$453.39
4/10/2026	111775	Indie Sol Enrichment	512608271	\$225.00
4/10/2026	111776	Infinity Communications and Consulting, Inc.	20021	\$1,500.00
4/10/2026	111777	Isolved Benefit Services	1152920522	\$101.44
4/10/2026	111778	JN Music Studio	512608275	\$1,500.00
4/10/2026	111779	Jostens	39285804	\$65.25
4/10/2026	111780	KiwiCo, Inc.	KE-E9C1E7B203262611	\$87.28
4/10/2026	111781	Knight Security & Fire Systems	239432	\$352.00
4/10/2026	111782	Krause- Whyte, Sara	512608322	\$900.00
4/10/2026	111783	LearnersByNature	512608281	\$4,060.00
4/10/2026	111784	Learning Journeys Forum, LLC	512608282	\$750.00
4/10/2026	111785	Learning Without Tears	INV249673	\$21.56
4/10/2026	111786	Leonard, Karin	512608284	\$220.00
4/10/2026	111787	Little Dell Music Studio	512608286	\$208.00
4/10/2026	111788	Lloyd Pest Control	9202556	\$131.00
4/10/2026	111789	Manuel Landscaping	03/27/2026 - Tree Trimming	\$3,240.00
4/10/2026	111790	Marsi Carr's Music	512608293	\$320.00
4/10/2026	111791	Matuszczak, Anna M.	512608248	\$980.00
4/10/2026	111792	Menchaca, Jesse D	26-0409	\$1,450.00
4/10/2026	111793	Miller Music Academy	512608303	\$675.00
4/10/2026	111794	Morrey, Cathrine	CM20260331	\$3,600.00
4/10/2026	111795	NCS Pearson, Inc.	Customer 1257324	\$174.88
4/10/2026	111796	Noonan Family Swim School - San Diego	512608311	\$759.00
4/10/2026	111797	Office Depot, Inc.	459035244002	\$247.92
4/10/2026	111798	Open Door Spanish	512617011	\$25.00
4/10/2026	111799	Otte, Samantha	1539	\$1,020.00
4/10/2026	111800	PAR Inc.	IN-00561862	\$105.60
4/10/2026	111801	Personalized Learning San Diego LLC	512608312	\$900.00
4/10/2026	111802	Peterson, Shannon	512608305	\$495.00
4/10/2026	111803	Pitney Bowes	8000-9090-0131-7531	\$563.51
4/10/2026	111804	Pitney Bowes - 0015453985	0015453985	\$32.21
4/10/2026	111805	Portal Languages - San Diego	512608314	\$200.00
4/10/2026	111806	Que Tal Spanish	32626	\$1,440.00
4/10/2026	111807	Rainbow Resource Center	5676253	\$208.21
4/10/2026	111808	Robinson, Rachel	512608297	\$170.00
4/10/2026	111809	Rockin' L&D Equine Education Services	512608318	\$555.00
4/10/2026	111810	Safe Swim Academy	512608319	\$800.00
4/10/2026	111811	San Diego County Office of Education	099-052285	\$434.39
4/10/2026	111812	San Diego Craft Collective	512617015	\$220.00
4/10/2026	111813	San Diego Gas & Electric - D.O. (143)	0018-9130-2276-8	\$1,817.51

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
April 1, 2026 - April 30, 2026
A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
4/10/2026	111814	San Diego Gas & Electric - Suite 145	0003-6390-8776-6	\$688.18
4/10/2026	111815	San Diego Junior Theatre	512608321	\$1,750.00
4/10/2026	111816	San Diego Zoo	43433	\$60.00
4/10/2026	111817	Schools First Plan Admin LLC	04/03/2026 403B	\$24,722.62
4/10/2026	111818	Singapore Math Inc.	S430594	\$81.28
4/10/2026	111819	Smith, Ruth	512608309	\$450.00
4/10/2026	111820	SoCal Chess Academy LLC	512617018	\$1,170.00
4/10/2026	111821	Soto, Karina	March 2026	\$224.00
4/10/2026	111822	Specialized Therapy Services	ELMT01-0426MR	\$187.00
4/10/2026	111823	Subramanya, Suhas	February 2026	\$120.00
4/10/2026	111824	Sunshine Studio LLC	512608326	\$372.00
4/10/2026	111825	Swiftkick Martial Arts Inc	512608327	\$956.00
4/10/2026	111826	Teacher Synergy, LLC	333327334	\$5.00
4/10/2026	111827	Tempest Freerunning Academy North County	512608328	\$55.00
4/10/2026	111828	Thinkwell Corporation	209281	\$338.00
4/10/2026	111829	Top Notch Catering, LLC	CM042601	\$19,976.00
4/10/2026	111830	Transparent Classroom	126468	\$1,443.94
4/10/2026	111831	Twitchell, Laura	512608259	\$1,680.00
4/10/2026	111832	US Music Lessons	512608329	\$340.00
4/10/2026	111833	Verbal Behavior Associates	52-0326-01	\$8,434.72
4/10/2026	111834	Villa Musica	73570-1795	\$1,080.90
4/10/2026	111835	Waste Management of El Cajon - San Diego	Account 131-0192896-1584-1	\$329.10
4/10/2026	111836	West Coast Design & Consulting, Inc.	1296	\$5,829.65
4/10/2026	111837	Xerox - Business Solutions	IN5310635	\$3,024.27
4/10/2026	111838	Young, Minney & Corr, LLP	21866	\$85.00
4/10/2026	111839	Ze Roberto Futbol Academy	512617020	\$792.00
4/17/2026	111840	5 Element Martial Arts & Wellness Center, LLC	512628640	\$730.00
4/17/2026	111841	Aelott Air Conditioning	199820133	\$742.00
4/17/2026	111842	Amazon Capital Services	A1EJCAJXOWH87N	\$6,123.51
4/17/2026	111843	Arizona State University	EA-2026-342	\$1,750.00
4/17/2026	111844	Art of Problem Solving	INV2548762	\$73.27
4/17/2026	111845	Art With Larisse	512628644	\$448.00
4/17/2026	111846	AT&T - 9391084563	9391084563; Santee	\$31.91
4/17/2026	111847	AT&T - 9391084658	000025049655	\$31.91
4/17/2026	111848	Beyond Vision Center Optometry	03/06, 13, 20 & 27/2026	\$720.00
4/17/2026	111849	Bueno, Susan	February & March 2026	\$391.19
4/17/2026	111850	Caster Family Trust	21238 - #7588 10/31/25-12/31/25	\$597.28
4/17/2026	111851	Cavazos, Leila (P)	March 2026	\$416.00
4/17/2026	111852	Cintas Corporation #055	03/31/2026	\$3,340.01
4/17/2026	111853	City of Poway	34205500-01	\$1,285.72
4/17/2026	111854	City of San Diego Police Dept	12644796	\$100.00
4/17/2026	111855	Cox Communications San Diego - Ste 143	001 3410 110240101	\$403.20
4/17/2026	111856	CrunchLabs	SHOP22847024711	\$107.25
4/17/2026	111857	First Student	FA26-00005061	\$3,349.00
4/17/2026	111858	Guardian Angels Catholic Church	03/12/26 - CM Talent Show	\$500.00
4/17/2026	111859	Hofman Planning & Engineering	2252	\$3,896.25
4/17/2026	111860	Krause- Whyte, Sara	512628648	\$700.00
4/17/2026	111861	Law Office of Jonathan Turner	04/16/26 - Retainer Fee	\$4,000.00
4/17/2026	111862	Lloyd Pest Control	9215303	\$110.00
4/17/2026	111863	Mendiola, April	March 2026	\$433.50
4/17/2026	111864	MetLife - Group Benefits	KM05985459 0001	\$10,906.43
4/17/2026	111865	NCS Pearson, Inc.	Customer 1257324	\$155.59
4/17/2026	111866	Nunley, Chris	March 2026	\$120.00
4/17/2026	111867	Office Depot, Inc.	433458462001	\$2,262.36
4/17/2026	111868	Padre Dam M.W.D	Acct. 053494-23307550	\$844.63
4/17/2026	111869	Perpetual Motion Solutions, Inc.	512628646	\$522.00
4/17/2026	111870	Reliance Standard Life Insurance Company - Vision	04/01/26-04/30/26	\$1,009.92
4/17/2026	111871	San Diego Gas & Electric - Mary Lane	0024-0907-3947-1	\$1,185.54
4/17/2026	111872	San Diego Gas & Electric - MV (103B)	2100-0085-7674-8	\$153.64
4/17/2026	111873	San Diego Gas & Electric - MV (PI 101)	2100-0085-9450-1	\$156.64
4/17/2026	111874	San Diego Gas & Electric - Oak Hill	0068-6309-2224-6	\$3,102.20
4/17/2026	111875	San Diego Gas & Electric- MV (PI 103C)	0030-4805-3026-3	\$284.90
4/17/2026	111876	San Diego Gas & Electric- MV (PI B)	0031-8696-4020-2	\$431.94
4/17/2026	111877	Savvas Learning Company LLC	Account 2465600	\$465.68
4/17/2026	111878	Schweizer, Rachel	September 2025 - February 2026 - Shuebox Educational Services	\$840.00
4/17/2026	111879	Singapore Math Inc.	S433573	\$255.29
4/17/2026	111880	Smith, Wilborne F.	463074	\$225.00
4/17/2026	111881	Softchoice Corporation	97173988	\$33.20
4/17/2026	111882	Subramanya, Suhas	March 2026	\$120.00
4/17/2026	111883	Teacher Synergy, LLC	333644794	\$122.57
4/17/2026	111884	Teaching Textbooks Inc.	69613	\$48.95
4/17/2026	111885	Tempest Freerunning Academy North County	512628649	\$330.00
4/17/2026	111886	Tennant, Jenna	512609489 - Book Reimbursement	\$118.00
4/17/2026	111887	Terry Breckenridge	February 2026	\$240.00
4/17/2026	111888	Thrive Public Schools	1317	\$6,000.00
4/17/2026	111889	Werner, Mathew	03/31/26 - Material Reimbursement	\$206.53
4/17/2026	111890	Western Door	214592	\$1,156.00

ESP-CA
EdTec Network : Element Education, Inc.
AP Bill Payments
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A listing of bill payments

Date	Check Number	Company Name	Memo	Paid
4/17/2026	111891	YMCA Overnight Camps	756403	\$1,500.00
4/23/2026	111892	Dilworth, Molly	Final Check	\$614.90
4/23/2026	111893	Dilworth, Molly	Final Check	\$614.90
4/24/2026	111894	Amazon Capital Services	A1EJCAJXOWH87N	\$8,100.89
4/24/2026	111895	BBD Properties, LLC	May 2026	\$36,805.44
4/24/2026	111896	BG Consolidated	May 2026 - #145	\$19,904.20
4/24/2026	111897	Brave Writer LLC	512591070	\$229.00
4/24/2026	111898	Bromberek, Stephen	PO 512551061 - Book Reimbursement	\$92.71
4/24/2026	111899	Caster Family Enterprises, Inc.	May 2026	\$9,250.30
4/24/2026	111900	Caster Family Trust	May 2026	\$14,553.76
4/24/2026	111901	City Of Carlsbad- Utility	05012465-00	\$432.13
4/24/2026	111902	City of Escondido - Utility Billing	02/19/26-03/18/26 - 9491400220	\$784.73
4/24/2026	111903	City of San Diego Police Dept	12646817	\$31.00
4/24/2026	111904	CubeSmart- Escondido	5003064655	\$519.00
4/24/2026	111905	EM Benefits	05/01/26-05/31/26	\$168.00
4/24/2026	111906	First Congregational Church of Escondido	May 2026	\$5,082.86
4/24/2026	111907	Gradisnean, Inc.	May 2026	\$14,710.32
4/24/2026	111908	Home Depot Credit Services	3/13/26-04/14/26	\$2,851.24
4/24/2026	111909	Home Science Tools	000761231	\$173.69
4/24/2026	111910	Kaiser Foundation Health Plan	05/01/26-05/31/26	\$93,114.47
4/24/2026	111911	NCS Pearson, Inc.	Customer 1257324	\$241.15
4/24/2026	111912	Office Depot, Inc.	465946989001	\$280.10
4/24/2026	111913	Pitney Bowes - 0015453985	0015453985	\$246.59
4/24/2026	111914	Reliance Standard Life Insurance Company	05/01/26-05/31/26	\$3,395.16
4/24/2026	111915	Revvia Marketing	1057	\$3,500.00
4/24/2026	111916	San Diego Gas & Electric - Santee	3565 358 888 1	\$1,325.84
4/24/2026	111917	San Diego Gas & Electric- Carlsbad	8461 085 798 9	\$1,122.22
4/24/2026	111918	San Diego Gas & Electric- Poway	4768 764 856 5	\$815.28
4/24/2026	111919	Santana, Heather (P)	March 2026	\$174.00
4/24/2026	111920	Schools First Plan Admin LLC	04/20/2026 403B	\$24,684.00
4/24/2026	111921	Shred-it	8014006878	\$138.55
4/24/2026	111922	Tennant, Jenna	512609502 - Book Reimbursement	\$20.00
4/24/2026	111923	Trapmaster by G & D	TM015	\$150.00
4/24/2026	111924	U.S. Bank	41526	\$1,182.57
4/24/2026	111925	Xerox Corporation - D.O.	41914366	\$1,985.21
4/30/2026	111926	DePhillippis, Torrey	Final Check	\$1,386.24
				\$445,417.44

Coversheet

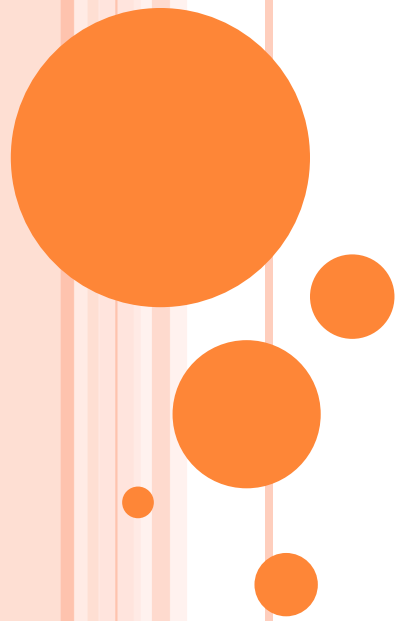
Financial Position of Schools

Section: VII. Information Item-Chief Business Officer Report
Item: A. Financial Position of Schools
Purpose: FYI
Submitted by: Terri Novacek
Related Material: CM Board Presentation 05-22-26 (April) - FINAL.pdf
DCS Board Presentation 05-22-26 (April) - FINAL.pdf

BACKGROUND:

The Chief Business Officer provides a monthly report on the status of the organization's finances.

Enclosed are the CM and DCS financial reports for April 2026 for Board review.



May 22, 2026

COMMUNITY MONTESSORI

April 2026 Financials

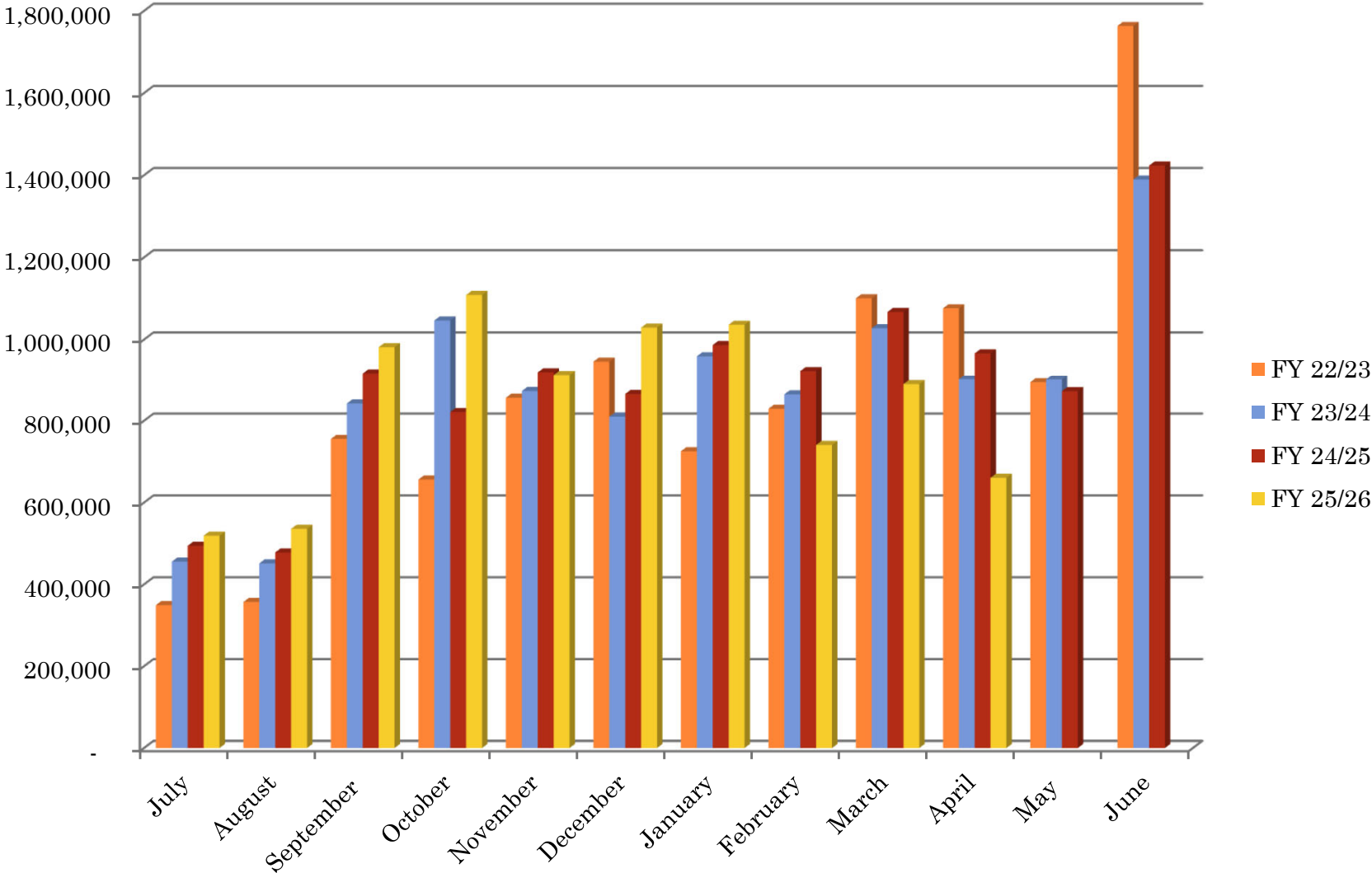
CONTENTS

- FY 25-26 April Financials

FY 25-26 FINANCIALS

- REVENUE
- Revenue was **\$42,932** less than forecasted
 - **\$0** – General Block Grant
 - On budget
 - **\$44,480** – Other State Income
 - April SELPA revenue was not received until May
 - State school nutrition revenue was received by not deposited
 - SDCOE disbursed CYBHI grant funds that previously were not going to get disbursed
 - **\$5,390** – Federal Income
 - Federal school nutrition revenue was received but not deposited
 - **\$6,938** – Local Income
 - Fieldtrip revenue was higher than projected for the month
 - Fundraising revenue was higher than projected for the month

CM REVENUE YEAR OVER YEAR

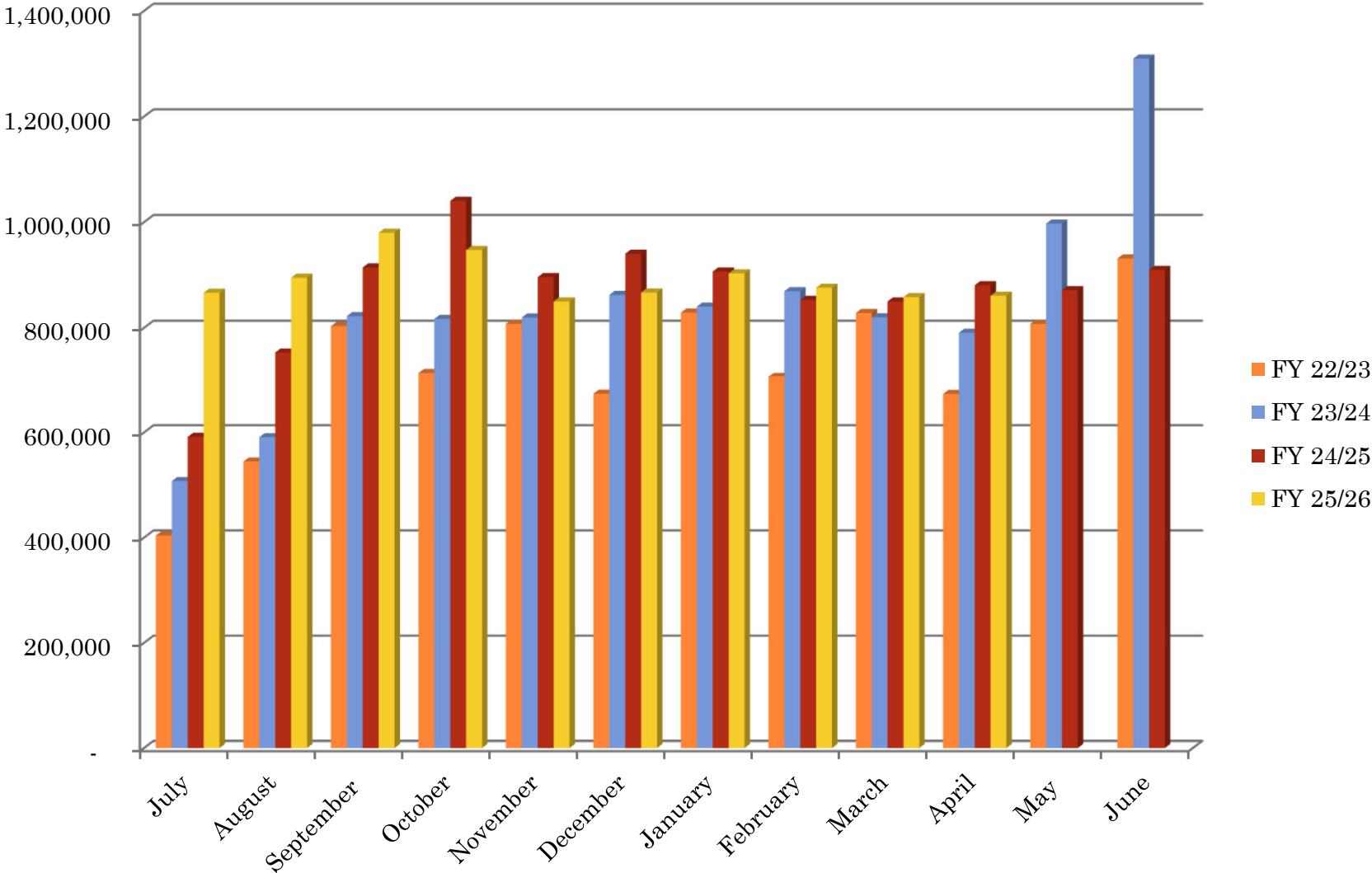


Community Montessori

FY 25-26 FINANCIALS

- EXPENSES
- Expenditures were **\$7,689** more than forecasted
 - **\$2,359** – Certificated Employees
 - On budget
 - **\$1,292** – Classified Employees
 - On budget
 - **\$140** – Employee Benefits
 - On budget
 - **\$138** – Books and Supplies
 - On budget
 - **\$8,479** – Services and Other Operating Expenses
 - Janitorial costs higher than projected for the month
 - Switched to having janitorial supplies provide by Cintas
 - Legal fees were higher than projected for the month
 - Retainers paid on two pending cases
 - **\$0** – Capital Expenditures
 - On budget

CM EXPENDITURES YEAR OVER YEAR



Community Montessori

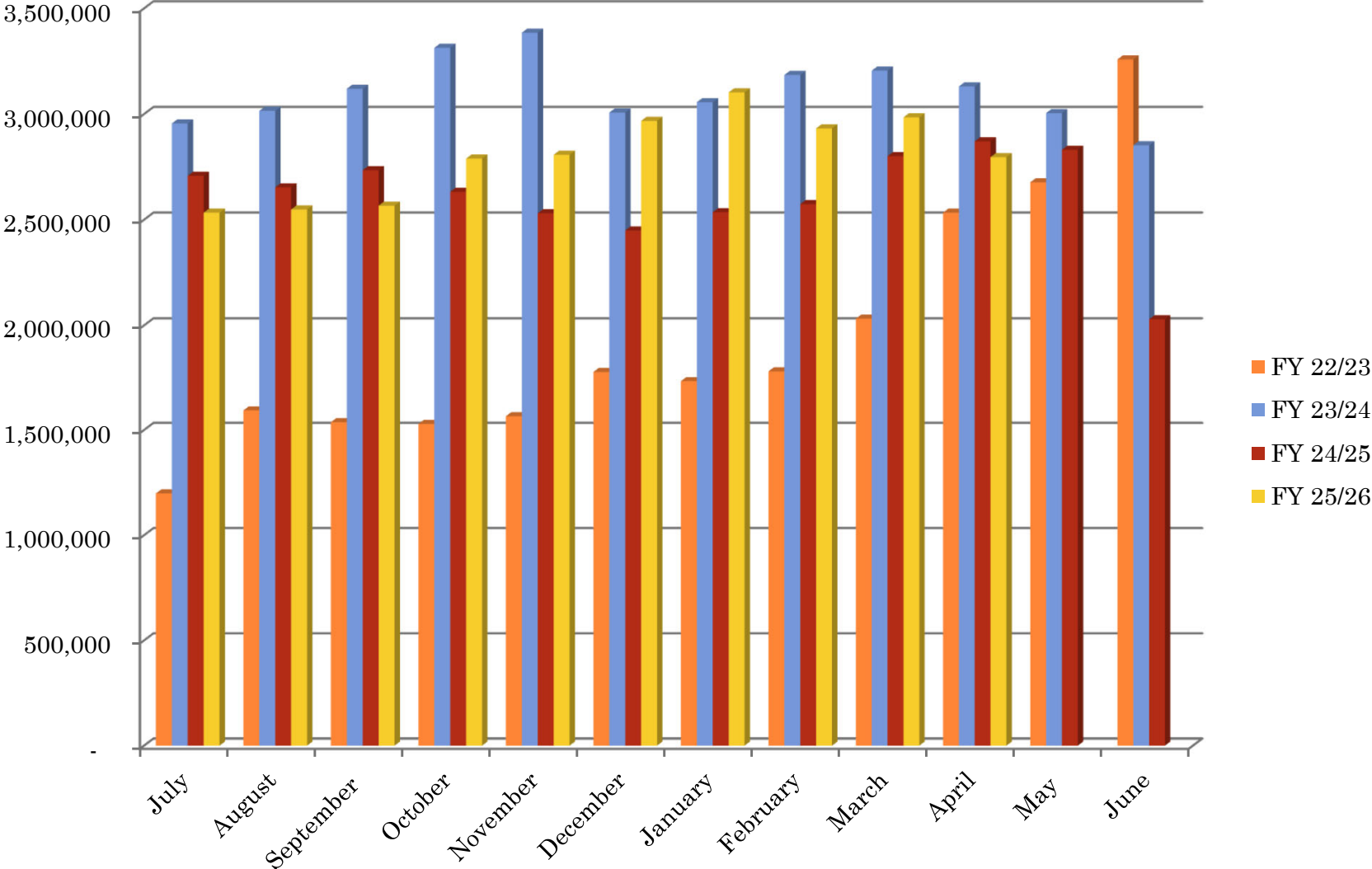
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 84 percent through the fiscal year**
 - Certificated Salaries are at 84 percent of total budget
 - Classified Salaries are at 85 percent of total budget
 - Employee Benefits are at 86 percent of total budget
 - Books and Supplies are at 73 percent of total budget
 - Services and Other Operating Expenses are at 81 percent of total budget
 - Capital Expenditures are at 45 percent of budget
 - Total Expenses are at 81 percent of total budget

CASH FORECAST

- CM started off April 2026 with \$2,985,535 in cash
 - CM spent **\$187,963** more in cash than they received in the month of April
 - CM ended the month of April 2026 with \$2,797,571 in cash
 - \$1,168,421 of which is reserved for economic uncertainties
 - \$1,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$629,150 of which has no designations. This represents undesignated cash reserves of 6% *(4% or \$69,000 whichever is greater – minimum)*

CM CASH YEAR OVER YEAR



Community Montessori As of April 30, 2026	April Actuals	April Budget	Variance	YTD Actuals	YTD Budget	Budget
REVENUE						
General Block Grant	606,775	606,775	-	7,050,036	7,050,036	9,556,019
Other State Income	36,746	81,226	(44,480)	1,072,556	1,045,323	1,325,854
Federal Income	-	5,390	(5,390)	33,039	38,429	170,320
Local Revenue	17,040	10,102	6,938	258,865	233,236	246,000
Total Revenue	\$ 660,561	\$ 703,493	\$ (42,932)	\$ 8,414,496	\$ 8,367,024	\$ 11,298,193
EXPENSES						
Certificated Employees	346,364	348,723	2,359	3,161,359	3,163,720	3,775,376
Classified Employees	201,441	200,149	(1,292)	1,840,649	1,839,357	2,166,566
Employee Benefits	145,340	145,200	(140)	1,410,565	1,410,432	1,648,944
Books and Supplies	29,208	29,070	(138)	403,542	403,341	554,000
Services and Other Operating Expenses	138,538	130,059	(8,479)	1,855,693	1,845,717	2,300,960
Capital Outlay/Depreciation	-	-	-	232,455	232,455	512,445
Total Expenditure	\$ 860,890	\$ 853,201	\$ (7,689)	\$ 8,904,263	\$ 8,895,022	\$ 10,958,291
Total Other Financing Sources (Uses)				\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (200,329)	\$ (149,708)	\$ (50,621)	\$ (489,767)	\$ (527,998)	\$ 339,902
Fund Balance, Beginning of Period	\$ 5,927,352	\$ 5,838,500		\$ 6,216,790	\$ 6,216,790	\$ 6,216,790
Fund Balance, End of year	\$ 5,727,023	\$ 5,688,792		\$ 5,727,023	\$ 5,688,792	\$ 6,556,692

Community Montessori As of April 30, 2026	April	Actuals	April	Budget	YTD	Actuals	YTD	Budget	Budget
REVENUE									
8012 - Education Protection Account	-	-	-	-	119,730	119,730	119,730	159,802	
8011 - Charter School General Purpose Aid	606,775		606,775		6,930,306	6,930,306	6,930,306	7,954,508	
8096 - In Lieu of Property Taxes	-	-	-	-	-	-	-	1,441,709	
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-	-	-	-	
General Block Grant	\$ 606,775		\$ 606,775		\$ 7,050,036	\$ 7,050,036	\$ 7,050,036	\$ 9,556,019	
8297 - Prior Year Revenue not Accrued	-	-	-	-	-	-	-	-	
8310 - Implementation Grant	-	-	-	-	-	-	-	-	
8311 - Other State Apportionments	-		64,426		511,048	575,474	575,474	707,282	
8319 - Other State Apportionments - Prior Years	-		-		(14,744)	(14,744)	(14,744)	(3,676)	
8520 - State School Lunch	-		16,800		86,165	102,965	102,965	156,035	
8550 - Mandated Cost Reimbursement	-		-		16,097	16,097	16,097	16,097	
8560 - State Lottery Revenue	-		-		131,631	131,631	131,631	216,216	
8590 - All Other State Revenue	36,746		-		342,359	233,900	233,900	233,900	
Other State Income	\$ 36,746		\$ 81,226		\$ 1,072,556	\$ 1,045,323	\$ 1,045,323	\$ 1,325,854	
8182 - Special Education Reimbursement	-		-		9,673	9,673	9,673	127,963	
8220 - Federal School Lunch	-		5,390		23,366	28,756	28,756	42,357	
8297 - Prior Year Federal - Not Accrued	-		-		-	-	-	-	
8290 - Other Federal Revenue	-		-		-	-	-	-	
Federal Income	\$ -		\$ 5,390		\$ 33,039	\$ 38,429	\$ 38,429	\$ 170,320	
8639 - Sales	5,282		-		136,119	115,000	115,000	115,000	
8650 - Leases and Rentals	-		-		-	-	-	-	
8660 - Interest	9,975		10,102		69,006	68,236	68,236	77,500	
8699 - All Other Local Revenue	-		-		-	-	-	-	
8701 - Student Fees	-		-		-	-	-	3,500	
8781 - All Other Transfers From Districts or Charter Schools	-		-		-	-	-	-	
8797 - All Other Financing Sources	-		-		-	-	-	-	
8803 - Fundraising	1,783		-		53,740	50,000	50,000	50,000	
8999 - Uncategorized Revenue	-		-		-	-	-	-	
Local Revenue	\$ 17,040		\$ 10,102		\$ 258,865	\$ 233,236	\$ 233,236	\$ 246,000	
Total Revenue	\$ 660,561		\$ 703,493		\$ 8,414,496	\$ 8,367,024	\$ 8,367,024	\$ 11,298,193	
EXPENSES									
1100 - Teachers Salaries	292,738		295,110		2,661,249	2,663,623	2,663,623	3,130,533	
1101 - Teacher Stipends	3,013		3,000		16,063	16,050	16,050	47,500	
1200 - Certified Pupil Support Salaries	5,974		5,974		53,445	53,445	53,445	67,773	
1300 - Certificated Supervisors and Administrators Salaries	44,639		44,639		430,603	430,602	430,602	529,570	
Certificated Employees	\$ 346,364		\$ 348,723		\$ 3,161,359	\$ 3,163,720	\$ 3,163,720	\$ 3,775,376	
2100 - Instructional Aide Salaries	81,222		80,057		662,088	660,922	660,922	771,073	
2101 -Club E Hourly	-		-		-	-	-	-	
2200 - Classified Support Salaries	31,221		31,334		312,284	312,396	312,396	319,297	
2201 -Club E Salary	-		-		-	-	-	-	
2300 - Classified Supervisors and Administrators Salaries	34,077		34,077		354,551	354,553	354,553	432,154	
2400 - Clerical, Technical and Office Staff Salaries	49,265		49,176		455,591	455,503	455,503	572,889	
2900 - Classified Other Salaries	-		-		-	-	-	-	
2930 - Maintenance and Grounds	5,656		5,505		56,135	55,983	55,983	71,153	
Classified Employees	\$ 201,441		\$ 200,149		\$ 1,840,649	\$ 1,839,357	\$ 1,839,357	\$ 2,166,566	
3101 - CalSTRS	65,474		65,914		596,448	596,890	596,890	721,097	
3202 - 403B/457/401A Employer Contribution	10,265		10,184		94,427	94,348	94,348	109,775	
3301 - OASDI/Medicare- Certificated Postions	4,880		4,873		44,713	44,707	44,707	54,750	
3302 - OASDI/Medicare- Classified Postions	14,828		14,956		133,412	133,541	133,541	157,738	
3401 - Health & Welfare Benefits, Certificated Positions	28,134		27,631		296,392	295,889	295,889	330,227	

Community Montessori As of April 30, 2026	April Actuals	April Budget	YTD Actuals	YTD Budget	Budget
3402 - Health & Welfare Benefits, Classified Positions	17,546	17,494	198,621	198,569	222,982
3501 - SUI- Certificated Positions	-	-	5,841	5,842	7,961
3502 - SUI- Classified Postions	676	621	8,497	8,444	9,956
3601 - Workers Comp - Certificated	2,231	2,209	20,257	20,236	21,855
3602 - Workers Comp - Classified	1,307	1,318	11,956	11,966	12,603
Employee Benefits	\$ 145,340	\$ 145,200	\$ 1,410,565	\$ 1,410,432	\$ 1,648,944
4100 - Approved Textbooks and Core Curricula Materials	1,315	1,440	28,162	28,287	35,000
4205- Subscriptions	108	220	2,648	2,760	5,500
4300 - Materials and Supplies	-	-	-	-	-
4320 - Educational Software	-	-	51,624	51,625	65,000
4325 - Instructional Materials	3,737	2,701	32,072	31,036	65,000
4330 - Supplies	6,896	6,431	84,603	84,074	120,000
4352 - Staff Meetings	545	575	15,762	15,791	17,500
4353 - Testing Materials	400	508	6,048	6,156	20,000
4355 - EU Consumable	-	-	-	-	-
4360 - Marketing and Student Recruitment	-	-	-	-	1,000
4400 - Noncapitalized Expenditures	-	-	801	801	15,000
4420 - Computers	-	-	-	-	-
4423 - Instructional Technology	-	-	599	599	10,000
4433 - Administrative Technology	-	-	72,054	72,054	75,000
4700 - Food	16,206	17,195	109,168	110,158	125,000
Books and Supplies	\$ 29,208	\$ 29,070	403,542	\$ 403,341	\$ 554,000
5103 - Learning Center Instructor	8,685	7,486	33,140	31,941	40,000
5104 - Shredding	82	78	859	856	1,200
5105 - Educational Units (EU's)	-	-	-	-	-
5115 - Tutoring Services (Non-EU)	-	-	-	-	-
5125 - Student Memberships	-	-	-	-	-
5200 - Travel and Conferences	414	-	20,771	20,000	20,000
5300 - Dues and Memberships	-	-	155	155	250
5305- Dues and Memberships Professional	38	50	22,782	22,793	25,000
5400 - Insurance	(3,538)	1,295	132,512	137,344	150,000
5500 - Operations and Housekeeping	560	591	3,368	3,400	15,000
5510 - Electricy	8,623	4,761	73,862	70,000	70,000
5515 - Janitorial Services/Gardening	7,798	6,233	29,705	28,141	30,000
5520 - Alarm Services	1,686	1,669	10,285	10,268	12,500
5525 - Trash	1,283	1,276	12,613	12,605	13,500
5530 - Water	3,752	2,515	26,434	25,198	30,000
5600 - Rentals, Leases and Repairs	-	-	-	-	-
5605 - Equipment Lease	1,397	1,233	7,784	7,619	15,000
5610 - Facility Leases	69,683	69,389	746,417	746,124	793,100
5615 - Repairs and Maintenance Building	1,118	-	31,405	30,000	30,000
5617 - Equipment Maintenance Contracts & License Fees	1,983	2,949	149,012	149,976	156,875
5618 - Repair & Maintenance - Auto	-	-	181	181	3,000
5800 - Professional/Consulting Services	11,129	10,662	148,531	147,729	160,000
5804 - Board Reimbursement	360	350	1,920	1,910	3,960
5805 - Administrative Fee	-	-	-	-	-
5808 - Property Tax	-	-	1,525	1,525	1,605
5809 - Banking Fees	205	-	1,177	500	500
5843 - Interest Expense	3,848	4,045	39,884	40,080	48,000
5824 - District Oversight Fees	-	-	-	-	95,560
5830 - Fieldtrips	4,090	5,000	150,381	151,292	200,410
5839 - Fundraising	-	-	5,933	5,933	12,500
5845 - Legal Fees	7,550	1,500	41,340	35,290	40,000
5851 - Marketing and Student Recruitment	-	-	1,301	1,301	10,500

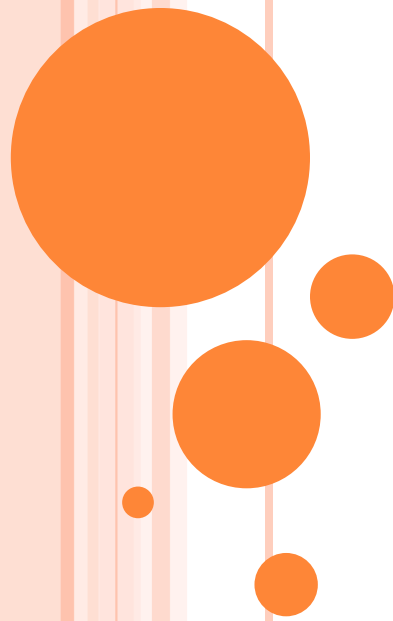
Community Montessori As of April 30, 2026	April	Actuals	April	Budget	YTD	Actuals	YTD	Budget	Budget
5860 - Printing and Delivery		1,784		1,987		5,043		5,245	10,000
5863 - Professional Development		2,010		2,220		44,981		45,147	75,000
5869 - Special Education Services		780		1,500		65,471		66,191	150,000
5887 - IT Consultants		-		-		-		-	-
5905 - Cell Service		1,534		1,500		19,023		18,989	22,500
5910 - Internet		238		250		19,794		19,807	50,000
5915 - Postage		628		618		1,350		1,340	2,500
5920 - Telephone		818		902		6,754		6,837	12,500
Services and Other Operating Expenses	\$	138,538	\$	130,059	\$	1,855,693	\$	1,845,717	\$ 2,300,960
6000 - Capital Outlay		-		-		232,455		232,455	332,445
6900 - Depreciation		-		-		-		-	\$ 180,000
Capital Outlay	\$	-	\$	-	\$	232,455	\$	232,455	\$ 512,445
Total Expenditure	\$	860,890	\$	853,201	\$	8,904,263	\$	8,895,022	\$ 10,958,291
Total Other Financing Sources (Uses)	\$	-	\$	-	\$	-	\$	-	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$	(200,329)	\$	(149,708)	\$	(489,767)	\$	(527,998)	\$ 339,902
Fund Balance, Beginning of year	\$	5,927,352	\$	5,838,500	\$	6,216,790	\$	6,216,790	\$ 6,216,790
Fund Balance, End of Period	\$	5,727,023	\$	5,688,792	\$	5,727,023	\$	5,688,792	\$ 6,556,692

Community Montessori
As of April 30, 2026

	2025/2026 Actual & Forecast											
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Forecast	Jun Forecast
Beginning Cash	2,029,023	2,533,470	2,548,446	2,566,851	2,789,770	2,807,627	2,968,149	3,102,705	2,932,507	2,985,535	2,797,571	2,615,300
Revenue												
General Block Grant	464,543	464,543	875,403	836,179	836,179	875,402	836,179	606,775	648,058	606,775	596,514	901,958
Federal Income	-	-	-	-	7,048	15,173	-	6,452	4,366	-	5,390	132,316
Other State Income	34,700	62,647	62,672	232,130	62,897	83,500	189,720	96,039	211,505	36,746	76,742	203,555
Local Revenues	19,896	8,653	43,356	40,279	7,118	55,184	10,214	31,459	25,663	17,040	-	13,602
Total Revenue	519,139	535,844	981,431	1,108,589	913,243	1,029,259	1,036,114	740,724	889,592	660,561	678,646	1,251,431
Expenses												
Compensation & Benefits	209,199	650,854	759,185	705,961	656,948	696,146	692,631	652,271	696,236	693,144	685,625	587,684
Books & Supplies	126,322	36,431	23,788	69,036	29,544	26,528	19,407	22,046	21,232	29,208	34,444	40,717
Services & Other Operating Expenses	357,471	179,192	197,060	172,388	163,591	144,258	160,676	201,722	140,797	138,538	127,998	221,912
Capital Outlay	173,450	28,525	-	-	-	-	30,480	-	-	-	-	180,000
Total Expenses	866,441	895,002	980,033	947,385	850,083	866,932	903,194	876,039	858,264	860,890	848,067	1,030,313
Operating Cash Inflow (Outflow)	(347,302)	(359,159)	1,399	161,204	63,159	162,327	132,919	(135,315)	31,328	(200,329)	(169,421)	221,118
Accounts Receivable	1,066,906	127,933	-	69,926	-	-	-	-	-	-	-	-
Other Current Assets	182,030	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(1,407)	444	(23)	14	(37)	(938)	930	(377)	(466)	32	-	-
Fixed Asset	-	-	-	-	-	-	-	-	-	-	-	-
Other Current Liabilities	(382,423)	259,027	30,346	5,272	(31,852)	12,720	14,216	(20,949)	36,146	25,988	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities	(13,357)	(13,268)	(13,316)	(13,497)	(13,412)	(13,588)	(13,509)	(13,558)	(13,980)	(13,655)	(12,850)	(12,850)
Ending Cash	2,533,470	2,548,446	2,566,851	2,789,770	2,807,627	2,968,149	3,102,705	2,932,507	2,985,535	2,797,571	2,615,300	2,823,568

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code
 Expression: ((Fund] = '62') ; Balance Date: 04/30/2026; Detail: No

Description	Total
9110-7638 - Cash In Treasury	\$ 2,332,033.79
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 128.09
9124-4018 - Cash In Bank - Wells Fargo Operating	\$ 465,409.49
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash In Bank - Wells Fargo Sweep	\$ -
9191 - Due to / from - Dehesa	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ 10,845.00
9233- AR Lottery	\$ -
9239- Special Education	\$ -
9240- AR - State Aid	\$ -
9246- AR Special Education (State)	\$ -
9253- AR - ASAP	\$ -
9260- Miscellaneous	\$ -
9330 - Prepaid Expenditures	\$ -
9340 - Other Current Assets	\$ -
9410 - Land	\$ 2,100,000.00
9420 - Improvement of Site	\$ 393,486.75
9425 - Accumulated Depreciation - Site	\$ (140,100.74)
9430 - Buildings	\$ 3,404,786.30
9436 - Accumulated Depreciation - Building Improvements	\$ (1,314,143.46)
9440 - Equipment	\$ 232,301.22
9445 - Accumulated Depreciation- Equipment	\$ (105,664.80)
9360 - Other Assets Deposits	\$ 35,758.02
9371 - Right of Use Asset Operating	\$ 4,517,739.00
9372 - Right of Use Asset Operating Accumulated Depreciation	\$ (1,596,628.00)
Subtotal of Account Group: Assets	\$ 10,335,950.66
9500 - Accounts Payable	\$ 15,091.35
9501- Accrued Accounts Payable	\$ -
9512- District PY Property Tax Adjustment	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing	\$ 1,989.18
9515 - Credit Card Summary	\$ (11,942.68)
9515 - CCSB-Ramp	\$ 20,589.60
9520 - Met Legal	\$ (10.28)
9522 - Group Life Insurance	\$ (812.95)
9523 - Voluntary Benefits	\$ 1,592.21
9525 - FSA	\$ 1,693.82
9526 - Cobra	\$ -
9540 - Payroll Taxes Liability	\$ 54,101.27
9555 - STRS Liability	\$ 104,806.86
9570 - Wages Payable	\$ 199,704.94
9572 - Accrued PTO/Vacation	\$ 138,836.63
9580 - 403B	\$ 27,313.27
9585 - Training	\$ 4,158.64
9622 - Due to (From) DCS	\$ -
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 3,027,882.00
9655 - Deferred Rent	\$ -
9669 - Wells Fargo Mortgage	\$ 1,023,399.99
APSB - AP Balancing	\$ 533.56
Subtotal of Account Type: Liability	\$ 4,608,927.41
9760 - Fund Balance	\$ 6,216,790.44
Net Increase/Decrease	\$ (489,767.19)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 5,727,023.25
Subtotal of Account Group: Liabilities/Fund Balance	\$ 10,335,950.66



May 22, 2026
**DIMENSIONS COLLABORATIVE
SCHOOL**
April 2026 Financials

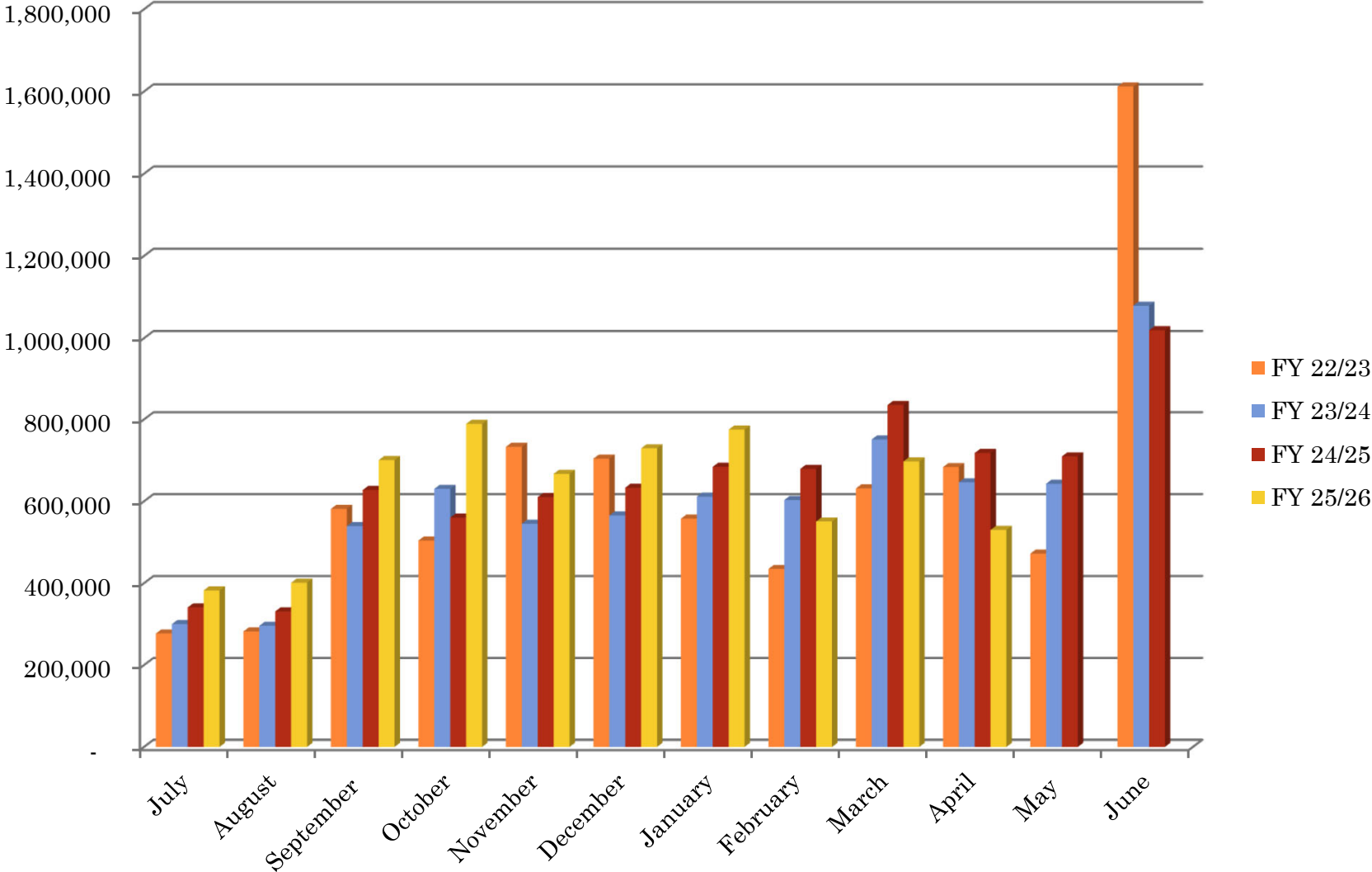
CONTENTS

- FY 25-26 April Financials

FY 25-26 FINANCIALS

- REVENUE
- Revenue received was **\$7,927** less than was forecasted
 - \$0 – General Block Grant
 - On budget
 - **\$11,263** – Other State Income
 - April SELPA revenue was not received until May
 - State school nutrition revenue was received by not deposited
 - SDCOE disbursed CYBHI grant funds that previously were not going to get disbursed
 - **\$2,307** – Federal Income
 - Federal school nutrition revenue was received but not deposited
 - \$5,643 – Local Income
 - Fieldtrip revenue was higher than projected for the month
 - Interest revenue was higher than projected for the month

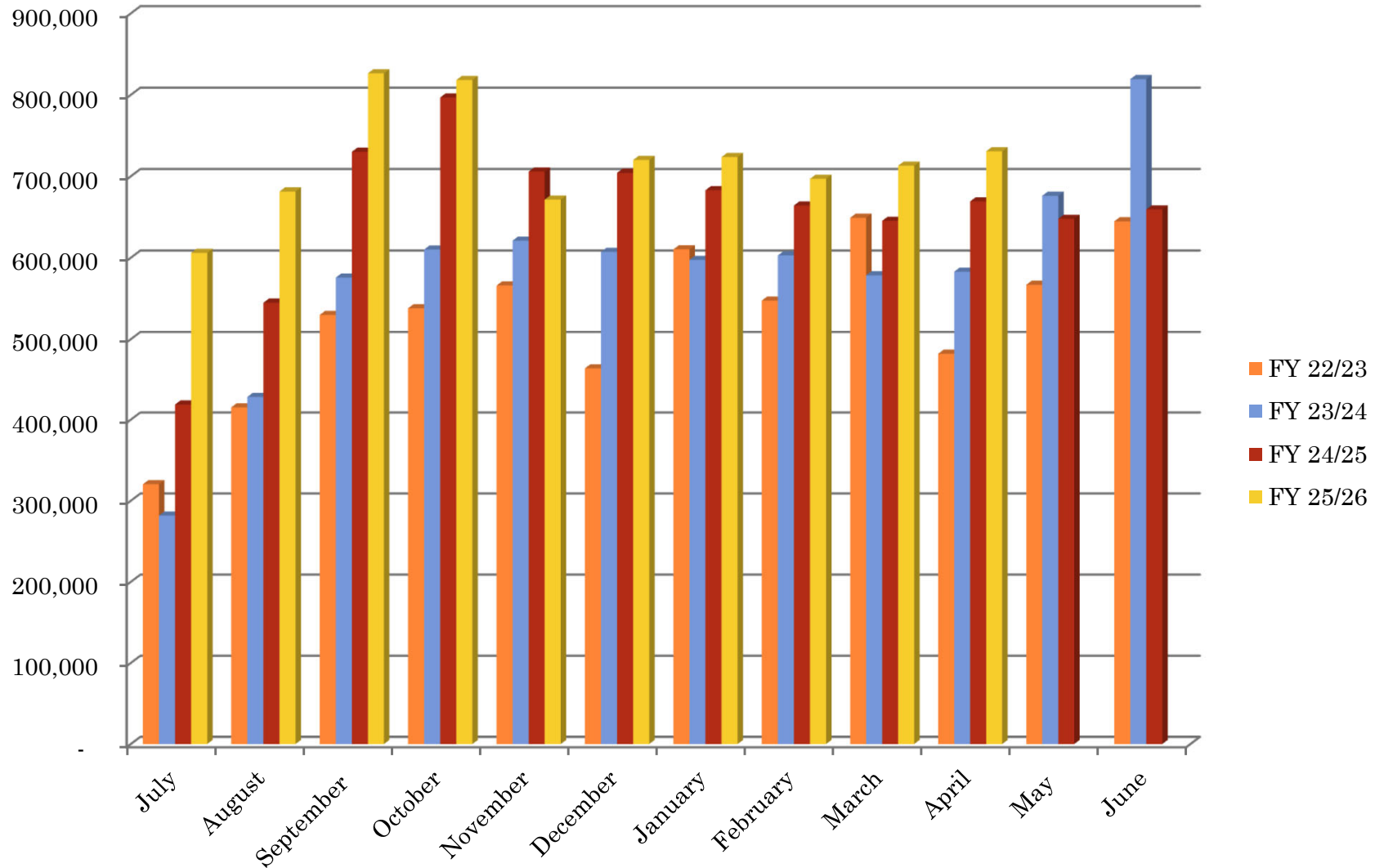
DCS REVENUE YEAR OVER YEAR



FY 25-26 FINANCIALS

- EXPENSES
- Expenditures were **(\$59,450)** more than forecasted
 - \$460 – Certificated Employees
 - On budget
 - **\$40** – Classified Employees
 - On budget
 - **(\$803)** – Employee Benefits
 - On budget
 - **(\$6,974)** – Books and Supplies
 - Approved textbook costs were higher than projected for the month
 - 28% increase over last years total cost
 - **(\$52,094)** – Services and Other Operating Expenses
 - Professional consulting services higher than projected for the month/year
 - Consulting costs for Midway CUP higher than projected
 - Special education costs higher than projected for the month/year
 - Two NPS placements
 - Costs will be approximately 150% of what they were last year
 - \$0 – Capital Outlay
 - On budget

DCS EXPENDITURES YEAR OVER YEAR



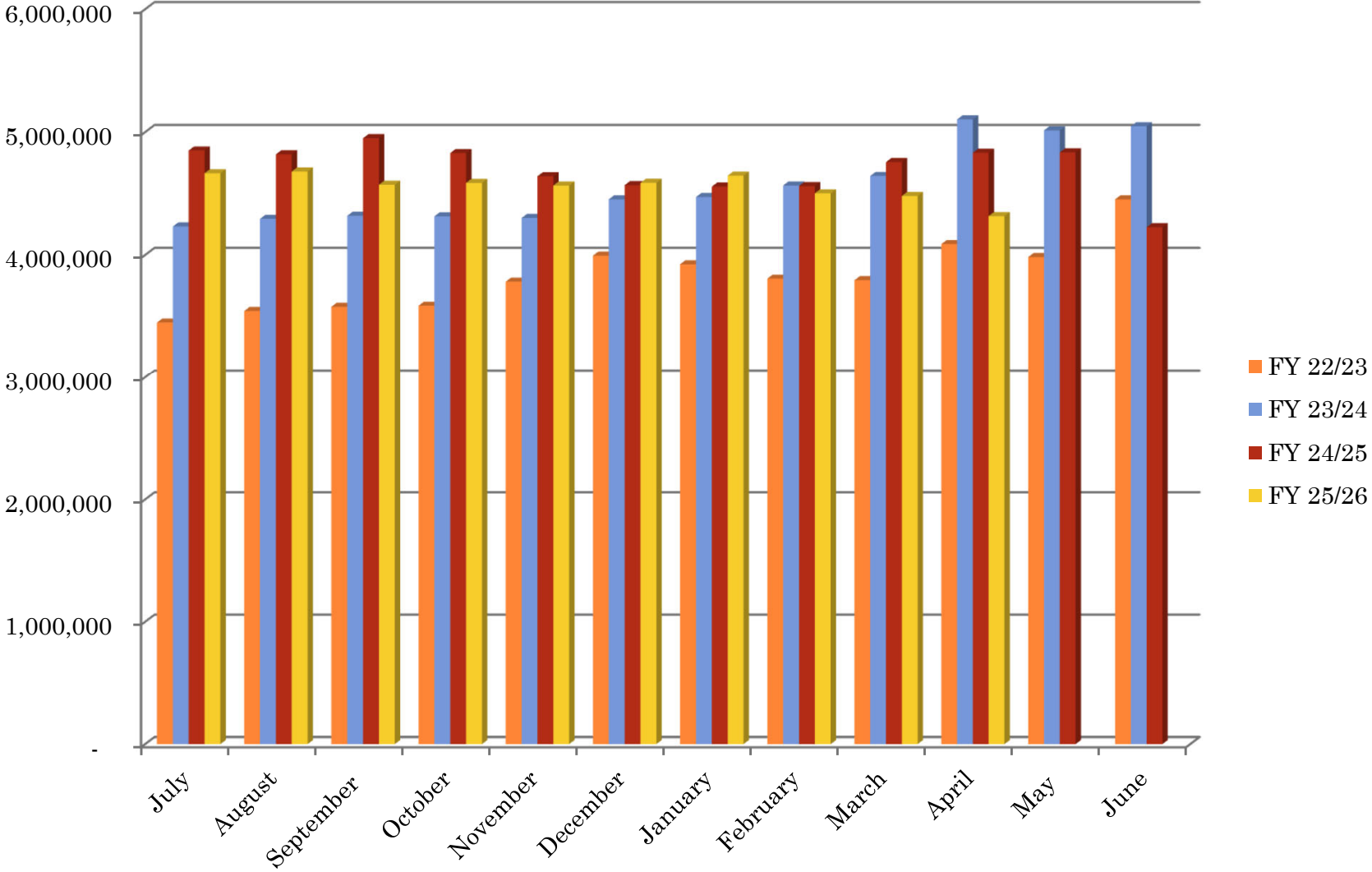
FISCAL YEAR FINANCIAL UPDATE

- **We are currently 84 percent through the fiscal year**
 - Certificated Salaries are at 86 percent of budget
 - Classified Salaries are at 92 percent of budget
 - Employee Benefits are at 86 percent of budget
 - Books and Supplies are at 89 percent of budget
 - Services and Other Operating expenses are at 95 percent of budget
 - Capital Outlay expenses are at 0 percent of budget
 - Total Expenses are at 87 percent of budget

CASH FORECAST

- DCS started off April 2026 with \$4,480,262 in cash
 - DCS spent \$163,310 more in cash than they received in the month of April
 - DCS ended the month of April 2026 with \$4,316,952 in cash
 - \$1,506,018 of which is reserved for economic uncertainties
 - \$2,000,000 of which is reserved future building purchases, replacements and or modernizations
 - \$810,933 of which has no designations. This represents undesignated cash reserves of 10% (*4% or \$69,000 whichever is greater – minimum*)

DCS CASH YEAR OVER YEAR



Dimensions Collaborative School As of April 30, 2026	April Actuals	April Budget	Variance	YTD Actuals	YTD Budget	Budget
REVENUE						
General Block Grant	485,884	485,884	-	5,329,443	5,329,443	6,519,090
Other State Income	30,142	41,405	(11,263)	774,441	693,630	837,716
Federal Income	-	2,307	(2,307)	16,442	18,748	106,188
Local Revenue	14,083	8,440	5,643	102,774	92,625	92,625
Total Revenue	\$ 530,109	\$ 538,036	\$ (7,927)	\$ 6,223,099	\$ 6,134,446	\$ 7,555,619
EXPENSES						
Certificated Employees	314,677	315,137	460	2,815,122	2,815,583	3,278,667
Classified Employees	97,991	97,951	(40)	941,784	941,741	1,018,150
Employee Benefits	115,128	114,325	(803)	1,144,970	1,144,171	1,337,268
Books and Supplies	35,566	28,592	(6,974)	663,896	653,694	743,000
Services and Other Operating Expenses	167,406	115,312	(52,094)	1,622,059	1,552,838	1,811,618
Capital Outlay/Depreciation	-	-	-	-	-	145,000
Other Outflows	-	-	-	-	-	-
Total Expenditure	\$ 730,767	\$ 671,317	\$ (59,450)	\$ 7,187,832	\$ 7,108,027	\$ 8,333,703
Total Other Financing Sources (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$ (200,658)	\$ (133,281)	\$ (67,377)	\$ (964,733)	\$ (973,581)	\$ (778,084)
Fund Balance, Beginning of Period	\$ 4,269,211	\$ 4,192,986		\$ 5,033,286	\$ 5,033,286	\$ 4,923,660
Fund Balance, End of year	\$ 4,068,553	\$ 4,059,705		\$ 4,068,553	\$ 4,059,705	\$ 4,145,576

Dimensions Collaborative School As of April 30, 2026	April	Actuals	April	Budget	YTD	Actuals	YTD	Budget	Budget
REVENUE									
8012 - Education Protection Account	-	-	-	-	77,767	77,767	77,767	103,794	
8011 - Charter School General Purpose Aid	485,884		485,884		5,251,676	5,251,676	5,251,676	6,090,463	
8096 - In Lieu of Property Taxes	-	-	-	-	-	-	-	324,833	
8592 - Charter Schools Categorical Block Grant	-	-	-	-	-	-	-	-	
General Block Grant	\$ 485,884		\$ 485,884		\$ 5,329,443	\$ 5,329,443	\$ 5,329,443	\$ 6,519,090	
8019 - Prior Year Revenue not Accrued	-	-	-	-	-	-	-	-	
8311 - Other State Apportionments	-		38,573		353,260	391,833	391,833	486,518	
8319 - Other State Apportionments - Prior Years	-		-		(9,630)	(9,630)	(9,630)	(9,630)	
8520 - State School Lunch	-		2,832		14,302	17,134	17,134	28,032	
8550 - Mandated Cost Reimbursement	-		-		16,655	16,655	16,655	16,655	
8560 - State Lottery Revenue	-		-		102,639	102,638	102,638	141,141	
8590 - All Other State Revenue	30,142		-		297,215	175,000	175,000	175,000	
Other State Income	\$ 30,142		\$ 41,405		\$ 774,441	\$ 693,630	\$ 693,630	\$ 837,716	
8182 - Special Education Reimbursement	-		-		5,942	5,942	5,942	91,425	
8220 - Federal School Lunch	-		2,307		7,276	9,582	9,582	14,763	
8297 - Prior Year Federal - Not Accrued	-		-		-	-	-	-	
8290 - Other Federal Revenue	-		-		3,224	3,224	3,224	-	
Federal Income	\$ -		\$ 2,307		\$ 16,442	\$ 18,748	\$ 18,748	\$ 106,188	
8639 - Sales	2,228		720		3,008	1,500	1,500	1,500	
8650 - Leases and Rentals	-		-		-	-	-	-	
8660 - Interest	11,855		7,720		79,261	75,125	75,125	75,125	
8699 - All Other Local Revenue	-		-		-	-	-	-	
8701 - Student Fees	-		-		-	-	-	-	
8781 - All Other Transfers from Districts or Charter Schools	-		-		-	-	-	-	
8797 - All Other Financing Sources	-		-		-	-	-	-	
8803 - Fundraising	-		-		19,604	16,000	16,000	16,000	
8999 - Uncategorized Revenue	-		-		901	-	-	-	
Local Revenue	\$ 14,083		\$ 8,440		\$ 102,774	\$ 92,625	\$ 92,625	\$ 92,625	
Total Revenue	\$ 530,109		\$ 538,036		\$ 6,223,099	\$ 6,134,446	\$ 6,134,446	\$ 7,555,619	
EXPENSES									
1100 - Teachers Salaries	259,993		260,453		2,328,157	2,328,617	2,328,617	2,702,977	
1101 - Teacher Stipends	6,300		6,300		33,209	33,209	33,209	34,000	
1200 - Certified Pupil Support Salaries	12,573		12,573		112,936	112,935	112,935	131,339	
1300 - Certificated Supervisors and Administrators Salaries	35,811		35,811		340,821	340,822	340,822	410,351	
Certificated Employees	\$ 314,677		\$ 315,137		\$ 2,815,122	\$ 2,815,583	\$ 2,815,583	\$ 3,278,667	
2100 - Instructional Aide Salaries	18,812		18,944		146,544	146,675	146,675	159,021	
2200 - Classified Support Salaries	15,864		15,816		180,748	180,699	180,699	194,298	
2300 - Classified Supervisors and Administrators Salaries	23,680		23,680		246,383	246,380	246,380	269,925	
2400 - Clerical, Technical and Office Staff Salaries	35,704		35,686		329,101	329,083	329,083	353,492	
2900 - Classified Other Salaries	-		-		-	-	-	-	
2930 - Maintenance and Grounds	3,930		3,825		39,009	38,904	38,904	41,414	
Classified Employees	\$ 97,991		\$ 97,951		\$ 941,784	\$ 941,741	\$ 941,741	\$ 1,018,150	
3101 - CalSTRS	58,845		58,933		528,682	528,769	528,769	626,225	
3202 - 403B/457/401A Employer Contribution	5,973		5,911		55,389	55,327	55,327	64,290	
3301 - OASDI/Medicare- Certificated Postions	4,368		4,331		39,500	39,462	39,462	48,360	
3302 - OASDI/Medicare- Classified Postions	7,189		7,415		67,749	67,974	67,974	86,124	
3401 - Health & Welfare Benefits, Certificated Positions	27,651		26,234		329,936	328,519	328,519	372,833	
3402 - Health & Welfare Benefits, Classified Positions	8,324		8,714		91,092	91,483	91,483	100,958	
3501 - SUI- Certificated Positions	-		-		4,809	4,809	4,809	6,452	
3502 - SUI- Classified Postions	142		149		3,727	3,735	3,735	4,327	
3503 - Employer Other - Certificated	-		-		-	-	-	-	

Dimensions Collaborative School As of April 30, 2026	April	Actuals	April	Budget	YTD	Actuals	YTD	Budget	Budget
3504 - Employer Other - Classified	-	-	-	-	-	-	-	-	-
3601 - Workers Comp - Certificated	1,997		1,980		17,939		17,925		20,026
3602 - Workers Comp - Classified	639		658		6,149		6,168		7,673
Employee Benefits	\$ 115,128		\$ 114,325		\$ 1,144,970		\$ 1,144,171		\$ 1,337,268
4100 - Approved Textbooks and Core Curricula Materials	7,597		-		160,825		150,000		150,000
4105 - Digital Text Books	-		-		-		-		-
4205- Subscriptions	705		700		5,400		5,395		7,500
4300 - Materials and Supplies	-		-		-		-		-
4320 - Educational Software	2,512		2,500		93,904		93,892		110,000
4325 - Instructional Materials	13,102		13,298		236,588		236,782		245,000
4330 - Supplies	6,206		6,500		53,634		53,930		72,500
4352 - Staff Meetings	535		499		12,008		11,973		15,000
4353 - Testing Materials	278		289		6,791		6,803		12,500
4355 - EU Consumable	-		-		-		-		-
4360 - Marketing and Student Recruitment	862		1,075		6,376		6,589		10,500
4400 - Noncapitalized Expenditures	-		-		1,731		1,731		5,000
4420 - Computers	-		-		-		-		-
4423 - Instructional Technology	-		-		3,619		3,619		15,000
4433 - Administrative Technology	-		-		60,358		60,357		65,000
4700 - Food	3,770		3,731		22,662		22,623		35,000
Books and Supplies	\$ 35,566		\$ 28,592		663,896		\$ 653,694		\$ 743,000
5103 - Resource Center Instructor	3,527		-		5,453		-		-
5104 - Shredding	57		59		597		600		750
5105 - Educational Units (EU's)	51,061		50,000		267,597		266,421		300,000
5108 - Student Memberships	-		-		12,697		12,698		15,000
5115 - Tutoring Services (Non-EU)	-		-		-		-		-
5200 - Travel and Conferences	398		-		17,561		15,000		15,000
5300 - Dues and Memberships	-		-		188		188		2,500
5305 - Dues and Memberships Professional	27		50		18,831		18,854		20,000
5400 - Insurance	(2,635)		1,616		89,350		93,603		101,312
5500 - Operations and Housekeeping	-		-		1,050		1,050		5,000
5510 - Electricity	3,536		3,398		30,867		30,728		40,000
5515 - Janitorial & Gardening Services	830		550		3,234		2,954		5,900
5520 - Alarm Services	807		389		2,794		2,377		3,500
5525 - Trash	-		-		164		164		350
5530 - Water	91		150		625		684		1,750
5808 - Property Tax	-		-		-		-		-
5600 - Rentals, Leases and Repairs	-		-		-		-		-
5605 - Equipment Lease	867		975		4,805		4,915		10,000
5610 - Facility Leases	45,952		44,546		502,862		501,455		540,000
5615 - Repairs and Maintenance Building	2,029		2,233		12,741		12,945		22,500
5617 - Equipment Maintenance Contracts & License Fees	397		500		153,123		153,226		155,975
5618 - Repairs & Maintenance - Auto	-		-		154		153		2,500
5800 - Professional/Consulting Services	17,869		-		141,272		120,000		120,000
5804 - Board Reimbursement	360		450		1,920		2,010		3,960
5805 - Management Fee	-		-		-		-		-
5809 - Banking Fees	360		296		3,756		3,692		3,600
5887 - ITConsultants	-		-		-		-		-
5821 - Interest Expense	-		-		-		-		-
5824 - District Oversight Fees	-		-		-		-		65,191
5830 - Fieldtrips	6,116		4,867		35,487		34,238		60,000
5839 - Fundraising	-		-		2,444		2,444		2,500
5843 - Interest	-		-		-		-		100
5845 - Legal Fees	35		100		23,516		23,580		27,500
5851 - Marketing and Student Recruitment	4,095		-		42,667		30,900		30,900
5860 - Printing and Delivery	1,240		1,236		4,105		4,102		5,500

Dimensions Collaborative School As of April 30, 2026	April	Actuals	April	Budget	YTD	Actuals	YTD	Budget	Budget
5863 - Professional Development		355		350		12,599		12,563	20,000
5869 - Special Education Services		26,596		-		190,469		162,055	162,055
5905 - Cell Service		1,705		1,513		14,765		14,572	17,500
5910 - Internet		827		1,127		19,210		19,510	40,000
5915 - Postage		493		500		1,048		1,055	1,775
5920 - Telephone		413		407		4,108		4,102	9,000
Services and Other Operating Expenses	\$	167,406	\$	115,312	\$	1,622,059	\$	1,552,838	\$ 1,811,618
6000 - Capital Outlay		-		-		-		-	100,000
6900 - Depreciation		-		-		-		-	45,000
Capital Outlay	\$	-	\$	-	\$	-	\$	-	\$ 145,000
7000 - Other Outflows		-		-		-		-	-
Other Outflows	\$	-	\$	-	\$	-	\$	-	\$ -
Total Expenditure	\$	730,767	\$	671,317	\$	7,187,832	\$	7,108,027	\$ 8,333,703
Total Other Financing Sources (Uses)	\$	-	\$	-	\$	-	\$	-	\$ -
Excess (deficiency) of revenues and other financing sources over expenditures and other financing uses	\$	(200,658)	\$	(133,281)	\$	(964,733)	\$	(973,581)	\$ (778,084)
Fund Balance, Beginning of year	\$	4,269,211	\$	4,192,986	\$	5,033,286	\$	5,033,286	\$ 5,033,286
Fund Balance, End of Period	\$	4,068,553	\$	4,059,705	\$	4,068,553	\$	4,059,705	\$ 4,255,202

Dimensions Collaborative School
As of April 30, 2026

	2025/26 Actual & Forecast											
	Jul Actual	Aug Actual	Sep Actual	Oct Actual	Nov Actual	Dec Actual	Jan Actual	Feb Actual	Mar Actual	Apr Actual	May Forecast	Jun Forecast
Beginning Cash	4,225,939	4,665,244	4,679,235	4,571,485	4,586,872	4,564,836	4,587,202	4,645,330	4,501,920	4,480,262	4,316,952	4,208,862
Revenue												
General Block Grant	344,912	344,912	648,327	620,840	620,840	648,326	620,840	485,884	508,678	485,884	485,884	594,369
Federal Income	-	-	-	-	2,229	7,821	-	2,159	4,232	-	2,307	60,190
Other State Income	24,120	47,044	43,564	163,017	42,769	47,214	142,614	52,215	181,742	30,142	41,405	90,977
Local Revenues	13,379	9,234	8,715	5,310	1,283	26,177	11,560	10,429	2,604	14,083	2,647	-
Total Revenue	382,411	401,190	700,606	789,167	667,122	729,537	775,014	550,686	697,256	530,109	532,243	745,536
Expenses												
Compensation & Benefits	171,992	488,910	575,462	531,941	502,135	527,315	529,615	519,487	527,224	527,795	496,059	507,882
Books & Supplies	115,220	83,476	116,899	140,382	32,228	21,936	46,310	36,619	35,260	35,566	34,103	32,920
Services & Other Operating Expenses	318,747	108,986	134,127	145,888	137,082	170,771	147,736	140,768	150,548	167,406	110,171	131,698
Capital Outlay	-	-	-	-	-	-	-	-	-	-	-	45,000
Other Outflows	-	-	-	-	-	-	-	-	-	-	-	-
Total Expenses	605,959	681,372	826,487	818,212	671,446	720,022	723,661	696,874	713,031	730,767	640,333	717,500
Operating Cash Inflow (Outflow)	(223,548)	(280,182)	(125,882)	(29,044)	(4,323)	9,515	51,353	(146,188)	(15,775)	(200,658)	(108,090)	28,036
Accounts Receivable	809,573	80,894	-	40,711	-	-	-	-	-	-	-	-
Other Current Assets	167,258	-	-	-	-	-	-	-	-	-	-	-
Accounts Payable	(3,613)	1,052	(2,751)	(4,516)	20	36	635	(308)	(519)	33	-	-
Other Current Liabilities	(310,365)	212,227	20,883	8,236	(17,733)	12,815	6,139	3,086	(5,364)	37,315	-	-
Fixed Assets	-	-	-	-	-	-	-	-	-	-	-	-
Long Term Liabilities	-	-	-	-	-	-	-	-	-	-	-	-
Other Assets	-	-	-	-	-	-	-	-	-	-	-	-
Ending Cash	4,665,244	4,679,235	4,571,485	4,586,872	4,564,836	4,587,202	4,645,329.89	4,501,920	4,480,262	4,316,952	4,208,862	4,236,898

Cycle: FY2025-2026; Fund Class: <All>; Fund Columns: <All Funds>,62; Account Code
 Expression: ([Fund] = '62'); Balance Date: 04/30/2026; Detail: No

Description	Total
9110-7639 - Cash In Treasury	\$ 2,730,601.94
9124-4000 - Cash In Bank - Wells Fargo Petty Cash	\$ 2,554.73
9126-3366 - Cash In Bank - US Bank	\$ -
9124-3994 - Cash in Bank - Wells Fargo Sweep	\$ 1,595,812.97
9124-4018 - Cash in Bank - Wells Fargo Operating	\$ (12,142.75)
9191 - Due to / from - Community Montessori	\$ -
9210- AR PCSGP Grant	\$ -
9219- AR Special Education (Fed)	\$ -
9226- AR Child Nutrition (Fed)	\$ -
9230- AR State Aid	\$ -
9232- AR Property Tax	\$ -
9233- AR Lottery	\$ -
9239- AR Special Education	\$ -
9246- AR Child Nutrition (State)	\$ -
9253- AR ASAP	\$ -
9260- AR Misc	\$ -
9312 - Due from CM	\$ -
9330- Prepaid Expenditures	\$ -
9340- Due from US Bank	\$ -
9420 - Land Improvement	\$ 38,879.18
9425 - Accumulated Depreciation - Land Improvements	\$ (5,950.86)
9430 - Buildings	\$ 369,786.16
9436 - Accumulated Depreciation - Buildings	\$ (300,718.88)
9440 - Equipment	\$ 517,782.62
9445 - Accumulated Depreciation- Equipment	\$ (443,583.52)
9360 - Other Assets Deposits	\$ 96,961.73
9371 - Right of Use Asset Operating	\$ 2,632,079.00
9372 - Right of Use Asset Operating Accumulated Amortization	\$ (1,358,845.00)
Subtotal of Account Group: Assets	\$ 5,863,217.32
9500 - Accounts Payable	\$ 125,327.03
9501- Accrued Accounts Payable	\$ -
9514 - AP Other	\$ -
9515 - AP Payroll Processing Fee	\$ 1,463.14
9515 - Ramp EEI	\$ (14,427.81)
9515 - CCSB-Ramp	\$ 20,312.42
9520 - Met Legal	\$ 43.88
9522 - Group Life Insurance	\$ 270.99
9523 - Voluntary Benefits	\$ 779.66
9525 - FSA	\$ 2,968.45
9540 - Payroll Taxes Liability	\$ 37,350.50
9555 - STRS Liability	\$ 94,436.04
9570 - Wages Payable	\$ 144,882.30
9572 - Accrued PTO/Vacation	\$ 105,696.34
9580 - 403B	\$ (2,585.07)
9585 - Training	\$ (797.36)
9640 - Current Loans (ASAP)	\$ -
9641 - Right of Use Operating Liability	\$ 1,359,841.00
9650 - Deferred Revenue	\$ -
9655 - Deferred Rent	\$ -
9669 - Other General Long Term Debt	\$ -
APSB - AP Balancing	\$ (80,897.24)
Subtotal of Account Type: Liability	\$ 1,794,664.27
9760 - Fund Balance, unreserved	\$ 5,033,285.83
Net Increase/Decrease	\$ (964,732.78)
Subtotal of Account Type: Fund Balance/Retained Earnings	\$ 4,068,553.05
Subtotal of Account Group: Liabilities/Fund Balance	\$ 5,863,217.32

Coversheet

Review of Procedures for Public Hearing

Section: XI. Public Hearing: Local Control and Accountability Plan (LCAP) for Community Montessori
Item: A. Review of Procedures for Public Hearing
Purpose: Discuss
Submitted by: Earl Otte
Related Material: CM LCAP Year End 25.26.pdf
CM 26.27 LCAP.pdf

BACKGROUND:

This is a public hearing and presentation of the Local Control and Accountability Plan (LCAP).

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This presentation reflects year two of the three-year LCAP plan.

The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Charter schools are encouraged to follow a process like that required for a school district, which is to hold an initial public hearing to solicit recommendations and comments on the LCAP and annual update, followed by a subsequent public meeting for adoption of the plan, before submitting the adopted LCAP to the charter authorizer.

Community Montessori LCAP Year End 2025-2026



COMMUNITY
M O N T E S S O R I
Roots in the Community. Wings for the World.

CM LCAP Goals 2024-2027

Goal 1: Support for High-Quality Teachers and -
Montessori Program Implementation

Goal 2: Ensure facilities are in good repair and are
set up and maintained in a way that supports
Montessori pedagogy, including adequate
technology.

Goal 3: Parent and family engagement through
community involvement



26-27 LCAP

- This is the final year of this LCAP Cycle and **no change** to goals
- Projected LCFF Funds will be lower than last year due to projected enrollment having fewer unduplicated students so only changes are budgetary
- Kept focus on funding the actions that have highest direct impact on unduplicated students – ex Structured Literacy
- Reducing funds in areas that can be covered with other funds in the budget or having less of an impact on these students – Ex facilities
- Some goals are close to being achieved and will not need the same level of funding – example Montessori materials

GOAL ONE – High Quality Teachers

ITEM	LCAP BUDGET	MID YEAR	YEAR END	DIFFERENCE 25-26	26-27
Montessori Certification	\$30,500	\$16,000	\$29,700	-\$1,300	\$15,000
Structured Literacy	\$35,000	\$22,000	\$34,665	-\$335	\$35,000
Professional Learning	\$10,000	\$3,700	\$12,720	+\$2,720	\$10,000
EL Support	\$179,992	\$52,781	\$184,000	+\$4,008	\$148,219
Math	\$5,000	\$5,790	\$5,790	-\$790	\$3,000
IReady	\$30,000	\$30,000	\$30,000	\$0	\$30,000
PE Program	\$17,000	\$5,150	\$12,000	-\$5000	\$2,000

Highlights

- Structured Literacy
- Professional Learning
- Montessori Trained EFs (5 completed this year) and launched an in-house Montessori Training model

Ongoing Challenges

- Math
- EL Supports

i-Ready placement shows encouraging progress across unduplicated student groups, with stronger outcomes in Reading and continued opportunities for growth in Math.

Overall Trends (All Groups)

- Results show **mixed progress across subgroups**, not consistent improvement
- **Students with Disabilities demonstrate the clearest i-Ready growth, especially in Reading**
- **i-Ready Reading outcomes are generally stronger than i-Ready Math**, though gains are not uniform

Socio-Economically Disadvantaged (SED)

Reading:

- Some movement out of the lowest performance band
- No clear, consistent increase in On/Above Grade Level across the group

Math:

- Limited improvement overall
- Majority of students remain below grade level

English Learners (EL)

Reading:

- **Decrease in students On/Above Grade Level (55% → 41%)**
- Some redistribution across performance bands, but not resulting in improved outcomes

Math:

- Minimal change overall
- Continued concentration of students below grade level

Students with Disabilities (SWD)

Reading:

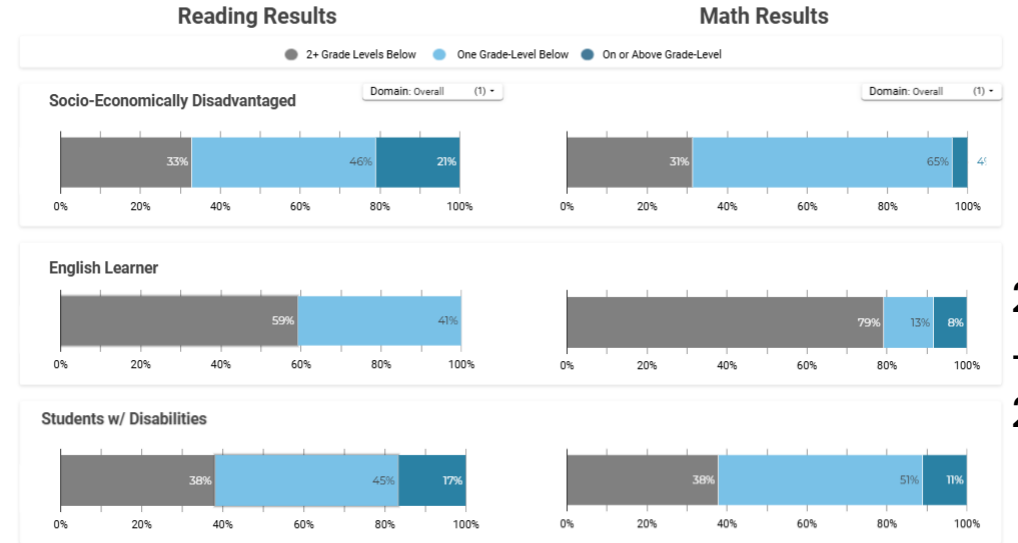
- **Clear improvement**, with fewer students in the lowest band
- Increased movement toward On/Above Grade Level

Math:

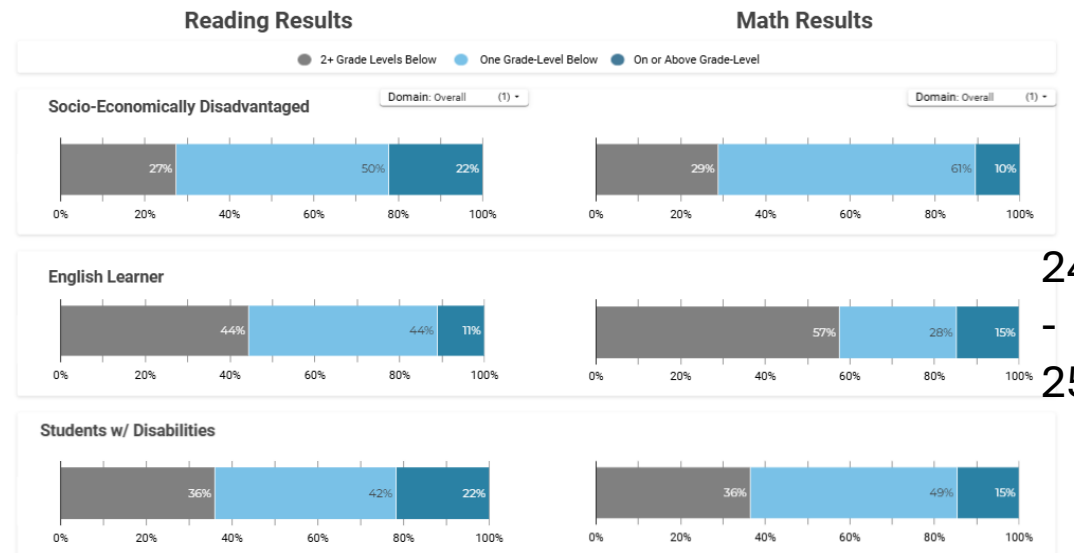
- Some improvement, though most students remain below grade level
- **Strongest subgroup growth, particularly in Reading, but Math remains a need**

i-READY RESULTS

Overall: Reading & Math Results



25
-
26



24
-
25

Staff LCAP Survey

Goal 1: High-Quality, Montessori-Aligned Instructional Program



Positives

Staff perceptions reflect a strong instructional foundation with growing capacity

- Majority of CM staff Agree / Strongly Agree that they are supported in their instructional roles
- Staff express confidence in delivering instruction within the Montessori model
- Existing supports (collaboration, resources, leadership structures) are viewed as valuable and in place
- Staff autonomy and trust in instructional practice are evident

Compared to prior trends:

- Shift from needing access to support → refining quality and consistency of implementation
- More staff identifying strengths in current systems rather than foundational gaps

Barriers (CM-specific themes):

- Inconsistent implementation of Montessori practices across classrooms
- Lack of clarity and alignment in instructional expectations
- Communication gaps between leadership and staff
- Need for more targeted, practical professional development (especially for newer staff/assistants)

Proposed Solutions (staff-driven):

- Establish clearer, consistent instructional expectations across CM classrooms
- Strengthen communication systems and clarity from leadership
- Provide more hands-on, relevant Montessori-aligned professional development
- Increase alignment around student accountability and classroom systems
- Continue balancing teacher autonomy with program-wide consistency

Parent LCAP Feedback Summary



Goal 1: Support for High-Quality Teachers and Montessori Program Implementation

Positives

Parent perceptions of instructional quality remain very strong:

- 90% Agree / Strongly Agree that guides/EFs set clear learning goals
- 88% Agree / Strongly Agree that Montessori instruction supports progress toward California standards
- 87% Agree / Strongly Agree that students receive appropriate support, challenge, and feedback

Compared to prior trends:

- Families continue to report strong confidence in individualized, relationship-based instruction
- Responses reflected growing confidence in academic alignment alongside Montessori philosophy
- Fewer comments this year focused on concerns around instructional quality or lack of support
- Open-ended feedback continued to highlight student engagement, independence, and caring staff relationships as major strengths

Barriers

Emerging issues/themes:

- Families continue to request clearer and more consistent communication regarding tracking academic progress
- Requests for more proactive academic updates, timelines, and centralized communication systems appeared more frequently this year

Proposed Solutions (from parent feedback)

- Increase communication consistency across guides/EFs and classrooms
- Provide clear parent centered progress-monitoring tools and parent-friendly academic data updates
- Expand workshops/resources helping families understand student growth and expectations within the Montessori environment

GOAL TWO - Facilities

ITEM	LCAP BUDGET	MID YEAR	YEAR END	DIFFERENCE	26-27
Montessori Materials	\$10,000	\$4,469	\$10,000	\$0	\$5,000
Facilities	\$145,000	\$64,632	\$145,000	\$0	\$80,000
Technology	\$0				\$0

Highlights

- All classes at least 90% equipped with agreed Montessori Materials
- Completed several high impact facilities projects
- Facilities received a “Good” ranking in Williams visit

Challenges

- Not all LC’s have the space needed for services

Staff LCAP Survey

Goal 2: Facilities Supporting Montessori Practices



Positives

Staff feedback reflects confidence in student growth within the CM model and supporting facilities

- Majority of staff are confident in their ability to support student learning in their provided environment
- Instructional facilities and technology support differentiation and Montessori aligned learning
- Staff report that most facilities are safe and in good-repair

Compared to prior trends:

- Greater focus on improving academic consistency within home-school practices

Barriers (CM-specific themes):

- Variability in academic expectations across the classroom(s) vs the homeschool environment
- Additional Montessori training for learning assistants and other qualified individuals
- Continued investment in more Montessori materials- especially *take-home* Montessori materials for homeschooling

Proposed Solutions (staff-driven):

- Increase home- school Montessori materials available for students and families
- Increase Montessori training for learning assistants and other qualified individuals

Parent LCAP Survey

Goal 2: Facilities Supporting Montessori Practices



Positives

Parents continue to report strong confidence in CM's learning environments and school climate:

- Families frequently described CM as welcoming, inclusive, and community-oriented
- Strong perception that students feel emotionally safe, known, and supported
- Parents consistently highlighted positive student-adult relationships and responsive staff interactions

Compared to prior trends:

- Compared to prior years, more families referenced appreciation for school culture, belonging, and individualized support systems
- Continued request for more outdoor access

Barriers (CM-specific themes):

- Inconsistency in academic expectations across classrooms
- Bathrooms identified as an area needing additional attention
- Chromebook performance concerns and challenges navigating Amira
- Requests for additional or improved outdoor facilities
- Some families noted limited access to Montessori materials for homeschool use

Proposed Solutions (staff-driven):

- Increase alignment across classrooms for academic expectations and pacing
- Review Chromebook performance and bathroom sanitation protocols
- Increase homeschooling Montessori materials

GOAL THREE – Community Engagement

ITEM	LCAP BUDGET	MID YEAR	YEAR END	DIFFERENCE	26-27
Community Partnerships	\$2,590	\$2,590	\$2,590	\$0	\$1,500
Staff SEL	\$2,000	\$923	\$2,000	\$0	\$2,000
Field Trips	\$95,000	\$36,786	\$95,000	\$0	\$95,000

Highlights

- Field trips
- Parent involvement in LC events and student conferences is very high
- Improved parent response to surveys
- High student attendance, Low suspension, low chronic absenteeism

Challenges

- Parent involvement in Parent Club is low
- Staff survey response has dipped
- Field trip costs are increasing, more red tape to get these done
- Increase in challenging student behaviors, particularly at TK level

Staff LCAP Survey

Goal 3: Parent and Family Engagement Through Community Involvement



Positives

Staff feedback highlights strong relationships with families and a continued positive outlook on increasing community involvement

- Staff value the current sense of community and belonging within CM
- Majority of staff report strong student engagement and connection with CM families

Compared to prior trends:

- Continued strength in student engagement and classroom relationships
- Increased confidence in student independence as an outcome of the model
- Fewer concerns related to student behavior or disengagement

Barriers (CM-specific themes):

- Inconsistent parent understanding of Montessori philosophy and expectations
- Lack of alignment between home and school practices
- Variability in family engagement and participation
- Inconsistent communication with families across staff
- Challenges supporting student engagement when home support varies

Proposed Solutions (staff-driven):

- Expand parent education around Montessori philosophy and expectations (academic and non-academic)
- Strengthen systems for consistent family communication across staff
- Increase opportunities for family engagement and connection
- Provide clearer guidance for at-home support aligned to classroom practices
- Continue strengthening the connection between home and school environments

Parent LCAP Feedback Summary

Goal 3: Parent and Family Engagement

Positives

Families continue to report strong connection and partnership with the school community:

- Parents consistently described CM as welcoming, supportive, and relationship-centered
- Strong appreciation for accessibility and responsiveness of teachers and staff
- Families frequently highlighted community events, collaboration opportunities, and inclusive school culture as strengths

Compared to prior trends:

- Compared to prior feedback cycles, more parents referenced feeling heard, valued, and included as educational partners
- Open-ended responses reflected strong trust in school leadership and appreciation for communication efforts from staff and guides



Barriers

Emerging issues:

- Communication overload and inconsistency remain the most common concerns raised by families
- Parents expressed difficulty locating key information across multiple platforms and messages
- More centralized access to important resources and school information

Proposed Solutions (from parent feedback)

- Streamline communication channels and reduce duplicate messaging
- Centralize important family resources and updates in one consistent location
- Create clearer communication rhythms and expectations for families
- Continue expanding family engagement opportunities and community-building events
- Increase proactive communication regarding upcoming events, timelines, and school processes



25-26 (Grades 3-5) Student LCAP Summary

Upper Elementary (Grades 3–5)

Overall Sentiment:

Highly positive. Students report strong relationships, feeling supported, and enjoying school, with opportunities to strengthen clarity and consistency in learning.

Goal 1 – High-Quality Teachers & Montessori Program

- Teachers are viewed as supportive, and students feel comfortable asking for help.
- Students want clearer explanations and more step-by-step guidance during learning.
- Some variability in how supported students feel across classrooms.

Goal 2 – Academic Progress & Learning

- Students generally understand what they are learning, but want clearer direction on **what to work on next**.
- Requests for more help with challenging subjects (especially math).
- Need for more consistent feedback on progress and understanding.

Goal 3 – Engagement & Communication

- Students feel safe, respected, and included in their classrooms.
- Students want more engaging, hands-on, and interactive activities.
- Desire for more opportunities to share ideas and have a voice in learning.

Top Strengths

- Teacher relationships
- Feeling safe and supported
- [Enjoyment of school and learning](#)
- Student independence and ownership

Primary Growth Areas

- Instructional clarity and explanations
- Consistency across classrooms
- [Feedback on learning progress](#)
- Student voice and engagement opportunities



25-26 (Grades 6-8)

Student LCAP Summary

Middle School (Grades 6–8)

Overall Sentiment:

Positive overall, but more mixed than grades 3–5. Students are more reflective and specific about challenges, particularly around clarity, consistency, and systems.

Goal 1 – High-Quality Teachers & Montessori Program

- Teachers are viewed as supportive, and students feel they can access help.
- Students want clearer explanations, stronger guidance, and more consistent pacing.
- Some students note variability in support and expectations across classes.

Goal 2 – Academic Progress & Learning

- Requests for more consistent and timely feedback on performance.
- Some students report needing more support with workload management.

Goal 3 – Engagement & Communication

- Students feel respected and generally connected to the school environment.
- Students want more voice in decisions and opportunities to share feedback.
- Communication is seen as an area for growth, particularly around responsiveness and clarity.

Top Strengths

- Teacher relationships and support
- Opportunities for independence
- Respectful and inclusive environment
- Access to help when needed
-

Primary Growth Areas

- Instructional clarity and consistency across classes
- Workload management support
- Student voice and involvement
- Systems supporting organization and academic tracking



25-26

Student LCAP Summary

Overall Sentiment

Students at Community Montessori School in grades 6–8 report a generally positive school experience, though feedback is more mixed and nuanced compared to younger grades. Many students expressed appreciation for **their relationships with teachers and the independence they are given in their learning**, noting that they feel supported and able to seek help when needed. Students also highlighted feeling **respected and connected within their school community**, reflecting a strong foundation in school climate.

At the same time, students were more specific in identifying areas for growth, particularly around **instructional clarity, consistency across classes, and communication**. Students expressed a desire for **clearer explanations, more consistent expectations, and stronger feedback on their progress**, as well as increased opportunities to share their voice and contribute to school decisions.

Overall, feedback reflects a positive and supportive learning environment, with the primary opportunities for growth centered on **strengthening consistency, clarity, and feedback systems** to better support student learning and engagement at CM.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community Montessori

CDS Code: 37103710137695

School Year: 2026-27

LEA contact information:

Earl Otte

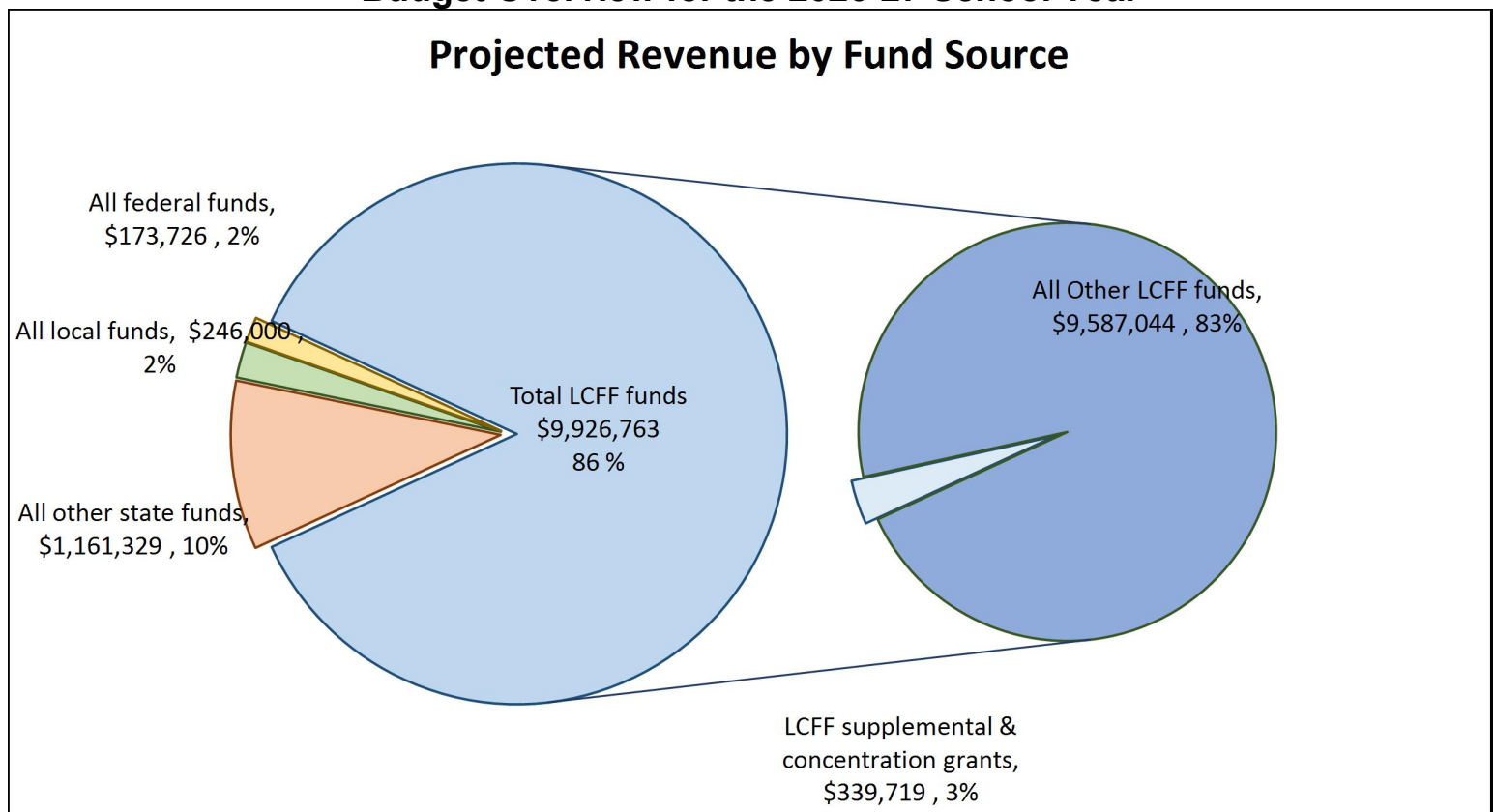
School Director

eotte@cmcharter.org

(760) 445-4907

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

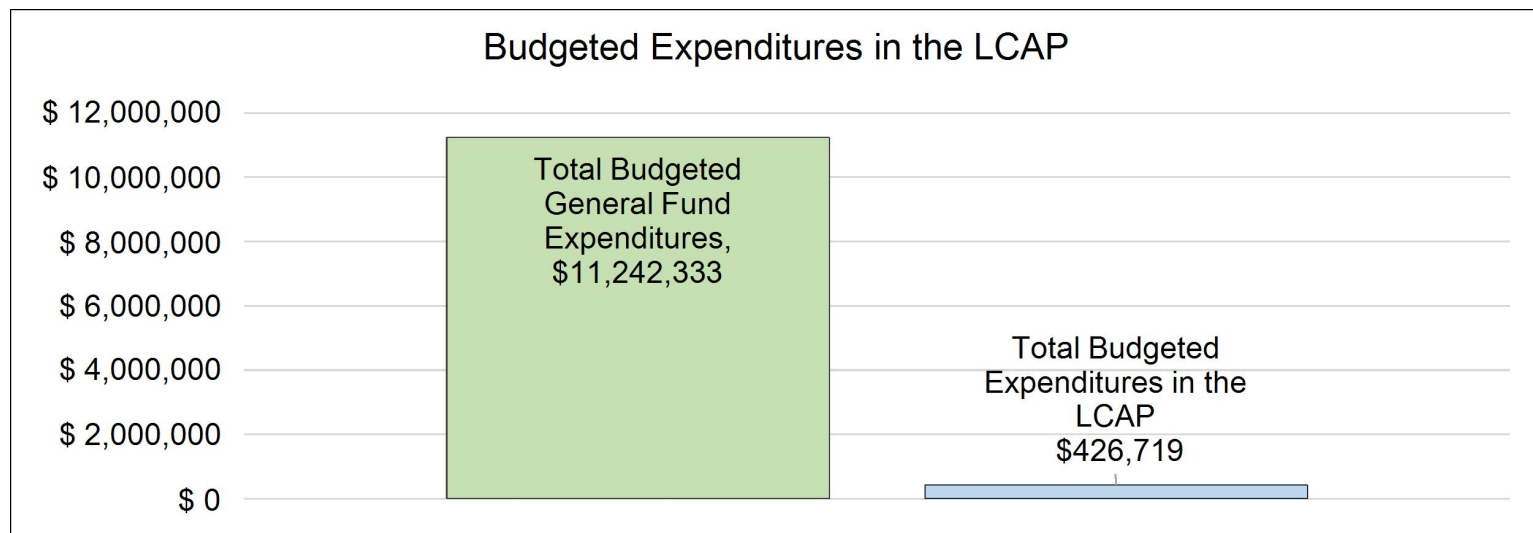


This chart shows the total general purpose revenue Community Montessori expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community Montessori is \$11,507,818, of which \$9,926,763 is Local Control Funding Formula (LCFF), \$1,161,329 is other state funds, \$246,000 is local funds, and \$173,726 is federal funds. Of the \$9,926,763 in LCFF Funds, \$339,719 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 Community Montessori 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: Community Montessori plans to spend \$11,242,333 for the 2026-27 school year. Of that amount, \$426,719 is tied to actions/services in the LCAP and \$10,815,614 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Regular operational costs including, wages and salaries, benefits, facility rents, maintenance and upgrades.
Instructional materials, including supplies, curriculum and technology

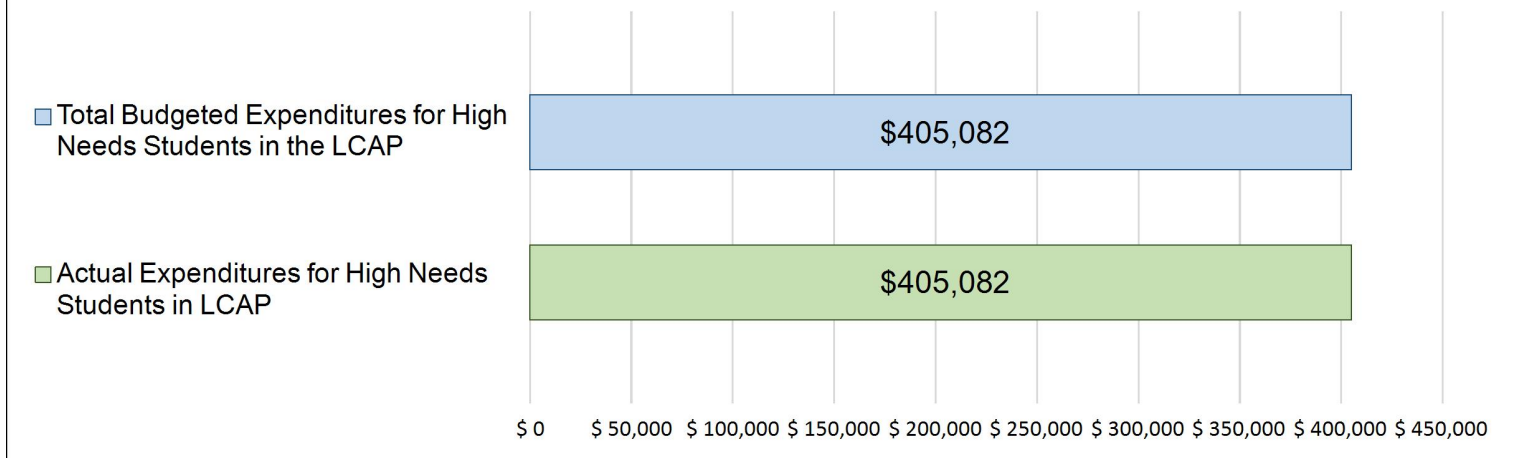
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Community Montessori is projecting it will receive \$339,719 based on the enrollment of foster youth, English learner, and low-income students. Community Montessori must describe how it intends to increase or improve services for high needs students in the LCAP. Community Montessori plans to spend \$339,719 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

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



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

The text description of the above chart is as follows: In 2025-26, Community Montessori's LCAP budgeted \$405,082 for planned actions to increase or improve services for high needs students. Community Montessori actually spent \$405,082 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community Montessori	Earl Otte School Director	eotte@cmcharter.org (760) 445-4907

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.

Community Montessori School (CM) is a non-classroom based independent study TK-8 charter school sponsored by the San Diego County Office of Education serving approximately 800 students in San Diego County. CM was established in 2018 to meet the needs of families that desired a Montessori education with a high level of parent involvement. CM operates learning centers in Santee, Poway, Carlsbad, South Escondido, and North Escondido.

CM serves a diverse group of students with the goal of promoting a culture of education which empowers students to find and develop their passion and inspire the natural desire to explore and learn through choice and flexibility. Educational standards for each student develop from the Montessori methodology, Common Core, a research-based learning styles program, and the developmental stages of the learner and are met through the collaborative efforts of students, parents, mentors, resource centers, and community resources. Students work with students both within and outside their grade level and have access to teachers with a wide variety of interests and backgrounds. Students demonstrate mastery by making progress toward expertise in areas related to their educational goals. They demonstrate autonomy through choice and self-directed learning activities. They demonstrate a sense of purpose by engaging in meaningful learning which contributes to something larger than themselves in their educational journey to adulthood.

Reflections: Annual Performance

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

The report on Community Montessori School (CM) details various aspects of the school's performance under California's Accountability System.

School Overview

Community Montessori School is a TK-8 charter school located in Escondido, California, with additional learning centers across San Diego County. It serves approximately 795 students, emphasizing Montessori education and high parent involvement. The school is recognized for ensuring standards are met in key areas including teacher qualifications, instructional materials, and school facilities.

Academic Performance

- English Language Arts: Community Montessori students perform well, with an average score of 23.5 points above standard. The performance is stable with an increase of 3.2 points from the previous year.
- Mathematics: The school shows a deficit of 17.3 points below standard, but maintained -0.9 points compared to the previous year.

Student Demographics

- 17.7% of students are socioeconomically disadvantaged.
- 2.9% are English learners.
- The school has a diverse racial composition, but specific groups like African American, Filipino, and Homeless have fewer than 11 students, limiting data disclosure due to privacy.

Academic Engagement

- Chronic Absenteeism: Virtually non-existent with 0% chronic absenteeism, indicating high student engagement.
- Suspension Rate: Very low at 0.6%, with minor fluctuations in certain demographics but generally stable.

School Climate and Conditions

- Community Montessori provides a supportive learning environment as evidenced by minimal suspensions and high standards in the physical and educational resources available to students.
- The school actively engages parents and families through various initiatives and maintains strong communication and community involvement.

Local Indicators and Standards Met

- Community Montessori meets all local educational standards and indicators, including the implementation of academic standards and access to a broad course of study.
- The school uses self-assessment tools to evaluate and report its progress in areas such as academic standards implementation, parent and family engagement, and local climate surveys.

Equity and Access

- The school tracks the extent to which students have access to a broad curriculum. There are no identified barriers preventing access, ensuring all students benefit from a full Montessori classroom experience.
- Equity in academic performance remains a focus, with ongoing efforts to address underperformance among English learners and students with disabilities.

Overall, Community Montessori School appears to be on a positive trajectory with robust systems in place for monitoring and enhancing student performance, engagement, and overall educational quality. These predictions assume continued commitment to the school's current strategies and responsiveness to emerging educational challenges.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

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
Parents	Updates and input solicited primarily through surveys that were distributed and promoted via weekly class newsletters, Parent Square posts and Parent Club meetings. The Advisory Council met 3x in the year and LCAP was discussed at all three meetings
Staff	Updates and input solicited through weekly staff newsletters, Parent Square posts, Regional and school wide staff meetings and Advisory Council. Staff are also surveyed at every monthly staff meeting.
Students	Input solicited via surveys that students could access in class or online at home. Student input sought during regular class meetings and through the advisory council.

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

Partner input is actively solicited via a variety of channels such as surveys, social media, phone calls, emails, texting, newsletters, orientations, site meetings and activities, etc. Community Montessori has intentionally aligned all site plans to address student engagement, learning, and achievement, so in developing each specific plan, educational partners are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meetings, and when students are interacting with their teachers and other staff members in academic settings. Significant expansion of opportunities for families, students, and other educational partners to engage with the learning community was implemented to assist the development of future plans. Staff, student and Parent feedback for the LCAP was actively solicited through surveys, Advisory Council meetings and Parent Square posts and announcements.

We saw a noticeable increase in parent and staff survey participation this year. The following feedback was used in shaping how we budgeted for our goals moving forward. Parent participation was up from 15% to 44% and student participation from 60% to 68%. This increased feedback helped confirm that the community shares our goals of ensuring our school does all it can to provide a high quality

Montessori education. Compared to prior years, more families referenced appreciation for school culture, belonging, and individualized support systems. The work done in the areas of Social and Emotional learning is now paying dividends as students report high levels of safety and a strong sense of belonging. We want to make sure that we continue this positive trend.

Staff perceptions reflect a strong instructional foundation with growing capacity. More staff identifying strengths in current systems rather than foundational gaps but they are still seeking balance between teacher autonomy while adhering to program wide efforts to ensure consistency across all sites. Majority of staff report strong student engagement and connection with classrooms reflect relationship-based, student-centered learning environments. Staff feel that students demonstrate independence, ownership, and engagement in learning and staff value the sense of community and belonging within CM. Staff see inconsistent parent understanding of Montessori philosophy and expectations and would like to expand parent education around Montessori philosophy and expectations (academic and non-academic).

As part of an Annual Determination, Community Montessori will be monitored in the Targeted Level 1 for Performance Element, and is working directly with the El Dorado County SELPA on this. The LCAP was shared with the SELPA.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Support high-quality teachers in their implementation of a Montessori program that is cohesive, aligned, equitable, and standards-based, resulting in proficiency in California state standards for all students and that prepares students for high school, college and career readiness.	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 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our Charter document clearly outlines our mission, "Educational standards for each student develop from the Montessori philosophy of learning and the State Standards". In order to support this we need to support Educational Facilitators in implementing an effective Montessori Program that aligns with State Standards. We believe that the this goal continues the work started in our last LCAP but by shifting the focus and resources to " a high quality Montessori program" we can ensure that we are better serving our students, staying true to our philosophy and meeting the goals of our charter document. Sourcing already trained Montessori teachers has proven very difficult and so we are looking at a variety of ways to support our staff in becoming proficient in Montessori education.

We still have a high proportion of our students moving through the MTSS Process and ending up in Special Education. Providing staff more tools and strategies in the General Education classroom could help reverse this trend.

Our EL population has increased over time and we believe that this trend will continue. Focusing on this student population is an important piece of this goal. Math scores remain low.

Finding trained Montessori teachers continued to be challenging, prompting us to explore various methods, including the development of our own in house training, to help our staff excel in Montessori pedagogy. The closure of a local Montessori training center necessitated bringing all Montessori training in house. We had 2 primary staff complete the NAMC Montessori certificate, under the guidance of a AMS Certificated staff member. All of our primary staff are now Montessori trained and we will continue to utilize this program moving forward.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	I-Ready ELA Diagnostics whole school	Grade 3 = 81% Grade 4 = 59% Grade 5 = 50% Grade 6 = 64% Grade 7 = 62% Grade 8 = 74%	Grade 3 = 76% Grade 4 = 73% Grade 5 = 61% Grade 6 = 65% Grade 7 = 71% Grade 8 = 65%	Grade 3 = 67% Grade 4 = 57% Grade 5 = 68% Grade 6 = 57% Grade 7 = 63% Grade 8 = 73%	Grade 3 = 80% Grade 4 = 80% Grade 5 = 80% Grade 6 = 80% Grade 7 = 80% Grade 8 = 80%	Current Difference from Baseline: Grade 3: -14 percentage points Grade 4: -2 percentage points Grade 5: +18 percentage points Grade 6: -7 percentage points Grade 7: +1 percentage point Grade 8: -1 percentage point
1.2	I-Ready Math Diagnostics whole school	Grade 3 = 47% Grade 4 = 41% Grade 5 = 41% Grade 6 = 54% Grade 7 = 32% Grade 8 = 21%	Grade 3 = 44% Grade 4 = 53% Grade 5 = 45% Grade 6 = 44% Grade 7 = 48% Grade 8 = 25%	Grade 3 = 51% Grade 4 = 48% Grade 5 = 60% Grade 6 = 42% Grade 7 = 37% Grade 8 = 40%	Grade 3 = 60% Grade 4 = 60% Grade 5 = 60% Grade 6 = 60% Grade 7 = 60% Grade 8 = 60%	Current Difference from Baseline: Grade 3: +4 percentage points Grade 4: +7 percentage points Grade 5: +19 percentage points Grade 6: -12 percentage points Grade 7: +5 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 8: +19 percentage points
1.3	CAASPP ELA Results	<p>60% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 42% Grade 4 = 40% Grade 5 = 44% Grade 6 = 40% Grade 7 = 60% Grade 8 = 67%</p> <p>English Language Learners (ELL)- Grade 3 = 25% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = null</p>	<p>61% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 48% Grade 4 = 41% Grade 5 = 50% Grade 6 = 38% Grade 7 = 31% Grade 8 = 58%</p> <p>English Language Learners (ELL)- Grade 3 = 33% Grade 4 = 0% Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%</p>	<p>62% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 54% Grade 4 = 45% Grade 5 = 50% Grade 6 = 20% Grade 7 = 50% Grade 8 = 58%</p> <p>English Language Learners (ELL)- Grade 3 = 33.3% Grade 4 = null Grade 5 = 0% Grade 6 = null Grade 7 = 0% Grade 8 = 0%</p>	65% of students met or exceeded CAASPP standards	<p>Current Difference from Baseline:</p> <p>Whole school performance increased from 60% to 70%, representing a 10 percentage point increase from baseline.</p>
1.4	CAASPP Math Results	<p>45% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 35% Grade 4 = 10% Grade 5 = 33% Grade 6 = 35% Grade 7 = 33%</p>	<p>48% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 24% Grade 4 = 34%</p>	<p>45% of students met or exceeded CAASPP standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 23% Grade 4 = 27%</p>	55% of students met or exceeded CAASPP standards	<p>Current Difference from Baseline:</p> <p>Whole school performance remained stable overall at 45% meeting or exceeding standards, representing no</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 = 25% English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = null	Grade 5 = 20% Grade 6 = 38% Grade 7 = 15% Grade 8 = 17% English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%	Grade 5 = 14% Grade 6 = 30% Grade 7 = 0% Grade 8 = 0% English Language Learners (ELL)- Grade 3 = 33.3% Grade 4 = null Grade 5 = 0% Grade 6 = null Grade 7 = 0% Grade 8 = 0%		overall percentage point change from baseline.
1.5	Suspension Rates	2.6%	0	<1%	1%	1.6%
1.6	Expulsion Rates	0	0	0	0	0
1.7	Attendance rate as measured by the Monthly Attendance Summary Report	98%	99%	99%	100%	1%
1.8	% of Students referred for Special Education Assessment	6% of our student population went through the MTSS process and were referred for Special Education Assessment	5.1%		3% of students are referred for Special Education assessment	0.9%
1.9	% of non Montessori Certified Educational Facilitators that enroll in Montessori Training	80% of new Educational Facilitators have enrolled in Montessori Training	25%	33%	100% of new Educational Facilitators have enrolled in Montessori Training	-67%
1.10	% of teachers that are appropriately assigned and experienced per CalsAAs report	1 per year	0	0	0	1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores	42% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores	<p>ELA- 44% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores</p> <p>MATH- 26% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores</p> <p>AVG: 35%</p>	<p>ELA- 46% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores</p> <p>MATH- 17% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores</p> <p>AVG: 32%</p>	50% of Socio Economically Disadvantaged student meet or exceed CAASPP Scores	<p>Current Difference from Baseline:</p> <p>Socio-economically disadvantaged student overall avg performance decreased from 42% at baseline to 32% in Year 2, representing a 10 percentage point decrease overall.</p> <p>ELA SED performance increased from year 1 (44%) to year 2 (46%) (+2 percentage points), while Math performance decreased to 17% from 26%.</p>
1.12	% of EL Learners that progress to next level of reclassification	<p>27% of students taking the ELPAC in 2024- tested as "well developed."</p> <p>33 ELPAC testers</p>	<p>35% of students taking the ELPAC in 2024- tested as "well developed."</p> <p>34 ELPAC testers</p>	<p>35% of students taking the ELPAC in 2025- tested as "well developed."</p> <p>20 ELPAC testers</p>	<p>65% advance by at least one level this year</p> <p>25% maintained their level this year</p> <p>10% decreased a level this year</p>	Maintained
1.13	CAASPP ELA Results for EL Students	7% EL students met or exceeded standards	6% EL students met or exceeded standards	9% EL students met or exceeded standards	20% EL students met or exceeded standards	+3% EL students met or exceeded standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	CAASPP Math Results for EL Students	0 % EL students met or exceeded standards	0% EL students met or exceeded standards	9% EL students met or exceeded standards	20 % EL students met or exceeded standards	+9% EL students met or exceeded standards
1.15	I-Ready ELA Diagnostics Unduplicated Students	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 71% Grade 4 = 45% Grade 5 = 31% Grade 6 = 46% Grade 7 = 46% Grade 8 = 61%</p> <p>English Language Learners (ELL)- Grade 3 = 66% Grade 4 = 20% Grade 5 = null Grade 6 = 0% Grade 7 = 25% Grade 8 = 0%</p>	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 54% Grade 4 = 36% Grade 5 = 29% Grade 6 = 50% Grade 7 = 14% Grade 8 = 17%</p> <p>English Language Learners (ELL)- Grade 3 = 33% Grade 4 = null Grade 5 = 25% Grade 6 = null Grade 7 = 0% Grade 8 = 0%</p>	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 46% Grade 4 = 46% Grade 5 = 25% Grade 6 = 23% Grade 7 = 17% Grade 8 = 67%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = null Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = null</p>	<p>Goals for Socio-Economically Disadvantaged (SED) Students Grade 3: Aim for an increase to 75%, a 4% increase reflecting steady, achievable growth. Grade 4: Target 50%, a moderate 5% increase that acknowledges the challenges but pushes for improvement. Grade 5: Set a goal of 35%, which is a 4% increase, aiming for gradual improvements. Grade 6: Raise the target to 50%, a balanced 4% increase. Grade 7: Also set at 50%, representing a moderate 4% growth. Grade 8: Aim slightly higher at 65%, a 4%</p>	<p>Current Difference from Baseline: Results for socio-economically disadvantaged (SED) students demonstrated mixed performance compared to baseline data. Gains were observed in Grade 8 (+6 percentage points) and Grade 4 (+1 percentage point), while declines occurred in Grades 3, 5, 6, and 7. English Learner (ELL) performance fluctuated across grade levels due to small subgroup populations and limited available data.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>increase, to continue building on relatively stronger baseline performance.</p> <p>Goals for English Language Learners (ELL) Grade 3: Increase to 70%, a solid 4% increase. Grade 4: Aim for a substantial increase to 25%, recognizing the particularly low baseline. Grade 5: Due to the absence of baseline data, set an initial target of 30% as a starting goal. Grade 6: Establish 5% as the goal given the 0% baseline, aiming for initial positive outcomes. Grade 7: Target 30%, a substantial 5% increase. Grade 8: Set a goal of 5%, aiming</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>for early positive results from targeted supports.</p> <p>These goals consider the starting points and typical growth patterns for similar student populations, while also aiming to close the achievement gap.</p>	
1.16	I-Ready Math Diagnostics Unduplicated Students	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 38% Grade 4 = 22% Grade 5 = 10% Grade 6 = 40% Grade 7 = 7% Grade 8 = 8%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 20% Grade 5 = null Grade 6 = 0% Grade 7 = 0% Grade 8 = 0%</p>	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 15% Grade 4 = 9% Grade 5 = 19% Grade 6 = 10% Grade 7 = 33% Grade 8 = 0%</p> <p>English Language Learners (ELL)- Grade 3 = 33% Grade 4 = null Grade 5 = 0% Grade 6 = null</p>	<p>(Winter assessment)- On or above grade level Socio-economically disadvantaged (SED)- Grade 3 = 18% Grade 4 = 46% Grade 5 = 40% Grade 6 = 15% Grade 7 = 17% Grade 8 = 33%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = null Grade 5 = null Grade 6 = 0%</p>	<p>Goals for Socio-Economically Disadvantaged (SED) Students Grade 3: Target a 5% increase to 43%, fostering gradual improvement. Grade 4: Aim for a 5% increase to 27%, acknowledging the low baseline but striving for progress. Grade 5: Set a goal of 15%, a 5% increase, to initiate recovery from a</p>	<p>Current Difference from Baseline: Results for socio-economically disadvantaged (SED) students showed improvement in Grades 4 (+24 percentage points), Grade 5 (+30 percentage points), Grade 7 (+10 percentage points), and Grade 8 (+25 percentage points). Declines were observed in</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 7 = 0% Grade 8 = 0%	Grade 7 = 0% Grade 8 = null	<p>very low starting point. Grade 6: Increase the target to 45%, a modest 5% rise. Grade 7: Aim for a significant boost to 12%, reflecting a focus on intensive interventions. Grade 8: Set a goal of 13%, a 5% increase, to start building momentum from a low base.</p> <p>Goals for English Language Learners (ELL) Grade 3: Set an ambitious initial target of 5% to start seeing positive results from targeted support. Grade 4: Aim for a 5% increase to 25%, building on an existing foundation. Grade 5: Due to the absence of baseline data, set</p>	<p>Grades 3 and 6 compared to baseline performance.</p> <p>English Learner (ELL) performance remained inconsistent across grade levels due to small subgroup sizes and limited available data.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>an initial target of 5% as a starting goal. Grade 6: Set a goal of 5%, working from a 0% baseline to achieve early gains. Grade 7: Target a 5% increase, focusing on early positive results and foundational learning. Grade 8: Aim for 5%, working towards initial progress from a 0% start.</p> <p>These proposed goals reflect an understanding of the particular challenges faced by each student group, aiming for steady, incremental gains.</p>	
1.17	Overall I-Ready participation rates for grades 3-8	Collected starting academic school year 2024-2025.	ELA Total Time on Task (minutes) 3-5: 65,586 6-8: 28,855	ELA- 5h 4m Average Lesson Time-on-Task per Student (i-Ready changed this	For ELA and Math Grades 3-5 60 minutes/week = 2100 minutes per year	Since beginning formal collection of i-Ready instructional participation data

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>Math Total Time on Task (minutes) 3-5: 248,238 6-8: 133,491</p>	<p>report 25-26; from overall total time on task to avg lesson time on task)</p> <p>Math- 5h 31m Average Lesson Time-on-Task per Student (i-Ready changed this report 25-26; from overall total time on task to avg lesson time on task)</p>	<p>Grades 6-8 90 minutes/week = 3150 minutes per year</p>	<p>in 2024–2025, Year 2 findings show continued student engagement across grades 3-8, with stronger overall participation in Math than ELA. Average student instructional time during 2025–2026 reached approximately 5 hours and 4 minutes in ELA and 5 hours and 31 minutes in Math. While engagement data indicates active student participation with the platform, average overall usage may remain below i-Ready’s recommended annual instructional benchmarks (report changed).</p>
1.18	% of eligible students completing the PFT	Collected starting academic school year 2024-25	100% of Eligible students participated	100% of Eligible students participated	100% of Eligible students will participate in PFT	New metric developed for new Action Item 1.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.19	% of students participating in PE lessons at the Learning Centers	Collected starting academic school year 2024-25	80% of students participated in a weekly PE lesson	0		New metric developed for new Action Item 1.8

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.

Overall Implementation

It was noted by our authorizer that our original board approved LCAP had not fully satisfied State Priority 1. To do this we added a metric that measured the percentage of appropriately assigned and experienced teachers.

It was noted by our authorizer that our original board approved LCAP had not shown one of the approved metrics used as evidence to satisfy State Priority 5. It was decided to measure attendance as a way of satisfying this priority.

Successful Implementation

- Action Item 1.2 Structured Literacy - We started focusing on the Upper Elementary Team this year. Worked to implement Logic of English with support from Structured Literacy Coach. All Upper Elementary staff are completing a Professional Development Course through The Writing Revolution. One teacher is completing a Special Assignment to help create a more cross curricula approach that intergrates Structured Word Inquiry with all areas of the Montessori curriculum.
- Action Item 1.4 Professional Learning – All staff were certified in Positive Discipline. Teams at each Learning Center were identified and trained in Crisis Intervention Prevention.
- Action Item 1.5 EL Supports - More time was spent providing EL families and student with test preparation tools and resources.
- Action Item 1.6 Mentors and Lead EFs – All new EF's were assigned a staff member for their first 6 months with the organization to help learn our systems and procedures. Tenured staff appreciated the opportunity to demonstrate their leadership potential and new staff reported high levels of satisfaction with their mentors.
- Action Item 1.7 I-Ready Students were asked to do more I-Ready lessons as homeschool activities. I-Ready is also one of the tools we use in our SST process to help struggling students. Staff also asked students to complete the assessments at the Learning Center.

Implementational Challenges

- Action Item 1.1 Montessori Certification – A Montessori Training Center that we had been using to send staff to closed down. We responded by bringing our training more in house and enrolling staff in an online Montessori Training program through NAMC. Prior to its closing, we did have 3 staff complete their Elementary training and one other complete their training with AMS. 2 more staff completed their Montessori training via our new in house program.
- Action Item 1.5 EL Supports - Staffing challenges have made this goal hard to achieve.
- Action Item 1.7 I-Ready – Online learning and computer time are not viewed as appropriate in a Montessori environment. We are using an online reading screener, "Amira", that has helped staff identify students with possible reading difficulties much sooner. Next year we will provide more guidance to families on helping students learn typing skills at home to alleviate test taking anxiety.

Modified Implementation

- Action Item 1.7 I-Ready – I-Ready assessments were are still optional for K-2 as online time is not seen as foundational in our philosophy. Families that were interested were provided with logins to complete at home.

Non-Implemented Actions

- All items were implemented

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 no material difference between budgeted and actual expenditures

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

Based on our analysis of metrics and outcomes, the implementation of actions continue to show a mixed level of effectiveness in achieving Goal 1, as demonstrated by both quantitative and qualitative indicators.

- Action Item 1.1 and 1.2 I-Ready – Declines at nearly all grade levels are alarming but this is somewhat mitigated by the fact that this is not reflected in the CAASPP scores
- Metric 1.3 CAASPP ELA Results show a 1% improvement
- Metric 1.4 CAASPP Math results show a 3% decrease
- Metric 1.11 % of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores – 9%. This is due in large part to the low performance of this group in math. So while they have showed gains in ELA, this is not replicated in math
- Metric 1.14 and 1.14 - EL students showed 3% gains in ELA and 6% gains in Math
- Attendance, suspension and expulsion rates are all excellent, indicating a high level of buy in to the program.

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.

Goal Description: No changes to current goal

Metrics Modifications

- Metric 1.3 – due to low % of increase in this it was determined that the target for ELA be adjusted from 70% to 65%
- Metric 1.19 - due to difficulty in getting parent responses it was decided to measure student participation rates in PE classes offered at the Learning Centers. Based on projected staffing, it will not be feasible to provide staff with as much time with a PE specialist as we had done. We believe that the work done this year has laid a solid foundation for the future growth of the PE program at Community Montessori.

Actions Modifications

- Action Item 1.5 EL Supports - further training will continue to be provided to all General Ed teachers, Learning Assistants and Student support team on working with EL students.
- Action Item 1.1 Montessori Certification. The LEA is now providing its own foundational Montessori training that can be undertaken while staff are completing their CA Credential program. Certificated Montessori staff will be mentoring staff through the NAMC online program

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Montessori Certification	Current staff who have no formal Montessori Training will become Montessori certified. This is crucial to maintain the integrity of the program and to ensure that all staff are providing the same experience for all student in every classroom. Based on the ongoing challenges to find a Montessori training that works with the schedule of the District Intern programs, we are planning on providing our own in house Montessori certification program. We will help new staff focus on completing their District Intern credential ASAP so that they can then move on to their Montessori training. To facilitate this, the LEA will pay for the District Intern mentors	\$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Structured Literacy	Literacy continues to be an area of focus, especially looking for ways to support our English Learners. We have made great strides in the implementation of this program, we are now looking to ensure that we maintain the progress made. Newly hired staff will need to be trained in this program. Staff will also need training on using new Reading Screener program and how best to interpret the results in the context of the Structured Literacy program. Supporting staff and students with the continued rollout of the Logic of English program and the integration of more direct explicit cursive instruction will be undertaken through the purchase of specific resources and and professional development time	\$35,000.00	Yes
1.4	Professional Learning	Increase educator efficacy in supporting all unduplicated students in engagement, learning, and achievement. Provide training to instructional staff for using general education interventions, data, SEL, and Positive Discipline methods/frameworks. Where needed and identified, provide culturally appropriate curriculum and resources. Providing opportunities for staff to attend Professional Development trainings and conferences specifically aimed at our unduplicated students	\$10,000.00	Yes
1.5	EL Supports	Currently 5% of our student population are identified as English Learners and we predict this number to increase. CAASPP test scores for both Math and ELA were very low so this is an area of focus for us. We will therefore provide more training, resources and staff to EL Students, including providing resources and training for Gen Ed Teachers, Learning Assistants and Instructional Aides to work with this student population. Research and Evaluation manager will focus on data collection and analysis for this group of students so that we can monitor where help is needed and the impact that our help is having on this group.	\$148,219.00	Yes
1.6	Reflex Math	Our school wide math scores are lower than our ELA scores, and our unduplicated students are below state averages. We are looking at more ways to provide students with math fluency. Math Reflex is a program that can be utilized at home and at the Learning Centers and is geared to helping students master basic math facts. Since it is an online program,	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		low incomes students will need to be provided with the necessary technology to access this insruction.		
1.7	I-Ready	I-Ready is the assessment tool that the LEA uses as one way to measure student progress. Students also have access to I-Ready curriculum and online resources. The online accessibility allows families to use this as one tool in their independent study toolbox and can be a resource for staff to gauge a child's progress. Assessment data is also used as a guide in the MTSS process.	\$30,000.00	Yes
1.8	Development of a robust PE program	Montessori recognizes the importance of educating the whole child. Healthy children will learn better and our role as partners with parents means we can provide students and their families with resources and ideas to help build healthy lifestyles. We will be dedicating a staff member to the development of a more robust PE program that provides students, staff and families with resources and ideas to meet this goal. There will be more staff PD opportunities related to the PE program.	\$2,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ensure facilities are in good repair and are set up and maintained in a way that supports Montessori pedagogy, including adequate technology.	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 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.

A cornerstone of the Montessori Philosophy is the concept of the Prepared Environment. Every classroom at Community Montessori must be set up and equipped in a way that aligns with the Montessori Philosophy and is suitable for the developmental age range that it serves. Technology changes constantly and we need to keep up to date with equipment that still aligns with our philosophy and helps prepare students for high school and beyond. While the focus here is on materials and physical environment, the adults that are a part of this also need to be supported.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Montessori Materials Classroom Inventory	85% of classes have all of the materials listed on the Montessori Materials Classroom Inventory	Staff were surveyed and asked to complete an inventory list. Based on this 89% of classrooms have at least 70% of all the	Staff were surveyed and asked to complete an inventory list. Based on this 95% of classrooms have at least 80% of all the	100% of class have 100% all of the Montessori Materials as based on a standard Classroom Inventory	-5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Montessori materials listed	Montessori materials listed		
2.2	Facilities Inspection Tool	Facilities currently ranked "Good" on the facilities inspection tool	Facilities are ranked "Good"	Facilities are ranked "Good"	All facilities will receive a rank of "Good" or better on the Facility Inspection Tool	none
2.3	Technology inventory	Every classroom has one iPad Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	Every classroom has one iPad Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	Every classroom has one iPad Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	Every classroom has 2 iPads Laptops Lower Elementary 5 Upper Elementary 8 Middle School 1 per student	none
2.4	% of low income students that request a laptop for home use % of low income students who request a Wi-Fi hotspot for home use	This has not been measured to date	100%- of low income students that request a laptop for home use 2%- of low income students who request a Wi-Fi hotspot for home use	100%- of low income students that request a laptop for home use 100%- of low income students who request a Wi-Fi hotspot for home use	100% of low income students that request a laptop for home use will receive one 100% of low income students who request a Wi-Fi hotspot for home use will receive one	n/a

Goal Analysis [2025-26]

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

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

Overall Implementation
Successful Implementation

- Action Item 2.1 Montessori Materials – We have increased the size of the essential Montessori materials list, particularly in the area of Math materials.
- Action Item 2.2 Facility Improvements - Several larger projects were completed
- Action Item 2.3 Technology – all classrooms were provided with agreed technology

Implementational Challenges

- None

Modified Implementation

- Permitting for the animal enclosure at Oak Hill took longer than anticipated. The project has now been approved by the board and construction will begin this summer.

Non-Implemented Actions

- All items were implemented

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

Action Item 2.3 Technology - all students were provided with necessary technology and the school was able to use existing supplies to meet this goal so there was no expenditure needed to meet this action item.

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

Based on our analysis of metrics and outcomes, the implementation of actions showed a high level of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative indicators.

- Metric 2.1 Montessori Materials Inventory
- Metric 2.2 Facilities Inspection Tool – at our last Williams visit we received a “Good” ranking and we continue to use this tool as our road map for facility repairs and improvement
- Action 2.2 Facility Improvements

o Artificial turf was installed at Santee and Poway Learning Centers -greatly facility a safer play area and an area for PE

o New retaining wall and fence at Poway that increased the size of the outdoor area

o Oak Hill - Replaced several doors at the Learning Center and got plan approval for farm improvements

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.

No planned changes to current goal

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	Montessori Materials	The LEA will continue to replace broken/missing Montessori materials as needed, based on classroom inventory. One of the principals of Montessori is the prepared environment and staff spent a lot of time developing a list of essential Montessori materials for each classroom. The LEA spent a large portion of their general funds ensuring that these materials are in every classroom and now we want to make sure that this is maintained.	\$5,000.00	No
2.2	Facility Improvements	Various capital projects to improve and maintain our Learning Centers. Students and staff need to have a safe, comfortable place to learn and work. We will continue to ensure that we meet all applicable state and local codes as well as continue to improve our Learning Centers. Larger projects include installation of artificial turf at Poway, new fence at Poway, construction of an animal barn and replacing some doors at Oak Hill.	\$80,000.00	No
2.3	Technology	Continue to maintain existing ratio of students to laptops in each grade level. Provide internet access and laptops as needed to Socio Economically Disadvantaged families for home school learning so that they can successfully access this curriculum. Based on existing inventory it is not anticipated to spend any LCFF Funds on this item.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engage parents, staff, students and community to promote meaningful educational opportunities for all students within a warm, caring, inspirational environment.	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 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Community Montessori, sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The success of our independent study model hinges on effectively engaging parents by providing them with support and resources to fulfill their role as the primary educator. CM will work with parents/guardians and family members to jointly develop and agree upon strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall continue to be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so. Parents will also be held accountable to the agreements made for the successful learning experience of their child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation Rates in Learning Center Activities	60% of families attend at least one Learning Center event each year	70%	Parent participation rates in Learning Center activities remained high across all	80% of families attend at least one Learning Center event each year	Minimum of 20% + increase in parent participation in Learning Center activities.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				<p>sites, ranging from 85% to 95%.</p> <p>Santee demonstrated the highest participation rate at 95%, followed by Poway at 90%. Carlsbad, Mary Lane, and Oak Hill each maintained strong participation rates of 85%, reflecting consistent family engagement across Learning Center activities.</p>		
3.2	Survey Completion Rates	20% of families complete all surveys	Parent- 15% Student- 60% Staff- 40%	Parent- 349/801(44%) 25-26 collection Student- 125/162 (77%) grades 6-12 158/270 (59%) grades 3-5 Staff- 25%	75% of families complete all surveys	<p>Since baseline implementation, survey participation has increased across several stakeholder groups.</p> <p>Parent participation grew from 15% to 44% (349/801 families), while student participation reached 77% in grades 6-12 and 59% in grades 3-5.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Staff participation currently remains below baseline expectations at 25%. Overall trends indicate increased engagement with organizational feedback and survey collection efforts, though continued growth is needed to meet the long-term goal of 75% family completion across all surveys.
3.3	Family Attendance at Student Led Conferences	75% of families attend student led conferences	97%	100%	100% of families attend student led conferences	+25% increase from baseline in family attendance at student led conferences.
3.4	% of parents attending Parent Club Meetings	40% of parents attend at least one Parent Club meeting each year	25%	Parent participation in Parent Club meetings varied across Learning Centers, ranging from 15% to 30%. Poway demonstrated the highest participation rate at 30%, while	40% of parents attend at least one Parent Club meeting each year	Increase percentage of participation in some cases 5%.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Carlsbad, Oak Hill, and Santee each reported 15% participation. Mary Lane reported 20% participation. Overall, the data indicates continued opportunities to strengthen parent involvement in Parent Club activities across sites.		
3.5	% of Socio Economically Disadvantaged students that attend Field Trips	60% of Socio Economically Disadvantaged students attend Field Trips	23% of students that attended an overnight field trip(s) were identified as an SED student. 1% of students that attended overnight field trips were identified as an EL student.	35% of students that attended an overnight field trip(s) were identified as an SED student	80% of Socio Economically Disadvantaged students that attend Field Trips	+12 increase from year 1 and year 2; difference from baseline not applicable.

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.

Successful Implementation

- Action Item 3.1 Learning Center Events – All Learning Centers provided a variety of events for families to attend

- Action Item 3.3 Staff Social and Emotional Wellbeing - Staff were surveyed at the end of every monthly meeting. There was a continued focus on Grade Level Professional Learning Communities and the development of Lead teachers to help facilitate these groups.
- Action Item 3.4 Field Trips – all grade levels completed at least 3 field trips. For younger students this includes visits from outside organizations.

Implementational Challenges

- Action Item 3.3 Staff Social and Emotional Wellbeing - surveys are anonymous to encourage people to provide feedback and input. This makes it challenging to see who has not completed the surveys and we do not get 100% participation in surveys.
- Action Item 3.4 Field Trips – there was a concerted effort to ensure that all students were given the opportunity to attend field trips. Some families and students are still opposed to overnight trips so getting 80% of all students to attend is challenging. All fundraising efforts this year were dedicated to helping offset the costs of Field Trips to ensure that every student that wants to attend a trip is able to do so.

Non-Implemented Actions

- All items were implemented

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

- Action Item 3.4 Field Trips – Upper Elementary increased the number of overnight field trips offered which increased the estimated expenditure on this item. Overall we had a much higher rate of participation in field trips which led to a much higher than anticipated cost. This cost was offset through fundraising efforts at all Learning Centers.

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

Effectiveness or Ineffectiveness

Based on our analysis of metrics and outcomes, the implementation of actions showed a high level of effectiveness in achieving Goal 3, as demonstrated by both quantitative and qualitative indicators.

Surveys

- Metric 3.2 shows parent participation growing from 15% to 44%
- Metric 3.3 Family attendance at Student-Led Conferences remained exceptionally strong across all Learning Centers, with each site reporting 100% participation. This reflects a high level of family engagement and ongoing collaboration between families, students, and staff in supporting student learning and progress.
- Metric 3.4 Poway demonstrated the highest participation rate at 30%, while Carlsbad, Oak Hill, and Santee each reported 15% participation. Mary Lane reported 20% participation. Overall, the data indicates continued opportunities to strengthen parent involvement in Parent Club activities across sites.

- Metric 3.6 Due to staffing issues, this data was not collected
- Action Item 3.3 Staff Social and Emotional Wellbeing -
 - o Staff surveys at the end of every monthly meeting continues to show high levels of satisfaction with topics covered at every meeting. Staff have shared both formally and informally how much they appreciate the support they get in their grade level Professional Learning Communities.

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.

- No planned changes to current goal
- Metric 3.4 % of families attending Parent Club Meetings – in surveys parents have not felt the need to attend these meetings as they are satisfied with what is taking place. Based on projections we are lowering this target from 70% of families to 40% will attend.
 - Action Item 3.4 Field Trips – Upper Elementary increased the number of overnight field trips that they offered. We will monitor the impact this has on the participation in these events for our Low Income families
- * Metric 3.6- % of unduplicated families that attend community partnerships events" will not be measured as it is not practical to gather this data

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	Learning Center Events	Provide ongoing workshops and events to parents, staff and students based on areas of interest and need to help provide the support and resources needed to succeed. Hold events that help foster community spirit and allow families to meet and engage with other members of the school community.		No
3.2	Community Partnerships	Continue and expand community partnerships to serve unduplicated students and families through the MLAC Council and other Learning Center events, including parent workshops that specifically address the unique parenting needs of these families. Provide a direct line for these	\$1,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		families to access resources and guidance, including translation services for meetings. Work with local community programs to show students opportunities outside of school. Greater parent/family support and engagement in their student's schooling experience is needed in so many of the decisions that are made with and for school programs. The greater the involvement, the more skilled and empowered parents will be to request and lead improvement efforts.		
3.3	Staff Social and Emotional Wellbeing	To be able to offer a warm, caring and inspirational environment, the emotional and physical needs of staff must be met. Regular staff surveys asking for feedback and input and their needs and providing monthly mindfulness opportunities, self care challenges and chances to work together on challenging situations so that all staff feel supported.	\$2,000.00	No
3.4	Field Trips	As part of providing meaningful educational opportunities, students will be able to attend a variety of different field trips at no cost to the families. Field trips are a cornerstone of our philosophy and help students build connections through a unique shared experience. It gives students who do not always shine inside the classroom, the opportunity to shine outside of it. The cost of these trips has increased significantly over the last few years, especially for transportation. For many of our socio economically disadvantaged students these trips offer them experiences that they may never have had before. It also contributes to greater parental engagement. Last year we had a very high participation rate in our overnight field trips and we are looking to keep this in place and will need to use more LCFF funds to make this happen.	\$95,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

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
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Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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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
\$339,719	\$

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
3.924%	0.000%	\$0.00	3.924%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Montessori Certification</p> <p>Need: Unduplicated students can have higher needs in the classroom, which means we need to provide teachers that are fully trained.</p> <p>Scope:</p>	By ensuring that our teachers are Montessori trained we are helping them meet the possible higher needs of all our unduplicated students. These students are spread out across the school, in all age groups so all staff should be trained	Measure the % of new hires that are not already Montessori trained who get Montessori trained

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		
1.2	<p>Action: Structured Literacy</p> <p>Need: Low percentage of these students are meeting or exceeding test scores.</p> <p>Scope: LEA-wide</p>	<p>By providing more targeted, direct and explicit instruction to this group we can give them the skills and strategies needed to be successful. The LEA is one school.</p>	<p>% increase in unduplicated students that meet or exceed ELA standards in the CAASPP test</p>
1.4	<p>Action: Professional Learning</p> <p>Need: Unduplicated students often need a higher degree of social and emotional support in order to be successful learners</p> <p>Scope: LEA-wide</p>	<p>Trainings and resources that are focused on the social and emotional needs of this group of students can help staff support these students so that they feel safe and can learn effectively. The LEA is one school</p>	<p>Student and staff surveys. Test scores of unduplicated students. Discipline incidents, expulsion and suspension rates</p>
1.5	<p>Action: EL Supports</p> <p>Need:</p> <p>Scope: LEA-wide</p>	<p>Currently 5% of our student population are identified as English Learners and we predict this number to increase. CAASPP test scores for both Math and ELA were very low so this is an area of focus for us. We will therefore provide more training, resources and staff to EL Students, including providing resources and training for Gen Ed Teachers, Learning Assistants and Instructional Aides to work with this student population. Research and Evaluation manager will focus on data collection and analysis for this group of</p>	<p>#of EL students getting reclassified EL students CAASSP and I-Ready Test Scores</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students so that we can monitor where help is needed and the impact that our help is having on this group. The LEA is one school	
1.6	<p>Action: Reflex Math</p> <p>Need: Low percentage of these students are meeting or exceeding test scores.</p> <p>Scope: LEA-wide</p>	By offering another option that is accessible both at the Learning Center and at home this group of students will have more resources and support to help ensure success.	Increase in CAASPP Math test scores for this student group
1.7	<p>Action: I-Ready</p> <p>Need: Low percentage of these students are meeting or exceeding test scores.</p> <p>Scope: LEA-wide</p>	By offering another option that is accessible both at the Learning Center and at home this group of students will have more resources and support to help ensure success.	% increase in I-Ready test scores for unduplicated students
1.8	<p>Action: Development of a robust PE program</p> <p>Need: Need to know what and how to achieve a healthy lifestyle. Do not have the knowledge or resources to do this.</p> <p>Scope:</p>	Healthy lifestyles and habits can be harder if families do not have the resources, both monetary and the time and space to enjoy nutritious meals and participate in healthy activities.	% of students participating in the Physical Fitness Test. % of students participating in PE Classes at the Learning Center

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		
2.3	<p>Action: Technology</p> <p>Need: Students are independent study and will need technology and wi-fi access to access the full curriculum</p> <p>Scope: LEA-wide</p>	It provide the requisite resources to access the curriculum from home	% of eligible students who are provided with wifi access and/or laptops
3.2	<p>Action: Community Partnerships</p> <p>Need: Families of unduplicated students benefit from more targeted support</p> <p>Scope: LEA-wide</p>	By creating regular meetings and opportunities for families to share concerns and challenges, we can better shape what we provide and ensure that all these families are heard. By providing a forum for outside organizations to offer support and resources to these families we can ensure that they are better supported.	Attendance at events. Parent and staff surveys
3.4	<p>Action: Field Trips</p> <p>Need: Socio Economically disadvantaged students can often not afford these experiences.</p> <p>Scope: LEA-wide</p>	Socio Economically disadvantaged students make up 27% of our school population and these trips and experiences are often experienced only by going on a school field trip	% of socio economically disadvantaged students who go on these field trips. Student and parent surveys to gauge success of the field trip.

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: EL Supports</p> <p>Need: EL Students can benefit from more concentrated, small group instruction to succeed</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Students are struggling to meet grade level standards. Having a staff member who is dedicated and focused on our EL learners will ensure they get the support that they need and staff will get the training that they need. The LEA is one school.</p>	<p>#of EL students getting reclassified EL students CAASSP and I-Ready Test Scores</p>

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

Additional Concentration Grant Funding

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students	28:1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	8,658,219	339,719	3.924%	0.000%	3.924%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$426,719.00	\$0.00	\$0.00	\$0.00	\$426,719.00	\$213,219.00	\$213,500.00

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	Montessori Certification	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	\$10,000.00	\$5,000.00	\$15,000.00				\$15,000.00	
1	1.2	Structured Literacy	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	\$35,000.00	\$0.00	\$35,000.00				\$35,000.00	
1	1.3							Annual								
1	1.4	Professional Learning	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.5	EL Supports	English Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual	\$148,219.00	\$0.00	\$148,219.00				\$148,219.00	
1	1.6	Reflex Math	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.7	I-Ready	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	Annual	\$0.00	\$30,000.00	\$30,000.00				\$30,000.00	
1	1.8	Development of a robust PE program	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
2	2.1	Montessori Materials	All	No			All Schools	Annual	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.2	Facility Improvements	All	No			All Schools	One Year	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
2	2.3	Technology	Low Income	Yes	LEA-wide	Low Income			\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Learning Center Events	All	No			All Schools	Annual								
3	3.2	Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	annual	\$0.00	\$1,500.00	\$1,500.00				\$1,500.00	
3	3.3	Staff Social and Emotional Wellbeing	All	No			All Schools	Annual	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.4	Field Trips	Low Income	Yes	LEA-wide	Low Income		Annually	\$10,000.00	\$85,000.00	\$95,000.00				\$95,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,658,219	339,719	3.924%	0.000%	3.924%	\$339,719.00	0.000%	3.924 %	Total:	\$339,719.00
								LEA-wide Total:	\$339,719.00
								Limited Total:	\$148,219.00
								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	1.1	Montessori Certification	Yes	LEA-wide	English Learners Low Income	All Schools	\$15,000.00	
1	1.2	Structured Literacy	Yes	LEA-wide	English Learners Low Income	All Schools	\$35,000.00	
1	1.4	Professional Learning	Yes	LEA-wide	English Learners Low Income	All Schools	\$10,000.00	
1	1.5	EL Supports	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$148,219.00	
1	1.6	Reflex Math	Yes	LEA-wide	English Learners Low Income	All Schools	\$3,000.00	
1	1.7	I-Ready	Yes	LEA-wide	English Learners Low Income	All Schools	\$30,000.00	
1	1.8	Development of a robust PE program	Yes	LEA-wide	English Learners Low Income		\$2,000.00	
2	2.3	Technology	Yes	LEA-wide	Low Income		\$0.00	
3	3.2	Community Partnerships	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
3	3.3	Staff Social and Emotional Wellbeing				All Schools	\$2,000.00	
3	3.4	Field Trips	Yes	LEA-wide	Low Income		\$95,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$562,082.00	\$563,465.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Montessori Certification	Yes	\$30,500.00	\$29,700.00
1	1.2	Structured Literacy	Yes	\$35,000.00	\$34,665.00
1	1.4	Professional Learning	Yes	\$10,000.00	\$12,720.00
1	1.5	EL Supports	Yes	\$179,992.00	\$184,000.00
1	1.6	Reflex/Singapore Math	Yes	\$5,000.00	\$5,790
1	1.7	I-Ready	Yes	\$30,000.00	\$30,000.00
1	1.8	Development of a robust PE program	Yes	\$17,000.00	\$12,000.00
2	2.1	Montessori Materials	No	\$10,000.00	\$10,000.00
2	2.2	Facility Improvements	No	\$145,000.00	\$145,000.00
2	2.3	Technology	Yes	\$0.00	\$0.00
3	3.1	Learning Center Events	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Community Partnerships	Yes	\$2,590.00	\$2590.00
3	3.3	Staff Social and Emotional Wellbeing	No	\$2,000.00	\$2,000.00
3	3.4	Field Trips	Yes	\$95,000.00	\$95,000.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
339,719	\$405,082.00	\$405,082.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Montessori Certification	Yes	\$30,500.00	\$32,280.00		
1	1.2	Structured Literacy	Yes	\$35,000.00	\$34,665.00		
1	1.4	Professional Learning	Yes	\$10,000.00	\$12,720.00		
1	1.5	EL Supports	Yes	\$179,992.00	\$179,992.00		
1	1.6	Reflex/Singapore Math	Yes	\$5,000.00	\$5790.00		
1	1.7	I-Ready	Yes	\$30,000.00	\$30,000.00		
1	1.8	Development of a robust PE program	Yes	\$17,000.00	\$12,045.00		
2	2.3	Technology	Yes	\$0.00	0	0	0
3	3.2	Community Partnerships	Yes	\$2,590.00	\$2,590.00		
3	3.4	Field Trips	Yes	\$95,000.00	\$95,000.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
8,383,665	339,719	0	4.052%	\$405,082.00	0.000%	4.832%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Coversheet

Review of Procedures for Public Hearing

Section: XII. Public Hearing: Local Control and Accountability Plan (LCAP) for Dimensions Collaborative School

Item: A. Review of Procedures for Public Hearing

Purpose: Discuss

Submitted by: Paul Johnson

Related Material:

DCS Year -End LCAP Report 2026.pdf

2026_Local_Control_and_Accountability_Plan_Dimensions_Collaborative.pdf

BACKGROUND:

This is a public hearing and presentation of the Local Control and Accountability Plan (LCAP).

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. This presentation reflects year two of the three-year LCAP plan.

The LCAP provides an opportunity for local educational agencies (LEAs) to share their stories of how, what, and why programs and services are selected to meet their local needs. Charter schools are encouraged to follow a process like that required for a school district, which is to hold an initial public hearing to solicit recommendations and comments on the LCAP and annual update, followed by a subsequent public meeting for adoption of the plan, before submitting the adopted LCAP to the charter authorizer.

Dimensions LCAP Year-End Review 2025-2026



DCS LCAP Goals 2025-2026

Goal 1: Support for High-Quality Teachers and Program Implementation

Goal 2: Facility Maintenance and Support for Educational Environment

Goal 3: Engagement of the School Community

Goal 4: Data-Driven Improvement



26-27 LCAP

- This is the final year of this LCAP Cycle and **no change** to goals
- Projected LCFF Funds will be lower than last year due to projected enrollment having fewer unduplicated students so only changes are budgetary
- Kept focus on funding the actions that have highest direct impact on unduplicated students – ex MTSS
- Reducing funds in areas that can be covered with other funds in the budget or having less of an impact on these students – Ex facilities

GOAL ONE – High Quality Teachers

ITEM	LCAP BUDGET	MID YEAR	YEAR END (estimated)	DIFFERENCE 25-26	26-27
High School Support	\$95,000	\$11,934	\$110,000	+\$15,000	\$50,000
MTSS	\$115,000	\$31,306	125,000	+\$10,000	\$110,000
Lead Facilitators	\$22,000	\$2,400	\$11,000	-(\$11,000)	\$11,000
English Learner supports	\$106,000	\$12,074	\$95,000	-(\$11,000)	\$40,000

Highlights

- CTE pathway completion increased, addition of a second Pathway
- Professional Learning
- High School Hub

Ongoing Challenges

- Math
- EL Supports

Unduplicated Students Show Improved i-Ready Placement in Reading and Math

Overall Trends (All Groups)

- Clear improvement across subgroups in both Reading and Math
- Strong shift from “Below Grade Level” → “On/Above Grade Level” across all groups
- Reading and Math both show meaningful gains, with Math demonstrating notable growth
- English Learners and Students with Disabilities show significant improvement across both subjects

Socio-Economically Disadvantaged (SED)

Reading:

- Increase in students **On/Above Grade Level**
- Reduction in students in the lowest performance band

Math:

- Noticeable improvement, with more students reaching **On/Above Grade Level**
- Decrease in students below grade level

English Learners (EL)

Reading:

- Substantial increase in students **On/Above Grade Level**
- Significant reduction in students below grade level

Math:

- Strong gains, with a large shift into **On/Above Grade Level**
- Marked decrease in lowest-performing band
- One of the strongest areas of growth across all subgroups

Students with Disabilities (SWD)

Reading:

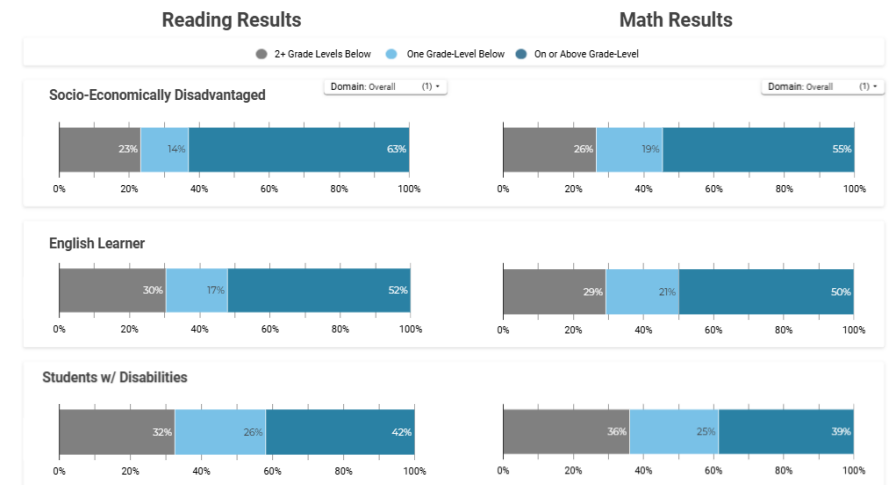
- Increase in students **On/Above Grade Level**
- Fewer students in the lowest band

Math:

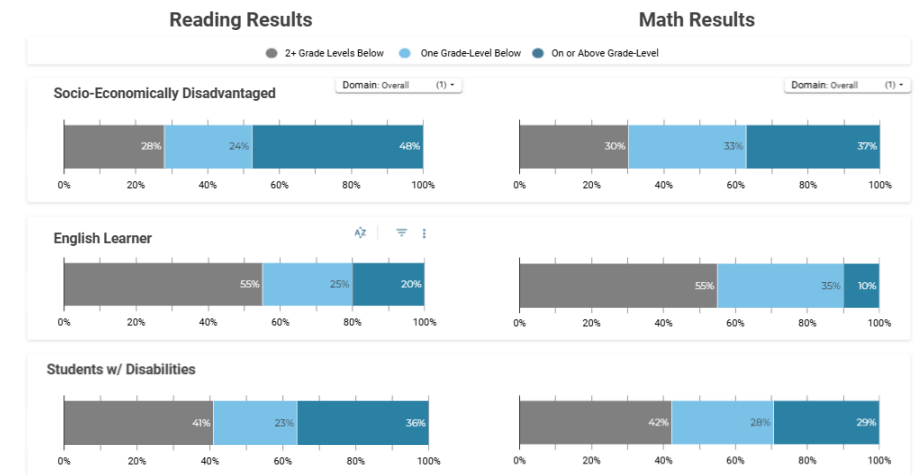
- Clear improvement, with more students reaching **On/Above Grade Level**
- Reduction in students below grade level

i-READY RESULTS

Overall: Reading & Math Results 25-26



24-25



Staff LCAP Survey

Goal 1: Support for High-Quality Teachers and Program Implementation



Positives

Staff feedback reflects strong relationships and flexibility in instructional delivery

- Majority of staff report feeling supported in working with students
- Strong emphasis on personalized, relationship-based instruction
- Staff value the flexibility to adapt learning to student needs
- Positive perceptions of their ability to support diverse learners

Compared to prior trends:

- Continued strength in individualized support and relationships
- Increased confidence in navigating the flexible DCS model

Barriers

- Lack of consistency in expectations across the program
- Need for clearer guidance and alignment from leadership
- Variability in how instruction and supports are delivered
- Desire for more targeted professional development

Proposed Solutions

- Establish clearer, more consistent expectations
- Strengthen communication and guidance systems
- Provide targeted professional learning aligned to DCS needs

Parent LCAP Survey

Goal 1: Support for High-Quality Teachers and Program Implementation



Positives

Parents report strong relationships and satisfaction with individualized support

- Majority of parents Agree / Strongly Agree that their child is supported by their EF
- Strong appreciation for the personalized, flexible learning model
- Parents value the relationships between EFs and students/families
- Positive perceptions of staff responsiveness and care

Compared to prior trends:

- Continued strength in relationship-based support
- Increased confidence in the flexibility of the program

Barriers

- Desire for more consistency regarding program expectations
- Some variability in communication between families and staff
- Need for clearer understanding of academic expectations and curriculum options

Proposed Solutions (from parent feedback)

- Increase consistency in program expectations and EF practices
- Strengthen communication systems and clarity across staff
- Provide clearer guidance on how the program operates and expectations

GOAL TWO - Facilities

ITEM	LCAP BUDGET	MID YEAR	YEAR END (Estimated)	DIFFERENCE	26-27
Classroom Inventory	\$16,574	\$10,478	\$16,574	\$0	\$16,574
Classroom Technology	\$50,000	\$25,000	\$50,000	\$0	\$40,849
Wi-Fi Access	\$2,200	\$2,200	\$2,200	\$0	\$2,200

Highlights

- All classes 100% equipped with materials
- Completed several facilities projects
- Facilities received a “Good” in all Dashboard Indicators

Challenges

- Not all LC’s have the space needed for services

Staff LCAP Survey

Goal 2 - Facility Maintenance and Support for Educational Environment

Positives

Staff express confidence in having what they need to support individualized student growth

- Strong ability to differentiate and personalize instruction within the DCS environment and learning centers
- Staff feel strongly that they have access to reliable and appropriate technology to do their jobs

Compared to prior trends:

- Continued strength in staff ability to personalize learning

Barriers

- Variability in academic expectations and rigor
- Challenges ensuring student completion of work within the DCS environment
- Difficulty balancing flexibility with measurable outcomes

Proposed Solutions

- Increase consistency in academic expectations





Parent LCAP Survey

Goal 2: Facility Maintenance and Support for Educational Environment

Positives

Parents express confidence in their child's learning and growth

- Majority of parents feel their child is making progress in their current educational environment
- Strong belief in the effectiveness of individualized pacing and instruction
- Parents appreciate the ability to tailor learning to student needs
- Positive beliefs of academic available support and technology

Compared to prior trends:

- Continued support for individualized learning
- Increased satisfaction with DCS learning centers and facilities/offering

Barriers

- Need for clearer communication/support around student progress, expectations, and rigor
- Desire for more outdoor space for certain learning centers
- Issues with Microsoft Teams and many parents are feeling overwhelmed with the sheer amount of communication received and through various platforms

Proposed Solutions (from parent feedback)

- Strengthen/reform current communication systems

GOAL THREE – Community Engagement

ITEM	LCAP BUDGET	MID YEAR	YEAR END	DIFFERENCE	26-27
Surveys	\$2,500	\$2,500	\$2,500	\$0	\$2,500
Community Activity Opportunities	\$125,000	\$32,562	\$132,000	+\$7,000	\$94,074
Connection to Counseling	\$60,000	\$52,346	\$70,000	+\$10,000	\$50,000

Highlights

- Field trips
- Parent involvement in LC events and student conferences is very high
- Improved parent response to surveys
- High student attendance, Low suspension, low chronic absenteeism

Challenges

- Field trip costs are increasing, more red tape to get these done
- Increase in challenging student behaviors

Staff LCAP Survey

Goal 3: Engagement of the School Community



Positives

Staff highlight strong family relationships and student connection

- Strong emphasis on family partnerships and communication
- Positive, supportive relationships with students and families
- Students feel connected through individualized support
- Flexible structure supports personalized engagement strategies

Compared to prior trends:

- Continued strength in relationships and communication

Barriers

- Variability in family engagement and follow-through
- Inconsistent communication across staff
- Challenges maintaining student participation in a flexible model
- Need for clearer expectations for family roles

Proposed Solutions

- Clarify expectations for family engagement and responsibilities
- Strengthen consistency in communication practices
- Provide strategies to support student engagement
- Improve systems for tracking participation/engagement

Parent LCAP Survey

Goal 3: Engagement of the school Community



Positives

Parents highlight strong relationships and connection to the school community

- Strong sense of family partnership and communication
- Parents feel their children are supported and connected
- Positive perceptions of school climate and student experience
- Appreciation for the flexibility and responsiveness of the program

Compared to prior trends:

- Continued strength in family relationships
- Increased confidence in communication and support systems
- Strong alignment with relationship-based program values

Barriers

- Some families desire more frequent or proactive updates
- Need for clearer expectations around family roles and responsibilities

Proposed Solutions (from parent feedback)

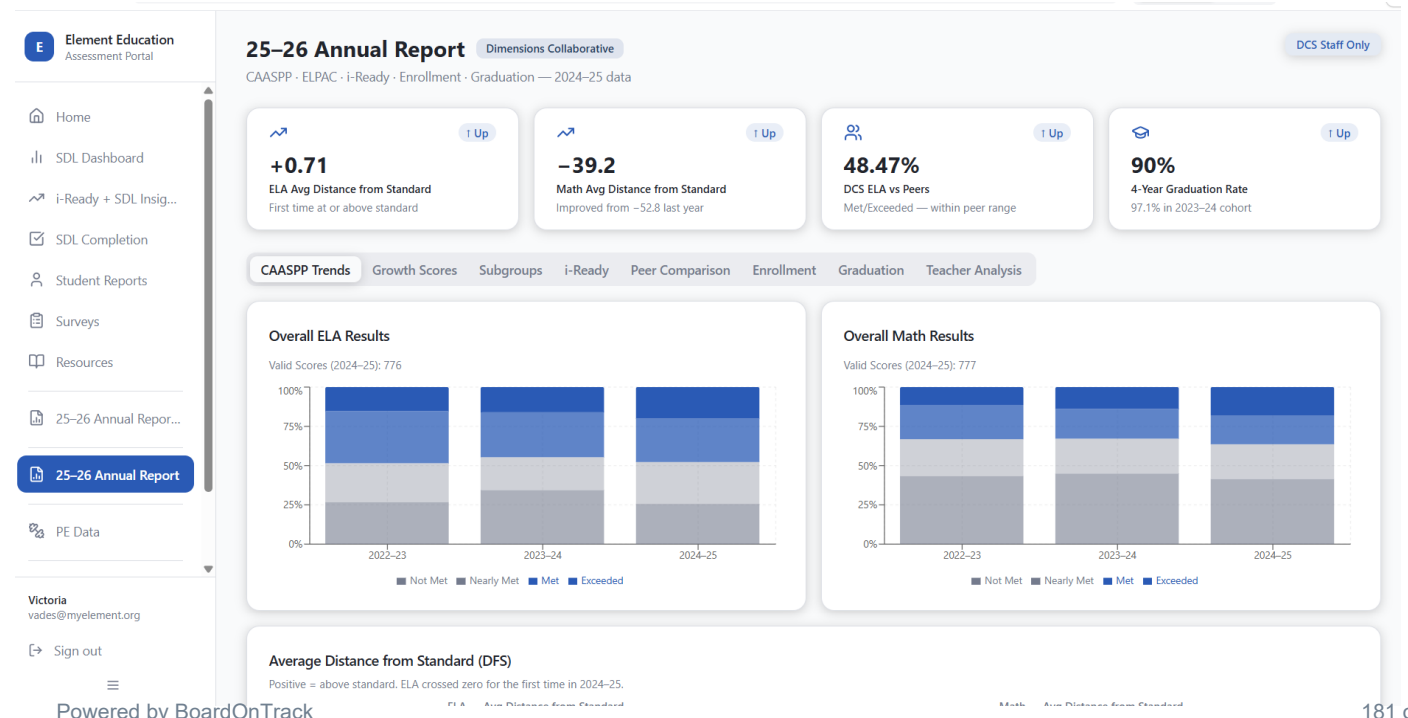
- Increase consistency in family communication practices
- Provide clearer expectations for family involvement and responsibilities
- Expand opportunities for family engagement and connection
- Continue strengthening communication systems

GOAL Four — Data-Driven Improvement

ITEM	LCAP BUDGET	MID YEAR	YEAR END	DIFFERENCE	26-27
Data Analysis	\$30,000	\$24,000	\$30,000	\$0	\$30,000

Expected Annual Measurable Objectives

- Data Analysis-Leverage data to identify research-based strategies for classroom differentiation and professional development, ensuring that all students achieve meaningful academic progress.



Staff LCAP Survey



Goal 4: Data Driven Improvement

Positives

Staff report that they have timely and consistent access to student data

- Staff indicate consistent access to essential tools and systems to analyze student data
- Multiple data measures are used to assess student growth
- Staff appreciate the attention towards tracking student progress

Compared to prior trends:

- Stable perception of data supports
- Staff appreciated an increased focus on improving systems that track student progress

Barriers

- Technology (chromebook) reliability and speed
- Need for improved assessment timelines- too many needed compliance tasks together.

Proposed Solutions

- Improve technology reliability and assessment timelines
- Continue to revamp tools for tracking and supporting staff/student progress

Parent LCAP Survey

Goal 4: Data Driven Improvement



Positives

Parents generally report satisfaction with available student progress resources

- Families report consistent satisfaction with the availability of student progress data and resources
- Core systems used to monitor and communicate student progress are functioning effectively
- Parents value the flexibility to access academic progress information and supports as needed

Compared to prior trends:

- Overall trends indicate stable and sustained perceptions of student progress visibility compared to prior cycles

Barriers

- More communication around student progress (specific mentions regarding the shared i-Ready PDF being unhelpful/difficult to understand); personalized progress check-ins for parents.

Proposed Solutions (from parent feedback)

- Streamline systems for easier student data navigation and access
- Provide clearer communication around available resources
- Continue refining student data systems to support families

Staff LCAP Survey



General Observations Across All Goals

DCS staff are largely aligned with the school's vision and recognize the importance of the stated LCAP goals.

Positive feedback centers around the school's commitment to its mission and its emphasis on SEL, digital citizenship, and community engagement.

25-26

Parent LCAP Summary



Overall Sentiment

Parents report a highly positive experience, emphasizing strong relationships, personalized support, and confidence in their child's learning environment, while identifying opportunities to enhance clarity and consistency in communication, academic expectations, and access to student progress information.

Student LCAP Survey Grades 3-5



Upper Elementary (Grades 3-5)

Overall Sentiment:

Generally positive, with strong appreciation for teacher support and personalized learning.



Goal 1 - Support for High-Quality Teachers & Program Implementation

- Students feel teachers are helpful and supportive
- Learning support is consistently recognized as a strength

Goal 2 - Academic Progress & Learning

- Students generally understand their learning but want clearer next steps and feedback
- Some need more support with challenging subjects

Goal 3 - Engagement of the School Community

- Students feel connected but want more interactive and engaging activities
- Desire for more opportunities to share ideas and participate

Goal 4 - Facilities, Resources, and Systems

- Most students report access to needed resources
- Some mention technology or tool challenges, but not widespread

Student LCAP Survey Grades 6-8



Middle School (Grades 6-8)

Overall Sentiment:

Positive overall, though more mixed, with students identifying strengths in support alongside clearer areas for improvement.

Goal 1 - Support for High-Quality Teachers & Program Implementation

- Students feel teachers are supportive and available

Goal 2 - Academic Progress & Learning

- Students understand their learning but want clearer progress tracking and feedback
- Requests for more support with challenging concepts

Goal 3 - Engagement of the School Community

- Students feel respected and connected
- Desire for more student voice, input, and meaningful engagement opportunities

Goal 4 - Facilities, Resources, and Systems

- Resources are generally accessible
- More frequent concerns around technology reliability and system consistency

Student LCAP Survey Grades 9-12



High School (Grades 9-12)

Overall Sentiment:

Generally positive, with students valuing flexibility and independence, while expressing more specific expectations around structure, communication, and post-secondary readiness.



Goal 1 - Support for High-Quality Teachers & Program Implementation

- Students feel teachers are supportive and accessible
- Desire for more consistent expectations and clearer instructional guidance

Goal 2 - Academic Progress & Learning

- Increased focus on college/career readiness and long-term planning

Goal 3 - Engagement of the School Community

- Students feel respected and supported
- Desire for more meaningful engagement, voice, and real-world learning opportunities

Goal 4 - Facilities, Resources, and Systems

- Resources are generally available
- Continued concerns around technology reliability and system navigation

25-26

Student LCAP Summary



Overall Sentiment

Students report a consistently positive experience, highlighting strong relationships with teachers and a clear sense of support, while expressing a desire for greater clarity around their academic progress and more opportunities for meaningful engagement and student voice.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Dimensions Collaborative

CDS Code: 37103710137752

School Year: 2026-27

LEA contact information:

Paul Johnson

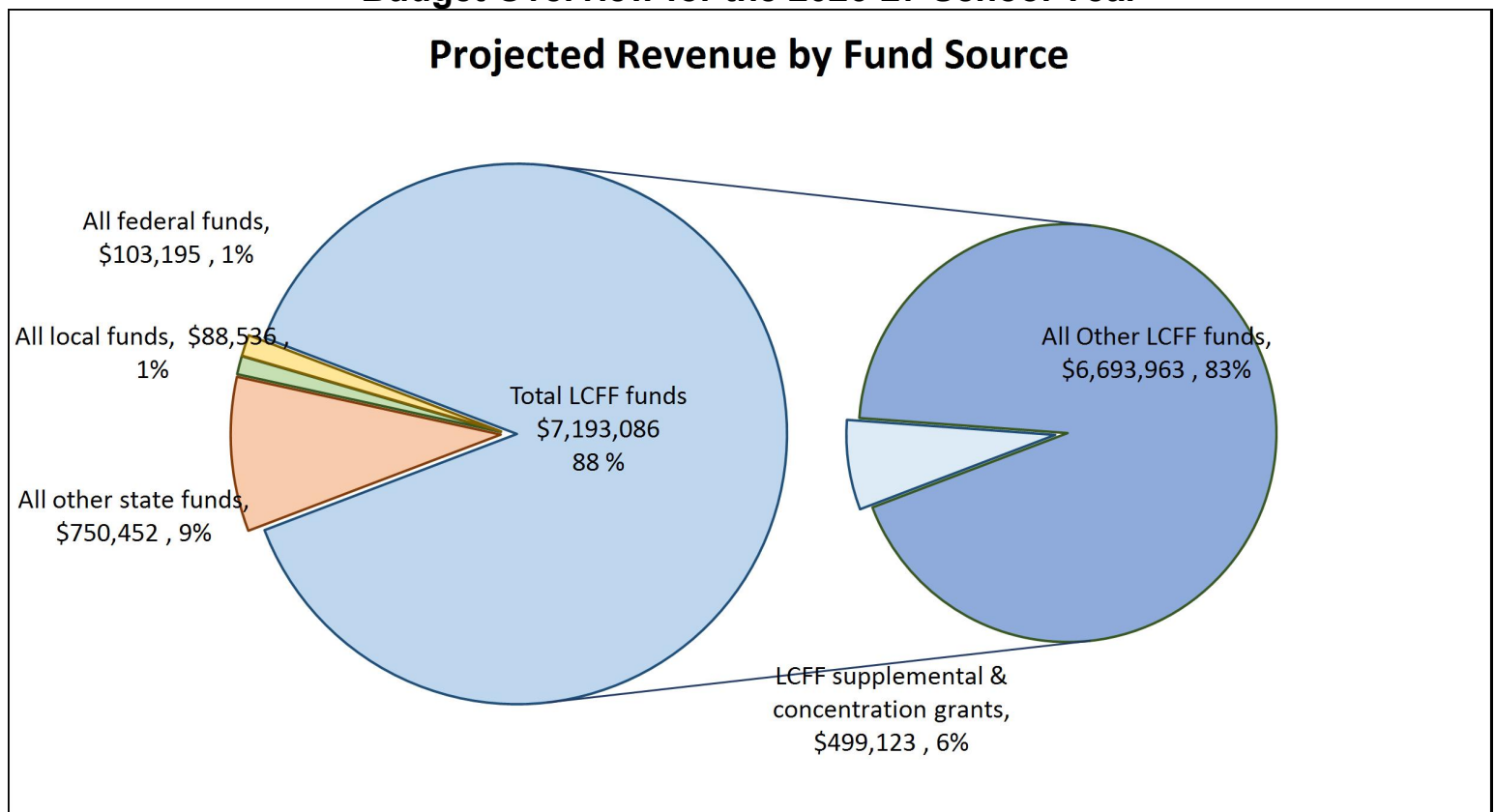
School Director

pjohnson@dimensions.org

(619) 495-9862

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

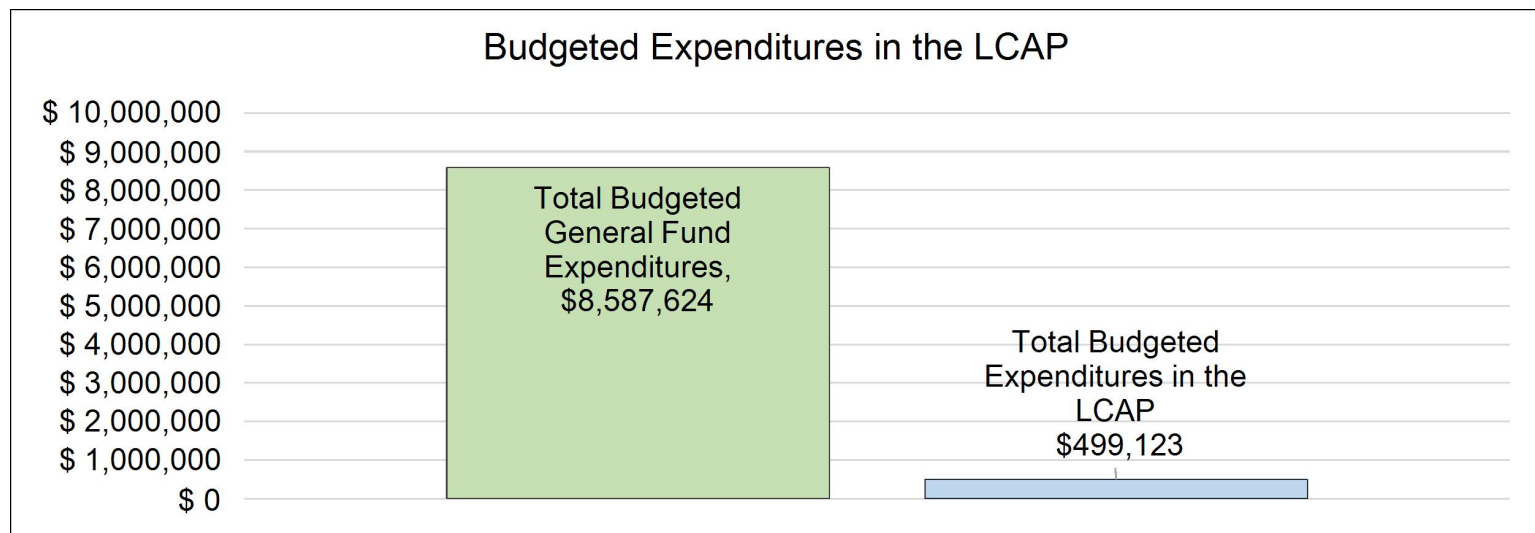


This chart shows the total general purpose revenue Dimensions Collaborative expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Dimensions Collaborative is \$8,135,269, of which \$7,193,086 is Local Control Funding Formula (LCFF), \$750,452 is other state funds, \$88,536 is local funds, and \$103,195 is federal funds. Of the \$7,193,086 in LCFF Funds, \$499,123 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 Dimensions Collaborative 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: Dimensions Collaborative plans to spend \$8,587,624 for the 2026-27 school year. Of that amount, \$499,123 is tied to actions/services in the LCAP and \$8,088,501 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

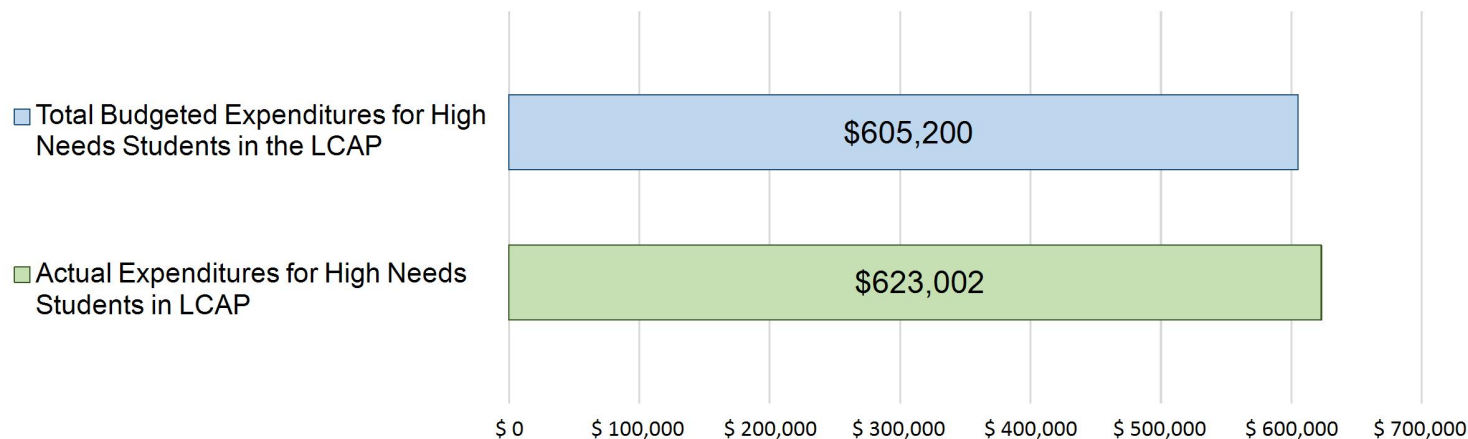
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Dimensions Collaborative is projecting it will receive \$499,123 based on the enrollment of foster youth, English learner, and low-income students. Dimensions Collaborative must describe how it intends to increase or improve services for high needs students in the LCAP. Dimensions Collaborative plans to spend \$480,049 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

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



This chart compares what Dimensions Collaborative budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Dimensions Collaborative 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, Dimensions Collaborative's LCAP budgeted \$605,200 for planned actions to increase or improve services for high needs students. Dimensions Collaborative actually spent \$623,002 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Dimensions Collaborative	Paul Johnson School Director	pjohnson@dimensions.org (619) 495-9862

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.

Dimensions Collaborative School (DCS) is a non-classroom based independent study K-12 charter school sponsored by the San Diego County Office of Education serving approximately 550 students in San Diego County. The school was established in 2018 to meet the needs of students whose families desire flexibility in educational options and choose to home-school their children. The parents and students consistently report that they are supported in choosing the most appropriate curriculum, instructional methodology and elective opportunities by the Educational Facilitators (credentialed teachers).

The Educational Facilitators (EF) work with the students and parents to plan the curriculum according to the student’s academic progress and a Learning Styles Profile. The course work is then aligned with the Common Core State Standards and, at the high school level, the UC approved course descriptions. The curriculum materials are selected by the EF, parents, and students to reflect the goals of the students and the school-wide Learning Outcomes: Mastery, Autonomy, and a sense of Purpose.

Learning Centers are available at multiple locations throughout the county to provide access to highly qualified instructors for direct instruction, wet labs, electives, and socialization/elective opportunities such as Robotics, Art, Music, Theater, tutoring, Counseling, Special Education Services, and more.

Reflections: Annual Performance

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

Overall Math Performance on standardized assessments was low at all grade levels, with only 36% meeting or exceeding standards in Mathematics on the CAASPP assessment. Due to the low mathematics scores, DCS has implemented a Math Matters program of focused interventions and instructions for all students using iReady, Keys To Math, and other locally identified intervention curriculum. Growth has been seen in all grade levels, but general ed interventions are still required for a large number of students, especially in 8th grade and high school level math.

Local assessment data also shows students struggling to make progress in mathematics. Dashboard data shows that DCS's math achievement is similar to students at the state and county levels,

The most recent CA Dashboard showed Socioeconomically Disadvantaged students, students with disabilities and Hispanic students all scored low on the performance level. Tier two interventions were put in place for students below grade standards.

The "Dimensions Collaborative" charter school, located in Escondido, CA, serves a vibrant K-12 student body and showcases robust operational management coupled with a supportive educational environment.

Operational Strengths

Chronic Absenteeism and Suspension Rates: The school excels with remarkably low rates of absenteeism and suspensions, indicating successful strategies that promote student engagement and maintain a nurturing school climate.

Compliance with Local Indicators: Dimensions Collaborative meets or exceeds standards across critical areas such as teacher qualifications, academic standards implementation, and family engagement, reflecting its strong administrative foundation and commitment to quality education.

Demographic Insights

Socioeconomic Challenges: More than half of the student population comes from socioeconomically disadvantaged backgrounds, which may hinder access to external educational resources and affect academic performance.

Diversity Aspects: With a growing percentage of English learners and specific demographic traits, the school has unique opportunities to tailor its resources and teaching strategies to meet diverse educational needs effectively.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
All DCS staff, students, and parents	Educational Partner input is actively solicited via a variety of channels such as surveys, social media, all-calls, emails, texting, newsletters, orientations, site meetings and activities, etc. Educational Partners were involved in adjustments to school branding, logo, MTSS expectations, SLOs, etc. Educational Partners have also been actively involved in decision-making related to shifts in programming to more accurately reflect the mission and vision in the charter. Input has been solicited via survey, individual parent meetings, website, social media, etc. DCS has intentionally aligned all site plans to address student engagement, learning, and achievement, so in developing each specific plan, educational partners are invited to virtual and, when appropriate, in-person meetings. Input from students and families is frequently solicited formally through surveys and planned meetings, and when students are interacting with their teachers and other staff members in academic settings. Significant expansion of opportunities for families, students, and other stakeholders to engage with the learning community was implemented to assist the development of future plans.

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

When the draft goals were shared with educational partners, the feedback was overwhelmingly positive in support of the draft goals. Staff shared some recommended action items in order to meet the goals and these action items were incorporated into the LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	<p>Support for High-Quality Teachers and Program Implementation</p> <p>Develop high-quality teachers in their implementation of a cohesive, aligned, equitable, and articulated standards-based instructional program, leading to self-directed students capable of achieving proficiency in California state standards, and preparedness for high school, college, and career.</p>	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 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.

To continue the work of increasing educator efficacy in the areas of instruction, implementation of standards-based curriculum, and meaningful assessment to drive instruction. Including differentiated instruction, and accommodations and modification when appropriate with clear and consistent protocols for supporting students in their learning. The most recent California Department of Education Dataquest info shows 48.47% of students meeting or exceeding state standards in ELA and 33.18% meeting or exceeding standards in Mathematics. Due to the low mathematics scores, DCS has implemented a Math Matters program of focused interventions and instructions for all students. Growth has been seen in all grade levels, but general ed interventions are still required for a large number of students, especially in 8th grade and high school level math.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	iReady ELA Diagnostics: % of students at or above grade level (whole school)	ELA: Grade 3 = 80% Grade 4 = 73% Grade 5 = 64% Grade 6 = 64% Grade 7 = 59% Grade 8 = 56% Grade 9 = 51% Grade 10 = 51% Grade 11 = 52%	ELA: Grade 3 = 80% Grade 4 = 55% Grade 5 = 66% Grade 6 = 46% Grade 7 = 46% Grade 8 = 57% Grade 9 = 60% Grade 10 = 67% Grade 11 = 47%	ELA: Grade 3 = 72% Grade 4 = 62% Grade 5 = 50% Grade 6 = 61% Grade 7 = 65% Grade 8 = 47% Grade 9 = 55% Grade 10 = 57% Grade 11 = 71%	5% growth at all grade levels	Current Difference from Baseline: Grade 3: -8 percentage points Grade 4: -11 percentage points Grade 5: -14 percentage points Grade 6: -3 percentage points Grade 7: +6 percentage points Grade 8: -9 percentage points Grade 9: +4 percentage points Grade 10: +6 percentage points Grade 11: +19 percentage points
1.2	iReady Math Diagnostics: % of students at or above grade level (whole school)	Math: Grade 3 = 58% Grade 4 = 61% Grade 5 = 52% Grade 6 = 54% Grade 7 = 31% Grade 8 = 44% Grade 9 = 37% Grade 10 = 45% Grade 11 = 27%	Math: Grade 3 = 53% Grade 4 = 42% Grade 5 = 60% Grade 6 = 50% Grade 7 = 41% Grade 8 = 39% Grade 9 = 57% Grade 10 = 52% Grade 11 = 53%	Math: Grade 3 = 60% Grade 4 = 36% Grade 5 = 50% Grade 6 = 51% Grade 7 = 60% Grade 8 = 40% Grade 9 = 68% Grade 10 = 60% Grade 11 = 42%	5% growth at all grade levels	Current Difference from Baseline: Grade 3: +2 percentage points Grade 4: -25 percentage points Grade 5: -2 percentage points Grade 6: -3 percentage points Grade 7: +29 percentage points Grade 8: -4 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grade 9: +31 percentage points Grade 10: +15 percentage points Grade 11: +15 percentage points
1.3	CAASPP ELA Assessments: % of student who met or exceeded the standard (whole school + unduplicated breakdown)	<p>48.7% Met or exceeded Standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 31% Grade 4 = 46% Grade 5 = 33% Grade 6 = 39% Grade 7 = 57% Grade 8 = 36% Grade 9 = null Grade 10 = null Grades 11 = 62%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 20% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 50%</p>	<p>44% Met or exceeded Standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 33% Grade 4 = 33% Grade 5 = 26% Grade 6 = 18% Grade 7 = 48% Grade 8 = 53% Grade 9 = null Grade 10 = null Grades 11 = 67%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 0%</p>	<p>48% Met or exceeded Standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 33% Grade 4 = 27% Grade 5 = 50% Grade 6 = 27% Grade 7 = 31% Grade 8 = 47% Grade 9 = null Grade 10 = null Grades 11 = 64%</p> <p>English Language Learners (ELL)- Grade 3 = 100% Grade 4 = 0% Grade 5 = null Grade 6 = null Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 0%</p>	55% meet or exceed standards	<p>Whole school performance increased from 48.7% to 48%, representing a 0.7 percentage point decrease from baseline.</p> <p>Whole school performance remained relatively stable, decreasing slightly from 48.7% to 48% met or exceeded standards.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Math Assessments: % of students who met or exceeded the standard (whole school + unduplicated breakdown)	<p>33% Met or exceeded standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 31% Grade 4 = 38% Grade 5 = 8% Grade 6 = 28% Grade 7 = 21% Grade 8 = 21% Grade 9 = null Grade 10 = null Grades 11 = 0%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 0%</p>	<p>33% Met or exceeded Standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 27% Grade 4 = 28% Grade 5 = 32% Grade 6 = 18% Grade 7 = 33% Grade 8 = 35% Grade 9 = null Grade 10 = null Grades 11 = 27%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 0%</p>	<p>37% Met or exceeded Standards</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 13% Grade 4 = 36% Grade 5 = 33% Grade 6 = 45% Grade 7 = 20% Grade 8 = 32% Grade 9 = null Grade 10 = null Grades 11 = 8%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = null Grade 6 = null Grade 7 = 0% Grade 8 = 0% Grade 9 = null Grade 10 = null Grades 11 = 0%</p>	40% meet or exceed standards	<p>Whole school performance increased from 33% to 37%, representing a 4 percentage point increase from baseline.</p> <p>Whole school performance improved from 33% to 37% met or exceeded standards, representing a 4 percentage point increase from baseline.</p>
1.5	Suspension Rates: % of students receiving suspensions	0.2% Suspension Rate	0.3% suspension rate	0	.5% Suspension rate	No Change
1.6	Expulsion Rate: % of expelled students	0% Expulsion Rate	0% Expulsion Rate	0	0% Expulsion rate	No Change
1.7	Graduation Rate: % of students graduating	87.5% Graduated	97.2%	90%	95% Graduation Rate	Graduation rate increased from 87.5% to 90%,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						representing a 2.5 percentage point increase from baseline.
1.8	A-G Completion Rate through transcript review	14.29% completed A-G requirements	25%	28%	25% Complete A-G requirements	+3%
1.9	CTE Completion Rate		At the end of the 24-25 academic year DCS will have its first CTE completer.	31%	25% CTE Completion rate	Above targeted outcome
1.10	<p>English Learner Progress</p> <p>Continually increase the proficiency rates of English Learners with the ultimate goal of achieving and maintaining high proficiency levels.</p>	57.1% Making progress towards English language proficiency	26% considered well developed on the ELPAC	24% considered well developed on the ELPAC	70% making progress towards English language proficiency	Baseline data indicated that 57.1% of English Learners were making progress toward English language proficiency. Since that time, the school transitioned to using a different measurement metric focused on the percentage of students considered “well developed” on the ELPAC. Using the updated metric, performance changed from 26% to 24% well developed, representing a 2 percentage point

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						decrease from the prior year.
1.11	Teacher Credential and Assignment Compliance.	100% of teachers appropriately credentialed and assigned	100% of teachers appropriately credentialed and assigned	100% of teachers appropriately credentialed and assigned	100% of teachers appropriately credentialed and assigned	Maintained
1.12	Comprehensive Access to Instructional Materials.	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	100% of students have access to board adopted materials and instructional supplies	Maintained
1.13	The percentage of English learner students who are provided access to both the state standards and English Language Development (ELD) standards.	100% of English learners had access to the ELD state standards	100% of English learners had access to the ELD state standards	100% of English learners had access to the ELD state standards	100% of English learners had access to the ELD state standards	Maintained
1.14	The percentage of students enrolled in a diverse range of subjects, as evidenced by their report cards.	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	100% of students have access to a broad course of study	Maintained
1.15	% of Socio Economically Disadvantaged student that meet or exceed CAASPP Scores	43%- ELA 23%- Math Average: 33%	39%- ELA 29%- Math Average: 34%	40%- ELA 26%- Math Average: 33%	45%- ELA 30%- Math Average: 35%	Socio-economically disadvantaged student performance remained relatively stable overall. Average performance changed from 33% at baseline to 33%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>in Year 2, reflecting no overall percentage point change from baseline.</p> <p>In ELA, performance decreased slightly from 43% to 40% (-3 percentage points), while Math performance increased from 23% to 26% (+3 percentage points).</p>
1.16	CAASPP ELA Results for EL Students	13%- CAASPP ELA Results for EL Students	0%- CAASPP ELA Results for EL Students	10%- CAASPP ELA Results for EL Students	Grow 5% or more each year and could be adjusted based on population size and mobility.	+10%
1.17	CAASPP Math Results for EL Students	0%- CAASPP Math Results for EL Students	0%- CAASPP ELA Results for EL Students	0%- CAASPP ELA Results for EL Students	Grow 5% or more each year and could be adjusted based on population size and mobility.	Maintained
1.18	I-Ready ELA Diagnostics Unduplicated Students	<p>(Winter assessment)- On or above grade level</p> <p>Socio-economically disadvantaged (SED)- Grade 3 = 69% Grade 4 = 67% Grade 5 = 25%</p>	<p>Socio-economically disadvantaged (SED)- Grade 3 = 92% Grade 4 = 22% Grade 5 = 60% Grade 6 = 38%</p>	<p>Socio-economically disadvantaged (SED)- Grade 3 = 64% Grade 4 = 57% Grade 5 = 54% Grade 6 = 39%</p>	Grow 5% or more each year and could be adjusted based on population size and mobility.	Results for unduplicated student groups showed mixed performance across grade levels when

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 = 19% Grade 7 = 50% Grade 8 = 75% Grade 9 = 50% Grade 10 = 43% Grades 11 = 36% English Language Learners (ELL)- Grade 3 = 100% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = 0% Grade 10 = 0% Grades 11 = 0%	Grade 7 = 38% Grade 8 = 47% Grade 9 = 44% Grade 10 = 58% Grades 11 = 20% English Language Learners (ELL)- Grade 3 = 50% Grade 4 = 0% Grade 5 = null Grade 6 = null Grade 7 = 0% Grade 8 = 100% Grade 9 = 25% Grade 10 = 25% Grades 11 = 0%	Grade 7 = 46% Grade 8 = 41% Grade 9 = 50% Grade 10 = 60% Grades 11 = 83% English Language Learners (ELL)- Grade 3 = 17% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 40% Grade 9 = null Grade 10 = 50% Grades 11 = 100%		compared to baseline data. Among socio-economically disadvantaged (SED) students, notable gains were observed in Grade 11 (+47 percentage points), Grade 10 (+17 percentage points), and Grade 5 (+29 percentage points), while declines occurred in Grade 8 (-34 percentage points) and Grade 3 (-5 percentage points). English Learner (ELL) performance varied significantly across grade levels due to small student populations, with increases observed in Grades 8, 10, and 11.
1.19	I-Ready Math Diagnostics Unduplicated Students	(Winter assessment)- On or above grade level	Socio-economically	Socio-economically	Grow 5% or more each year and could be adjusted	Results for unduplicated student groups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Socio-economically disadvantaged (SED)- Grade 3 = 57% Grade 4 = 47% Grade 5 = 19% Grade 6 = 19% Grade 7 = 32% Grade 8 = 50% Grade 9 = 33% Grade 10 = 39% Grades 11 = 20%</p> <p>English Language Learners (ELL)- Grade 3 = 100% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 0% Grade 9 = 0% Grade 10 = 0% Grades 11 = 50%</p>	<p>disadvantaged (SED)- Grade 3 = 92% Grade 4 = 22% Grade 5 = 60% Grade 6 = 38% Grade 7 = 38% Grade 8 = 47% Grade 9 = 44% Grade 10 = 58% Grades 11 = 20%</p> <p>English Language Learners (ELL)- Grade 3 = 50% Grade 4 = 0% Grade 5 = null Grade 6 = null Grade 7 = 0% Grade 8 = 100% Grade 9 = 25% Grade 10 = 25% Grades 11 = 0%</p>	<p>disadvantaged (SED)- Grade 3 = 35% Grade 4 = 39% Grade 5 = 43% Grade 6 = 22% Grade 7 = 54% Grade 8 = 41% Grade 9 = 57% Grade 10 = 75% Grades 11 = 25%</p> <p>English Language Learners (ELL)- Grade 3 = 0% Grade 4 = 0% Grade 5 = 0% Grade 6 = 0% Grade 7 = 0% Grade 8 = 40% Grade 9 = null Grade 10 = 75% Grades 11 = 100%</p>	<p>based on population size and mobility.</p>	<p>demonstrated overall mixed growth patterns compared to baseline performance.</p> <p>Among socio-economically disadvantaged (SED) students, substantial gains were observed in Grade 10 (+36 percentage points), Grade 9 (+24 percentage points), Grade 7 (+22 percentage points), and Grade 5 (+24 percentage points).</p> <p>Declines were observed in Grade 3 (-22 percentage points) and Grade 4 (-8 percentage points).</p> <p>English Learner (ELL) performance fluctuated across grade levels due to small subgroup sizes, with gains observed in</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Grades 8, 10, and 11 during Year 2.

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.

Goal 1 was implemented with moderate overall effectiveness during the 2025-26 school year, with measurable successes in several academic and college/career readiness indicators, while continued challenges remained in achieving consistent growth across all grade levels and student groups.

The school demonstrated positive outcomes in multiple areas, including increases in graduation rates (87.5% to 90%), A-G completion rates (14.29% to 25%), and CAASPP Math performance (33% to 37% meeting or exceeding standards). Several upper-grade cohorts demonstrated substantial growth in i-Ready ELA and Math performance, particularly in Grades 7–11. CTE completion outcomes also exceeded the established target.

The school maintained full compliance with credentialing requirements, instructional material access, broad course access, and English Language Development (ELD) access for English Learners.

While several student groups demonstrated meaningful growth, academic performance remained inconsistent across some grade levels, particularly in elementary and middle school cohorts. English Learner performance data also remained difficult to interpret longitudinally due to changes in the measurement metric used between baseline and current years.

Overall, the school made measurable progress toward Goal 1 priorities while identifying areas requiring continued refinement and targeted academic support moving forward.

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.

- 1.1 Increased number of high schoolers needing supports
- 1.2 Increase in SSTs and intervention supports
- 1.3 -Smaller expenditure based on the actual number of lead facilitators
- 1.6 Decrease in salary expenditure

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

The actions associated with Goal 1 demonstrated mixed but overall positive effectiveness in making progress toward the goal.

Positive progress was observed in several key areas. Graduation rates increased from 87.5% to 90%, A-G completion rates increased from 14.29% to 28%, and CAASPP Math performance improved from 33% to 37% meeting or exceeding standards. Several upper-grade cohorts also demonstrated notable gains in i-Ready ELA and Math performance, particularly in Grades 7–11. Additionally, CTE completion outcomes exceeded the established target.

At the same time, academic outcomes remained inconsistent across grade levels and student groups. While some cohorts demonstrated strong growth, others experienced declines from baseline performance, particularly in certain elementary and middle school grade levels. CAASPP ELA performance remained relatively stable overall, decreasing slightly from 48.7% to 48%.

Unduplicated student group data also reflected mixed outcomes. Socio-economically disadvantaged students demonstrated improvement in several areas, particularly in upper-grade Math performance, while English Learner outcomes fluctuated due to small subgroup sizes and changes in the English Learner progress metric over time.

Overall, the data indicates that the actions implemented under Goal 1 contributed to measurable progress in several priority areas, while continued refinement is needed to achieve more consistent outcomes across all student groups and grade levels.

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.

Metrics Modifications

- Metric 1.15 added to show % of Socio Economically Disadvantaged students meeting and exceeding CAASPP scores
- Metric 1.16 added to share CAASPP ELA results for English Learners
- Metric 1.17 added to share CAASPP Math results for English Learners
- Metric 1.18 added to share ELA diagnostic results for all unduplicated students
- Metric 1.19 added to share Math diagnostic results for all unduplicated students
-

Actions Modifications

- Action Item 1.5 EL Supports - further training will be provided to all General Ed teachers, Learning Assistants and Student support team on working with EL students. Dedicated time will be set aside when staff return in the new school year for this training.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	High School Support	High School Coordinator and other high school specific supports to provide support for high school students to ensure success in developing self-determined learners	\$50,000.00	Yes
1.2	MTSS	Providing intervention support to students at risk or below grade level	\$115,000.00	Yes
1.3	Lead Facilitators	Mentoring staff in providing student support	\$11,000.00	Yes
1.6	English Learner Support	Provide supports to increase performance on ELPAC	\$106,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>Facility Maintenance and Support for Educational Environment</p> <p>Ensure facilities are continuously in good repair and are constructed and maintained to support an environment appropriate to the learning model, including adequate technology for all staff and students.</p>	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 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.

Dimensions plans on continually having the most up to date learning resources available to all students in order to support 21st century learning skills with up to date technology and safe and fully inventoried classrooms. Facilities that are safe, in good repair, and support modern technology will support our mission of developing self determined learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Facilities Inspection Tool The percentage of school facilities meeting or exceeding standards according to the Facilities Inspection Tool, ensuring	As of the beginning of the 2023-24 academic year, 100% of our school facilities have been assessed as meeting or exceeding the required standards	100% of facilities meeting or exceeding standards for safety and operational compliance	100% of facilities meeting or exceeding standards for safety and operational compliance	Maintenance of 100% of facilities meeting or exceeding standards for safety and	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	compliance with safety and operational guidelines.	for safety and operational compliance according to our Facilities Inspection Tool. This baseline will serve as our reference point for measuring improvements in facility management and compliance efforts.			operational compliance	
2.2	Classroom Inventory The percentage of classrooms that fully meet the inventory requirements for educational resources and equipment, as determined by annual inventory checks.	At the start of the 2023-2024 school year, our initial inventory checks revealed that 100% of classrooms fully meet the inventory requirements for educational resources and equipment. This baseline will guide our efforts to ensure that all classrooms are adequately equipped to support effective teaching and learning.	100% of classrooms fully meet the inventory requirements for educational resources and equipment	100% of classrooms fully meet the inventory requirements for educational resources and equipment	Maintenance of 100% of classrooms fully meet the inventory requirements for educational resources and equipment	Maintained
2.3	Access to Technology The percentage of students with adequate access to technology, including devices and internet connectivity, necessary for their educational activities.	As of the beginning of the 2023-2024 academic year, 100% of our students have been identified as having adequate access to the necessary technology devices and internet connectivity for their educational activities. This baseline serves as the foundation for our	100% of our students have been identified as having adequate access to the necessary technology devices and internet connectivity for their educational activities.	100% of our students have been identified as having adequate access to the necessary technology devices and internet connectivity for their educational activities.	Maintenance of 100% of our students have been identified as having adequate access to the necessary technology devices and internet connectivity for their educational activities.	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		targeted interventions to ensure that all students can effectively participate in digital learning environments.				
2.4	Digital Citizenship and Social Emotional Competency		Digital citizenship standards have been included in expected learning results	Digital Citizenship standards have been added to School Pathways to be included on student AWRs	100% of staff prepared to implement digital citizenship initiatives	Baseline did not exist

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.

Successful Implementation

- Metric 2.1 – 100% of facilities are meeting or exceeding standards for safety and operational compliance
- Metric 2.2 - 100% of classrooms fully meet the inventory requirements for educational resources and equipment
- Metric 2.3 - 100% of our students have been identified as having adequate access to necessary technology devices and internet connectivity for their educational activities

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.

N/A

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

Based on our analysis of metrics and outcomes, the implementation of actions showed a high level of effectiveness in achieving Goal 2, as demonstrated by both quantitative and qualitative indicators.

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.

Recognition of SEL Needs: Respondents value the emphasis on developing resources for students and families to support SEL and mental health.

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
2.2	Classroom Inventory	Annual inventory of all classrooms	\$16,574.00	No
2.3	Classroom Technology	Ensure students have adequate technology to support their learning	\$40,849.00	Yes
2.4	WiFi Access	Provide Kajeet wifi hotspots for socioeconomically disadvantaged students	\$2,200.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement of the School Community Engage parents, staff, students, and community to provide meaningful educational opportunities for all students within a warm, caring, inspirational environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

At DCS parents/guardians are the primary educators and sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. DCS will work with parents/guardians and family members to jointly develop and agree upon strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home. Parents/guardians shall continue to be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Parent Participation Rate in Collaboration Center Activities The percentage of parents actively participating in	The initial baseline for parent participation in Collaboration Center activities is set at 60%, as determined by the most recent assessments at the	60% of parents participated in Collaboration Center activities	60% of parents participated in Collaboration Center activities	75%	-15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Collaboration Center activities, aiming to enhance engagement and support for student success.	start of the 2023-2024 academic year.				
3.2	The percentage of respondents who complete surveys, providing valuable feedback for organizational improvement and decision-making.	The baseline for survey completion is established at 25 %, based on data collected from the last round of surveys conducted at the beginning of the 2023-2024 fiscal year.	~10-15% completion rate- all 2024-2025 parent/student LCAP surveys. ~90% staff completion	~51%- Staff ~25%- Parent Student ~38% total avg participation rate Grades 3-5- ~29% Grades 6-12- ~47%	60%	~+26%- Staff Maintained baseline- Parent ~+13%- Student
3.3	The percentage of parents or guardians attending student-led conferences, reflecting engagement in their children's educational progress.	The initial baseline for parent or guardian attendance at student-led conferences is set at 100%, as measured during the academic period in 2023-2024.	100% of parents attended student led conferences	100% of parents attended student led conferences	100%	none
3.4	The percentage of students participating in field trips, indicating engagement and exposure to educational experiences outside the classroom.	The baseline for student participation in field trips is established at 70%, based on the data from the 2023-2024 academic year.	PAUL	PAUL	75%	PAUL
3.5	The percentage of pupils actively participating in learning activities, reflecting their engagement and	The baseline for pupil engagement in learning activities is established at 90%, as measured through observations	90% of pupils engaged in learning activities	97% of pupils engaged in learning activities	100%	Increased 7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	involvement in the educational process.	and assessments at the beginning of the x academic year. This figure will serve as a starting point for developing strategies to increase active participation and enhance the educational experience.				
3.6	The overall perception of the school environment as reported by students, staff, and parents, measuring aspects such as safety, respect, and inclusivity.	The baseline for the overall perception of the school environment is set at 70%, based on surveys conducted with students, staff, and parents at the end of the 2023-2024 school year. This percentage reflects the community's views on safety, respect, and inclusivity, serving as the foundation for targeted improvements in school climate.	From LCAP Survey Collection- Parent- 90%-agree/satisfied with current revised 2025 goals. Student- 97% satisfied with safety, respect, and inclusivity. Staff- 95% satisfied with current conditions and progress towards the DCS mission and LCAP vision.	Parent- 91% satisfied with safety, respect, and inclusivity. Student- 89% satisfied with safety, respect, and inclusivity. Staff- 9% satisfied with current conditions and progress towards the DCS mission and LCAP vision.	80%	Parent- +21% Student- +19% Staff- +25%
3.7	Counseling Engagement	The baseline for counseling engagement is established at 75%, as determined by the number of students	81% of students engaged with school counseling	82% of students engaged with school counseling	95%	-13%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		actively participating in counseling sessions relative to those eligible, measured at the start of the x academic year. This metric will guide efforts to enhance the availability and utilization of counseling services.				

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.

Successful Implementation

- 3.1 -Parent participation rate in activities has maintained. Parent volunteers manned independent study spaces, chaperoned overnight field trips, and attending learning activities in the community.
- 3.4 – Student participation in field trips was robust. All field trips filled quickly, including the three overnight offerings
- 3.6 – Overall perception of the school was positive, with survey responses reflecting a high level of agreement with schoolwide goals

Implementational Challenges

- 3.2 -Number of survey responses is below targeted goal

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.

- 3.2 Increase in costs associated with community events
- 3.3 Increase in access, salary increase

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

Current survey practices are leading to a much lower than anticipated return on investment. Tying survey opportunities to student conference that are well attended will lead to better future returns.

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.

No anticipated changes made to the planned goal, metrics, target outcomes, or actions for the coming year

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	Surveys	Survey educational partners for regular feedback	\$2,500.00	No
3.2	Community Activity Opportunities	Provide Community Learning Opportunities for students to apply learning outside the classroom	\$94,074.00	Yes
3.3	Connection to Counseling	Provide academic and social emotional supports for students	\$50,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	<p>Data-Driven Improvement</p> <p>Using data, identify researched-based classroom differentiation and professional development to ensure all students are making adequate and meaningful academic progress.</p> <p>Leverage data to identify research-based strategies for classroom differentiation and professional development, ensuring that all students achieve meaningful academic progress.</p>	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through our data analysis and input from educational partners. Our curriculum adoptions and our work in professional learning have yielded results in our academic progress, as evidenced by our increased number of students meeting or exceeding state standards in Mathematics, however this percentage is still low and needs continued focus. The analysis of our California School Dashboard data indicated a clear need to continue supporting English language arts (ELA), Mathematics and English language development (ELD). Through continued and ongoing data analysis, we will develop and refine our systems designed to meet the needs of all student and faculty/staff in academic support in a positive manner enhanced by data informed decision making.

This goal was established based on a comprehensive review of data and feedback from educational stakeholders. While our curriculum updates and professional development initiatives have led to an increase in the number of students achieving or surpassing state Mathematics standards, the overall percentage remains suboptimal, necessitating sustained attention. Analysis of our California School Dashboard data highlights the ongoing need to support English Language Arts (ELA), Mathematics, and English Language Development (ELD). We are committed to continuously analyzing data to refine and enhance our strategies, aiming to effectively address the academic needs of all students and faculty/staff. This approach will be underpinned by informed decision-making, ensuring a constructive and data-driven environment for academic support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	The percentage of eligible students who participate in the California Assessment of Student Performance and Progress (CAASPP) tests, indicating compliance and engagement with state testing requirements.	95% Participation Rate	94% participation rate	Calculating- PAUL	99% participation rate	PAUL
4.2	The percentage of 3rd-11th grade students who participate in the iReady assessments, reflecting engagement with the adaptive learning platform and compliance with assessment protocols.	80% participation Rate	71% avg participation rate	77% avg participation rate (all qualifying grades/subjects)	85% participation rate	-3%
4.3	The percentage of staff members who participate in organizational surveys, assessing engagement and willingness to contribute to workplace improvements. “Percentages are reported as approximate because LCAP surveys are fully anonymous and collected across multiple administration windows.	~70% Participation Rate	~60% Participation Rate	~51% Participation Rate	~100% participation rate	-40%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Response totals reflect cumulative submissions, and individual families may have responded more than once. As a result, participation rates should be interpreted as estimates rather than unduplicated counts.”					
4.4	<p>The percentage of parents who participate in school surveys, reflecting their engagement and involvement in providing feedback on school policies and programs.</p> <p>“Percentages are reported as approximate because LCAP surveys are fully anonymous and collected across multiple administration windows. Response totals reflect cumulative submissions, and individual families may have responded more than once. As a result, participation rates should be interpreted as estimates rather than unduplicated counts.”</p>	~25% participation rate	~10% Participation Rate	~25% Participation Rate	~60% participation rate	No change from baseline
4.5	The percentage of students who complete school surveys, indicating their	~25% total avg participation rate	~10% total avg participation rate	~38% total avg participation rate Grades 3-5- ~29%	~60% participation rate	+13% total avg participation rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	<p>engagement and willingness to contribute to school improvement efforts.</p> <p>“Percentages are reported as approximate because LCAP surveys are fully anonymous and collected across multiple administration windows. Response totals reflect cumulative submissions, and individual families may have responded more than once. As a result, participation rates should be interpreted as estimates rather than unduplicated counts.”</p>			Grades 6-12- ~47%		

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.

100% of participating DCS staff and parents agree that leveraging data is essential for the future success and growth of the school.

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.

N/A

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

Metric 4.3 - Not meeting baseline in participation rates
 Metric 4.4 - Not meeting baseline in participation rates

Metric 4.5 - Not meeting baseline in participation rates

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.

No anticipated changes made to the planned goal, metrics, target outcomes, or actions for the coming year

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	Data Analysis	Research and Evaluation of school data for program improvement	\$30,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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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
\$499,123	\$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
7.877%	0.783%	\$51,126.99	8.660%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: High School Support</p> <p>Need: Unduplicated students need differentiated support in planning for career and college attendance</p> <p>Scope:</p>	High School coordinator will teach high school success class	Percentage of student completing college and career readiness

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		

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
<p>1.1</p>	<p>Action: High School Support</p> <p>Need: Increase the number of students taking advantage of postsecondary planning and preparation. Instability can be a great challenge for these students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Will prepare students for a variety of postsecondary options beginning with concurrent enrollment, CTE, and life skills such as high school success and personal finance.</p>	<p>College courses completed, CTE pathway completion, Course Enrollment</p>
<p>1.2</p>	<p>Action: MTSS</p> <p>Need: Dashboard results indicate a need for more student support and interventions, particularly in the area of Mathematics. Creating plans for student to support academic and social emotional growth</p> <p>Scope:</p>	<p>Ensuring assessment and the monitoring of all students' information is complete to inform the development of Personal Learning Plans for each student, including both academic and behavioral/social emotional</p>	<p>CA School Dashboard</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
1.3	<p>Action: Lead Facilitators</p> <p>Need: Increased need for assistance in supporting unduplicated student learning needs</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Staff required mentoring in supporting students with other needs	Growth in academic progress by students working with staff being mentored
1.6	<p>Action: English Learner Support</p> <p>Need: Need more small group and concentrated instruction</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Small group and concentrated instruction will be provided to all English Learners in person and/or virtually	ELPAC Scores and student reclassification percentages
2.3	<p>Action: Classroom Technology</p> <p>Need: Chromebooks and other tech for unduplicated students</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Access to technology and online resources will ensure that students all students have equitable access to virtual learning support	Percentage of unduplicated students receiving Chromebook
2.4	<p>Action: WiFi Access</p>	Hotspots will ensure equitable access to online resources will ensure that students all students have equitable access to virtual learning support	Percent of students with access to wifi

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>Need: Access to Wifi</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
3.2	<p>Action: Community Activity Opportunities</p> <p>Need: Provide opportunities for students to attend community and field events</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Provide community learning activities for students who otherwise would not be able to attend	Number of students attending events
3.3	<p>Action: Connection to Counseling</p> <p>Need: Increased student engagement with academic counseling and social-emotional supports in order to promote student engagement.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Creating a transformational environment that addresses student engagement concerns through increased academic, career, and college readiness as well as supports for social-emotional issues that are impacting engagement.	Percentage of students accessing counseling services
4.1	<p>Action: Data Analysis</p> <p>Need: Using data to make data/strategic informed decisions around student progress</p> <p>Scope:</p>	Research and evaluation of all school data will allow for analysis of trends in order to pinpoint areas of concern	Assessment participation rate, assessment result trends, survey participation

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

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

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.

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	24-1	
Staff-to-student ratio of certificated staff providing direct services to students	24-1	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6,336,179	499,123	7.877%	0.783%	8.660%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$518,197.00	\$0.00	\$0.00	\$0.00	\$518,197.00	\$336,000.00	\$182,197.00

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	High School Support	English Learners Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually	\$45,000.00	\$5,000.00	\$50,000.00				\$50,000.00	
1	1.2	MTSS	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually	\$110,000.00	\$5,000.00	\$115,000.00				\$115,000.00	
1	1.3	Lead Facilitators	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually	\$11,000.00	\$0.00	\$11,000.00				\$11,000.00	
1	1.6	English Learner Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annually	\$40,000.00	\$66,000.00	\$106,000.00				\$106,000.00	
2	2.2	Classroom Inventory	All	No			All Schools		\$0.00	\$16,574.00	\$16,574.00				\$16,574.00	
2	2.3	Classroom Technology	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$0.00	\$40,849.00	\$40,849.00				\$40,849.00	

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
2	2.4	WiFi Access	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$0.00	\$2,200.00	\$2,200.00				\$2,200.00	
2	2.6							Annually								
3	3.1	Surveys	All	No				Annually	\$0.00	\$2,500.00	\$2,500.00				\$2,500.00	
3	3.2	Community Activity Opportunities	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Annually	\$50,000.00	\$44,074.00	\$94,074.00				\$94,074.00	
3	3.3	Connection to Counseling	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually	\$50,000.00	\$0.00	\$50,000.00				\$50,000.00	
4	4.1	Data Analysis	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools		\$30,000.00	\$0.00	\$30,000.00				\$30,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6,336,179	499,123	7.877%	0.783%	8.660%	\$499,123.00	0.000%	7.877 %	Total:	\$499,123.00
								LEA-wide Total:	\$50,000.00
								Limited Total:	\$499,123.00
								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	1.1	High School Support	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
1	1.2	MTSS	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$115,000.00	
1	1.3	Lead Facilitators	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$11,000.00	
1	1.6	English Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$106,000.00	
2	2.2	Classroom Inventory				All Schools	\$16,574.00	
2	2.3	Classroom Technology	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$40,849.00	
2	2.4	WiFi Access	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$2,200.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.2	Community Activity Opportunities	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$94,074.00	
3	3.3	Connection to Counseling	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$50,000.00	
4	4.1	Data Analysis	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$624,274.00	\$644,274.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	High School Support	Yes	\$95,000.00	110,000
1	1.2	MTSS	Yes	\$115,000.00	125,000
1	1.3	Lead Facilitators	Yes	\$22,000.00	11,000
1	1.6	English Learner Support	Yes	\$106,000.00	95,000
2	2.2	Classroom Inventory	No	\$16,574.00	16,574
2	2.3	Classroom Technology	Yes	\$50,000.00	50,000
2	2.4	WiFi Access	Yes	\$2,200.00	2,200
3	3.1	Surveys	No	\$2,500.00	2,500
3	3.2	Community Activity Opportunities	Yes	\$125,000.00	132,000
3	3.3	Connection to Counseling	Yes	\$60,000.00	70,000
4	4.1	Data Analysis	Yes	\$30,000.00	30,000

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)

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)
594,274	\$605,200.00	\$623,002.20	(\$17,802.20)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	High School Support	Yes	\$95,000.00	110,000		
1	1.2	MTSS	Yes	\$115,000.00	125,000		
1	1.3	Lead Facilitators	Yes	\$22,000.00	11,000		
1	1.6	English Learner Support	Yes	\$106,000.00	95,000		
2	2.3	Classroom Technology	Yes	\$50,000.00	50,000		
2	2.4	WiFi Access	Yes	\$2,200.00	2,200		
3	3.2	Community Activity Opportunities	Yes	\$125,000.00	132,000		
3	3.3	Connection to Counseling	Yes	\$60,000.00	70,000		
4	4.1	Data Analysis	Yes	\$30,000.00	30,000		

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)
6,529,451	594,274	1.223	10.324%	\$623,002.20	0.000%	9.541%	\$51,126.99	0.783%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

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

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #
<ul style="list-style-type: none"> • Enter the action number.
Title
<ul style="list-style-type: none"> • Provide a short title for the action. This title will also appear in the action tables.
Description
<ul style="list-style-type: none"> • Provide a brief description of the action. <ul style="list-style-type: none"> ○ 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
<ul style="list-style-type: none"> • Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.
Contributing
<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> ○ 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 <i>California Code of Regulations</i>, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

Coversheet

Consideration and Possible Appointment/Reappointment of Governing Board Members for the 2026–2027 School Year

Section: XIII. Annual Board Elections
Item: A. Consideration and Possible Appointment/Reappointment of Governing Board Members for the 2026–2027 School Year
Purpose: Vote
Submitted by: Terri Novacek

BACKGROUND:

The Board will consider the reappointment of returning governing board members and the appointment of a new governing board member for the 2026–2027 school year. The Nominating Committee presents the following candidates.

- Chris Nunley- Returning Community Member
- Suhas Subramanya- Returning Community Member
- Adam Hopps- New Candidate for Community Montessori Parent Representative

RECOMMENDATION:

Approve the proposed governing board member candidates for the 2026–2027 school year.

Coversheet

Consideration of Revised Certificated Compensation Matrix

Section: XIV. Action Item(s) for Element Education
Item: A. Consideration of Revised Certificated Compensation Matrix
Purpose: Vote
Submitted by: Doug Miller
Related Material: Certificated Compensation Matrix 26-27 rev 05.22.26.pdf

BACKGROUND:

The Certificated Compensation Matrix was last revised on July 11, 2025. Administration has reviewed the current matrix and is recommending revisions to support recruitment and retention efforts, maintain internal compensation alignment, and ensure the salary structure remains competitive and responsive to organizational needs.

The proposed revised matrix includes the addition of a Step 24 and a 3% increase to Steps 1 through 23 over the current matrix. The proposed revisions are intended to support employee retention, recognize long-term service, and maintain a competitive compensation structure while remaining mindful of long-term fiscal planning.

Financial Impact: \$350,143 (with longevity increases)

RECOMMENDATION:

Administration recommends that the Board approve the revised Certificated Compensation Matrix for the 2026-2027 school year as presented.

Certificated Compensation Matrix

FY 2026-2027

Approved: May XX, 2026

Title		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Certificated Manager	Salary	\$85,390	\$87,525	\$89,659	\$91,901	\$94,142	\$96,025	\$97,908	\$99,866	\$101,824	\$103,860	\$105,896	\$107,485
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
	Salary	\$109,073	\$110,710	\$112,345	\$114,030	\$115,715	\$117,451	\$119,186	\$120,975	\$122,762	\$124,603	\$126,445	\$128,342

Title		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Specialized Credential	Salary	\$80,103	\$82,274	\$84,446	\$86,748	\$89,049	\$91,082	\$93,115	\$95,250	\$97,384	\$99,626	\$101,867	\$103,750
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
	Salary	\$105,633	\$107,591	\$109,549	\$111,585	\$113,621	\$115,326	\$117,030	\$118,786	\$120,541	\$122,349	\$124,156	\$126,018

Title		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
EF & ED Specialist	Salary	\$60,770	\$62,593	\$64,416	\$66,348	\$68,281	\$70,329	\$72,378	\$74,549	\$76,721	\$79,023	\$81,324	\$83,357
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
	Salary	\$85,390	\$87,525	\$89,659	\$91,901	\$94,142	\$96,025	\$97,908	\$99,866	\$101,824	\$103,860	\$105,896	\$107,484

Title		A	B	C	D	E	F
Stipend Schedule	Annual	\$1,000	\$2,000	\$3,000	\$4,000	\$5,000	\$6,000
	Hourly	\$34.69	\$34.69	\$34.69	\$34.69	\$34.69	\$34.69

Stipends and Supplemental Pay:

Camp Counselor - \$300 per overnight stay

Home Office/Supply/Mileage stipend is \$100 a month - DCS EF Only

STSP/PIP Holders salary is \$59,000

Coversheet

Consideration of Revised Classified Compensation Matrix

Section: XIV. Action Item(s) for Element Education
Item: B. Consideration of Revised Classified Compensation Matrix
Purpose: Vote
Submitted by: Doug Miller
Related Material: Classified Compensation Matrix FY 26-27 rev 05.22.26.pdf

BACKGROUND:

The Classified Compensation Matrix was last revised on July 11, 2025. Administration has reviewed the current matrix and is recommending revisions to support recruitment and retention efforts, maintain internal compensation alignment, ensure compliance with applicable wage requirements, and maintain a competitive compensation structure responsive to organizational needs.

The proposed revised matrix includes the addition of a Step 24 and a 3% increase to Steps 1 through 23 over the current matrix.

In addition, the Administrative Support salary line was adjusted to ensure compliance with City of San Diego minimum wage requirements. As part of this adjustment, former Steps 1 and 2 were removed, resulting in the new Step 1 being established at \$18.10 per hour. This adjustment was rolled through the remainder of the non-exempt salary category, resulting in the maximum compensation achievable for those positions increasing by approximately 6.09%.

The revised matrix also removes the ASO Lead stipend from the compensation matrix. The proposed revisions are intended to support employee retention, maintain compliance with wage requirements, and ensure the compensation structure remains fiscally responsible and competitive.

Financial Impact: \$128,949 (With Longevity)

RECOMMENDATION:

Administration recommends that the Board approve the revised Classified Compensation Matrix for the 2026-2027 school year as presented.

Classified Compensation Matrix FY 2026 - 2027 Approved: May XX, 2026													
Title		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Manager/Executive Assistant	Salary	\$70,967	\$72,924	\$74,881	\$76,941	\$79,001	\$80,598	\$82,194	\$83,842	\$85,490	\$87,190	\$88,889	\$90,228
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		\$91,567	\$92,932	\$94,297	\$95,713	\$97,129	\$98,082	\$99,035	\$100,013	\$100,992	\$101,996	\$103,000	\$104,545
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
10 Month Classified Specialized	Non-Exempt	\$48,723	\$49,785	\$50,888	\$51,972	\$53,054	\$54,137	\$55,219	\$56,303	\$57,385	\$58,468	\$59,550	\$60,633
		\$29.66	\$30.31	\$30.98	\$31.64	\$32.30	\$32.96	\$33.62	\$34.28	\$34.94	\$35.60	\$36.26	\$36.92
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
12 Month Classified	Non-Exempt	\$48,616	\$49,698	\$50,779	\$51,861	\$52,942	\$54,024	\$55,105	\$56,187	\$57,268	\$58,350	\$59,431	\$60,513
		\$24.93	\$25.49	\$26.04	\$26.60	\$27.15	\$27.70	\$28.26	\$28.81	\$29.37	\$29.92	\$30.48	\$31.03
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
10 Month Classified	Non-Exempt	\$61,716	\$62,799	\$63,882	\$64,964	\$66,047	\$67,130	\$68,213	\$69,295	\$70,378	\$71,460	\$72,543	\$73,631
		\$37.57	\$38.23	\$38.89	\$39.55	\$40.21	\$40.87	\$41.53	\$42.19	\$42.85	\$43.51	\$44.17	\$44.83
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
10 Month Classified	Non-Exempt	\$40,376	\$41,458	\$42,539	\$43,621	\$44,702	\$45,784	\$46,865	\$47,947	\$49,028	\$50,110	\$51,191	\$52,273
		\$24.93	\$25.49	\$26.04	\$26.60	\$27.15	\$27.70	\$28.26	\$28.81	\$29.37	\$29.92	\$30.48	\$31.03
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Maintenance Custodian	Non-Exempt	\$51,887	\$52,790	\$53,710	\$54,613	\$55,533	\$56,436	\$57,340	\$58,259	\$59,163	\$60,083	\$60,986	\$61,906
		\$31.59	\$32.14	\$32.70	\$33.25	\$33.81	\$34.36	\$34.91	\$35.47	\$36.02	\$36.58	\$37.13	\$37.69
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Administrative Support (hourly) (Finance Asst, LC Asst, teacher aide, etc.)	Non-Exempt	\$40,376	\$41,458	\$42,539	\$43,621	\$44,702	\$45,784	\$46,865	\$47,947	\$49,028	\$50,110	\$51,191	\$52,273
		\$18.10	\$18.48	\$18.85	\$19.23	\$19.60	\$19.98	\$20.35	\$20.73	\$21.10	\$21.48	\$21.85	\$22.23
		Step 13	Step 14	Step 15	Step 16	Step 17	Step 18	Step 19	Step 20	Step 21	Step 22	Step 23	Step 24
		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
		\$22.60	\$22.98	\$23.35	\$23.73	\$24.10	\$24.48	\$24.85	\$25.23	\$25.60	\$26.11	\$26.63	\$27.16

Stipends
 Substitute - Less than 4 hours \$25.00, 4 hours or more \$50.00
 Substitute with CBEST - Less than 4 hours \$37.50, 4 hours or more \$75.00
 Camp Counselor - \$300 per overnight stay

Coversheet

Consideration of Executive & Administrative Leadership Salary Matrix

Section: XIV. Action Item(s) for Element Education
Item: C. Consideration of Executive & Administrative Leadership Salary Matrix
Purpose: Vote
Submitted by: Doug Miller
Related Material:

Executive & Administrative Leadership Matrix FY 26-27 FINAL rev 05.22.26.pdf

BACKGROUND:

The Executive & Administrative Leadership Matrix was last revised on April 10, 2026. The proposed revised matrix includes an additional 1% increase aligning the total adjustment with the proposed 3% increase for the Certificated and Classified compensation matrices.

Financial Impact: \$11,710

RECOMMENDATION:

Administration recommends that the Board approve the revised Executive & Administrative Leadership Compensation Matrix for the 2026-2027 school year as presented.

Executive & Administrative Leadership Compensation Matrix

FY 2026 - 2027

Approved: May XX, 2026

Title		Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8	Step 9	Step 10	Step 11	Step 12
Executive Director	Salary	\$203,076	\$207,138	\$211,281	\$215,507	\$219,817	\$224,213	\$228,697	\$233,271	\$237,936	\$242,695	\$247,549	\$252,500
CBO/COO	Salary	\$178,708	\$182,282	\$185,928	\$189,647	\$193,440	\$197,309	\$201,255	\$205,280	\$209,386	\$213,574	\$217,845	\$222,202
Director - 12 Months	Salary	\$154,338	\$157,425	\$160,574	\$163,785	\$167,061	\$170,402	\$173,810	\$177,286	\$180,832	\$184,449	\$188,138	\$191,901
Director - 11 Months	Salary	\$141,279	\$144,104	\$146,987	\$149,926	\$152,925	\$155,983	\$159,103	\$162,285	\$165,531	\$168,842	\$172,219	\$175,663

Coversheet

Consideration of Enhanced Employee Health Benefit Contributions

Section:	XIV. Action Item(s) for Element Education
Item:	D. Consideration of Enhanced Employee Health Benefit Contributions
Purpose:	Vote
Submitted by:	Doug Miller
Related Material:	ElementEducation_BenefitsProposal (2).pdf

BACKGROUND:

Element Education has continued to evaluate opportunities to strengthen employee compensation and benefits in a manner that supports long-term employee retention, organizational stability, and fiscal sustainability. Administration is recommending a two-pronged approach to enhance employee health benefit contributions for both current and future employees.

First, Administration recommends increasing the Health Benefit Allowance for dependent coverage beginning with the September 2026 health insurance renewal cycle. Historically, Element Education's health benefit contribution covered approximately 50% of dependent coverage costs prior to the financial crisis. During the financial crisis, the contribution level was reduced to approximately 33% of dependent coverage costs. Following implementation of the fixed benefit allowance methodology, the percentage of dependent coverage funded by Element Education has gradually decreased over time and currently covers approximately 14% of dependent coverage costs. Administration recommends adjusting the benefit allowance methodology so that Element Education contributions cover 25% of dependent coverage costs moving forward.

Second, Administration recommends establishing an employer paid retiree medical benefit for eligible long term employees. Under the proposed program, Element Education would provide employer paid employee only Medical, Vision, and Dental coverage for qualifying retirees until the retiree reaches age 65. To qualify for the program, employees must:

- Complete at least 20 full time years of service with Element Education
- Retire while actively employed with Element Education
- Meet the minimum retirement age requirement of:
 - Age 60 for employees hired prior to January 1, 2013
 - Age 62 for employees hired on or after January 1, 2013

The proposed retirement age structure aligns with the provisions and age thresholds established under the Public Employees' Pension Reform Act (PEPRA) of 2013.

Administration believes these enhancements will improve employee recruitment and retention while reducing long term turnover and staffing costs. Additionally, the proposed retiree health benefit is anticipated to create long term financial efficiencies by encouraging retirement transitions for long tenured employees at the upper end of the salary matrix. Administration estimates that replacing a senior employee at the top of the salary matrix with a newly hired employee at the lower end of the salary matrix can result in annual salary savings of approximately \$30,000 to \$40,000, while the estimated annual cost of employee only retiree Medical, Vision, and Dental coverage is

approximately \$11,000. As a result, Administration believes the program has the potential to largely offset its own cost over time while also supporting employee morale and organizational continuity.

Financial Impact: $\$68,750 + \$40,000 = \$108,750$ annually

RECOMMENDATION:

Approve the revised employee health benefit contribution structure effective with the September 2026 renewal, increasing employer dependent coverage contributions to approximately 25% of dependent premium costs, and approve the implementation of employer paid retiree Medical, Vision, and Dental coverage for eligible retired employees in accordance with the established eligibility criteria.

Element Education:

Enhanced Employee Benefit Contributions

Executive Summary

Administration is recommending two targeted enhancements to Element Education's employee health benefit program. Together, these changes are designed to improve recruitment and retention, support long-term workforce stability, and position the organization on a more sustainable fiscal footing.

The Two Proposed Enhancements

1. Dependent Coverage Contribution Increase — Raise the Health Benefit Allowance so that Element Education's share covers approximately 25% of dependent coverage costs, effective with the September 2026 renewal cycle.
2. Retiree Medical, Vision & Dental Benefit — Establish employer paid healthcare coverage for qualifying long term employees from retirement until age 65.

Administration views these enhancements as a strategic investment in the people who make Element Education work.

Background & Current Conditions

Element Education has a history of supporting employees and their families through health benefit contributions. That commitment, however, has been gradually eroded by healthcare inflation and the gap between what we contribute and what coverage actually costs has widened significantly.

How We Got Here

Prior to the financial crisis, Element Education's contributions covered 50% of dependent premium costs. As a measure of fiscal prudence during that period, contributions were reduced to 33%.

Since then, the organization shifted to a fixed Health Benefit Allowance model. While that approach offered budget predictability, the rapid rise in healthcare premiums has outpaced the allowance leaving employees to absorb an increasing share of the cost for dependent coverage.

ELEMENT EDUCATION Enhanced Employee Benefit Contributions		May 22, 2026
Pre-crisis coverage (dependent premiums)	~50% <i>Historical benchmark</i>	
During financial crisis	~33% <i>Reduction</i>	
Current coverage (dependent premiums)	~14% <i>Today's reality</i>	
Proposed coverage target	~25% <i>Effective Sept. 2026</i>	

The current 14% contribution level does not reflect the organization's stated commitment to employee wellbeing and is increasingly a liability in a competitive labor market where healthcare benefits are a significant factor in hiring and retention decisions.

Proposed Retiree Health Benefit Program

Administration recommends creating a new employer paid Medical, Vision, and Dental benefit for eligible long term employees. Coverage would be employee only and would remain in effect from the date of retirement until the retiree reaches age 65.

Eligibility Requirements

- Minimum of 20 full-time years of service with Element Education
- Must retire while actively employed (no gap in employment prior to retirement)
- Minimum retirement age of 60 for employees hired before January 1, 2013
- Minimum retirement age of 62 for employees hired on or after January 1, 2013

The proposed retirement age structure aligns with the provisions and age thresholds established under the Public Employees' Pension Reform Act (PEPRA) of 2013.

The retiree health benefit is designed to function as a long term retention incentive rewarding employees who choose to build their careers at Element Education and giving them a meaningful reason to stay through retirement.

Fiscal Impact & Organizational Benefits

The dependent coverage contribution increase to 25% is expected to cost approximately \$68,750 annually while the retiree benefit program is not simply a cost it has the potential to generate meaningful savings over time through workforce transition. As long tenured, senior employees transition to retirement, the organization gains the opportunity to bring in new talent at lower points on the salary matrix.

The Math: Savings vs. Cost

Estimated salary savings per transition	\$30,000–\$40,000/year <i>Senior-to-entry-level replacement</i>
Estimated annual retiree benefit cost	~\$11,000/year <i>Per retiree, employee only coverage</i>
Recommended annual reserve contribution	~\$40,000/year <i>Projected to fund ~10 years of obligations</i>

At these projections, a single salary transition from step 24 to step 1 can yield net annual savings of \$19,000 to \$29,000 even after accounting for the retiree benefit cost. The program is, in many cases, self-funding.

Administration recommends establishing the \$40,000 annual reserve as of July 1, 2026 to ensure the organization is prepared to meet projected obligations based on current staffing assumptions and anticipated participation levels over the next decade.

Summary Recommendation

Administration recommends approval of both enhancements, the dependent coverage increase and the retiree health benefit program as complementary investments in employee retention, organizational resilience, and long-term fiscal health.