Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES AGENDA
Tuesday, August 11. 2026
Library
5:30 p.m. – Regular Session

Any materials required by law to be made available to the public prior to a meeting of the Board of Education of the District can be inspected at the above address during normal business hours. Individuals who require special accommodations including, but not limited to, American Sign Language interpreter, accessible seating or documentation in accessible formats should contact the superintendent or designee within a reasonable time before the meeting date. Website address: blochmanusd.org.

Governing Board Members
Shannon Clay, President
Kelly Salas-Ernst, Clerk
Thomas Gibbons, Trustee
Daniella Pearce, Trustee
Jeania Reasner, Trustee

I. PUBLIC SESSION: 5:30 p.m. Call to Order and Flag Salute

II. Welcome Guests

III. Reports
- **A. Charter School Reports**
  - **i. Family Partnership Charter School**
  - **ii. Trivium Charter School**
  - **iii. Trivium Charter School: Adventure**
  - **iv. Trivium Charter School: Voyage**
- **B. Teacher Reports**
- **C. Superintendent/Principal's Report**

IV. ITEMS SCHEDULED FOR INFORMATION
- **A. Facilities Use - none**
- **B. Workers' Compensation Report as of 7/1/2026**

V. ITEMS SCHEDULED FOR DISCUSSION
- **A. Facilities/Maintenance**
  - **i. General maintenance**
  - **ii. Electrical upgrade**

VI. CONSENT AGENDA ITEMS
- **A. Approval of Minutes**
  - **i. June 9, 2026 Regular Meeting**

ii. **June 11, 2026 Special Meeting**

***** The Board of Education will take action to approve the Minutes as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

B. Approval of Monthly Warrants – June 2026

i.	Payroll	$254,039.16
ii.	Commercial Warrants	$103,718.22
iii.	Revolving Fund	$ 0.00
	TOTAL	$357,757.38

C. Approval of Monthly Warrants – July 2026

i.	Payroll	$ 82,022.44
ii.	Commercial Warrants	$150,433.00
iii.	Revolving Fund	$ 0.00
	TOTAL	$232,455.44

***** The Board of Education will take action to approve the Warrants as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

D. Approval of Family Partnership Charter School's reports.

i. **2025/2026 P-Annual attendance report**
ii. **2026/2027 Adopted Budget**
iii. **2026/2027 LCAP and associated documents**

***** The Board of Education will approve Family Partnership Charter School's report as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

E. Approval of Trivium Charter School's reports.

i. **Trivium Charter School**
   a. **2025/2026 P-Annual Attendance Report**

b. 2026/2027 Adopted Budget
c. 2026/2027 LCAP and associated documents

ii. Trivium Charter School: Adventure
a. 2025/2026 P-Annual Attendance Report
b. 2026/2027 Adopted Budget
c. 2026/2027 LCAP and associated documents

iii. Trivium Charter School: Voyage
a. 2025/2026 P-Annual Attendance Report
b. 2026/2027 Adopted Budget
c. 2026/2027 LCAP and associated documents

***** The Board of Education will approve Trivium Charter School's reports as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

VII. ACTION ITEMS

A. Approval of the second quarter 2026 Williams Uniform Complaint Report:

***** The Board of Education will take action to approve the second quarter 2026 Williams Uniform Complaint Report as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

B. Approval of the June 2026 Benjamin Foxen Elementary School attendance report.

***** The Board of Education will take action to approve the June 2026 Benjamin Foxen Elementary School attendance report as presented:**

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

C. Approval of Resolution 2026-08-11, to Designate Authority for Disposition of Assets:

***** The Board of Education will take action to approve Resolution 2026-08-11, to Designate Authority for Disposition of Assets as presented:**

MOVED: **SECOND:**
VOTE:
Shannon Clay: **Jeania Reasner:**
Daniella Pearce: **Kelly Salas-Ernst:**
Thomas Gibbons:

D. Approval of the Blochman Union School District Attendance reports
- **i. 2025/2026 P-2 Corrected**
- **ii. 2025/2026 Annual**

***** The Board of Education will take action to approve the Blochman Union School District Attendance reports as presented:**

MOVED: **SECOND:**
VOTE:
Shannon Clay: **Jeania Reasner:**
Daniella Pearce: **Kelly Salas-Ernst:**
Thomas Gibbons:

E. Approval of the Blochman Union School District's 2026/2027 Integrated Pest Management Plan.

***** The Board of Education will take action to approve the 2026/2027 Integrated Pest Management Plan as presented:**

MOVED: **SECOND:**
VOTE:
Shannon Clay: **Jeania Reasner:**
Daniella Pearce: **Kelly Salas-Ernst:**
Thomas Gibbons:

F. Approval of donations:
- **i. Doug Brown; $200; Class of 2028**

***** The Board of Education will take action to approve the donations as presented:**

MOVED: **SECOND:**
VOTE:
Shannon Clay: **Jeania Reasner:**
Daniella Pearce: **Kelly Salas-Ernst:**
Thomas Gibbons:

VIII. PUBLIC COMMENTS
PUBLIC COMMENTS ARE WELCOME

The Blochman Union School District will receive public comments about items not appearing on today's agenda, as well as other matters within the subject matter jurisdiction of the Board. All such comments will be received during the Public Comments section of the agenda. Individuals who address the Board are limited to three (3) minutes to speak on any item and a total of 20 minutes on all items for their presentation. The Board may limit the total time for all public comment to 30 minutes. Persons needing additional time are requested to submit the information in writing.

For comments concerning matters not on the agenda, open meeting laws and fairness to other residents who may have an interest in your topic prohibit the Board from taking action or engaging in extended discussion of your concerns. The Board may direct staff to meet at a later date with speakers who have specific concerns or needs. The Board may also direct that an issue be placed on a future agenda for discussion and consideration. This permits the Board and staff members to prepare and receive necessary information and for the public to be aware that a topic is being formally considered. We appreciate your cooperation.

IX. MISCELLANEOUS AGENDA ITEMS

- **A. Items Proposed for Future Action or Discussion**
- **B. Blochman Union School District Board Member Items**
- **C. Items not on the Agenda**
- D. **Next Scheduled Board Meeting: September 8, 2026; open session at 5:30 p.m., Library**

X. CLOSED SESSION – The board will consider and may act upon the following items during closed session:

- **a. Certificated and Classified Personnel Actions**
  - **i. The Board will be asked to review and approve hiring, transfers, promotions, evaluations, terminations, and resignations.**

XI. RECONVENE IN OPEN SESSION

- **a. Report of action taken during closed session.**

XII. ADJOURN

Time: _____

MOVED:	**SECOND:**
VOTE:	
Shannon Clay:	**Jeania Reasner:**
Daniella Pearce:	**Kelly Salas-Ernst:**
Thomas Gibbons:	

IV – B

Linda A. Larkins*
Bruce P. White*

*State Certified Self Insured Administrator for Workers' Compensation

Workers' Compensation Administrators, LLC

265 E. Donovan Road
Santa Maria, CA 93454
Telephone: (805) 922-9157
Fax: (805) 349-2816
www.wcatpa.com

July 1, 2026

Blochman Union School District
4949 Foxen Canyon Road
Santa Maria, CA 93454
Attn: Doug Brown, Superintendent

Re: Workers' Compensation Loss Runs

Dear Mr. Brown:

Enclosed are the current loss runs for your workers' compensation claims.

The loss runs include a breakdown of the payments made in the five fiscal years by the payment category and another report by the specific type of payment that was made. The temporary disability and medical payment categories are a good indication of the severity of the claims paid in any specific fiscal year.

There is also a report by occupation of the injured worker by the fiscal year of the injury for all claims since July 1, 2016. If there were no injuries in a specific fiscal year, that fiscal year will not show up on the report.

Let me know if you have any questions or need any additional loss runs.

Sincerely,
Bruce P. White
Bruce P. White
Claims Manager

CHART 1: Claim Frequency by Fiscal Year of Injury Date (DOI)

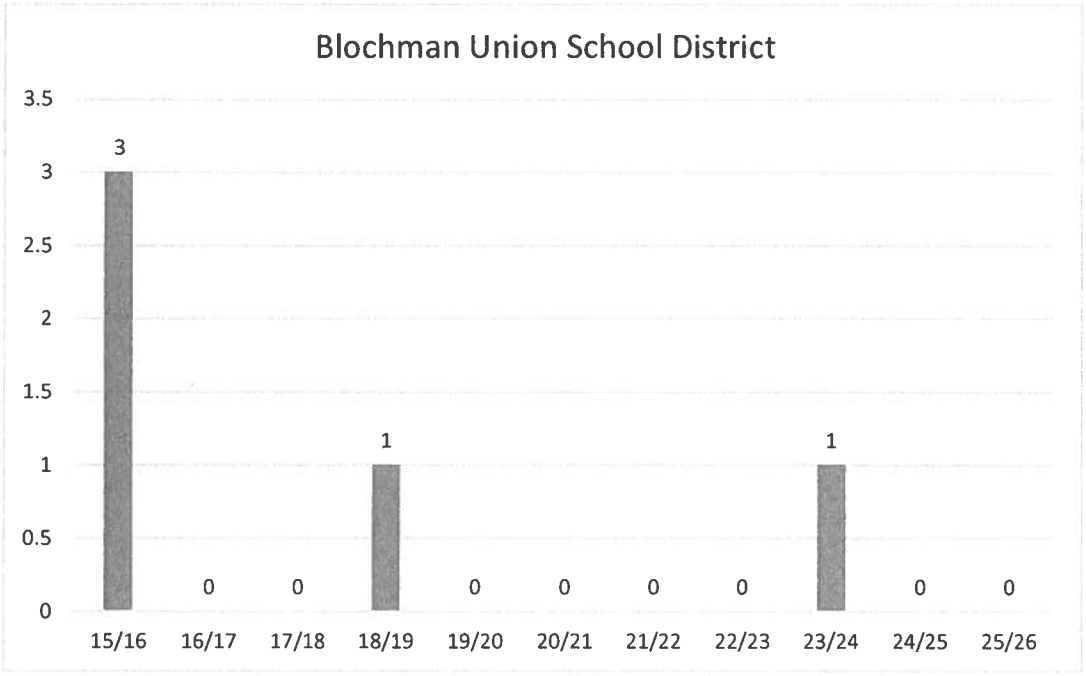
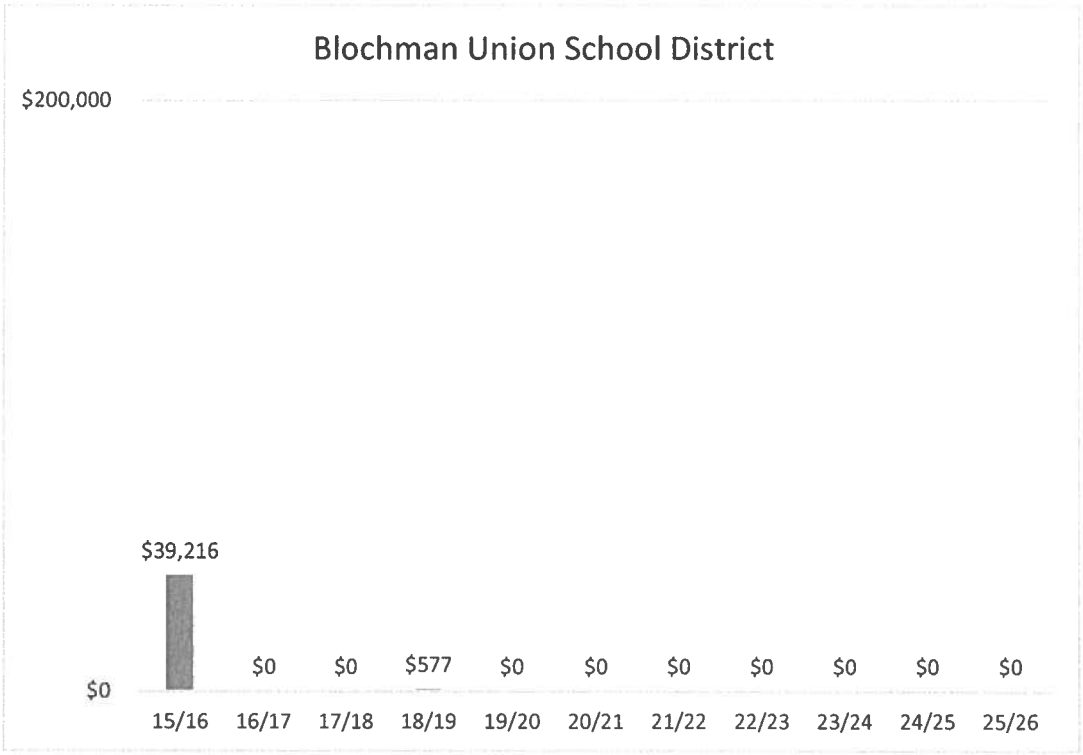


CHART 2: Claim Severity (Paid + Reserves) by Fiscal Year of Injury Date (DOI)



Santa Barbara County Schools SIPE

Blochman Union School District

	Type of Claim				Total Claims	Open Claims	Paid	Reserves	Total Incurred
	Medical	Indemnity	Litigated	Award					
All Claims Regardless of DOI									
Open Claims	0	0	0	1	1	1	$67,600	$10,359	$77,959
Closed Claims	22	5	4	2	33		$254,275	$0	$254,275
Total Claims	22	5	4	3	34		$321,875	$10,359	$332,234
Claims with a DOI in Current and Last Fiscal Years at Same Point in Time									
FYTD 2025/26	0	0	0	0	0	0	$0	$0	$0
FYTD 2024/25	0	0	0	0	0				
Est FY 2025/26	0	0	0	0	0		$0	$0	$0
Claims with a DOI in Last Five Fiscal Years									
FY 2024/25	0	0	0	0	0	0	$0	$0	$0
FY 2023/24	1	0	0	0	1	0	$0	$0	$0
FY 2022/23	0	0	0	0	0	0	$0	$0	$0
FY 2021/22	0	0	0	0	0	0	$0	$0	$0
FY 2020/21	0	0	0	0	0	0	$0	$0	$0
Average	0	0	0	0	0	0	$0	$0	$0

Analysis of Claims by Claim Type

Type of Claim	# of Claims	% of Claims	Total Incurred	% of TI
Medical Only	22	64.71%	$6,637	2.00%
Indemnity	5	14.71%	$11,192	3.37%
Litigated	4	11.76%	$196,527	59.15%
Award	3	8.82%	$117,879	35.48%
Total	34	100.00%	$332,234	100.00%

Recoveries

Recovery Type	This FY	All Years
Contributions	$0	$0
Excess	$0	$0
Subrogation	$0	$0
Total	$0	$0

Workers' Compensation Administrators

Santa Barbara County Schools SIPE

Blochman Union School District

DOI in FY Ending 6/30/	*Open Claims*	*Closed Claims*	*Total Claims*	*Breakdown by Type of Claim*				*Cost Per Claim*	*Total Incurred*
				Medical	*Indemnity*	*Litigated*	*Award*		
1977	0	1	1	1	0	0	0	$299.25	$299.25
1980	0	1	1	1	0	0	0	$74.30	$74.30
1989	0	1	1	1	0	0	0	$337.84	$337.84
1990	0	1	1	1	0	0	0	$403.33	$403.33
1992	0	1	1	1	0	0	0	$539.24	$539.24
1993	0	2	2	1	0	1	0	$55,367.49	$110,734.98
1994	0	1	1	0	0	1	0	$0.00	$0.00
1995	0	2	2	2	0	0	0	$202.60	$405.19
1997	0	5	5	2	1	1	1	$5,161.79	$25,808.93
1999	0	3	3	3	0	0	0	$173.73	$521.18
2002	0	2	2	0	2	0	0	$1,288.62	$2,577.23
2004	0	1	1	0	0	1	0	$67,940.15	$67,940.15
2006	1	1	2	1	0	0	1	$39,069.37	$78,138.73
2007	0	1	1	1	0	0	0	$0.00	$0.00
2008	0	2	2	2	0	0	0	$229.60	$459.20
2014	0	1	1	1	0	0	0	$346.37	$346.37
2015	0	2	2	1	1	0	0	$1,927.42	$3,854.84
2016	0	3	3	1	1	0	1	$13,072.11	$39,216.34
2019	0	1	1	1	0	0	0	$576.73	$576.73
2024	0	1	1	1	0	0	0	$0.00	$0.00

Workers' Compensation Administrators

Santa Barbara County Schools SIPE

Blochman Union School District

DOI in FY Ending 6/30/	*Open Claims*	*Closed Claims*	*Total Claims*	*Breakdown by Type of Claim*				*Cost Per Claim*	*Total Incurred*
				Medical	*Indemnity*	*Litigated*	*Award*		
Grand Total:	1	33	34	22	5	4	3	*$9,771.58*	*$332,233.83*

Workers' Compensation Administrators

Santa Barbara County Schools SIPE

Blochman Union School District

Month of DOI	*Claims in FY 2020/21*		*Claims in FY 2021/22*		*Claims in FY 2022/23*		*Claims in FY 2023/24*		*Claims in FY 2024/25*		*Average Claims*		*Claims in FY 2025/26*
January	0	#Num!	0	#Num!	0	#Num!	1	100.00%	0	#Num!	0.20	100.00%	0
Total	0	#Num!	0	#Num!	0	#Num!	1	100.00%	0	#Num!	0.20	100.00%	0

Workers' Compensation Administrators

Santa Barbara County Schools SIPE

Blochman Union School District

Type of Payment	*Paid in FY 2021/22*	*Paid in FY 2022/23*	*Paid in FY 2023/24*	*Paid in FY 2024/25*	*Paid in FY 2025/26*
Medical	$550.71	$545.53	$474.57	$815.93	$794.17
Expense	$826.06	$177.69	$170.02	$217.41	$301.39
	$1,376.77	$723.22	$644.59	$1,033.34	$1,095.56

Workers' Compensation Administrators

Santa Barbara County Schools SIPE

Blochman Union School District

Type of Payment	*Paid in FY 2021/22*	*Paid in FY 2022/23*	*Paid in FY 2023/24*	*Paid in FY 2024/25*	*Paid in FY 2025/26*
Medical - Physician	$550.71	$540.06	$463.63	$815.93	$794.17
Medical Bill Review	$128.06	$177.69	$170.02	$217.41	$301.39
Medical UR Review	$698.00	$0.00	$0.00	$0.00	$0.00
Prescriptions	$0.00	$5.47	$10.94	$0.00	$0.00
	$1,376.77	$723.22	$644.59	$1,033.34	$1,095.56

VI – A

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES MINUTES
Tuesday, June 9, 2026
Library
5:30 p.m. – Regular Session

A regular meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School library on June 9, 2026.

Members present: Shannon Clay, Danielle Pearce, Kelly Salas=Ernst. Absent: Thomas Gibbons, Jeania Reasner.

I. **PUBLIC SESSION:** Shannon Clay called the meeting to order at 5:31 p.m. and led the flag salute.

II. **Welcome Guests** – There were no guests present.

III. **Reports**

A. **Charter School Reports**

i. **Family Partnership Charter School** - none

ii. **Trivium Charter Schools** – Trisha Vais reported that the school year finished last Friday. They had a huge high school graduation ceremony that was well attended. They also held 8th grade promotions, Grad Night, prom, and completed state testing. The results from the staff survey were good. They potentially have 1,100 students enrolled for the 26/27 school year but actual enrollment will probably be 1,050.

B. **Teacher Reports** – none.

C. **Superintendent/Principal's Report** – Doug Brown reported that current enrollment is 208. Water Day was a big hit and it went really well. Track and Field day was also well attended by parents. Mrs. McCallister did a great job organizing the event. We took the 8th graders to a graduation lunch. Graduation is tomorrow for both kindergarten and 8th grade. The summer program starts on 6/15 and runs for five weeks.

IV. **ITEMS SCHEDULED FOR INFORMATION**

A. **Facilities**

i. **General maintenance** – We are still working on adding a third portable. We had a meeting with DSA and they will allow us to incorporate the two portables we already have with the new submittal. It will increase the cost and lengthen the timeline.

ii. **Electrical replacement project** -We are still waiting for a cut over date from PG & E. It looks like the new date will be sometime in July.

V. **ITEMS SCHEDULED FOR DISCUSSION**

A. **Charter school oversight update** – The charter site visits are complete. The sites look good and everything seems to be going well.
B. **Election filing period is 7/13/2026 – 8/7/2026**

VI. CONSENT AGENDA ITEMS

A. **Approval of Minutes**
   i. **Minutes of May 12, 2026 Regular Meeting**

***** IT IS RECOMMENDED THAT the Board of Education approve the Minutes as presented:**

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

B. **Approval of Monthly Warrants – May, 2026**

i.	**Payroll**	**$250,401.34**
ii.	**Commercial Warrants**	**$ 87,829.67**
iii.	**Revolving Fund**	**$ 0.00**
	TOTAL	**$338,231.01**

***** IT IS RECOMMENDED THAT the Board of Education approve the Warrants as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

C. **Approval of 2025/2026 Discipline Report**
   i. **Number of students suspended (in school) - 0**
   ii. **Number of students suspended (out of school) - 3**
   iii. **Number of students expelled – 0**

***** IT IS RECOMMENDED THAT the Board of Education approve the Discipline Report as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

VII. ITEMS SCHEDULED FOR ACTION

A. Approval of the Benjamin Foxen Elementary School's May 2026 attendance report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the May 2026 attendance report as presented:**

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

B. Approval of the 2025/2026 Proposition 28: Arts and Music in Schools Funding Annual Report.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2025/2026 Proposition 28: Arts and Music in Schools Funding Annual Report as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

C. Approval of the 2026/2027 Education Protection Act (EPA), spending plan.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Education Protection Act (EPA) expenditures and spending plan as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

D. Public Hearing regarding the 2026/2027 Adopted Budget

Education Code Section 42127 requires that each year the Governing Board of the school district shall hold a public hearing on the budget to be adopted for the subsequent year. Pursuant to Education Code Section 33127, the adopted budget complies with the standards and criteria as established by the State Board of Education. Public inspection of the budget prior to the hearing will be held at Blochman Union School District, 4949 Foxen Canyon Rd., Santa Maria, CA 93454.

A PUBLIC HEARING IS REQUIRED AT THIS TIME.

Open Public Hearing for the 2026/2027 Adopted Budget: Time: 5:42 p.m.

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

PUBLIC COMMENTS ARE ENCOURAGED AT THIS TIME – A discussion ensued regarding the issue of slight deficit spending. The district has a healthy fund balance so this is not a problem.

Close Public Hearing for the 2026/2027 Adopted Budget: Time: 5:44 p.m.

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

E. Public Hearing regarding the following documents:

i. LCFF Budget Overview for Parents
ii. 2025/2026 Annual Update
iii. 2026/2027 Local Control Accountability Plan
iv. Action Tables
v. LCAP Instructions
vi. Local Indicators

Education Code Section 52062 requires the Governing Board of a school district to hold at least one public hearing to solicit recommendations and comments from members of the public regarding the actions and expenditures proposed in the Local Control and Accountability Plan (LCAP) or annual update to the LCAP. The public hearing for the LCAP must be held at the same meeting as the public hearing for the budget required by Education Code Section 42127. At a subsequent public meeting, the Governing Board must adopt the LCAP and the budget. Both the LCAP and budget must be adopted at the same public meeting. The public meeting to adopt the budget and the LCAP and associated documents for Blochman Union School District is scheduled for June 11, 2026, at 5:00 p.m. in the library of Benjamin Foxen Elementary School.

A PUBLIC HEARING IS REQUIRED AT THIS TIME.

Open Public Hearing. Time: 5:45 p.m.

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

PUBLIC COMMENTS ARE ENCOURAGED AT THIS TIME – There were no public comments.

Close Public Hearing. Time: 5:46 p.m.

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

F. Approval of the 2026/2027 Extended Learning Opportunities Plan.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Extended Learning Opportunities Plan as presented:**

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

G. Approval of the 2026/2027 Interim Business Manager contract.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the 2026/2027 Interim Business Manager contract as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

H. Approval of Resolution 2026-06-09, Candidate's Statement of Qualifications and Resolution 2026-06-09-01, Order of Election.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve Resolution 2026-06-09, Candidate's Statement of Qualifications and Resolution 2026-06-09-01, Order of Election as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

I. Approval of the contract with PG & E for emergency facilities use.

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the contract with PG & E as presented:**

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

J. Approval of donations.

i. Doug Brown; $1,000; ASB Class of 2027

ii. Doug Brown; $500; ASB Class of 2027

***** IT IS RECOMMENDED THAT the Board of Education take action to approve the donations as presented:**

MOVED:	**Kelly Salas-Ernst**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thomas Gibbons:	**Absent**		

VIII. PUBLIC COMMENTS - The issue of SB 848 regarding school safety was discussed, along with the training requirements.

IX. <u>MISCELLANEOUS AGENDA ITEMS</u>

A. Items Proposed for Future Action or Discussion - None

B. Blochman Union School District Board Member Items – Mrs. Salas-Ernst wished our students a happy graduation.

C. Items not on the Agenda - none

D. Next Scheduled Board Meeting: A Special Meeting will be held June 11, 2026, at 5:00 p.m. in the library to adopt the budget and the LCAP with associated documents. The next regularly scheduled board meeting will be held August 11, 2026, at 5:30 p.m., Library.

X. <u>CLOSED SESSION:</u> The board adjourned to closed session at 5:51 p. m. where they may consider and may act on the following during closed session:

A. Certificated and Classified Personnel Actions

i. **The board will be asked to review and approve hiring, transfers, promotion, evaluations, terminations, and resignations.**

XI. **RECONVENE IN OPEN SESSION** - The board reconvened in open session at 6:01 p.m. Mrs. Salas-Ernst reported that no action was taken.

XII. **Adjourn**

TIME: 6:02 p.m.

MOVED:	**Daniella Pearce**	**SECOND:**	**Kelly Salas-Ernst**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Absent**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Aye**
Thoma Gibbons:	**Absent**		

Blochman Union School District
Benjamin Foxen School * 4949 Foxen Canyon Road
Santa Maria, CA 93454 * (805) 937-1148

BOARD OF TRUSTEES MINUTES
Thursday, June 11, 2026
Library
5:00 p.m. – Special Meeting

A special meeting of the Board of Education of the Blochman Union School District was held at the Benjamin Foxen Elementary School library on June 11, 2026.

Members present: Shannon Clay, Daniella Pearce, Jeania Reasner. Absent: Thomas Gibbons, Kelly Salas-Ernst.

I. **PUBLIC SESSION**

A. **Call to Order and Flag Salute** – Mrs. Clay called the meeting to order at 5:20 p.m. and led the flag salute.

II. **ITEMS SCHEDULED FOR INFORMATION – none**

III. **ITEMS SCHEDULED FOR DISCUSSION - none**

IV. **CONSENT AGENDA ITEMS - none**

V. **ACTION ITEMS**

A. **Approval of Blochman Union School District's 2026/2027 LCAP and associated documents:**

i. **Budget Overview for Parents**
ii. **2025/2026 Annual Update**
iii. **2026/2027 Local Control Accountability Plan**
iv. **Action Tables**
v. **LCAP Instructions**
vi. **Local Indicators**

***** IT IS RECOMMENDED THAT the Board of Education takes action to approve the above-referenced documents as presented:**

MOVED:	**Daniella Pearce**	**SECOND:**	**Jeania Reasner**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Aye**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Absent**
Thomas Gibbons:	**Absent**		

B. Approval of Blochman Union School District's 2026/2027 Adopted Budget.

***** IT IS RECOMMENDED THAT the Board of Education takes action to approve the 2026/2027 Adopted Budget as presented:**

MOVED:	**Jeania Reasner**	**SECOND:**	**Daniella Pearce**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Aye**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Absent**
Thomas Gibbons:	**Absent**		

VI. PUBLIC COMMENTS - none

VII. MISCELLANEOUS AGENDA ITEMS

A. Items Proposed for Future Action or Discussion - none

B. Blochman Union School District Board Member Items – none

C. Items not on the Agenda - none

D. Next Scheduled Board Meeting: Tuesday, August 11, 2026; open session at 5:30 p.m., Library.

VIII. Adjourn

Time: 5:23 p.m.

MOVED:	**Daniella Pearce**	**SECOND:**	**Jeania Reasner**
VOTE:			
Shannon Clay:	**Aye**	**Jeania Reasner:**	**Aye**
Daniella Pearce:	**Aye**	**Kelly Salas-Ernst:**	**Absent**
Thomas Gibbons:	**Absent**		

VI – B

Pay Date 06/10/2026 through 06/30/2026

EARNINGS by Earnings Code	Income	Adjustments
Regular	189,437.20	
TOTAL	189,437.20	

EARNINGS by Group	Income	Adjustments
Base Pay	181,951.08	
Miscellaneous	1,260.91	
Stipends	6,225.21	
TOTAL	189,437.20	

EARNINGS		Person Type		Female Employees
Certificated	17	127,716.51	12	84,487.50
Classified	20	61,720.69	12	36,785.53
TOTAL	37	189,437.20	24	121,273.03

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	13,723.78		13,723.78	166,744.41
State Withholding	5,008.10		5,008.10	166,744.41
Social Security	4,758.22	4,758.22	9,516.44	76,745.33
Medicare	2,659.84	2,659.84	5,319.68	183,436.40
SUI		91.69	91.69	183,436.40
Workers' Comp		1,674.82	1,674.82	183,436.40
SUBTOTAL	26,149.94	9,184.57	35,334.51	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS	920.27	3,524.59	4,444.86	13,146.56
PERS / 62	5,268.06	17,654.56	22,922.62	65,850.60
STRS / 60	9,096.70	16,950.89	26,047.59	88,748.01
STRS / 62	1,406.96	2,633.32	4,040.28	13,787.00
Benefits	5,524.01	1,464.13	6,988.14	
Misc	476.79		476.79	
SUBTOTAL	22,692.79	42,227.49	64,920.28	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Benefits		13,189.90	13,189.90	
Misc	181.48		181.48	
Summer Savings	1,253.01		1,253.01	84,778.76
Taxes	700.77		700.77	53,906.58
SUBTOTAL	2,135.26	13,189.90	15,325.16	
TOTALS	50,977.99	64,601.96	115,579.95	

Vendor Summary for Pay Date 06/10/2026 thru 06/30/2026

Vendor Checks	658.27	3
Vendor Liabilities	114,921.68	26
	115,579.95	29

Cancel/Reissue for Process Date 06/10/2026 thru 06/30/2026

Reissued		
Cancel Checks		
Void ACH		

BALANCING DATA

		138,459.21	Net Pay
Gross Earnings	189,437.20	50,977.99	Deductions
District Liability	64,601.96	64,601.96	Contributions
	254,039.16	254,039.16	

NET

Direct Deposits	138,117.41	35
Checks	341.80	2
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	138,459.21	37

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 6/1/2026, Ending Pay Date = 6/30/2026)

002 - Blochman Union School District

Generated for Nancy Shafer (02SHAFERN), Aug 4 2026 10:37AM

Checks Dated 06/01/2026 through 06/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-901866	06/01/2026	Arkinson, Jennifer M	01-4300		101.43
01-901867	06/01/2026	Arnold, Joni G	01-4300		9.92
01-901868	06/01/2026	805 Dairy Distributing LLC	13-4710		236.00
01-901869	06/01/2026	Cal-Coast Machinery	01-4300		136.40
01-901870	06/01/2026	HOME DEPOT CREDIT SERVICES	01-4300		97.87
01-901871	06/01/2026	Matt's Bakery & Brian's Bread	13-4710		97.15
01-901872	06/01/2026	Mission Linen Supply Inc.	01-4300		326.93
01-901873	06/01/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-901874	06/01/2026	O'Connor Pest Control	01-5800		92.00
01-901875	06/01/2026	PEAC Solutions	01-7439		592.69
01-901876	06/01/2026	Pearson Education	01-4300		136.73
01-901877	06/01/2026	Procare Janitorial Supply	01-4300		625.76
01-901878	06/01/2026	Staples	01-4300		54.73
01-901879	06/01/2026	Valley Fresh Produce	13-4710		269.00
01-902771	06/08/2026	McLain, Timothy J	01-4300		42.60
01-902772	06/08/2026	805 Dairy Distributing LLC	13-4710		147.00
01-902773	06/08/2026	Advanced Wireless	01-5910		347.37
01-902774	06/08/2026	Amazon Capital Services	01-4300		53.07
01-902775	06/08/2026	American Star Tours	01-5800		24,432.10
01-902776	06/08/2026	Best, Best & Krieger LLP	01-5830		647.70
01-902777	06/08/2026	Gary J. Gery Architects, Inc.	01-6200		10,000.00
01-902778	06/08/2026	Go To Communications, Inc.	01-5910		534.18
01-902779	06/08/2026	Jones School Supply	01-4300		77.88
01-902780	06/08/2026	Jordanos Food Service Division	01-4300	78.72	
			13-4300	676.28	
			13-4710	1,491.05	2,246.05
01-902781	06/08/2026	Matt's Bakery & Brian's Bread	13-4710		101.25
01-902782	06/08/2026	Mission Linen Supply Inc.	01-4300		143.04
01-902783	06/08/2026	Procare Janitorial Supply	01-4300		345.50
01-902784	06/08/2026	Quill LLC	01-4300		183.86
01-902785	06/08/2026	Sisc III Insurance	67-5450		20,603.70
01-902786	06/08/2026	Staples	01-4300	88.26	
			01-4400	345.44	433.70
01-902787	06/08/2026	US OMNI & TSACG Compliance	01-5800		50.00
01-902788	06/08/2026	Valley Fresh Produce	13-4710		313.50
01-904205	06/15/2026	Dekorte, Holly J	01-4300		104.44
01-904206	06/15/2026	McCallister, Jennifer D	01-4300		135.66
01-904207	06/15/2026	805 Dairy Distributing LLC	13-4710		173.00
01-904208	06/15/2026	ALD TELECOM	01-5910		12.77
01-904209	06/15/2026	Amazon Capital Services	01-4300		75.07
01-904210	06/15/2026	American Star Tours	01-5800		614.00
01-904211	06/15/2026	Blochman Union School District	01-5800		48.00
01-904212	06/15/2026	California Dept. Of Education	13-4710		83.85
01-904213	06/15/2026	Culligan San Paso	01-5800		299.80
01-904214	06/15/2026	Department Of Justice	01-5800		162.00
01-904215	06/15/2026	Groudworks Landscape Co. Inc.	01-5800		4,680.00

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 06/01/2026 through 06/30/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-904216	06/15/2026	MarBorg Industries	01-5570		1,394.44
01-904217	06/15/2026	Mission Linen Supply Inc.	01-4300		230.62
01-904218	06/15/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-904219	06/15/2026	Pacific Gas & Electric	01-5520		655.33
01-904220	06/15/2026	US Bank Corporate Payments	01-4300	1,754.85	
			01-5200	236.90	
			01-5800	311.48	
			01-5910	2,290.51	
			13-4300	566.60	
			13-4710	544.52	5,704.86
01-904221	06/15/2026	Valley Fresh Produce	13-4710		864.60
01-905459	06/22/2026	Shank, Joe E	01-4300		87.90
01-905460	06/22/2026	Amazon Capital Services	01-4300	756.43	
			01-4400	63.00	
			13-4400	23.85	843.28
01-905461	06/22/2026	FARM SUPPLY COMPANY	01-4300		750.21
01-905462	06/22/2026	Golden State Water Company	01-5530		516.93
01-905463	06/22/2026	Jordanos Food Service Division	01-4300	81.22	
			13-4300	622.17	
			13-4710	871.17	1,574.56
01-905464	06/22/2026	Mission Linen Supply Inc.	01-4300		149.38
01-905465	06/22/2026	O'Connor Pest Control	01-5800		307.00
01-905466	06/22/2026	Pacific Gas & Electric	01-5520		5,911.42
01-905467	06/22/2026	SoCalGas	01-5510		339.09
01-906417	06/29/2026	Amazon Capital Services	01-4300	249.47	
			13-4400	51.68	301.15
01-906418	06/29/2026	HOME DEPOT CREDIT SERVICES	01-4300	230.04	
			13-4300	23.75	253.79
01-906419	06/29/2026	Mission Linen Supply Inc.	01-4300		276.51
01-906420	06/29/2026	Nancy B Shafer, CPA	01-5800		4,344.17
01-906421	06/29/2026	PEAC Solutions	01-7439		592.69
01-906422	06/29/2026	Quill LLC	01-4300		64.25
		Total Number of Checks	**64**		**103,718.22**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	54	75,958.10
13	Cafeteria Spec Rev Fund	15	7,156.42
67	Self-Insurance Fund 1	1	20,603.70
	Total Number of Checks	**64**	103,718.22
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**103,718.22**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail
June 2026

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
TOTAL								0.00

VI – C

Pay Date 07/10/2026 through 07/31/2026

EARNINGS by Earnings Code	Income	Adjustments
Regular	61,989.14	
TOTAL	61,989.14	

EARNINGS by Group	Income	Adjustments
Base Pay	50,181.20	
Miscellaneous	11,697.94	
Stipends	110.00	
TOTAL	61,989.14	

EARNINGS		Person Type		Female Employees
Certificated	3	29,000.32		.00
Classified	11	32,988.82	6	14,200.42
TOTAL	14	61,989.14	6	14,200.42

TAXES	Employee	Employer	Total	Subject Grosses
Federal Withholding	4,895.57		4,895.57	54,470.87
State Withholding	1,655.18		1,655.18	54,470.87
Social Security	1,891.81	1,891.81	3,783.62	30,513.42
Medicare	862.95	862.95	1,725.90	59,513.74
SUI		29.74	29.74	59,513.74
Workers' Comp		519.58	519.58	59,513.74
SUBTOTAL	9,305.51	3,304.08	12,609.59	

REDUCTIONS	Employee	Employer	Total	Subject Grosses
PERS / 62	2,070.59	6,841.86	8,912.45	25,882.64
STRS / 60	2,916.55	5,434.75	8,351.30	28,454.18
STRS / 62	55.73	104.31	160.04	546.14
Benefits	2,475.40	157.30	2,632.70	
SUBTOTAL	7,518.27	12,538.22	20,056.49	

DEDUCTIONS	Employee	Employer	Total	Subject Grosses
Benefits		4,191.00	4,191.00	
Summer Savings	70,587.02-		70,587.02-	
Taxes	396.67		396.67	30,513.42
SUBTOTAL	70,190.35-	4,191.00	65,999.35-	
TOTALS	53,366.57-	20,033.30	33,333.27-	

Vendor Summary for Pay Date 07/10/2026 thru 07/31/2026

Vendor Checks	.00	0
Vendor Liabilities	33,333.27-	31
	33,333.27-	31

Cancel/Reissue for Process Date 07/10/2026 thru 07/31/2026

Reissued		
Cancel Checks		
Void ACH		

BALANCING DATA

		115,355.71	Net Pay
Gross Earnings	61,989.14	53,366.57-	Deductions
District Liability	20,033.30	20,033.30	Contributions
	82,022.44	82,022.44	

NET

Direct Deposits	110,059.01	30
Checks	5,296.70	6
Partial Net ACH		
Negative Net		
Check Holds		
Zero Net		
TOTAL	115,355.71	36

Selection Grouped by Org, Filtered by (Org = 2, Starting Pay Date = 7/1/2026, Ending Pay Date = 7/31/2026)

Checks Dated 07/01/2026 through 07/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-907222	07/06/2026	Barnes, Deanna	01-5200		62.57
01-907223	07/06/2026	805 Dairy Distributing LLC	13-9501		116.00
01-907224	07/06/2026	Advanced Wireless	01-5910		347.37
01-907225	07/06/2026	Amazon Capital Services	01-9501		129.28
01-907226	07/06/2026	American Star Tours	01-9501		17,359.65
01-907227	07/06/2026	California School Boards Assoc	01-5300		7,925.00
01-907228	07/06/2026	Health-e Pro	13-5800		2,870.00
01-907229	07/06/2026	Infinite Campus	01-5800		7,236.00
01-907230	07/06/2026	Mission Linen Supply Inc.	01-4300	159.70	
			01-9501	149.38	309.08
01-907231	07/06/2026	Staples	01-4300		160.40
01-908167	07/13/2026	ALD TELECOM	01-5910		12.77
01-908168	07/13/2026	Amazon Capital Services	01-4300		549.71
01-908169	07/13/2026	Best, Best & Krieger LLP	01-9501		5,944.80
01-908170	07/13/2026	Culligan San Paso	01-9501		172.40
01-908171	07/13/2026	Gary J. Gery Architects, Inc.	01-6200	50.00	
			01-9501	14,200.00	14,250.00
01-908172	07/13/2026	Go To Communications, Inc.	01-5910		503.46
01-908173	07/13/2026	Insight Public Sector SLED	01-9501		481.50
01-908174	07/13/2026	Pacific Gas & Electric	01-5520		10.42
01-908175	07/13/2026	Riverside Insights	01-4300		390.00
01-908176	07/13/2026	Sisc III Insurance	67-5450		20,603.70
01-908177	07/13/2026	US OMNI & TSACG Compliance	01-9501		50.00
01-909393	07/20/2026	Bertram, Jennifer M	01-4300		51.43
01-909394	07/20/2026	805 Dairy Distributing LLC	13-4710		46.00
01-909395	07/20/2026	Coelho Academy of Music	01-9501		2,750.00
01-909396	07/20/2026	Golden State Water Company	01-5530		467.38
01-909397	07/20/2026	MarBorg Industries	01-5570		1,394.44
01-909398	07/20/2026	Mission Linen Supply Inc.	01-4300		159.70
01-909399	07/20/2026	Nancy B Shafer, CPA	01-5800		4,604.79
01-909400	07/20/2026	O'Connor Pest Control	01-5800		92.00
01-909401	07/20/2026	Pacific Gas & Electric	01-5520		866.29
01-909402	07/20/2026	Quill LLC	01-4300		16.73
01-909403	07/20/2026	REALLY GOOD STUFF	01-4300		1,111.44
01-909404	07/20/2026	School Specialty, LLC	01-4300		270.40
01-909405	07/20/2026	Staples	01-4300		551.28
01-909406	07/20/2026	Zaner-Blosser, Inc.	01-4100		847.71
01-910384	07/27/2026	Mission Linen Supply Inc.	01-4300		159.70
01-910385	07/27/2026	Pacific Gas & Electric	01-5520		37.68
01-910386	07/27/2026	Quill LLC	01-4300		1,467.74
01-910387	07/27/2026	San Joaquin Co.office Of Ed.	01-5800		800.00
01-910388	07/27/2026	School Specialty, LLC	01-4300		559.29
01-910389	07/27/2026	Sisc II	01-5450		46,575.19
01-910390	07/27/2026	SoCalGas	01-5510		591.07
01-910391	07/27/2026	US Bank Corporate Payments	01-4300	1,335.70	
			01-9501	4,674.57	

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

Checks Dated 07/01/2026 through 07/31/2026

Check Number	Check Date	Pay to the Order of	Fund-Object	Expensed Amount	Check Amount
01-910391	07/27/2026	US Bank Corporate Payments	13-4300	960.35	
			13-9501	558.01	7,528.63
		Total Number of Checks	**43**		**150,433.00**

Fund Recap

Fund	Description	Check Count	Expensed Amount
01	General Fund	39	125,278.94
13	Cafeteria Spec Rev Fund	4	4,550.36
67	Self-Insurance Fund 1	1	20,603.70
	Total Number of Checks	43	150,433.00
	Less Unpaid Tax Liability		.00
	Net (Check Amount)		**150,433.00**

The preceding Checks have been issued in accordance with the District's Policy and authorization of the Board of Trustees. It is recommended that the preceding Checks be approved.

BLOCHMAN REVOLVING FUND
Expenses by Vendor Detail
July 2026

Type	Date	Num	Memo	Account	Clr	Split	Amount	Balance
TOTAL								0.00

VI – D

Attendance Charter School

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Record Information

Entity Information		Details		Validation Information		Certification Information
County	Santa Barbara	**Last Saved By**	seggert	**Number of Records**	6	**Charter School - District Oversight:** seggert - 6/26/2026 10:06:01 AM
School	Family Partnership Charter	**Last Saved Date**	6/26/2026 10:01:35 AM	**Number of Errors**	0	
CDS Code	42 69112 0111773	**Last Validation By**	seggert	**Number of Warnings**	1	**School District:** nshafer - 7/1/2026 9:50:06 AM
Charter Number	0763	**Last Validation Date**	6/26/2026 10:04:23 AM	**Passed Data Validation**	Yes	**County Office of Education:** None
Data ID	7214A9A5			View Validation Details		View Certification

Certification was successful for the selected entity.

Charter Status | ADA | ADA Allocation | Summary | Notes

Charter Status

Data ID: **7214A9A5**

Does this charter school operate multiple instructional tracks? YES (Multitrack)	**A-1a**	☐
Does this charter school operate multiple instructional tracks? NO (Single Track)	**A-1b**	☑
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.	A-2	
Track A	A-2a	☑
Track B	A-2b	☐

Track C	A-2c	☐
Track D	A-2d	☐
Track E	A-2e	☐
Is this charter school in its first year of operation?	**A-3**	
YES (move on to Line A-4)	A-3a	☐
NO (move on to Line A-5)	A-3b	☑
Date (mm/dd/yyyy) Instruction Commenced	**A-4**	
Single Track/Track A	A-4a	
Track B	A-4b	
Track C	A-4c	
Track D	A-4d	
Track E	A-4e	
Did the charter school cease operation or instruction during the current fiscal year?	**A-5**	
YES (move on to Line A-6)	A-5a	☐
NO (move on to Line A-7)	A-5b	☑
Date (mm/dd/yyyy) Operation or Instruction Ceased	**A-6**	
Single Track/Track A	A-6a	
Track B	A-6b	
Track C	A-6c	
Track D	A-6d	
Track E	A-6e	
Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.	A-7	
Single Track/Track A	A-7a	180
Track B	A-7b	
Track C	A-7c	
Track D	A-7d	
Track E	A-7e	

Indicate the Type ruction	**A-8**	
Classroom-based	A-8a	☐
Nonclassroom-based	A-8b	☑
Combination	A-8c	☐

ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Single TRK/TRK A

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.0(
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.0(
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.0(
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.0(
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.0(
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	73.09	65.88	56.02	149.03	344.0
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.0(
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.0(
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or	C-4	0.00	0.00	0.00	0.00	0.0(

Nonpublic, Nonsec Schools - Licensed Childrens Institutions Noncla: -based ADA (Divisor 175)						
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	73.09	65.88	56.02	149.03	344.0
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	73.09	65.88	56.02	149.03	344.0
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.0
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.0
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.0
ADA Totals for Track (Sum of D-1 through D-4)	D-5	73.09	65.88	56.02	149.03	344.0
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.0
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.0
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.0
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.0
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.0
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.0
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.0

ADA

Record 2 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track B				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	D-3	0.00	0.00	0.00	0.00	0.00

Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track C				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be						

generated by stu[illegible] who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track D				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 5 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Track E

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA

Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

Summary

Summary of Reported ADA for All Tracks		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	I-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	I-2	73.09	65.88	56.02	149.03	344.02
ADA Totals for All Tracks						
Total Regular ADA (Sum of All Records D-1)	J-1	73.09	65.88	56.02	149.03	344.02
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	J-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)	J-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)	J-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Tracks (Sum of J-1 through J-4)	J-5	73.09	65.88	56.02	149.03	344.02
Summary of Reported ADA for All Districts of Residence						
Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters						
Classroom-based ADA Totals for All Districts (sum of all records F-5)	K-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)	K-2	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Districts of Residence						
Total Regular ADA (sum of all records H-1)	L-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)	L-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)	L-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (Sum of All Records H-4)	L-4	0.00	0.00	0.00	0.00	0.00

ADA Totals for All L	(Sum of L-1 through L-4)	L-5	0.00	0.00	0.00	0.00	0.00

Notes

We do not offer a TK program.

471 remaining

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name:	**Family Partnership Charter**
(name continued)	
CDS #:	**42 69112-0111773**
Charter Approving Entity:	**Blochman Union Elementary**
County:	**Santa Barbara**
Charter #:	**0763**
Fiscal Year:	**2026-27**

To the entity that approved the charter school:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: Stephanie Eggert Date: 6/16/2026
Charter School Official
(Original signature required)

Print Name: Stephanie Eggert Title: Executive Director

To the County Superintendent of Schools:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: Doug Brown Date: 6-18-2026
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Nancy Shafer	Brian Lara
Name	Name
Interim Business Manager	School Business Manager
Title	Title
805-937-1148 x113	213-670-5552
Phone	Phone
blochman@blochmanusd.org	blara@csmci.com
E-mail	E-mail

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Family Partnership Charter
(name continued)
CDS #: 42-69112-0111773
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 0763
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	2,548,841.00	3,063,831.00		3,063,831.00
Education Protection Account State Aid - Current Year	8012	1,335,944.00	1,006,052.00		1,006,052.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	500,526.59	516,360.05		516,360.05
Other LCFF Transfers	8091, 8097	0.00			0.00
Total, LCFF Sources		4,385,311.59	4,586,243.05	0.00	4,586,243.05
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	0.00			0.00
Special Education - Federal	8181, 8182	80,941.98		80,505.00	80,505.00
Child Nutrition - Federal	8220	0.00			0.00
Donated Food Commodities	8221	0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		80,941.98	0.00	80,505.00	80,505.00
3. Other State Revenues					
Special Education - State	StateRevSE	370,933.95		397,142.00	397,142.00
All Other State Revenues	StateRevAO	264,454.49	325,027.37	519,135.53	844,162.90
Total, Other State Revenues		635,388.44	325,027.37	916,277.53	1,241,304.90
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	250,922.06	218,999.91		218,999.91
Total, Local Revenues		250,922.06	218,999.91	0.00	218,999.91
5. TOTAL REVENUES		5,352,564.07	5,130,270.33	996,782.53	6,127,052.86
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,126,379.49	2,297,467.36	164,468.71	2,461,936.07
Certificated Pupil Support Salaries	1200	0.00	0.00	0.00	0.00
Certificated Supervisors' and Administrators' Salaries	1300	365,373.19	127,085.18	72,531.59	199,616.77
Other Certificated Salaries	1900	25,000.00	0.00	0.00	0.00
Total, Certificated Salaries		2,516,752.68	2,424,552.54	237,000.30	2,661,552.84
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	88,100.01	74,081.91	35,424.23	109,506.14
Non-certificated Support Salaries	2200	0.00	0.00	0.00	0.00
Non-certificated Supervisors' and Administrators' Sal.	2300	169,633.43	137,869.16	15,318.72	153,187.88
Clerical and Office Salaries	2400	72,561.26	100,350.97	11,150.05	111,501.02
Other Non-certificated Salaries	2900	0.00	0.00	0.00	0.00
Total, Non-certificated Salaries		330,294.70	312,302.04	61,893.00	374,195.04

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	477,834.52	676,369.80	66,115.14	742,484.94
PERS	3201-3202	69,470.00	58,937.90	11,680.48	70,618.38
OASDI / Medicare / Alternative	3301-3302	61,542.53	62,540.41	8,512.64	71,053.05
Health and Welfare Benefits	3401-3402	213,199.80	327,681.78	35,517.76	363,199.54
Unemployment Insurance	3501-3502	23,607.58	20,985.57	2,622.00	23,607.57
Workers' Compensation Insurance	3601-3602	36,957.84	35,715.74	3,900.38	39,616.12
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00

Total, Employee Benefits		882,612.27	1,182,231.20	128,348.40	1,310,579.60
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	130,999.73	0.16	130,999.67	130,999.83
Books and Other Reference Materials	4200	1,999.97	0.00	1,999.95	1,999.95
Materials and Supplies	4300	56,999.86	0.00	39,999.80	39,999.80
Noncapitalized Equipment	4400	72,999.90	0.00	72,999.75	72,999.75
Food	4700	9,999.97	0.00	9,999.92	9,999.92
Total, Books and Supplies		272,999.43	0.16	255,999.09	255,999.25
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	60,999.89	0.00	52,999.88	52,999.88
Dues and Memberships	5300	12,999.98	12,999.95	0.00	12,999.95
Insurance	5400	84,875.07	180,499.87	0.00	180,499.87
Operations and Housekeeping Services	5500	132,999.94	109,999.90	0.00	109,999.90
Rentals, Leases, Repairs, and Noncap. Improvements	5600	442,199.92	471,004.79	20,999.94	492,004.73
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	587,162.66	380,336.12	199,253.98	579,590.10
Communications	5900	45,287.97	0.00	40,287.94	40,287.94
Total, Services and Other Operating Expenditures		1,366,525.43	1,154,840.63	313,541.74	1,468,382.37
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual					
Land and Land Improvements	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Lease Assets	6600				0.00
Subscription Assets	6700				0.00
Depreciation Expense (for accrual basis only)	6900				0.00
Amortization Expense - Lease Assets	6910				0.00
Amortization Expense - Subscription Assets	6920				0.00
Total, Capital Outlay		0.00	0.00	0.00	0.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,369,184.51	5,073,926.57	996,782.53	6,070,709.10
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		(16,620.44)	56,343.76	0.00	56,343.76

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999		0.00	0.00	0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		(16,620.44)	56,343.76	0.00	56,343.76
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	2,644,222.64	2,584,922.03	39,480.17	2,624,402.20
b. Adjustments/Restatements to Beginning Balance	9793, 9795	(3,200.00)			0.00
c. Adjusted Beginning Balance		2,641,022.64	2,584,922.03	39,480.17	2,624,402.20
2. Ending Fund Balance, June 30 (E + F.1.c.)		2,624,402.20	2,641,265.79	39,480.17	2,680,745.96
Components of Ending Fund Balance					
a. Nonspendable					

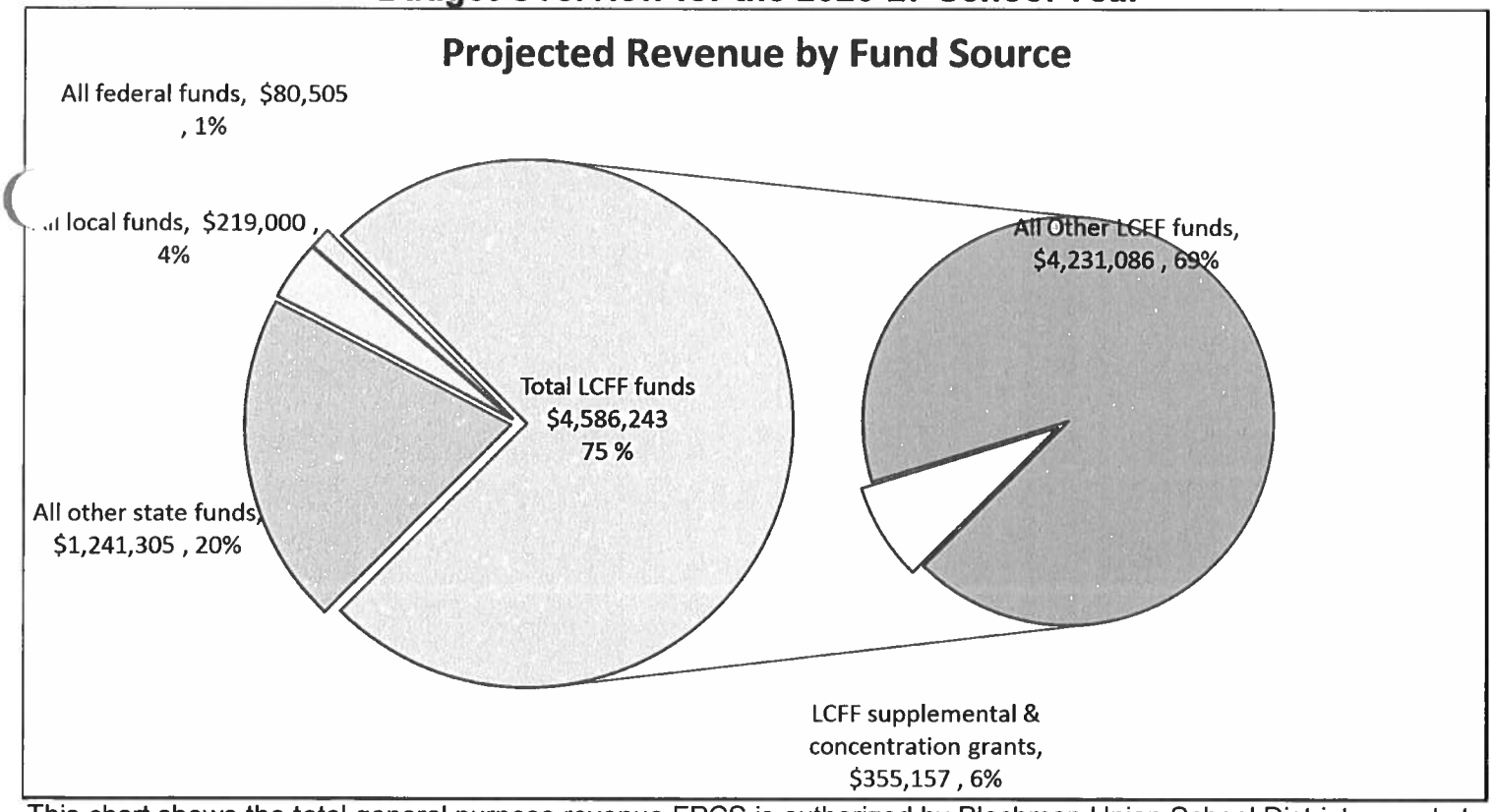
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740	39,480.17		39,480.17	39,480.17
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780	1,552,765.00	1,552,765.00		1,552,765.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	750,000.00	750,000.00		750,000.00
Unassigned / Unappropriated Amount	9790	282,157.03	338,500.79	0.00	338,500.79

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: FPCS is authorized by Blochman Union School District
CDS Code: 42 69112 0111773 0763
School Year: 2026-27
LEA contact information:
Stephanie Eggert,
Executive Director
stephanie.eggert@fpcharter.org
(805) 348-3333

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

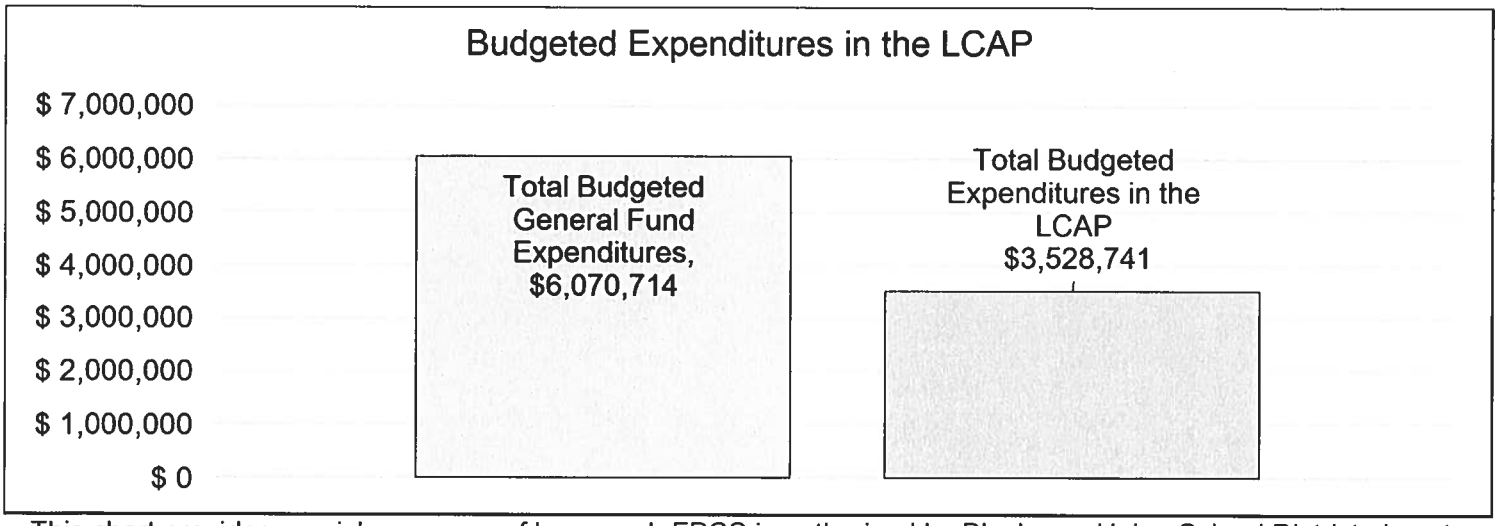


This chart shows the total general purpose revenue FPCS is authorized by Blochman Union School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for FPCS is authorized by Blochman Union School District is $6,127,053, of which $4,586,243 is Local Control Funding Formula (LCFF), $1,241,305 is other state funds, $219,000 is local funds, and $80,505 is federal funds. Of the $4,586,243 in LCFF Funds, $355,157 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 FPCS is authorized by Blochman Union School District 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: FPCS is authorized by Blochman Union School District plans to spend $6,070,714 for the 2026-27 school year. Of that amount, $3,528,741 is tied to actions/services in the LCAP and $2,541,973 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

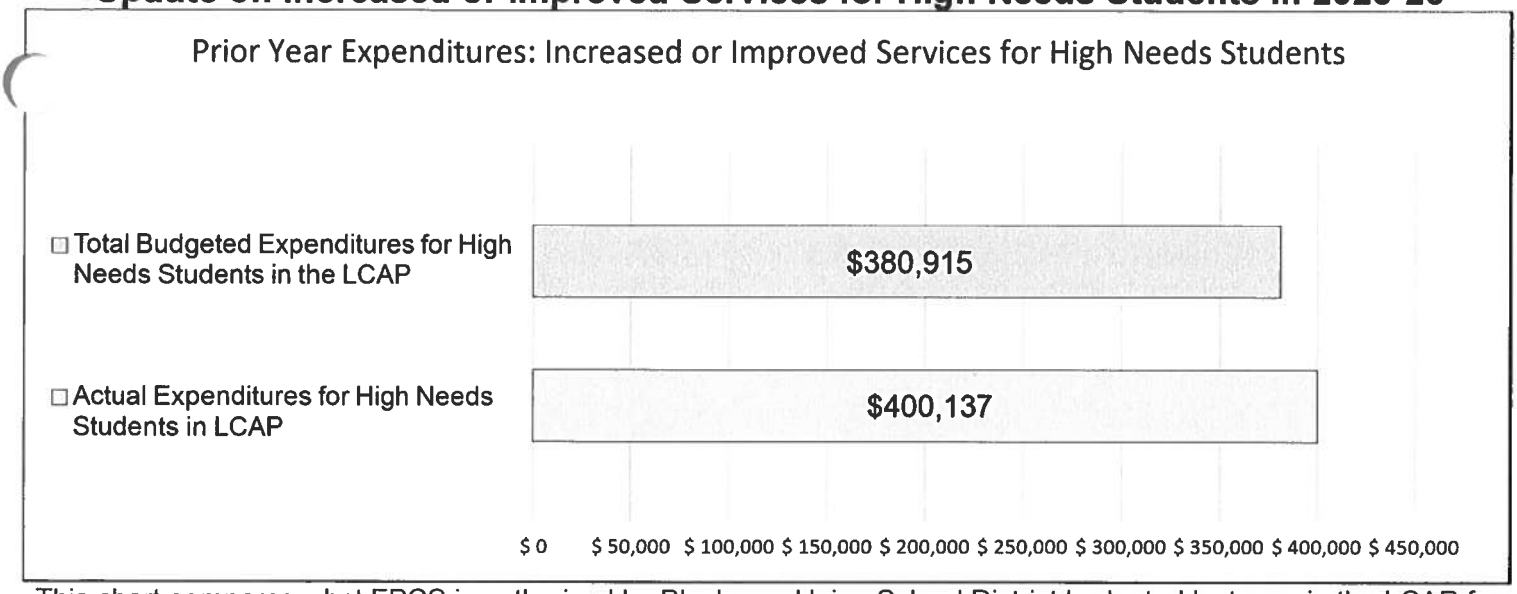
Budgeted expenditures not in the LCAP include personnel expenses such as administrative and clerical staff, facilities expenses such as rent, maintenance, cleaning, and utilities, miscellaneous school supplies and materials, insurance, professional and educational consultants, and other operating services.

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

In 2026-27, FPCS is authorized by Blochman Union School District is projecting it will receive $355,157 based on the enrollment of Foster Youth, English learner, and low-income students. FPCS is authorized by Blochman Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. FPCS is authorized by Blochman Union School District plans to spend $362,909 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what FPCS is authorized by Blochman Union School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what FPCS is authorized by Blochman Union School District 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, FPCS is authorized by Blochman Union School District's LCAP budgeted $380,915 for planned actions to increase or improve services for high needs students. FPCS is authorized by Blochman Union School District actually spent $400,137 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
FPCS is authorized by Blochman Union School District	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

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.

Family Partnership Charter School was established on February 14, 2006 in response to many requests from families and the community in general to serve students on the Central Coast of California. FPCS offers a blend of independent study and in-person instructional days offering alternative public school learning options. FPCS has a professional partnership with its authorizing district, Blochman Unified School District in the Santa Maria Valley, and now operate five learning centers in Santa Barbara and San Luis Obispo counties. The success and positive response from the general public is reflected in the growth and accomplishments of our school. Our annual enrollment and program history reflect an increasing interest in our programs and evolution of services for students. As our program established itself as the resource for families seeking personalized learning for their students, we continued to meet our families' needs for additional options at our centers. Furthermore, FPCS maintains high standards for its management, ensuring responsible fiscal practices and operations that are consistent with state and federal guidelines.

All FPCS teachers are fully credentialed in the appropriate areas as determined by the California Teacher Credentialing Commission. FPCS blended learning models have been developed through the research and implementation of effective instructional strategies and pedagogy including the Montessori methods of instruction, Universal Design for Learning, Personalized Competency-Based Learning, Social Emotional Learning, and Standards-Based Instruction. The blended learning model at each program level and learning center incorporates the specific elements of evidence-based practices that best meet the needs of the students. Strategies and practices are continually modified and improved in order to address the benchmark data that is generated as a result of consistent monitoring of student progress and performance.

FPCS offers elementary, middle, and high school programs that incorporate elements of teacher facilitated in person, on site instruction,

home [illegible]y, and independent study to provide students with a resu[illegible]riented, personalized educational experience. At all grad[illegible]evels, students are supported by an advisor (credentialed teacher) assigned to monitor their individual progress and additional instructional staff are available to provide academic interventions as needed. Through this blend of teacher guidance, student independence, and ongoing monitoring and support, FPCS students develop skills and gain experiences which empower them to become self-directed learners. Enrollment has historically been at 348 in 2019-20, 481 in 2020-21 (pandemic school closures), 405 in 2021-22, and 368 in 2022-23. FPCS LCFF Unduplicated Student Count was reported as 400 K-12 students in for 2023-24 through CALPADS.

ENROLLMENT BY GRADE: (Pathways Fall1 Report)
5.8% (23) Kindergarten
5.5% (22) First
7.5% (30) Second
6.5% (26) Third
5.8% (23) Fourth
6/0% (24) Fifth
4.0% (16) Sixth
6.3% (25) Seventh
8.8% (35) Eighth
5.8% (23) Ninth
10.8%(43) Tenth
13.5%(54) Eleventh
14.0%(56) Twelfth

STUDENT GROUPS per CDE: (Pathways Fall1 Report)
45.5% (182) Socio-Economic Disadvantaged
10.8% (15) Students with Disabilities
3.25% (13) English Learners
<1% (1) Foster Youth
0% Homeless

STUDENTS by RACE (Pathways Fall1 Report)
<1% (1-4) Chinese, Filipino, Japanese, Korean, and Other Pacific Islander
1.50% (6) Other Asian
2.75% (11) Black or African American
28.5% (114) American Indian/Central and South American
65.6% (262) White

All baseline metrics will use DataQuest 2022-23 data for state reported information and iReady for local Reading and Math data.

Through ongoing meetings with staff, the Governing Board, and FPCS's Parent Advisory Committee this LCAP was developed based on input provided as the draft was created through the school year. From those meetings and annual surveys, FPCS established three goals

with m[illegible]s addressing local assessment data and the Fall 2023 C[illegible]rnia Dashboard. The goals, metrics, and action narrative[illegible]within are focused on addressing the state's local priorities as well as the areas FPCS can improve overall student success. Conditions of Learning, State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and other Pupil Outcomes are all highlighted within the plan.

Reflections: Annual Performance

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

Based on results from the California School Dashboard results from 2023 and local 2023-24 data through iReady and the Spring Writing Benchmark.

ACADEMICS ENGAGEMENT:
Blue - K-8 Chronic Absenteeism
Orange - Graduation Rate (declined 8.2 points)
Standard Met - Access to Broad Course of Study

Dashboard data released in Fall of 2023 showed FPCS declined in both ELA and Math for students meeting or exceeding standards on the states SBAC assessments for students in Grades 3-8 & 11. FPCS scored higher than the county and state averages in ELA and Science. The graduation rate at FPCS has traditionally been well above 90%. Since the shutdown the charter has seen an increase in students enrolling significantly credit deficient. The 2023 senior class had 5 students not graduate with their cohort of 62 students: three were 5th year seniors, one was a dropout, and one left FPCS at the end of the 2021-22 school year as a 11th grade but never enrolled in another California public school. In response to the need to support credit deficient high school students towards a diploma, we have put some strategies in place. Of these is we offered summer school for the first time in 2023, require students to meet more regularly with their Advisors, and the Governing Board adopted a credit deficiency program for seniors who are more than a semester behind to graduate through an alternative program. Of the 62 students that were seniors, only 15 students were enrolled at our charter all four years of highschool. This year, FPCS should show a significant improvement with the graduation and dropout rates.

CONDITIONS & CLIMATE:
Blue - K-12 Suspension Rate
Standard Met - Basics of Teachers, Instructional Materials, Facilities
Standard Met - Local Climate Survey
Standard Met - Parent and Family Engagement

ACADEMIC PERFORMANCE:
Standard Met - Implementation of Academic Standards
Low - College/Career Readiness (30.4% Prepared)
N/A - English Learner Progress (unreportable student group)
FPCS has made improvements to monitor high school students to meet the state paths to College and Career Readiness (CCR). It has fully implemented a new virtual CTE pathway where we will show completers when the charter has reported none for many years through the

online ... iways through Edgenuity. A second virtual pathway will ... ully implemented in 2024-25 to also increase students ac... ving CCR. Advisors continue to support students with completing their education as an a-g completer and encourage dual/concurrent enrollment at local community colleges. These strategies will increase the CA Dashboard indicator showing FPCS prepares students for college and career development after high school.

English Language Arts
Yellow - declined 27.1 points and 5 points below standard
(Student Groups: Orange - Socioeconomically White Yellow - Hispanic)
Mathematics
Orange - declined 13.3 points and 60.6 points below standard
(Student Groups: Orange - Hispanic Socioeconomically Disadvantaged White)
Discussions with staff this year after reviewing the CA Dashboard, state assessment, and local benchmark results helped determine areas of needed improvement. This helped shape actions we are preparing for the 2024-25 school year and beyond. The use of one-time grant funds will focus on targeted, quality professional development for teachers and instructional assistants. For ELA, the trainings will focus on the science of reading in K-5 and academic vocabulary instruction through accurate usage in student writing K-12. Math instruction will also be an area where ongoing professional development will be provided to K-5 teachers and the 6-12 math teachers as well. Each Three times a month staff meet for three hours in Professional Learning Communities. The admin will structure their time to review data, implement MTSS initiatives, and collaborate on instructional strategies from professional development experiences. Through consistent training and staff collaboration in these academic areas, FPCS aims to increase student scores and improve the performance indicators on the Dashboard.

Below is an overall academic performance on the SBAC as comparable to Santa Barbara County and the state's percent of students meeting or exceeding standards. FPCS students scored higher in ELA and on the science test.

ELA	State 47%	County 39%	FPCS 49%
MATH	State 35%	County 28%	FPCS 22%
SCIENCE	State 30%	County 25%	FPCS 33%

All 2023-24 local benchmark data is part of Goal 2 as the baseline for the 2024 LCAP.

FPCS recognizes the importance to improve data results local and state assessments. Administrators will be very strategic of its use of one-time grant funds for educator effectiveness, student interventions to address learning loss, and student services for underserved populations receiving priority of resources and participation. Staff were given input into the goals and actions in the LCAP to drive decisions to improve student outcomes. FPCS will continue to review and act upon its use of its funds for professional development, supports and interventions, increased services to address students' academic and/or emotional needs.

Reflections: Technical Assistance

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

NOT APPLICABLE

Comprehensive Support and Improvement

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

Schools Identified

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

NOT APPLICABLE

Support for Identified Schools

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

NOT APPLICABLE

Monitoring and Evaluating Effectiveness

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

NOT APPLICABLE

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
LCAP Committee & Staff	An LCAP Committee was created in Fall 2023 which included the Executive Director, Principal, two Center Coordinators (K-5 & 6-12), plus a high school English teacher. The committee met four times to gather input and create the draft of the plan's Goals and Metrics. Each scheduled full staff development day and designated Monday meetings, the Admin shares data on student performance to guide discussions to determine professional development needs for continued growth and implementation of research based instructional practices, as well as curriculum effectiveness for improved student outcomes. Staff are surveyed for PD suggestions to assess individual, grade level, or grade span needs. In 2024 a Curriculum Team was established with 10 members to continue work to present to staff as new adoptions are on the horizon in math and ELA. (input for this LCAP was provided 3/18 and 4/22 with a final draft shared on 5/15)
FPCS Advisory Committee	There are four scheduled advisory meetings each school year. Parents/Family and staff participation is sought through school wide communications. In 2024, the meetings were December 14th, January 18th, March 14th, and May 15th. Each meeting events, expenditures, data, and other school related topics are discussed. Input is given and shared with the Executive Director and staff to make final decisions. (input for this LCAP was provided 1/18 and 3/14 with a final draft shared on 5/15)
Governing Board	At regularly scheduled Governing Board meetings data is shared on legislative updates, student performance, expenditures, and

Educa al Partner(s)	Process for Engagement
	professional development initiatives in response. With a final presentation of the 2024 LCAP draft on April 23, 2024 for discussion and input of Goals and Actions for the June 2024 plan adoption.
Annual School Family Survey	Every spring parents/guardians/caregivers are surveyed on the sense school safety, connectedness, and the ability to give input into their students' educational decisions. In 2024, a question was added about family education nights on a number of student related topics. (spring 2024 survey included in the LCAP)
Annual School Student Survey	Every spring students in second to twelfth grades are surveyed on school safety, connectedness, and the ability to give input into individual educational decisions. Also surveyed are ideas for clubs or high school courses. (spring 2024 survey included in the LCAP)
Consultation with Special Education Special Education Program Specialist	Consultation with SpEd staff as the LCAP Goals and Actions relates to students with disabilities through review of current programs and suggestions for additional supports. FPCS plans to provide virtual tutoring and student with exceptional needs will be a priority of this option. (meeting was held on 5/3)

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

Administration met with groups of teachers and parents throughout the school year to complete the 2024 Local Control Accountability Plan ("LCAP"). Through analysis of the most current data, CA Dashboard results of Fall 2023, and survey input supported the engagement of stakeholders through the development process. A LCAP Committee consisting of the ED, Principal, K-5 Center Coordinator, G6-12 Center Coordinator, and high school teacher helped draft the Goals and Actions that were presented to the groups of educational partners. Throughout each school year, data is shared with educational partners of local and state assessment results including CA Dashboard performance results. The WASC 2022 accreditation process led to the development of two Learner Needs: Learner Need 1: Increase student math outcomes measured by local and state assessments through focused professional staff development. And Learner Need 2: The development of common formative writing prompts with rubrics for biannual benchmarks assessments created at PLC's. It was important to consider WASC Learner Needs while developing the LCAP's goals for common student outcomes. The Governing Board received updates on the development of the LCAP throughout the year.

The need for a more comprehensive group of staff was evident for comprehensive data analysis, curriculum effectiveness, and to gather staff input became apparent. It was decided to assemble a Curriculum Team. March 2024 the Curriculum Team met and started with reviewing the Governing Board adopted Mission, Vision, and Motto to establish purpose and goals. The objective was to govern the process. for future evaluation of practices, curriculum, and gathering staff input for the team to make decisions with the administration to improve student outcomes for continuous improvement. This group will be an integral part of the ongoing LCAP three year process. The participants agreed to a two-year commitment representing a balanced cross-section of grades, departments, and centers.

Additional influences to the development of Actions for the LCAP Goals from educational partners included:
ANNUAL FAMILY SCHOOL SURVEY:
Baseline data for Goal 1 and input for topics of Family Education topics and school climate.

ANNUAL STUDENT SCHOOL SURVEY:
Baseline data for Goal 1 and input for additional clubs, programs, and school climate.

FPCS ADVISORY COMMITTEE:
The Principal met with the committee in December, January and March of the 2023-24 school year to share the draft of the plan's Goals and Actions to give the opportunity for input beyond the Annual Family Survey.

CONSULTATION WITH SPECIAL EDUCATION PROGRAM SPECIALIST:
Input for Goal 1,2, and 3 related to students with disabilities through review of current programs and suggestions for additional supports (i.e. virtual tutoring).

The final LCAP draft was presented to educational partners over the course of the spring semester. The credentialed staff reviewed the draft on April 18, 2024, the Governing Board on April 23, 2024, and the FPCS Advisory Committee was presented the draft on May 16, 2024. The 2024 LCAP process concludes with a Public Hearing and then followed by adoption a Regular Governing Board Meeting on Tuesday, June 18, 2024.

June 2026
The proposed LREBG-funded math tutoring action and the underlying needs assessment were presented to the Parent Advisory Committee and the English Learner Parent Advisory Committee on [insert date] for review and comment prior to Governing Board adoption. Committee feedback was reviewed and considered in finalizing the action. Input on the proposed use of remaining Learning Recovery Emergency Block Grant funds for math learning recovery, reviewed with the FPCS Advisory Committee, PAC, and ELPAC during the spring 2026 development cycle.

Goal and Actions

Goal

Goal #	Description	Type of Goal
1	ENHANCE PARTNER ENGAGEMENT TO BUILD SCHOOL CONNECTIONS FPCS aims to create a school culture of inclusivity and connectedness through staff development and family engagement to create a supportive, collaborative learning environment that fosters student success and well-being.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The foundation of our charter is a partnership between staff and students for student success. The decision to develop the goal of enhancing partner engagement for student progress and outcomes reflects a commitment to leveraging external partnerships and resources to enhance the overall educational experience and educational experience for students. This goal highlights the importance of collaboration, reflection, and community involvement in driving student achievement and school improvement efforts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	2023-24 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING: -Science of Reading -Academic Vocabulary	2024-25 26 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING:	2025-26 27 Credentialed Teachers/Advisors 100% appropriately credentialed and assigned PROFESSIONAL DEVELOPMENT/TRAINING:	Maintain 100% appropriately credentialed and assigned teaching staff while providing quality, targeted professional development.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-Social Emotional Learning (SEL) -Monessori Strategies Source: Pathways SIS	-Science of Reading -Discussion Builders/DOK Questining Stategies -Google Classroom -Montessori Strategies Source: Pathway SIS	-Discussion Builders/DOK Questining Stategies -Professional Learning Comminities (PLCs) -Peer Observations -Google Classroom Source: Pathway SIS		
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	TRAINING AND WORKSHOPS 2023-24 Baseline: 0 events Source: Local Planning	TRAINING AND WORKSHOPS 2024-25 3 Virtual Family Education Evenings -February 3rd: SEL & Regulating Emotions -March 10th: Supporting Children with Anxiety -April 14th: Earth Day Awareness	TRAINING AND WORKSHOPS 2025-26 2 Virtual Family Education Evenings -November 9: Hack Your Nervous System -January 26: Building Your Parentking Toolkit	Provide 2-4 family education events each school year.	Goal Met
1.3	SCHOOL CLIMATE SURVEYS (Priority 6)	SCHOOL CLIMATE RESULTS: COMMUNICATION AND INPUT = 86.0% 89% Students K-5	SCHOOL CLIMATE RESULTS:	SCHOOL CLIMATE RESULTS:	Achieve and maintain annual Staff, Family, and Student Survey results of 90% or higher for	Increased school climate perception in all areas, but still did not hit 90% for K-5 student connectedness.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		78% Students 6-12 91% Family SCHOOL CONNECTEDNESS = 88.6% 91% Students K-5 78% Students 6-12 97% Family SENSE OF SAFETY = 85.7% 94% Students K-5 75% Students 6-12 88% Family Source: Annual School Surveys, Spring 2024	COMMUNICATION AND INPUT = 91.0% 93% Students K-5 85% Students 6-12 95% Family SCHOOL CONNECTEDNESS = 85.3% 76% Students K-5 85% Students 6-12 95% Family SENSE OF SAFETY = 84.6% 91% Students K-5 82% Students 6-12 81% Family Source: Annual School Surveys, Spring 2025	COMMUNICATION AND INPUT = 95.7% 94% Students K-5 96% Students 6-12 97% Family SCHOOL CONNECTEDNESS = 91.7% 83% Students K-5 96% Students 6-12 96% Family SENSE OF SAFETY = 92.7% 92% Students K-5 91% Students 6-12 95% Family Source: Annual School Surveys, Spring 2026	providing input and decision making, school connectedness, and a sense of safety at the centers.	
1.4	SCHOOL ATTENDANCE RATE (Priority 5)	2022-23 K-12 Attendance: 98% Source: Pathways SIS	2023-24 K-12 Attendance: 98.9% Source: Pathways SIS Attendance by Teacher Report	2024-25 K-12 Attendance: 98.9% Source: Pathways SIS Attendance by Teacher Report	Maintain 95% or higher attendance rate.	Goal Met
1.5	CHRONIC ABSENTEEISM, K-8 (Priority 5)	2022-23 Chronic Absenteeism Rating: ALL - Blue, 1.3%	2023-24 Chronic Absenteeism Rating: ALL - Blue, .4%	2024-25 Chronic Absenteeism Rating: ALL - Yellow, 3.1%	Maintain a Blue chronic absenteeism rating.	Dropped 2 Colors for Chronic Absenteeism

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Blue 2.3% Socio-economically Disadvantaged Blue 0% Hispanic Green 2.3% White Source: 2023 CA Dashboard	Blue - 0% Socio-Eco Disadvantaged Green - 1.3% Hispanic Source: 2024 CA Dashboard	Green - 2.3% White Orange - 4.3% Hispanic Orange - 5.2% Socio-Eco Disadvantaged Source: 2025 CA Dashboard		
1.6	DROPOUT RATES (Priority 5)	2022-23 Middle School: 0% High School: 11% Source: Pathways SIS	2023-24 Middle School 0% High School 5.4% Source: Pathways SIS	2024-25 Middle School 0% High School 1.8% Source: Pathways SIS	Maintain 0% middle school dropout rate. 5% or less high school dropout rate	High school decreased by 3.6% Goal Met
1.7	SUSPENSION INDICATOR & EXPULSIONS (Priority 6)	2022-23 Suspension Indicator: Blue, 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2023 CA Dashboard, DataQuest	2023-24 Suspension Indicator: Blue 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2024 CA Dashboard	2024-25 Suspension Indicator: Blue 0% ALL Blue 0% Socio-economically Disadvantaged Blue 0% Students with Disabilities Blue 0% Hispanic Blue 0% White Expulsion Rate: 0% Source: 2025 CA Dashboard	Maintain a Blue suspension rating with no expulsions.	Goal Met
1.8	WILLIAMS/VALENZUELA COMPLIANCE (Priority 1)	2023-24 Number of complaints for qualified staffing, sufficient instructional	2024-25 Number of complaints for qualified staffing,	2025-26 Number of complaints for qualified staffing,	Maintain 0 complaints for assigned teaching staff, sufficiency of	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2023-24 Williams/Valenzuela Reports, Annual Charter Authorizer Visit	sufficient instructional materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2024-25 Quarterly Williams/Valenzuela Reports	sufficient instructional materials, and adequate facilities: Assigned Teachers: 0. Insufficiency of Materials: 0 Facilities: 0 Source: 2025-26 Quarterly Williams/Valenzuela Reports	materials, and adequate facilities.	

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.

FPCS's overall implementation of Goal 1 and the actions in 2024–25 showed positive results. This is reflected on the 2024 California School Dashboard results. There are measurable improvements in key indicators such as graduation rates, English Language Arts and Math performance. The Dashboard also showed FPCS maintained it's target metrics in chronic absenteeism, suspension/expulsion rates, and Williams/Valenzuela compliance. This shows evidence that FPCS is fostering more supportive and inclusive environments. These improvements indicate that LCAP-driven investments and strategies are effectively addressing student needs and advancing educational equity. Increased alignment between LCAP goals and targeted actions—especially those aimed at high-needs students—resulted in more support and academic growth.

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.

Over 2025-26 specific actions implemented have shown strong effectiveness in making progress toward LCAP goals. Investments in recruiting and retaining highly qualified teachers, paired with focused professional development aligned to student needs (such as culturally responsive teaching and data-driven instruction), have strengthened instructional quality and student academic outcomes. Increased family engagement efforts—such as regular communication in multiple languages, parent workshops, opportunities for involvement (at the center level or advisory committee participation) - have improved collaboration between FPCS staff and families; evidence of contributing to higher student attendance and participation. Additionally, school climate has also improved through the adoption of social-emotional learning programs, inclusive practices, and expanded mental health support. These combined efforts are positively reflected in California School Dashboard indicators and ongoing stakeholder feedback.For Goal 1 we met the goal in nearly all areas except in Chronic Absenteeism. With the implmentation of the Involuntary Removal Process student lack of progress equalled absences. Therefore the number of chronically absent student was an increase in data that led to the drop of Dashboard two colors. Although the rate was only 3.1% from 0.4%, when compared to the state average of approximately 17%, it was still considered a 'significant' change.

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 changed made to Goal 1.

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	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	QUALIFIED TEACHING STAFF FPCS will continue to employ credentialed and appropriately assigned teaching staff. As new staff are hired, qualified teachers with strong subject knowledge and a passion for education will be the priority through the hiring process. Providing the necessary support to grow as an educator through county induction programs, mentoring partnerships with seasoned staff, and training or workshops will be offered for new teachers to enhance their instructional skills. For all qualified current staff professional training will be provided that are effective, research-based practices. Acknowledgement of teaching development support and resources to excel in their roles will be a focus each year with staff input for training goals. ***This Action also impacts and addresses metrics 1.4, 1.5, 1.6, 1.7, and 1.8***	$2,976,875.00	No

Action	Title	Description	Total Funds	Contributing
1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	FPCS will provide educational events and resources on topics related to child development, social emotional issues, student health/safety, as well as academics to address overall student well-being and success. 1- ANNUAL SURVEY Provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families. 2- HOME TO SCHOOL CONNECTION Promote strong relationships between staff and families to support all students in their individual growth. Seek ways to promote student progress and learning. Regular communication will be handled through emails, phone calls, meetings, digital platforms, etcetera to keep families informed and involved. (ParentSquare, GoToConnect, Edlio) 3- FAMILY RESOURCES Provide families with resources, tips, and guidance to support learning at home, including recommended books, activities, and online tools. In addition, make available community and out-of-school agency contacts or resources as needed based on individual needs. (ParentSquare and school website) ***This Action also addresses metric 1.3***	$5,000.00	No

Goal and Actions

Goal

Goal #	Description	Type of Goal
2	IMPROVE STUDENT ACADEMIC OUTCOMES: FPCS aims to enhance student performance, close achievement gaps, and promote a well-rounded education that aligns with both local and state priorities.	Broad 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 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

By setting explicit goals related to academic outcomes, FPCS can measure progress over time and continually refine strategies to better support student learning and success. the development of an LCAP goal focused on improving student academic outcomes reflects our our commitment to state policy, focusing on community needs, promoting equity and access, while ensuring accountability to provide a high-quality education to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2023-24 Local Indicators, SIS Course Catalog	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2024-25 Local Indicators, SIS Course Catalog	ACCESS 100% All students have access to a broad course of study defined in the charter petition. Source: 2025-26 Local Indicators, SIS Course Catalog	Maintain 100% of students with access to a broad course of study defined in the charter petition.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	TARGETED STAFFING	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 2 Clerical IA's Source: Pathways SIS	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 3 Clerical/IA's Special Education: 1 IA Source: Pathways SIS	INSTRUCTIONAL ASSISTANTS K-5 Classrooms: 6 IA's 6-12 Centers: 3 Clerical/IA's Special Education: 2 IA's Source: Pathways SIS	Hire an instructional assistant for each K-5 blended independent study classroom to support the students who struggle with standards.	Maintained Classified Staff Increased SpEd Staff Goal Met
2.3	LOCAL READING BENCHMARK (Priority 8)	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 87% Kindergarten 24% First 60% Second 88% Third 68% Fourth 40% Fifth 50% Sixth 55% Seventh 44% Eighth 15% Ninth 39% Tenth 31% Eleventh 20% Twelfth 57% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 79% Kindergarten 74% First 38% Second 85% Third 69% Fourth 59% Fifth 57% Sixth 68% Seventh 53% Eighth 30% Ninth 17% Tenth 39% Eleventh 21% Twelfth 66% PERCENT OF STUDENTS	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE READING RESULTS REPORT 96% Kindergarten 59% First 70% Second 53% Third 63% Fourth 72% Fifth 54% Sixth 67% Seventh 61% Eighth 46% Ninth 33% Tenth 21% Eleventh 34% Twelfth 66% PERCENT OF STUDENTS	Maintain 95% participation rate and increase the number of students within one year or more of reading grade level standards.	Maintained Student % Meeting Annual Growth Goal Met for Participation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Participation Rate: 98.6% Source: Spring 2024 iReady Growth Scores	MADE TYPICAL ANNUAL GROWH Participation Rate: 98.6% Source: Spring 2025 iReady Growth Scores	MADE TYPICAL ANNUAL GROWH Participation Rate: 99% Source: Spring 2026 iReady Growth Scores		
2.4	LOCAL MATH BENCHMARK (Priority 4 and 8)	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 83% Kindergarten 57% First 57% Second 52% Third 48% Fourth 36% Fifth 36% Sixth 27% Seventh 25% Eighth 15% Ninth 26% Tenth 13% Eleventh 9% Twelfth 48% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH Participation Rate: 100%	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 86% Kindergarten 81% First 42% Second 60% Third 59% Fourth 80% Fifth 54% Sixth 50% Seventh 42% Eighth 15% Ninth 13% Tenth 12% Eleventh 3% Twelfth 60% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH	PERCENT ON OR ABOVE GRADE LEVEL STANDARD ON THE MATH RESULTS REPORT 87% Kindergarten 50% First 55% Second 37% Third 38% Fourth 72% Fifth 60% Sixth 50% Seventh 52% Eighth 48% Ninth 39% Tenth 16% Eleventh 15% Twelfth 44% PERCENT OF STUDENTS MADE TYPICAL ANNUAL GROWH	Maintain 95% participation rate and increase the number of students within one year or more of math grade level standards.	-16% of Students Meeting Annual Growth Goal Met for Participation Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2024 iReady Scores LREBG-TUTORED SUBGROUP. As a sub-measure of this metric, FPCS will separately track the percentage of LREBG-tutored students making typical or better annual growth on iReady Math. Baseline: [Spring 2026: 62% of participating students made typical annual growth]. Target: increase the percentage of participating students making typical or better annual math growth year over year through 2027–28. Source: Spring 2026 iReady Annual Growth Report	Participation Rate: 98.6% Source: Spring 2025 iReady Scores	Participation Rate: 97% Source: Spring 2026 iReady Scores		
2.5	LOCAL WRITING BENCHMARK (Priority 8)	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 61% Kindergarten 24% First 10% Second 35% Third 32% Fourth 50% Fifth 40% Sixth	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 31% Kindergarten 10% First 15% Second 48% Third 30% Fourth 63% Fifth	PERCENT WHO MEET HAVE A 3 OR 4 RUBRIC SCORE 35% Kindergarten 33% First 25% Second 26% Third 29% Fourth 55% Fifth	Maintain 95% participation rate and increase the the number of students scoring a 3 or 4 rubric score on the writing benchmark.	10 grade levels improved their overall % of students who scored a 3 or 4 rubric score on the Spring 2026 Writing Benchmark as compared to 2024-25 scores. Overall there was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18% Seventh 51% Eighth 37% Ninth 37% Tenth 33% Eleventh 23% Twelfth 35% ALL STUDENTS Participation Rate: 98.3% Source: Spring 2024 Local Benchmark Scores	41% Sixth 39% Seventh 67% Eighth 34% Ninth 26% Tenth 36% Eleventh 42% Twelfth 37% ALL STUDENTS Participation Rate: 99.2% Source: Spring 2025 Local Benchmark Scores	55% Sixth 62% Seventh 67% Eighth 56% Ninth 38% Tenth 26% Eleventh 43% Twelfth 43% ALL STUDENTS Participation Rate: 96.6% Source: Spring 2026 Local Benchmark Scores		an increase of 5% K-12 performance
2.6	CAASPP ENGLISH LANGUAGE ARTS INDICATOR (Priority 4)	PARTICIPATION RATE: 97% ALL STUDENTS Declined 27.1 Points YELLOW with -5.0 Distance from Standard (DFS) Orange, -26.5 DFS, Socio-economically Disadvantaged No Color, +14.4 DFS, English Learners No Color, +3.7 DFS, Students with Disabilities Yellow, +3.7 DFS, Hispanic Orange, -9.5 DFS, White	PARTICIPATION RATE: 96.2% ALL STUDENTS Increased 10.2 Points GREEN 5.2 Points Above Standard Green: 6.1 Above Standard, White Yellow: -9.1 DFS, Socio-eco Disadvantaged, Yellow: -3.1 DFS, Hispanic No Color: English Learners - 61.5 Below	PARTICIPATION RATE: 97% ALL STUDENTS 17.8% Above Standard Increased 12.6 Points GREEN 5.2 Points Above Standard Blue: 28.6 Above Standard, White Green: -1.9 DFS, Socio-ecoDisadvantaged, Orange: -11.8 DFS, Hispanic No Color:	Maintain 95% participation rate and increase the Distance from Standard to achieve GREEN and maintain the performance level on the California Dashboard.	Maintained GREEN +2.4 Points 5.2 Points Above Standard Participaton Rate: 96.2% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: Spring 2023 SBAC Scores	Standard Students with Disabilities -50.4 Below Standard No Color/Data: African American, American, American Indian, Asian, Homeless, Long-Term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2024	Two or More Races 54.6 Above Standard Students with Disabilities -13.1 DFS No Color/Data: African American, American, American Indian, Asian, Homeless, English Learners, Long-Term English Learners (<11 students) Source: CA Dashboard 2025		
2.7	CAASPP MATHEMATICS INDICATOR (Priority 4)	PARTICIPATION RATE: 97% ALL STUDENTS Declined 13.3 Points (DFS) ORANGE with -60.6 Distance from Standard Orange, -89.2 DFS, Socio-economically Disadvantaged No Color, -72 DFS, English Learners No Color, -82.7 DFS, Students with Disabilities Orange, -72.1 DFS, Hispanic	PARTICIPATION RATE: 95.4% ALL STUDENTS ORANGE -58.4 DFS Maintained 2.3 Points Yellow: -68.3 DFS, Socio-eco Disadvantaged Yellow: -43.5 DFS, White Red: 97.1 Points DFS, Hispanic No Color: English Learners -	PARTICIPATION RATE: 96% ALL STUDENTS YELLOW -44.6 DFS Increased 13.8 Points Yellow: -87 DFS, Hispanic & -29.1 DFS, White Orange: -68.3 DFS, Socio-eco Disadvantaged No Color: Two or More	Maintain 95% participation rate and increase the Distance from Standard to achieve YELLOW and maintain the performance level on the California Dashboard.	Increased 1 Color to YELLOW +13.8 Points Participation Rate 95.8% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange, -51.8 DFS, White Source: Spring 2023 SBAC Scores	86.5 DFS Two or More Races -46.5 DFS Students with Disabilities -112.8 DFS No Color/Data: African American, American, American Indian Asian, Long-term English Learners, Homeless, (<11 students) Source: CA Dashboard 2024	Races -17.0 DFS Students with Disabilities -71.7 DFS No Color/Data: African American, American Indian, Asian, HomelessEanglish Learners, Long-term English Learners, (<11 students) Source: CA Dashboard 2025		
2.8	CAASPP CALIFORNIA SCIENCE TEST (Priority 4)	CALIFORNIA SCIENCE TEST: 98.4% (Grades 5, 8, High School) Source: Spring 2023 CAST Scores	PARTICPATION RATE: 96.9% Percent Meeting Standard ALL: 22.11% Grade 5: 16.7% Grade 8: 29.03% High School: 20% No Color: Hispanic -13.7 DFS Socio-economically Disadvanted -11.5 DFS Students with Disability -20.8 DFS	PARTICPATION RATE: 97% Percent Meeting Standard ALL: BLUE 59.3 Sci Points (+6.7 pts) Blue: +10.4 pts, White Green: +2.0 pts, Socio-Eco Disadvantaged Yellow: -4.1 pts, Hispanic No Color: Students with	Maintain 95% participation rate and establish a baseline when the CAST is part of CA Dashboard's annual release.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			White -10.4 DFS No Color/Data: African American, American Indian, Asian, Homeless English Learners, Long-term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2024	Disabilities +10.6 pts No Color/Data: African American, American Indian, Asian, Homeless English Learners, Long-term English Learners, Two or More Races (<11 students) Source: CA Dashboard 2025		
2.9	ENGLISH LEARNER PROFICIENCY ASSESSMENTS for CALIFORNIA (Priority 4)	ELPAC PARTICIPATION RATES: 84.6% No Color Reclassifications: 3 Source: 2023 CA Dashboard, Pathways SIS	85% Participation Rate for Spring Summative ELPAC Administration No Color - English Learners, Long-term English Learners (<11 students) No Score of 4 for Reclassification Eligibility Source: CA Dashboard 2024	100% Participation Rate for Spring Summative ELPAC Administration No Color - English Learners, Long-term English Learners of 4 for Reclassification Eligibility Source: CA Dashboard 2025	Achieve and maintain 95% or higher ELPAC participation rate.	Goal Met
2.10	CALIFORNIA PHYSICAL FITNESS TEST (Priority 8)	PFT PARTICIPATION RATES: ALL: 98.3%	PFT PARTICIPATION RATES: ALL: 98.7%	PFT PARTICIPATION RATES: ALL: 98.8%	Achieve and maintain 95% or higher PFT participation rate.	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5: 100% Grade 7: 100% Grade 9: 95% Source: Spring 2024 Local PFT Scores	Grade 5: 100% Grade 7: 100% Grade 9: 96.9% Source: Spring 2025 Local PFT Scores	Grade 5: 95.45% Grade 7: 100% Grade 9: 100% Source: Spring 2026 Local PFT Scores		

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.

LCAP Goal 2 focuses on achieving positive student outcomes as measured by local and state assessments. In 2025-26, data indicates that all metrics were either maintained or showed improvement, except for iReady Math, reflecting steady academic progress. Particular attention continues to be given to math and science, where assessment data highlights both growth and areas needing continued support. Ongoing professional development is being provided to strengthen instructional strategies. Additionally, targeted student supports, such as tutoring, small group instruction, and access to learning tools are being provided, especially for traditionally underserved student groups, including socio-economically disadvantaged students, English Learners, and transitional youth. These efforts are designed to close achievement gaps and ensure equitable access to rigorous academic opportunities. In addition, LREBG-funded math tutoring delivered through the Allan Hancock College partnership extends this action to provide targeted math learning recovery for socio-economically disadvantaged students, who were identified through the LREBG needs assessment as the pupil group in greatest need: in 2024–25, this was the only major student group whose mathematics performance declined on the California School Dashboard, while overall and other reported groups improved. This component complements the K–5 instructional-assistant support.

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

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

Evidence shows that the actions of Goal 2 were effective in making progress toward improving student outcomes with nearly all actions meeting the goals with the exception of iReady Math.

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.

Action 2.2 was updated after a Needs Analysis was conducted to access the LEARNING RECOVERY EMERGENCY BLOCK GRANT funds. LREBG-TUTORED SUBGROUP. As a sub-measure of this metric, FPCS will separately track the percentage of LREBG-tutored students making typical or better annual growth on iReady Math. Baseline: [Spring 2026: 62% of participating students made typical annual growth]. Target: increase the percentage of participating students making typical or better annual math growth year over year through 2027–28.

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	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	FPCS will effectively implement state standards through a comprehensive and diverse curriculum, ensuring that all students receive a well-rounded education aligned with educational benchmarks and California State Standards. 1- CURRICULUM TEAM AND REVIEW OF CURRENT COURSE OF STUDIES Utilize the Curriculum Team of staff inclusive of a cross-section of centers, grade levels, and departments to identify existing courses and educational programs offered to ensure the state standards are being taught and identify any gaps in instruction. 2- ACADEMICS WITH INTEGRATED INTERVENTION AND SUPPORTS Provide a well rounded education experiences to all students in core subjects K-12. In high school, offer a variety of career/tech courses and electives to engage student interests. English Learners will receive designated English Language Development instruction with integrated ELD whole class to enrich vocabulary and increase students' English proficiency in the four domains of Listening, Speaking, Reading, and Writing. For students struggling with on grade level standards, assign additional instructional support through small groups, online programs, tutoring, etc and monitor their progress. K-5 PROGRAM: Journeys Math in Focus Mystery Science	$276,200.00	Yes

Action	itle	Description	Total Funds	Contributing
		Saavas MyWorld MIDDLE SCHOOL: Journeys Math in Focus Mystery Science or Amplify Saavas MyWorld HIGH SCHOOL: Edgenuity Virtual Synchronous Courses Community College Enrollments INTERVENTIONS AND SUPPORTS Kindergarten - 8th Grade: -iReady Reading or Math individualized lessons High School: -iReady Math or Reading -Edgenuity MyPath -Tutor on Demand -Summer Credit Recovery Students with Disabilities: -Read Live per IEP -CoWriter per IEP English Learners: -Grades 6-12 Read Live Virtual Tutors: -Contract with tutors as needed SOCIAL EMOTIONAL SUPPORT: -Yale University's RULER Method -Presence Learning Counseling (MBH) 3- PROFESSIONAL LEARNING COMMUNITIES FOR STAFF INPUT Based on data and the Curriculum Team meetings, communicate to teaching staff the proficiencies and gaps in student progress to ensure that all required standards are covered across grade levels and subject areas.		

Action	Title	Description	Total Funds	Contributing
		4- INTEGRATE APPROACHES FOR EQUAL ACCESS AND DIVERSE CURRICULUM EXPERIENCES Encourage interdisciplinary approaches within the curriculum. Identify opportunities to connect concepts across different subjects, promoting broader understanding and application of knowledge. Expand elective and enrichment programs to provide students with a broader course of study. Offer a range of options spanning arts, sciences, humanities, and vocational subjects to cater to diverse interests and learning styles. 5- SOCIAL EMOTIONAL SUPPORT Through the MTSS process, offer mental behavioral health (MBH) counseling to any student with a need for professional emotional support. Student with disabilities who require MBH will have the service added to their Individualized Education Plan. 6- EDUCATIONAL PARTNERSHIPS Regularly seek input from staff, students, the Governing Board, and families regarding the progress students and the school is making towards the LCAP goals and metrics with the deliberate goal of transparency, inclusiveness, and improvement. ***This Action also addresses metrics 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, and 2.9***		
2.2	TARGETED STAFFING	FPCS will hire an instructional assistant for each K-5 blended independent study classroom to provide instructional support and add tutor for grades 6-12 in 2026-27. MATH LEARNING RECOVERY (LREBG-funded). In addition to the K–5 instructional assistant staffing described above, FPCS will expend $18,757 of remaining Learning Recovery Emergency Block Grant funds (Resource 7435) to provide math tutoring through its partnership with Allan Hancock College, prioritizing socio-economically disadvantaged students. The LREBG needs assessment identified socio-economically disadvantaged students as the pupil group in greatest need for math learning recovery: in 2024–25, this was the only major student group whose mathematics performance declined on the California School Dashboard (Orange, Low status), while overall and other reported groups improved. Funds will be encumbered and expended within the LREBG	$157,451.00	Yes

Action	itle	Description	Total Funds	Contributing
		availability period. Impact will be monitored through the percentage of participating students making typical or better annual growth on the iReady Math diagnostic, with the CAASPP Mathematics Indicator and Distance from Standard for socio-economically disadvantaged students serving as the secondary state measure.		

Goal and Actions

Goal

Goal #	Description	Type of Goal
3	IMPROVE HIGH SCHOOL STUDENT OUTCOMES FPCS aims to increase the percentage of graduating students who demonstrate proficiency in essential college and career readiness skills and knowledge necessary for success in post-secondary education and a variety of career paths.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

FPCS's goal to enhance the learner outcomes of its high school students to achieving high school diplomacy underscores the commitment to an alternative high school learning option. Prior data helped design comprehensive strategies that involve targeted actions, resource allocation, and educational partnership involvement to ensure that every student receives a quality education and is equipped for success beyond high school. This goal demonstrates our charter's commitment to student excellence and reflects our vision of empowering all learners to reach their fullest potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CAREER OR TECH EDUCATION (Priority 7)	CTE PATHWAY 2023 COMPLETERS Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0 Virtual CTE Pathways:	CTE PATHWAY 2024 COMPLETERS Edgenuity CTE Pathways: Patient Care: 0 Biotechnology: 0 Information/Support Services: 0	CTE PATHWAY 2025 COMPLETERS Edgenuity CTE Pathways: None Virtual CTE Pathways: 3 Culinary Arts	Establish baseline data of CTE completers through increased pathway options. Continue to have CTE Completers.	From 0 to 3 CTE Completers in 2024-25 Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Culinary Arts (2024-25 baseline) Fashion & Interior Designs (2024-25 baseline) Source: Pathways SIS	Virtual CTE Pathways: Culinary Arts (2024-25 baseline) Fashion & Interior Designs (2024-25 baseline) Color and Design (2025-26 baseline) Source: Pathways SIS	Fashion & Interior Designs Color and Design (2025-26 baseline) 2026-27 Baseline for NEW CTE Pathways: Animator Day Care Worker Entrepreneur Graphic Designer Source: Pathways SIS		
3.2	COLLEGE AND CAREER READINESS INDICATOR (Priority 7)	CCR INDICATOR ALL STUDENTS LOW, 30.4% Prepared Low 19.4% Prepared, Socio-economically Disadvantaged Medium 35.9 Prepared, White No Indicator, 26.1%, Hispanic 2023 COHORT: 62 Graduates Dual Enrollment: 20 CTE Pathway Completers: 0 a-g Completers: 16 CAASPP Scores (EAP): 1	CCR INDICATOR ALL STUDENTS ORANGE 24.5% Prepared Declined 5.9% Orange: Socio-eco Disadvantaged 17.6%, Orange: White 33.3% 2024 COHORT: 53 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 6 CAASPP Scores (EAP): 4	CCR INDICATOR ALL STUDENTS GREEN 36.8% Prepared Increased 12.3% Green: Socio-eco Disadvantaged 35.5% Green: White 38.2% No Color Hispanic 27.8% Students with Disabilities 0% 2024 COHORT: 57 Dual Enrollment: 0 CTE Pathway Completers: 0 a-g Completers: 6	Improve the CCR Indicator through incrased number of Prepared students.	GREEN +12.3% Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Source: 2023 CA Dashboard, Pathways SIS	Source: 2024 CA Dashboard, CERS Report	CAASPP Scores (EAP): 4 Source: 2025 CA Dashboard, CERS Report		
3.3	GRADUATION INDICATOR (Priority 4)	GRADUATION RATE: 89% ALL STUDENTS: ORANGE Blue 96.8%, Socio-economically Disadvantaged No Color 91.3%, Hispanic No Color 94.9%, White 2023 COHORT: 62 Seniors 24.2% of students were enrolled 9th-12th grade at FPCS Source: 2023 CA Dashboard, Pathways SIS	GRADUATION RATE: 94.6% ALL STUDENTS: GREEN Yellow 91.4%, Socio-eco Disadvantaged Blue 96.7%, White No Color 90.9%, Hispanic No Data/Color African American, American Indian, English Learners, Long-term English Learners, Foster, Students with Disabilities, Two or More Races (<11 students) Source: 2024 CA Dashboard, Pathways SIS	GRADUATION RATE: 98.2% ALL STUDENTS: BLUE Blue 96.8%, Socio-eco Disadvantaged Blue 97.2%, White No Color 100%, Hispanic 100%, Students with Disabilities No Data/Color Asian, Foster Youth, Homeless, English Learners, Long-term English Learners, Two or More Races (<11 students) Source: 2025 CA Dashboard, Pathways SIS	Improve the graduation rate to 95% or higher.	BLUE +3.6% Goal Met
3.4	POST GRADUATION OUTCOMES (Priority 8)	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	PERCENTAGE OF POST GRADUATION ENROLLMENTS:	Maintain baseline or increase the number of students with post-	Goal Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		2022 COHORT: 52 Seniors 42.3% 2-year college 3.8% 4-year college 46.1% Total Graduates Enrolled in College Source: Student Clearinghouse Data	2023 COHORT: 62 Seniors 32.3% 2-year college 16.1% 4-year college 48.4% Total Graduates Enrolled in College Source: Student Clearinghouse Data	2024 COHORT: 52 Seniors 28.8% 2-year college 11.5% 4-year college 6.7% Private college 47.1% Total Graduates Enrolled in College Source: Student Clearinghouse Data	graduation enrollments in a post-secondary institution.	

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.

LCAP Goal 3 shows positive growth on the California School Dashboard, with increases in both the graduation rate and the increase of Career Technical Education (CTE) pathways. FPCS will celebrate its first CTE completer in 2024–25, marking a significant milestone in expanding college and career opportunities for students. While the College and Career Readiness (CCR) indicator remains an area for continued improvement, strategic planning is underway. In 2025–26, the district will offer a total of eight CTE pathways, which is expected to significantly boost the number of CTE completers and positively impact the CCR indicator moving forward. These efforts support broader goals of preparing all students—especially those from traditionally underserved groups—for postsecondary success.

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.

Working to increase CTE opportunities will have a significant impact on the progress towards meeting Goal 3 outcomes. All actions showed that goals were met.

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 changes made to Goal 3.

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	CAREER OR TECH EDUCATION	Recognizing the importance of preparing students for diverse college and career opportunities, we plan to expand our current career and technology elective courses plus CTE Pathways virtually as well as through the curriculum platforms. PERSONALIZED LEARNING AND STUDENT CHOICE: Foster personalized learning approaches that cater to individual student needs and interests. Utilize online and virtual CTE options to support students towards CTE Pathway completion. Provide virtual tutoring for students at-risk focusing on student groups underserved. CENTER CULTURE: Foster a positive and inclusive learning culture that values academic achievement and personal growth. Ensure safe and supportive learning environments that promote student well-being. CONTINUOUS CURRICULUM REVIEW: Regularly evaluate programs and interventions to assess effectiveness. Use feedback mechanisms to continuously improve strategies and initiatives. By implementing these actions within a cohesive high school program, FPCS aims to significantly equip students with the skills and knowledge needed for success in higher education and the workforce.	$107,620.00	No

Action	itle	Description	Total Funds	ontributing
3.2	COLLEGE AND CAREER READINESS (Priority 4)	Students can achieve College and Career Readiness (CCR) as defined by the California Dashboard's indicator by demonstrating the following: Early Academic Proficiency (EAP) from 11th grade CAASPP scores, a-g completer, CTE Pathway completer, dual enrollment at a community college for two semesters with a grade of C or greater. STUDENT ENGAGEMENT: Through regular staff to student advisement appointments, Advisors will counsel and guide students through the options available to demonstrate CCI Readiness. Staff will support students through the varying ways to succeed to be CCR. ENGLISH LEARNERS, SOCIO-ECONOMICALLY DISADVANTAGED, and FOSTER YOUTH: The student groups above are historically underserved and traditionally at-risk for not graduation. In an effort FAMILY INVOLVEMENT: Through strong partnerships with families to support student learning and development, communication of progress will be regularly shared. Provide high school student education events of the options for student success virtually. COMMUNITY PARTNERSHIPS: Engagement of community colleges and organizations will provide exposure to varying career fields. Community college connections for dual enrollment and FAFSA student aid, attendance to career day events, and UC campus visits will expose students to the opportunities available for them beyond graduation.	$5,000.00	Yes
3.3	GRADUATION OUTCOMES	Increase high school graduation rates applying the Governing Board policy for student engagement and adequate academic progress. INPUT AND DECISION MAKING:		No

Action	itle	Description	Total Funds	ontributing
		Be inclusive of students and families as students progress through high school requirements to achieve a diploma. Early detection of at-risk high school students and following the steps of the Independent Policy will ensure student engagement and academic progress, address any concerns immediately, and determine the appropriateness of an independent study program for individual students. EARLY INTERVENTION AND SUPPORT: Staff will regularly monitor and counsel students to remain engaged and make adequate academic progress. Through that connection students identified as at-risk will be offered targeted interventions and support to remain on track for their individual academic goals. Implement early intervention programs for at-risk students to address academic and non-academic barriers to success.		
3.4	POST GRADUATION OUTCOMES	Utilizing National Student Clearinghouse as a resource to monitor graduate outcomes to determine the rate of our students who enroll in a post-secondary institution.	$595.00	No

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
$355157	$

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
8.394%	0.000%	$0.00	8.394%

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
2.1	**Action:** STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7) **Need:** Socio-economically Disadvantaged (SED) **Scope:** Schoolwide	Access to a broad course of study with targeted interventions and supports will improve outcomes of SED students.	2023 CA Dashboard ELA=Orange, -26.5 DFS Math=Orange, -89.2 DFS

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** TARGETED STAFFING **Need:** Socio-Economically Disadvantaged (SED) **Scope:** Schoolwide	By providing Instructional Assistants in the classroom, the adult to student ration will be lowered. The IAs will support the teacher with 1 on1 or small group instruction which will support SED students.	1 IA per K-5 classroom
3.2	**Action:** COLLEGE AND CAREER READINESS (Priority 4) **Need:** Socio-economically Disadvantaged (SED) Source: Pathways SIS LCFF Report **Scope:** Schoolwide	SED students in high school are 48% of all high school students (84/175). Bus passes support students' attendance to the centers for high school support classes and Advisor input more regularly. English Learners in high school were no more than 3-4 students during the school year with only two students taking the ELPAC by May 2024.	2023 CA Dashboard LOW 19.4% Prepared, Socio-economically Disadvantaged

Limited Actions

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

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

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

FPCS does not have any Limited Actions.

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.

NOT APPLICABLE TO CHARTER SCHOOLS

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		

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	4231086	355157	8.394%	0.000%	8.394%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$3,013,579.00	$515,162.00	$0.00	$0.00	$3,528,741.00	$3,241,946.00	$286,795.00

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	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	All	No			All Schools	Annually	$2,976,875.00	$0.00	$2,596,509.00	$380,366.00	$0.00	$0.00	$2,976,875.00	0
1	1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	All	No			All Schools	Annually	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	0
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Low Income	Yes	Schoolwide	Low Income			$0.00	$276,200.00	$265,200.00	$11,000.00			$276,200.00	
2	2.2	TARGETED STAFFING	Low Income	Yes	Schoolwide	Low Income			$157,451.00	$0.00	$92,709.00	$64,742.00			$157,451.00	
3	3.1	CAREER OR TECH EDUCATION	All	No			All Schools		$107,620.00	$0.00	$48,566.00	$59,054.00			$107,620.00	
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	English Learners Low Income	Yes	Schoolwide	English Learners Low Income	High School		$0.00	$5,000.00	$5,000.00				$5,000.00	
3	3.3	GRADUATION OUTCOMES	All	No			High School									
3	3.4	POST GRADUATION OUTCOMES	All	No			All Schools High School		$0.00	$595.00	$595.00				$595.00	

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
4231086	355157	8.394%	0.000%	8.394%	$362,909.00	0.000%	8.577 %	**Total:**	$362,909.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$362,909.00

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 (%)
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	Schoolwide	Low Income		$265,200.00	
2	2.2	TARGETED STAFFING	Yes	Schoolwide	Low Income		$92,709.00	
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	Yes	Schoolwide	English Learners Low Income	High School	$5,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,375,200.00	$3,461,254.00

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	FULLY CREDENTIALED TEACHERS & APPROPRIATELY ASSIGNED (Priority 1)	No	$2,829,083.00	2965558
1	1.2	FAMILY EDUCATION OPPORTUNITIES (Priority 3)	No	$5,000.00	4031
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	$242,000.00	177805
2	2.2	TARGETED STAFFING	Yes	$188,572.00	199631
3	3.1	CAREER OR TECH EDUCATION	No	$104,950.00	109216
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	Yes	$5,000.00	4418
3	3.3	GRADUATION OUTCOMES	No		
3	3.4	POST GRADUATION OUTCOMES	No	$595.00	595

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)
349613	$380,915.00	$400,137.00	($19,222.00)	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)
2	2.1	STUDENT ACCESS TO BROAD COURSE OF STUDY (Priority 7)	Yes	$232,000.00	230025		
2	2.2	TARGETED STAFFING	Yes	$143,915.00	165694		
3	3.2	COLLEGE AND CAREER READINESS (Priority 4)	Yes	$5,000.00	4418		

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)
4030591	349613	0	8.674%	$400,137.00	0.000%	9.928%	$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 separate and distinct pupil subgroup with a numerical signific e at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 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 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 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 which of the state priorities that this goal is intended to addre

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 addre

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student group 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 resource 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 42238.07[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) 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

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
FPCS is authorized by Blochman Union School District	Stephanie Eggert, Executive Director	stephanie.eggert@fpcharter.org (805) 348-3333

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24	23.7	46.8	53.2%	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

:cently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	4
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4

Practices	Rating Scale Number
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

Staff builds close connections with students and families throughout their time at FPCS. Teachers in grades 6-12 often serve students for the entirety of their middle school/high school years. In all grades parents are invited to participate in weekly synchronous advisory meetings with students and parents. At the elementary level, parent conferences are held twice yearly in person, to review student progress. Parents actively participate in chaperoning field trips, volunteering in class, and attending school events such as the All School Orientation, STEAM Expo, jogathons, school picnics, and promotion/graduation ceremonies.

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

This year FPCS held two family education nights that were virtual. By partnering with Ron Huxley, LMFT we provided topics such as "Hacking your Nervous System" for staff, students in grade 6-12, and families. The second topic was "Building your Parenting Toolkit: Avoidant and Aggressive Behaviors". Both events had many attendees.

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

The Annual Student and Family surveys were sent out and requested input on topics for 2026-27. The version sent to families was also translated in Spanish to increase access to families typically underserved. Next year's family education nights will be developed based on those results.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

FPCS teachers meet with individual students and parents weekly to discuss academic progress and performance. During the meetings, additional support and intervention is identified and planned if appropriate. Centers actively engage with the student study team process where parents are invited to a multi-disciplinary team meeting to identify areas of support and or intervention for struggling students. The meeting reconvenes after the implementation of the interventions to gauge their effectiveness. Students who are experiencing difficulty with consistent attendance and/or academic performance are provided with a Student Improvement Plan which is developed with parent input. The plan outlines specific requirements necessary for the student to demonstrate adequate engagement . The plan also includes a follow up date, which the parent are encouraged to attend. Elementary teachers hold parent conferences twice yearly to update parents on overall academic progress. K-12 teachers, coordinators, and administrators regularly send information to parents via Parent Square. Through the PS platform, parents are provided with real time reminders of upcoming events, a need for parent support, and ways to help support their students in our independent study model. Parents are consistently provided with a document outlining their parent rights at the start of the 504 and IEP process. Parent participation is welcomed and encouraged at all conferences, SST, SIP, 504, and IEP meetings where student progress and outcomes are discussed.

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

FPCS uses the Governing Board approved Independent Study Policy as the foundation for monitoring student engagement and academic progress. Tiered Reengagement strategies are outlined and shared with families to gage whether students are appropriately placed in our independent study program. The Student Improvement Plan (SIP) is a document of jointly agreed upon actions for a student to remain enrolled at the charter if they are failing to attend regularly or complete their work. Student behavior can also be addressed in the SIP. These efforts are all in place to ensure students are being monitored closely for their success. Professional development this year included three days of Science of Reading for K-5 staff and Discussion Builders for staff teaching 6-12th grades. The work and strategies were spiraled into the staff PLC meetings and other ALL Advisor training days throughout the year.

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

Selecting an independent study charter school is a choice by families for their child(ren) for personalized learning and schedule flexibility. Therefore, family participation at center activities and events is high and well attended by FPCS families.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Administration holds quarterly FPCS Advisory Committees comprised of parents and staff to gather feedback and provide updates on school performance, policy and procedures. Families also have the opportunity to attend monthly board meetings to voice their opinions on varied issues of concern. Completing the Annual Family Survey is another way to give input and share suggestions.

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

A 2026 survey indicated that 95.7% of students and families agree that they are involved in making decisions for the school. That is up 4.7% from 2025. Our FPCS Advisory Committee meets multiple times throughout the year and accessibility is enhanced through the use of digital media such as Zoom. On an individual student level, upon enrollment parents and teachers discuss students' roadmap to graduation, and information is gathered from the parents on the student's post-secondary plans. Coursework is then adjusted to ensure that students will be able to pursue their post-secondary goals. Ongoing parent conferences at the K-8 level regularly keep parents updated on academic progress and social/emotional development.

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

The engagement of under represented families can be improved by offering family engagement activities at a time that is convenient for working parents. Providing translation services during those events and translated documents utilized in the events will also reach more parents of second language learners. In 2026-27, FPCS will contract with a Transition staff meeting to support students with exceptional needs to set and make progress to post-secondary goals. This begins with a survey given to all 8th grade students as the foundation for the transition plan creation and monitoring each year in high school.

School Climate (LCFF Priority 6)

Introduction

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

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

oduction

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

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

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

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

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

COMMUNICATION AND INPUT = 95.7%
94% Students K-5
96% Students 6-12
% Family

SCHOOL CONNECTEDNESS = 91.7%
83% Students K-5
96% Students 6-12
96% Family

SENSE OF SAFETY = 92.7%
92% Students K-5
91% Students 6-12
95% Family

Source: Annual School Surveys,
Spring 2026

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

It was a key point that the school climate survey showed an increase in positive outcomes than in prior years. Again, students in K-5 and family responses were more favorable than those of the students in grades 6-12. Student safety is something that needs to be looked into more thoroughly for qualitative data. For the first time student safety was above 90% for all groups with an overall 92.7% favorable rating.

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

FPCS will provide educational events and resources on topics related to child development, social emotional issues, student health/safety, as well as academics to address overall student well-being and success.

1- ANNUAL SURVEY
Provide parents with the opportunities to give input to topics of need or interest as it relates to their student or overall family life. Utilize staff and guest speakers to address interests by scheduling 2-4 events per school year remotely to give easy access to all families. In 2024-25 we held three events. Staff and parents will give input for topics for next year. One area would be strategies to support students at home with learning.

2- HOME TO SCHOOL CONNECTION
Promote strong relationships between staff and families to support all students in their individual growth. Seek ways to promote student progress and learning. Regular communication will be handled through emails, phone calls, meetings, digital platforms, etcetera to keep families informed and involved. (ParentSquare, GoToConnect, Edlio) This year, Zoom call/text was implemented for SMS and phone communications using a school number. Staff have reported it is working very well.

3- FAMILY RESOURCES
Provide families with resources, tips, and guidance to support learning at home, including recommended books, activities, and online tools. In addition, make available community and out-of-school agency contacts or resources as needed based on individual needs. (ParentSquare and school website)

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

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

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

FPCS utilizes internal measures to track student enrollment in a broad course of study. In grades K-8, classrooms and centers are monitored regularly by the coordinator and the principal to ensure that students are receiving a broad course of study. In grades 6-12, Coordinators and Administration can generate reports from the Pathways Student Information System to determine the number of students enrolled in a-g courses across its three 9-12 centers. Reports can be aggregated to identify ethnicity or unduplicated pupil status.

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

All students in grades K-5 are enrolled in a broad course of study that includes English, Mathematics, Social Sciences, Science, and Physical Education. Both our K-5 Home Study and hybrid programs utilize the Journeys program for reading instruction, Math in focus for math instruction, My World for Social Science instruction, and Mystery Science, or Elevate Science in K-5 HomeStudy, for science instruction. Activities in Visual and Performing Arts, health, and physical education are also provided for implementation both at home and at the school site. Universal Design for Learning strategies and procedures are embedded in each discipline to provide equitable access to all students, including unduplicated student groups and individuals with exceptional needs. Each K-5 classroom taught by a credentialed teacher with targeted support provided by an instructional assistant. Teachers

are aware of students English Learners (EL) status and provide unique supports as needed for EL students, depending on their individual needs. All staff in classrooms are aware of students with 504 plans or IEP's and consistently implement required accommodations and modifications as needed. Students who are not meeting standards are discussed at student success team meetings where a mulit-disciplinary team of teachers, a program coordinator, and parents collaborate developing targeted interventions geared toward increasing student outcomes. All students in grades 6-12 are enrolled in a broad course of study that includes English, Social Sciences, Foreign Language, Physical Education, Science, Mathematics, Visual and Performing Arts, Applied Arts, and Career Technical Education. All students receive instruction, aligned to California state content standards and curriculum frameworks, as well as any necessary intervention, accommodations, and assistance to meet graduation, college, and career requirements. Access to core academic content and courses that lead to graduation and success is provided to all students regardless of income, race, primary language, disability, and/or family situation. English Learners have access to both designated ELD instruction along with integrated ELD instruction. Students who are struggling to meet standards are provided with supports that include 1:1 instructional time with their advisor, small group, or tutoring. All students, regardless of their ethnicity, background, or disability status are encouraged to complete A-G requirements and are also encouraged to take local community college classes.

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

All students were provided access to a broad course of study including connectivity and available devices for online learning.

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

FPCS has implemented a comprehensive approach to ensuring equitable access to learning at high levels. Additionally, students were provided with assistance and support from support staff who worked 1:1 with students on their area of deficit. All K-12 students were required to complete online iReady math and some assigned to iReady reading lessons if below their grade level. A pilot using REWARDS intervention for older students was done at Orcutt Middle Learning Center and expanded for a 4th/5th 8week Bootcamp at the Santa Maria Learning Center with positive outcomes an annual growth on iReady diagnostics. Next year, we plan to provide training and intervention at all centers with students in grades 4-12. During the school year staff will again engage in Professional Learning Communities where they can develop targeted plans to address areas of deficits. Regular engagement with student data and ongoing collaboration on improving instructional practices will result in improved student outcomes. Additionally, students in grades 9-12 will have access to an online tutor for assistance with math or language arts work.

VI – E

Attendance Charter School

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Record Information

Entity Information		Details		Validation Information		Certification Information
County	Santa Barbara	**Last Saved By**	trishavais	**Number of Records**	6	**Charter School - District Oversight:** trishavais - 7/1/2026 11:15:00 AM
School	Trivium Charter	**Last Saved Date**	6/29/2026 4:15:49 PM	**Number of Errors**	0	**School District:** nshafer - 7/1/2026 11:29:54 AM
CDS Code	42 69112 0124255	**Last Validation By**	trishavais	**Number of Warnings**	0	**County Office of Education:** None
Charter Number	1319	**Last Validation Date**	7/1/2026 11:14:30 AM	**Passed Data Validation**	Yes	View Certification
Data ID	16934695					Certification was successful for the selected entity.

Charter Status | ADA | ADA Allocation | Summary | Notes

Charter Status

Data ID:		**16934695**
Does this charter school operate multiple instructional tracks? YES (Multitrack)	**A-1a**	☐
Does this charter school operate multiple instructional tracks? NO (Single Track)	**A-1b**	☑
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.	A-2	
Track A	A-2a	☐
Track B	A-2b	☐

Track C	A-2c	☐
Track D	A-2d	☐
Track E	A-2e	☐
Is this charter school in its first year of operation?	**A-3**	
YES (move on to Line A-4)	A-3a	☐
NO (move on to Line A-5)	A-3b	☑
Date (mm/dd/yyyy) Instruction Commenced	**A-4**	
Single Track/Track A	A-4a	
Track B	A-4b	
Track C	A-4c	
Track D	A-4d	
Track E	A-4e	
Did the charter school cease operation or instruction during the current fiscal year?	**A-5**	
YES (move on to Line A-6)	A-5a	☐
NO (move on to Line A-7)	A-5b	☑
Date (mm/dd/yyyy) Operation or Instruction Ceased	**A-6**	
Single Track/Track A	A-6a	
Track B	A-6b	
Track C	A-6c	
Track D	A-6d	
Track E	A-6e	
Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.	A-7	
Single Track/Track A	A-7a	175
Track B	A-7b	
Track C	A-7c	
Track D	A-7d	
Track E	A-7e	

Indicate the Type ruction	**A-8**	
Classroom-based	A-8a	☐
Nonclassroom-based	A-8b	☑
Combination	A-8c	☐

ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Single TRK/TRK A

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	124.04	87.14	50.75	78.73	340.66
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or	C-4	0.00	0.00	0.00	0.00	0.00

Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)						
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	124.04	87.14	50.75	78.73	340.66
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	124.04	87.14	50.75	78.73	340.66
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	124.04	87.14	50.75	78.73	340.66
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	12.05	0.00	0.00	0.00	12.05
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	12.05	0.00	0.00	0.00	12.05
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 2 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track B				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	D-3	0.00	0.00	0.00	0.00	0.00

Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track C				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be

generated by stu who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track D				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00

Other ADA

Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00

Attendance Recovery

ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 5 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Track E

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00

Nonclassroom-based ADA

Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						

ADA for Students p[illegible]ting in Attendance Recovery pursuant t[illegible] 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

Summary

Summary of Reported ADA for All Tracks		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	I-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	I-2	124.04	87.14	50.75	78.73	340.66
ADA Totals for All Tracks						
Total Regular ADA (Sum of All Records D-1)	J-1	124.04	87.14	50.75	78.73	340.66
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	J-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)	J-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)	J-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Tracks (Sum of J-1 through J-4)	J-5	124.04	87.14	50.75	78.73	340.66
Summary of Reported ADA for All Districts of Residence						
Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters						
Classroom-based ADA Totals for All Districts (sum of all records F-5)	K-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)	K-2	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Districts of Residence						
Total Regular ADA (sum of all records H-1)	L-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)	L-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)	L-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (Sum of All Records H-4)	L-4	0.00	0.00	0.00	0.00	0.00

ADA Totals for All D	(Sum of L-1 through L-4)	L-5	0.00	0.00	0.00	0.00	0.0(

Notes

Type in your message

500 remaining

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Trivium Charter
(name continued)
CDS #: 42-69112-0124255
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1319
Fiscal Year: 2026-27

To the entity that approved the charter school:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: 6/18/26
Charter School Official
(Original signature required)

Print Name: Trisha Vais Title: Executive Director

To the County Superintendent of Schools:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: 6-22-2026
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Nancy Shafer	Dennis Nguyen
Name	Name
Interim Business Manager	CSMC - Consultant
Title	Title
805-937-1148 x113	213-563-3926
Telephone	Telephone
blochman@blochmanusd.org	dnguyen@csmci.com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Trivium Charter
(name continued)
CDS #: 42-69112-0124255
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1319
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	2,648,072.99	3,465,423.00		3,465,423.00
Education Protection Account State Aid - Current Year	8012	1,291,518.99	1,032,778.00		1,032,778.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	494,730.89	570,119.00		570,119.00
Other LCFF Transfers	8091, 8097	0.00			0.00
Total, LCFF Sources		4,434,322.87	5,068,320.00	0.00	5,068,320.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	58,199.96		58,200.00	58,200.00
Special Education - Federal	8181, 8182	54,256.34		64,300.00	64,300.00
Child Nutrition - Federal	8220	0.00			0.00
Donated Food Commodities	8221	0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		112,456.30	0.00	122,500.00	122,500.00
3. Other State Revenues					
Special Education - State	StateRevSE	348,058.62		475,728.00	475,728.00
All Other State Revenues	StateRevAO	187,833.05	84,535.00	87,154.00	171,689.00
Total, Other State Revenues		535,891.67	84,535.00	562,882.00	647,417.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	22,101.98	10,500.00		10,500.00
Total, Local Revenues		22,101.98	10,500.00	0.00	10,500.00
5. TOTAL REVENUES		5,104,772.82	5,163,355.00	685,382.00	5,848,737.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	2,252,645.39	2,121,169.00	267,432.00	2,388,601.00
Certificated Pupil Support Salaries	1200	141,374.85	14,600.00	130,997.00	145,597.00
Certificated Supervisors' and Administrators' Salaries	1300	156,561.51	141,000.00	30,000.00	171,000.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,550,581.75	2,276,769.00	428,429.00	2,705,198.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	338,107.07	396,592.00	14,962.00	411,554.00
Non-certificated Support Salaries	2200	52,769.96	52,590.00	0.00	52,590.00
Non-certificated Supervisors' and Administrators' Sal.	2300	112,978.95	117,421.00	0.00	117,421.00
Clerical and Office Salaries	2400	91,942.53	91,377.00	0.00	91,377.00
Other Non-certificated Salaries	2900	39,195.04	38,954.00	0.00	38,954.00
Total, Non-certificated Salaries		634,993.55	696,934.00	14,962.00	711,896.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	487,160.79	433,197.00	83,495.00	516,692.00
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	85,559.85	86,328.00	7,357.00	93,685.00
Health and Welfare Benefits	3401-3402	210,992.60	218,494.00	36,806.00	255,300.00
Unemployment Insurance	3501-3502	21,827.64	22,017.00	2,426.00	24,443.00
Workers' Compensation Insurance	3601-3602	21,356.69	19,814.00	3,058.00	22,872.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00

Total, Employee Benefits		826,897.57	779,850.00	133,142.00	912,992.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	119,999.97	98,502.00	31,498.00	130,000.00
Books and Other Reference Materials	4200	1,499.96	1,500.00	0.00	1,500.00
Materials and Supplies	4300	81,499.93	91,500.00	0.00	91,500.00
Noncapitalized Equipment	4400	156,999.96	167,000.00	10,000.00	177,000.00
Food	4700	11,499.98	11,500.00	0.00	11,500.00
Total, Books and Supplies		371,499.80	370,002.00	41,498.00	411,500.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	39,999.90	42,635.00	7,365.00	50,000.00
Dues and Memberships	5300	9,299.97	9,300.00	0.00	9,300.00
Insurance	5400	24,999.99	27,500.00	0.00	27,500.00
Operations and Housekeeping Services	5500	3,499.98	3,500.00	0.00	3,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	188,646.37	189,568.00	0.00	189,568.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	373,884.95	484,239.00	59,986.00	544,225.00
Communications	5900	17,999.96	18,000.00	0.00	18,000.00
Total, Services and Other Operating Expenditures		658,331.12	774,742.00	67,351.00	842,093.00
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual					
Land and Land Improvements	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Lease Assets	6600				0.00
Subscription Assets	6700				0.00
Depreciation Expense (for accrual basis only)	6900	12,947.00	12,947.00	0.00	12,947.00
Amortization Expense - Lease Assets	6910				0.00
Amortization Expense - Subscription Assets	6920				0.00
Total, Capital Outlay		12,947.00	12,947.00	0.00	12,947.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		5,055,250.79	4,911,244.00	685,382.00	5,596,626.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		49,522.03	252,111.00	0.00	252,111.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		49,522.03	252,111.00	0.00	252,111.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	202,184.90	251,706.93		251,706.93
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00
c. Adjusted Beginning Balance		202,184.90	251,706.93	0.00	251,706.93
2. Ending Fund Balance, June 30 (E + F.1.c.)		251,706.93	503,817.93	0.00	503,817.93
Components of Ending Fund Balance					
a. Nonspendable					

Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740	2,850.21			0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	248,856.72	503,817.93		503,817.93
Unassigned / Unappropriated Amount	9790	(0.00)	0.00	0.00	0.00

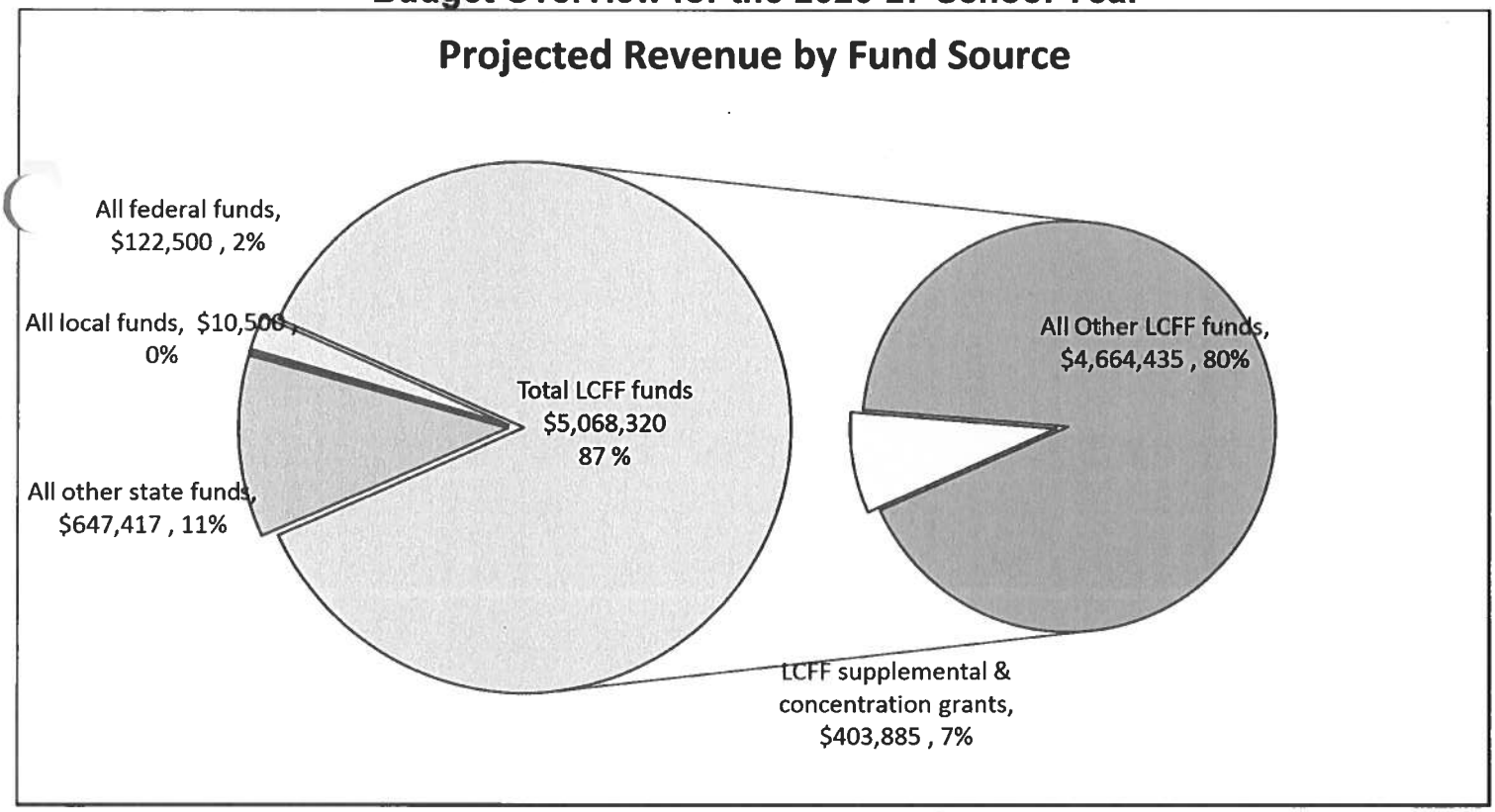
Trivium
Charter School Network

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trivium Charter School Network
CDS Code: 42 69112 0124255
School Year: 2026-27
LEA contact information:
Trisha Vais
Executive Director
tvais@triviumcharter.org
805-291-1303

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

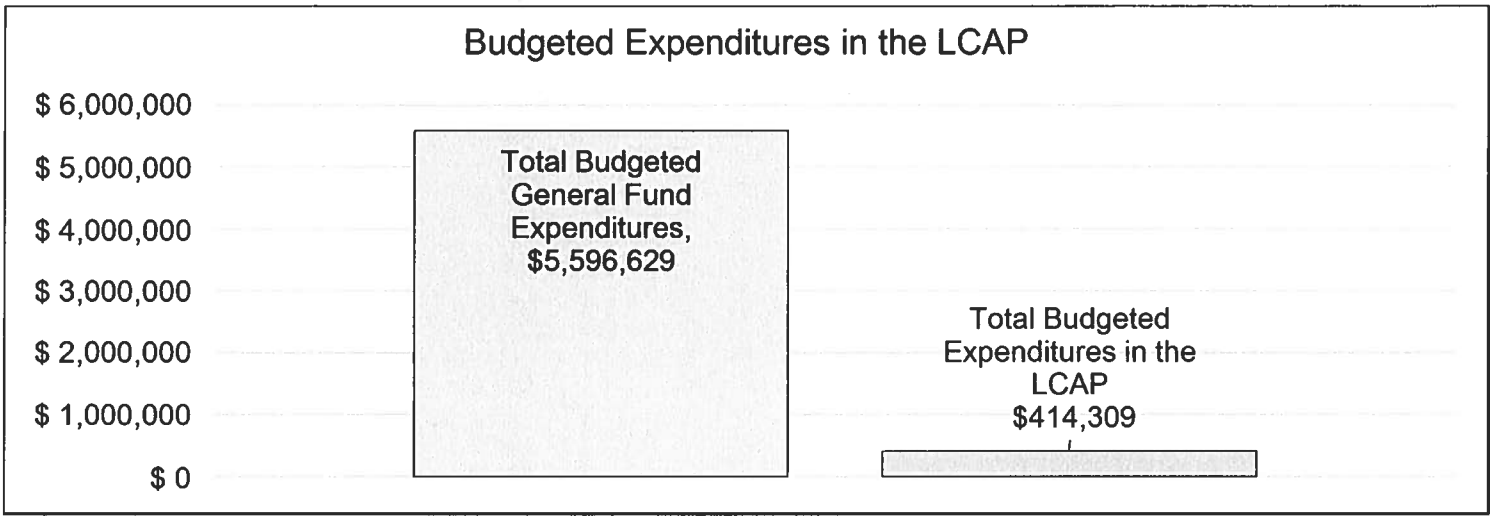


This chart shows the total general purpose revenue Trivium Charter School Network expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trivium Charter School Network is $5,848,737, of which $5,068,320 is Local Control Funding Formula (LCFF), $647,417 is other state funds, $10,500 is local funds, and $122,500 is federal funds. Of the $5,068,320 in LCFF Funds, $403,885 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 Trivium Charter School Network 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: Trivium Charter School Network plans to spend $5,596,629 for the 2026-27 school year. Of that amount, $414,309 is tied to actions/services in the LCAP and $5,182,320 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

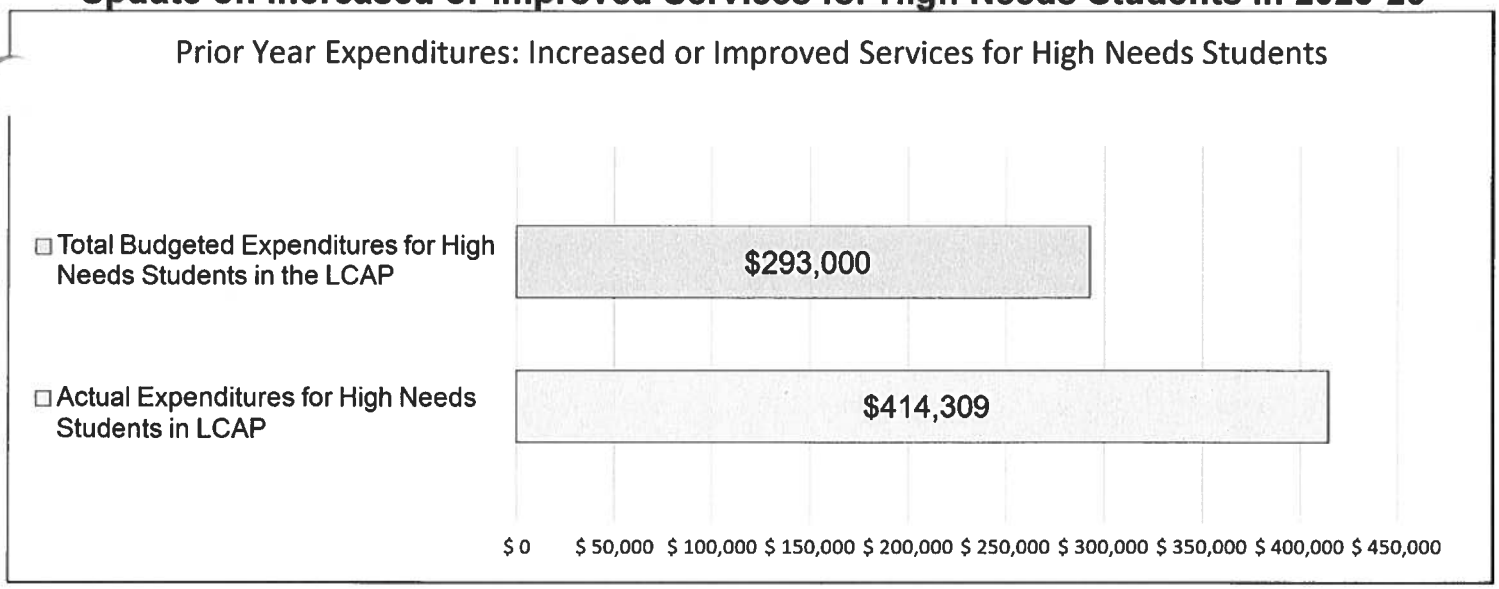
General fund expenditures are for the continued operation of the school including the personalized learning program and the Classical, PBL model.

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

In 2026-27, Trivium Charter School Network is projecting it will receive $403,885 based on the enrollment of Foster Youth, English learner, and low-income students. Trivium Charter School Network must describe how it intends to increase or improve services for high needs students in the LCAP. Trivium Charter School Network plans to spend $414,309 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Trivium Charter School Network budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trivium Charter School Network 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, Trivium Charter School Network's LCAP budgeted $293,000 for planned actions to increase or improve services for high needs students. Trivium Charter School Network actually spent $414,309 for actions to increase or improve services for high needs students in 2025-26.

Trivium
Charter School Network

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
Trivium Charter School Network	Trisha Vais Executive Director	tvais@triviumcharter.org 805-291-1303

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.

Trivium is a non-classroom-based (flex-based) charter school on the Central Coast of California serving students in (t)K-12th grades. Trivium adheres to a Classical model with a significant amount of Project Based Learning. The majority of our students attend 2 full days a week in-person to participate in group learning classes where there is a strong emphasis on history, science and classical elements of learning. Many students in 4th-12th grade opt to take one or more of their core classes through synchronous, virtual classes. In the 25.26 school year, we are adding core classes delivered through synchronous remote means for K-3 students. All students have a Personalized Learning Plan so students can be provided curricula and pacing aligned to their individual needs. Students are part of a true, hybrid learning environment that allows for the best of group learning experiences mixed with individual learning that allows students to make appropriate academic gains.

Reflections: Annual Performance

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

Trivium has multiple learning centers in differing areas along the Central Coast. Students come from varied backgrounds and some have had significant setbacks due to Covid learning loss. Trivium has continued to maintain enrollment and grow during the pandemic years and after - and has been successful in helping students gain academic ground and find success. As a non-classroom-based (flex-based) charter school, our students along with Trivium's support have many options to choose from to create a personalized plan that promotes student academic growth. In addition to the personalized aspect, Trivium has required, academic growth markers that all students participate in such

as iRe[illegible], writing assessments, and math knowledge checks. Ou[illegible]ternal data allows teachers and parents to see the benefit of interventions and/or curricula while also highlighting when a change needs to be made because the results are not aligned with appropriate expectations. We have added our student achievement program to help increase student engagement. Our Dashboard data is strong in regards to Chronic Absenteeism and Suspensions whereas we do not have enough students to rate the additional areas except for math and ELA. Math is a continuous goal to improve and we have seen significant gains with individual students and have continued refining our processes to gain better and quicker insight into students who can benefit from some intervention services in math. In ELA, Trivium, like most California schools experienced a setback in scores and we have already implemented procedures to re-engage students in the learning process while providing students who need additional time and attention various intervention services.

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
teachers, principals, administrators, other school personnel, parents, and students	regularly scheduled meetings, online platforms, social media, help desk ticket system, website, surveys, staff meetings, PLCs, 360 degree staff surveys, SELPA

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

Trivium has a proactive process for partnering with parents and students with our hybrid program. We offer regularly scheduled meetings, parents coffees, school events with parent participation, multiple online platforms including social media, a "help desk" ticket system on our website, and surveys. All of these touch points are opportunities for our parents and students to provide feedback to Trivium. Although the surveys are the more formal feedback request, we find that we gather as much feedback from the informal conversations and requests for clarification or help as we do from the surveys. Our teachers and leadership meet most Mondays throughout the school year for direction, feedback, and PLC time. Staff members who are not teachers join these meetings, as scheduled, throughout the year. The different staff groups have individual or group meetings regularly scheduled through the year where feedback and process improvement requests are received. Staff members also have a "help-desk" system which helps guide the areas leadership needs to focus on that need attention. In addition, staff members are provided a 360 degree feedback survey to provide feedback on areas of Trivium and staff members at Trivium. Similarly to the families, the feedback in the surveys is usually known prior to the survey results being reviewed due to our team system. The Leadership team meets most weeks as well as a formal multi-day gathering to review successes, areas to improve, process needs, and goal setting. Our SELPA was consulted for feedback.

Goal and Actions

Goal

Goal #	Description	Type of Goal
1	Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Since the pandemic, there has been less attention to specific academic growth metrics than there was pre-pandemic. This goal helps re-center the students, parents, and staff on academic achievement while the recognition and celebrations foster a sense of pride and accomplishment in individual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	List of academic achievements to be celebrated based on "I Can"- type standards or similar and Trivium-defined metrics that may include Classical elements and social-	This list has not been created.	Trivium implemented the Trivium Awards Program (TAP). This first year, students received an award for a social/emotional strength award,	This second year students received an award for a social/emotional strength award, iReady growth award (if applicable) and a math and writing	A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps	Specific academic achievements to recognize have been defined as well as a customized SEL badge.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	emotional-behavior standards.		iReady growth award (if applicable) and a math and writing award based on progress.	award based on progress, and a CAASPP award if they scored a 3 or 4 or went up a level.	support an achievement culture and student ownership over their own learning.	
1.2	Implement, at minimum, 2 recognition events during the 24/25 school year.	This has not been started.	We had two reward distribution events during the 24/25 school year.	We had two reward distribution events during the 25/26 school year.	Student recognition events are an expected and anticipated part of the student culture of Trivium.	The recognition events have been established and students enjoy them. These events are being expanded to be community events that student leaders help develop and execute.
1.3	Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement.	This has not been started.	Custom badges were created for SEL strengths and academic achievements.	Custom tags were created that students hung with a Trivium keychain on their backpacks. The interest in 'leveling up' by receiving a tag to add to their collection has been popular with students regardless of grade level.	A full array of possible recognition items to provide age-appropriate awards for student achievement.	We have developed multiple tag/badge options for students to display that recognizes SEL, math, reading, writing, and improvement on test scores.

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.

Continuing the awards program was a significant task that was completed without any substantive changes. We refined systems where the student collected data on academic achievements were stored and used. We continued the option of 30 different badges for social/emotional strengths that the teachers choose from for each student. We continued awards for math and ELA engagement and growth based on internal measures, and awards for math and ELA growth based on iReady testing. Students received a badge for all areas except for the iReady testing badge - growth had to be shown or the badge was not earned. In addition we added in CAASPP growth badges for students who either scored a 3 or 4 or leveled up. This mix of badges allowed every student to receive badges but also allowed some badges to only be received if earned. This process provided for all student engagement while also maintaining the 'reward' part of the program

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

There were no substantive differences in the overall cost of the implementation of the program; however, more personnel costs were needed than originally anticipated due to the data storage, retrieval, analysis, and distribution and the cost of supplies increased because of turning the reward recognitions into a community event.

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

In this second year, most students were excited about earning badges and those that were less enthusiastic were a minority of the student population at each campus. The enthusiasm was campus-wide on the event days and most students displayed their tags on their backpacks. The student culture and engagement has grown at each campus and adding school community events to the rewards program distribution has brought even more engagement.

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.

We are added in sturdy key rings that the students can hang from their backpacks to display their badges. We did not add a badge for taking the CAASPP; however we did add a badge for a score of 3 or 4 or for moving up a level. We also provided a badge for the academic theme for the year - this year was Early Modern Times. In the upcoming school year, we will add a badge for student leadership.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Mastery and Recognition	Create and distribute Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks and provide tangible recognition items at identified levels of mastery.	$69,309.00	No Yes

Goal and Actions

Goal

Goal #	Description	Type of Goal
2	Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.	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)

An explanation of why the LEA has developed this goal.

Students who have missed instruction over the past few years for various reasons that are often pandemic-related have gaps in foundational knowledge. These knowledge gaps need to be filled so students can successfully master more advanced concepts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction.	not yet measured	63% of students who scored one or more grade level below using multiple measures completed 80% of assigned interventions.	Over 80% of students who needed intervention support were engaged in the intervention support process. Because of the change in options and remediation needs and the needed changes to be responsive to a successful or failed option, it is more	95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program.	We have made great strides in providing personalized intervention.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				complex than a completion of an intervention program in the original metric. However, we did increase transparency and intervention options to better support students who needed additional attention in order to be successful. 21% of our student body require specialized support. We have also added grade band speciaiist to help support data analysis and actions.		

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.

With still a substantial amount of new-to-Trivium students entering our charter well below grade level, there has been an understandable push from teachers to address students who are two or more grade levels behind. Our data shows that students who remain at Trivium for multiple years grow significantly in academics over the years. We are hopeful that with this data and the further we get away from the learning loss students experienced during the pandemic, we will be able to increase the attention being provided to students who are only one year behind grade level. We added in a fully remote math and ELA program for our K-3 students that has been very popular. We have included Data Dive activities to set aside time for teachers to identify students needing intervention and identify students who are being

succes[illegible] or unsuccessful in current interventions. Because of thi[illegible]e added additional options to further personalize interven[illegible]ns to students. We also added in grade band specialists to help support the intervention process.

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.

We added in grade band specialists and additional resources to data analysis and actions.

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

Our interventions are effective as demonstrated by the success students experience when remaining enrolled from year to year.

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

Creating a personalized intervention path for teachers to follow for students who are only one year below grade level by actively monitoring data and supporting our new grade band specialists position.

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	Intervention support	Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in-person support, online support, and consultation for effective intervention strategies.	$225,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The ability to use, monitor, and extract digital data and information is a necessary skill for students to learn and a necessary skill for educators to continually improve in order to help students have the appropriate skills to compete post high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or	not yet measured	100% of our Trivium Team members use technology platforms; however, approximately 85% of the staff members use it proficiently and consistently to	100% of our Trivium Team members use technology platforms; however, approximately 90% of the teachers use it proficiently and consistently to inform instruction	100% engagement	90% active teacher engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	part of the academic support team.		inform instruction and collect data to better personalize instruction and intervention to students.	and collect data to better personalize instruction and intervention to students.		
3.2	Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance.	not yet measured	Approximately half of the students who have special challenges need assistance navigating the technology platforms and about 10% of the general education population need assistance accessing platforms and technology tools occasionally. We have built-in tech office hours and study halls to provide support for students who are less interested in technology.	Approximately half of the new students who have special challenges need assistance navigating the technology platforms while approximately 25% of returning students with special challenges need assistance accessing platforms and technology tools occasionally. 2% of returning students without special challenges in 6th-12th grade need occasional assistance. We have built-in tech office hours and study halls to provide support for students who are less interested or proficient in technology.	100% engagement	25% of returning students with special challenges and 2% of returning general education students require additional support for basic technology tasks in grades 6-12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools, announcements, and school events.	not yet measured	We have created a "help desk' system on our website for families and students to ask questions and receive timely responses. This school year we had 864 help desk tickets that were typically responded to the same day. ParentSquare is our parent-school communication platform and this year we created 2,388 posts, sent 3,814 direct messages, and used 4 smart alerts to communicate more urgent needs. We also shared 1.473 photos of classroom activities with families. Our end of year survey shows that 86% of families feel well-informed about school happenings.	We still use a robust "help desk' system on our website for families and students to ask questions and receive timely responses and use ParentSquare as a great tool for group posts, to send pictures and for emergency alerts. In addition, we added a new Student Information System, Scout, that allows for direct messages to parents to verify daily engagement and our Monday.com account which allows emailing directly to a parent in regard to progress and pacing. Our end of the year survey shows over 90% of parents feel well-informed.	100% satisfied	New Student Information System and robust use of Monday.com

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.

Technology is rapidly changing so anticipate their will always be a steeper learning curve for the less technologically savvy individuals; however, we are refining our processes and training for both staff and families to help people navigate the technology well and accurately. Technology platforms are also becoming more user friendly and our switch to Scout as well as the continued use of other platforms have provided increased success in data management and analysis.

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 an increase in tecnology expenditures specific to this goal and personnel time.

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

Our actions have been effective and we are seeing an increased use in using the platforms for data storage and analysis.

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 continued use and building out of our new Student Information System.

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	Digitize administrative functions	Integrate data into comprehensive platforms	$120,000.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$403,885	$

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
8.659%	0.000%	$0.00	8.659%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Mastery and Recognition **Need:** **Scope:** LEA-wide Schoolwide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Intervention support **Need:** Students who have challenges with grade level material for any reason may benefit from specialized class support. Trivium has students who need additional support. **Scope:** LEA-wide Schoolwide	Student struggles can fall into undefined categories and can be transient based on outside factors. By allowing this option for all students but focusing the intervention option for students with defined challenges, all students can be effectively served.	Percent of participation and percent of consistent participation and the impact on student academic progress using comparison data.
3.1	**Action:** Digitize administrative functions **Need:** Students are provided technology devices to use and need to learn how to use the devices and the internet resources in a safe and effective way while gaining foundational technology skills to help with future ambitions whether it is college first or career training after high school. **Scope:** LEA-wide Schoolwide	Unduplicated Pupils often have less technology resources and training than other students.	Percent of students who are able to utilize technology independently as a resource.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	We have a 35:1 ratio of students to classified staff.	
Staff-to-student ratio of certificated staff providing direct services to students	We have an 18:1 ratio of students to certificated staff.	

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	4,664,435	403,885	8.659%	0.000%	8.659%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$414,309.00	$0.00	$0.00	$0.00	$414,309.00	$370,000.00	$44,309.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Mastery and Recognition	All Students with Disabilities Engagement in this process will help all students have more connectedness to the school.	No Yes	LEA-wide Schoolwide		All Schools	September 2024 - June 2027	$55,000.00	$14,309.00	$69,309.00				$69,309.00	
2	2.1	Intervention support	All Students with Disabilities English Learners Foster Youth Low Income Students where additional support is needed or requested	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	September 2024 - June 2027	$225,000.00	$0.00	$225,000.00				$225,000.00	
3	3.1	Digitize administrative functions	All Students with Disabilities English Learners Foster Youth Low Income All students that are more comfortable with a variety of technology platforms will have more confidence in the future workplace and with basic life skills such as paying bills and ordering products.	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	September 2024 - June 2027	$90,000.00	$30,000.00	$120,000.00				$120,000.00	

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
4,664,435	403,885	8.659%	0.000%	8.659%	$414,309.00	0.000%	8.882 %	**Total:**	$414,309.00
								LEA-wide Total:	$414,309.00
								Limited Total:	$0.00
								Schoolwide Total:	$414,309.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Mastery and Recognition	Yes	LEA-wide Schoolwide		All Schools	$69,309.00	
2	2.1	Intervention support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$225,000.00	
3	3.1	Digitize administrative functions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$120,000.00	

2025 26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$293,000.00	$414,309.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Mastery and Recognition	No Yes	$58,000.00	$69,309.00
2	2.1	Intervention support	No Yes	$140,000.00	$225,000.00
3	3.1	Digitize administrative functions	No Yes	$95,000.00	$120,000.00

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)
287,731	$293,000.00	$414,309.00	($121,309.00)	6.000%	9.000%	3.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Mastery and Recognition	Yes	$58,000.00	69,309	1%	2%
2	2.1	Intervention support	Yes	$140,000.00	$225,000	4%	5%
3	3.1	Digitize administrative functions	Yes	$95,000.00	$120,000	1%	2%

2025 6 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)
4,434,323	287,731	0	6.489%	$414,309.00	9.000%	18.343%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 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 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 addre

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 which of the state priorities that this goal is intended to addre

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of the 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 group 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 resource 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 64[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) 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 —

P[illegible]entage. ***This is the percentage by which the LEA mu[illegible]crease or improve services for unduplicated pupils [illegible]ompared to t[illegible] 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

Trivium Charter School Network

2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Trivium Charter School Network	Trisha Vais Executive Director	tvais@triviumcharter.org 805-291-1303

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

As will provide the information below:

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

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

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23/24	20	18	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

Trivium is built on a family partnership model and works with each family individually. This system allows for a great relationship between Trivium and families.

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

The area we are working on is streamlining communication so staff and families can easily access the information they seek.

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

Trivium provides additional training, meetings and tech support to help any family who needs any extra assistance. Trivium utilized platforms that allow for language translation of documents.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

We have a quick and thorough response rate to our families and solicit feedback through our HelpDesk system as well as synchronous and in-person opportunities.

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

We will increase engagement activities for our families back to or exceeding pre-Covid levels.

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

will invite and specifically seek out information from underrepresented families.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Trivium provides extensive options for families to communicate their needs and wishes including in-person options, virtual options, and social media platforms. Trivium staff monitor and respond to inquiries and feedback. Surveys are also provided each year.

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

Providing additional synchronous or in-person opportunities to provide feedback.

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

Specific invitations can be provided to families to certain feedback events or platforms.

School Climate (LCFF Priority 6)

Introduction

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

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

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Our survey data is excellent and our general feedback through various formats to engage families consistently informs us that our families are satisfied with the time and attention they receive from Trivium and their student's academic progress.

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

The local climate survey results show that families are most satisfied with their ability to individualize learning, their comfort with interacting with staff members, and the likeliness to recommend Trivium.

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

We are going to provide student recognition events to help support families for home-based subjects and to increase student ownership over their own learning outcomes.

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

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

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

Each student has a Personalized Learning Plan (PLP) which is developed collaboratively between the parents, teachers and student. Curriculum choice is provided to all students so they are able to access content that provides the appropriate level of challenge to the student and pacing that is appropriate for their age and level is planned on the PLP. All students may access the available curriculum choices.

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

ıere are no differences in course or content access for students.

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

There are no barriers.

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

Our students all have access to a broad course of study as this is the backbone of our charter. They are no barriers to accessing a broad course of study.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Attendance Charter School

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Record Information

Entity Information

County	Santa Barbara
School	Trivium Charter School: Adventure
CDS Code	42 69112 0137877
Charter Number	1994
Data ID	E4215561

Details

Last Saved By	trishavais2
Last Saved Date	6/29/2026 4:43:55 PM
Last Validation By	trishavais2
Last Validation Date	6/30/2026 5:45:34 PM

Validation Information

Number of Records	6
Number of Errors	0
Number of Warnings	0
Passed Data Validation	Yes

Certification Information

Charter School - District Oversight: trishavais2 - 6/30/2026 5:46:13 PM
School District: nshafer - 7/1/2026 11:35:01 AM
County Office of Education: None

View Certification

Certification was successful for the selected entity.

Charter Status | ADA | ADA Allocation | Summary | Notes

Charter Status

Data ID: **E4215561**

Does this charter school operate multiple instructional tracks? YES (Multitrack)	**A-1a**	☐
Does this charter school operate multiple instructional tracks? NO (Single Track)	**A-1b**	☑
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.	**A-2**	
Track A	**A-2a**	☐
Track B	**A-2b**	☐

Track C	A-2c	☐
Track D	A-2d	☐
Track E	A-2e	☐
Is this charter school in its first year of operation?	**A-3**	
YES (move on to Line A-4)	A-3a	☐
NO (move on to Line A-5)	A-3b	☑
Date (mm/dd/yyyy) Instruction Commenced	**A-4**	
Single Track/Track A	A-4a	
Track B	A-4b	
Track C	A-4c	
Track D	A-4d	
Track E	A-4e	
Did the charter school cease operation or instruction during the current fiscal year?	**A-5**	
YES (move on to Line A-6)	A-5a	☐
NO (move on to Line A-7)	A-5b	☑
Date (mm/dd/yyyy) Operation or Instruction Ceased	**A-6**	
Single Track/Track A	A-6a	
Track B	A-6b	
Track C	A-6c	
Track D	A-6d	
Track E	A-6e	
Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.	A-7	
Single Track/Track A	A-7a	175
Track B	A-7b	
Track C	A-7c	
Track D	A-7d	
Track E	A-7e	

Indicate the Type of Instruction	**A-8**	
Classroom-based	A-8a	☐
Nonclassroom-based	A-8b	☑
Combination	A-8c	☐

ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Single TRK/TRK A

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	111.37	71.23	36.67	79.11	298.38
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or	C-4	0.00	0.00	0.00	0.00	0.00

Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)						
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	111.37	71.23	36.67	79.11	298.38
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	111.37	71.23	36.67	79.11	298.38
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	111.37	71.23	36.67	79.11	298.38
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	10.00	0.00	0.00	0.00	10.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	10.00	0.00	0.00	0.00	10.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Track B

		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA						
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	D-3	0.00	0.00	0.00	0.00	0.00

Nonsectarian School[illegible]censed Children Institutions ADA (B-3 + C-3)						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track C				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be						

generated by stud ho turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track D				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00

Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 5 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track E				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00

Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						

ADA for Students p[illegible]ing in Attendance Recovery pursuant to [illegible] 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

Summary

Summary of Reported ADA for All Tracks		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	I-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	I-2	111.37	71.23	36.67	79.11	298.38
ADA Totals for All Tracks						
Total Regular ADA (Sum of All Records D-1)	J-1	111.37	71.23	36.67	79.11	298.38
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	J-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)	J-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)	J-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Tracks (Sum of J-1 through J-4)	J-5	111.37	71.23	36.67	79.11	298.38
Summary of Reported ADA for All Districts of Residence						
Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters						
Classroom-based ADA Totals for All Districts (sum of all records F-5)	K-1	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)	K-2	0.00	0.00	0.00	0.00	0.00
ADA Totals for All Districts of Residence						
Total Regular ADA (sum of all records H-1)	L-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)	L-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)	L-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (Sum of All Records H-4)	L-4	0.00	0.00	0.00	0.00	0.00

ADA Totals for All D	Sum of L-1 through L-4)	L-5	0.00	0.00	0.00	0.00	0.00

Notes

Type in your message

500 remaining

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Trivium Charter School Adventure
(name continued)
CDS #: 42-69112-0137877
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1994
Fiscal Year: 2026-27

To the entity that approved the charter school:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: _____ Date: 6/18/26
Charter School Official
(Original signature required)

Print Name: Trisha Vais Title: Executive Director

To the County Superintendent of Schools:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: _____ Date: 6-22-2026
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Nancy Shafer	Dennis Nguyen
Name	Name
Interim Business Manager	CSMC - Consultant
Title	Title
805-937-1148 x113	213-563-3926
Telephone	Telephone
blochman@blochmanusd org	dnguyen@csmci com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Trivium Charter School Adventure
(name continued)
CDS #: 42-69112-0137877
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1994
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9789)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,187,801.97	3,383,605.00		3,383,605.00
Education Protection Account State Aid - Current Year	8012	58,604.01	59,170.00		59,170.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	404,165.39	439,106.00		439,106.00
Other LCFF Transfers	8091, 8097	0.00			0.00
Total, LCFF Sources		3,650,571.37	3,881,881.00	0.00	3,881,881.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	59,377.97		59,378.00	59,378.00
Special Education - Federal	8181, 8182	44,358.26		49,838.00	49,838.00
Child Nutrition - Federal	8220	0.00			0.00
Donated Food Commodities	8221	0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		103,736.23	0.00	109,216.00	109,216.00
3. Other State Revenues					
Special Education - State	StateRevSE	285,091.00		369,342.00	369,342.00
All Other State Revenues	StateRevAO	123,539.13	65,422.00	161,407.00	226,829.00
Total, Other State Revenues		408,630.13	65,422.00	530,749.00	596,171.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	19,841.00	10,500.00	0.00	10,500.00
Total, Local Revenues		19,841.00	10,500.00	0.00	10,500.00
5. TOTAL REVENUES		4,182,778.73	3,957,803.00	639,965.00	4,597,768.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,824,267.03	1,630,322.00	281,946.00	1,912,268.00
Certificated Pupil Support Salaries	1200	110,562.52	10,500.00	104,445.00	114,945.00
Certificated Supervisors' and Administrators' Salaries	1300	122,439.03	105,000.00	30,000.00	135,000.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,057,268.58	1,745,822.00	416,391.00	2,162,213.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	340,221.52	430,564.00	5,022.00	435,586.00
Non-certificated Support Salaries	2200	22,874.98	22,950.00	0.00	22,950.00
Non-certificated Supervisors' and Administrators' Sal.	2300	88,355.32	92,701.00	0.00	92,701.00
Clerical and Office Salaries	2400	71,903.71	72,139.00	0.00	72,139.00
Other Non-certificated Salaries	2900	30,652.50	30,753.00	0.00	30,753.00
Total, Non-certificated Salaries		554,008.03	649,107.00	5,022.00	654,129.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	392,936.05	328,282.00	84,701.00	412,983.00
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	72,211.49	74,972.00	6,421.00	81,393.00
Health and Welfare Benefits	3401-3402	173,390.47	166,485.00	34,625.00	201,110.00
Unemployment Insurance	3501-3502	19,026.50	19,616.00	2,197.00	21,813.00
Workers' Compensation Insurance	3601-3602	17,467.04	15,855.00	2,917.00	18,772.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00

Total, Employee Benefits		675,033.55	605,210.00	130,861.00	736,071.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	95,999.97	75,740.00	24,260.00	100,000.00
Books and Other Reference Materials	4200	999.96	1,000.00	0.00	1,000.00
Materials and Supplies	4300	70,999.96	75,000.00	0.00	75,000.00
Noncapitalized Equipment	4400	109,999.94	100,000.00	10,000.00	110,000.00
Food	4700	10,999.98	11,000.00	0.00	11,000.00
Total, Books and Supplies		288,999.81	262,740.00	34,260.00	297,000.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	29,999.90	22,774.00	7,226.00	30,000.00
Dues and Memberships	5300	7,999.98	8,000.00	0.00	8,000.00
Insurance	5400	19,999.99	22,000.00	0.00	22,000.00
Operations and Housekeeping Services	5500	2,199.98	2,500.00	0.00	2,500.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	163,489.54	156,720.00	0.00	156,720.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	291,153.40	249,734.00	46,205.00	295,939.00
Communications	5900	15,999.97	16,000.00	0.00	16,000.00
Total, Services and Other Operating Expenditures		530,842.76	477,728.00	53,431.00	531,159.00
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual					
Land and Land Improvements	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Lease Assets	6600				0.00
Subscription Assets	6700				0.00
Depreciation Expense (for accrual basis only)	6900	10,148.00	10,148.00	0.00	10,148.00
Amortization Expense - Lease Assets	6910				0.00
Amortization Expense - Subscription Assets	6920				0.00
Total, Capital Outlay		10,148.00	10,148.00	0.00	10,148.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,118,300.73	3,750,755.00	639,965.00	4,390,720.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A6-B8)		66,478.00	207,048.00	0.00	207,048.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		66,478.00	207,048.00	0.00	207,048.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	170,159.50	236,637.50		236,637.50
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00
c. Adjusted Beginning Balance		170,159.50	236,637.50	0.00	236,637.50
2. Ending Fund Balance, June 30 (E + F.1.c.)		236,637.50	443,685.50	0.00	443,685.50
Components of Ending Fund Balance					
a. Nonspendable					

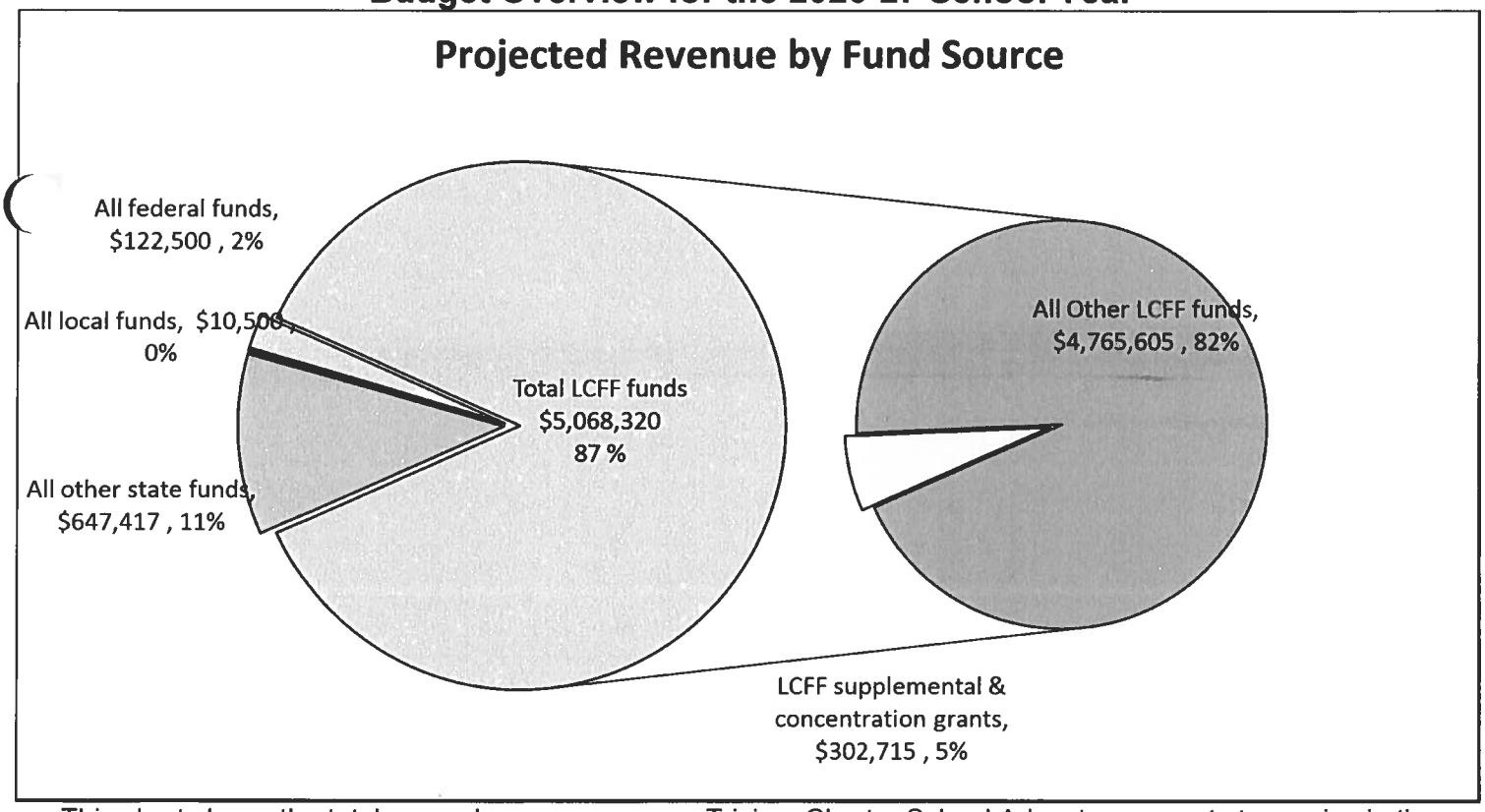
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	236,637.50	443,685.50		443,685.50
Unassigned / Unappropriated Amount	9790	(0.00)	0.00	0.00	0.00

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trivium Charter School Adventure
CDS Code: 42 69112 0137877
School Year: 2026-27
LEA contact information:
Trisha Vais
Executive Director
tvais@triviumcharter.org
805-291-1303

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

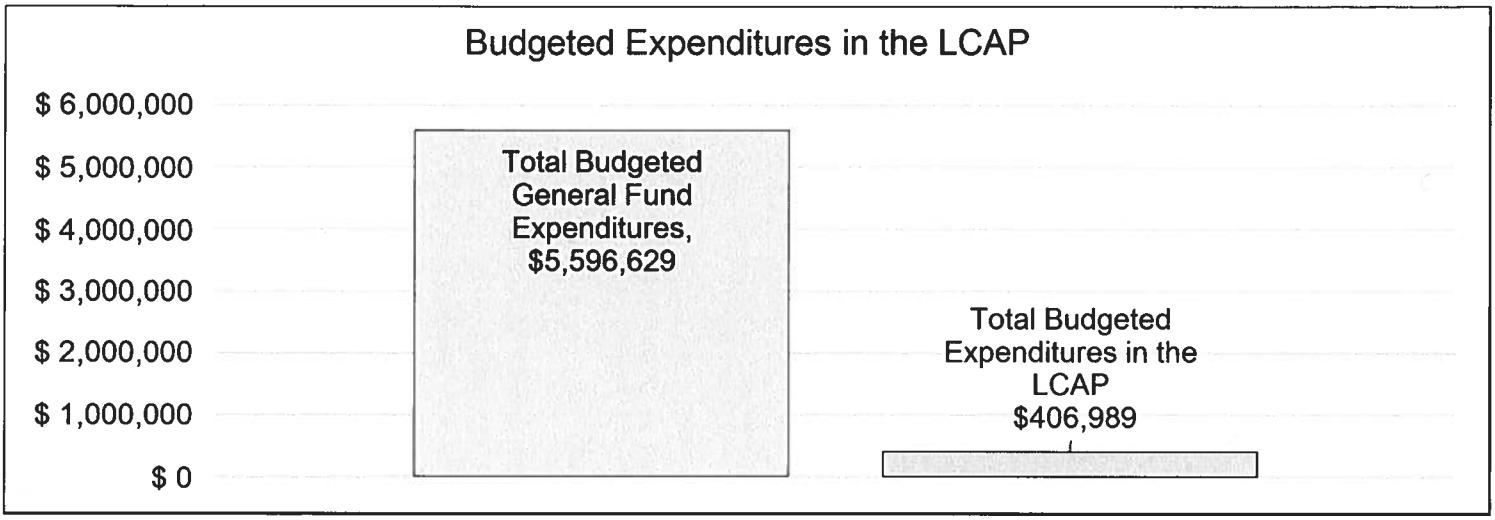


This chart shows the total general purpose revenue Trivium Charter School Adventure expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trivium Charter School Adventure is $5,848,737, of which $5,068,320 is Local Control Funding Formula (LCFF), $647,417 is other state funds, $10,500 is local funds, and $122,500 is federal funds. Of the $5,068,320 in LCFF Funds, $302,715 is erated 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 Trivium Charter School Adventure 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: Trivium Charter School Adventure plans to spend $5,596,629 for the 2026-27 school year. Of that amount, $406,989 is tied to actions/services in the LCAP and $5,189,640 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

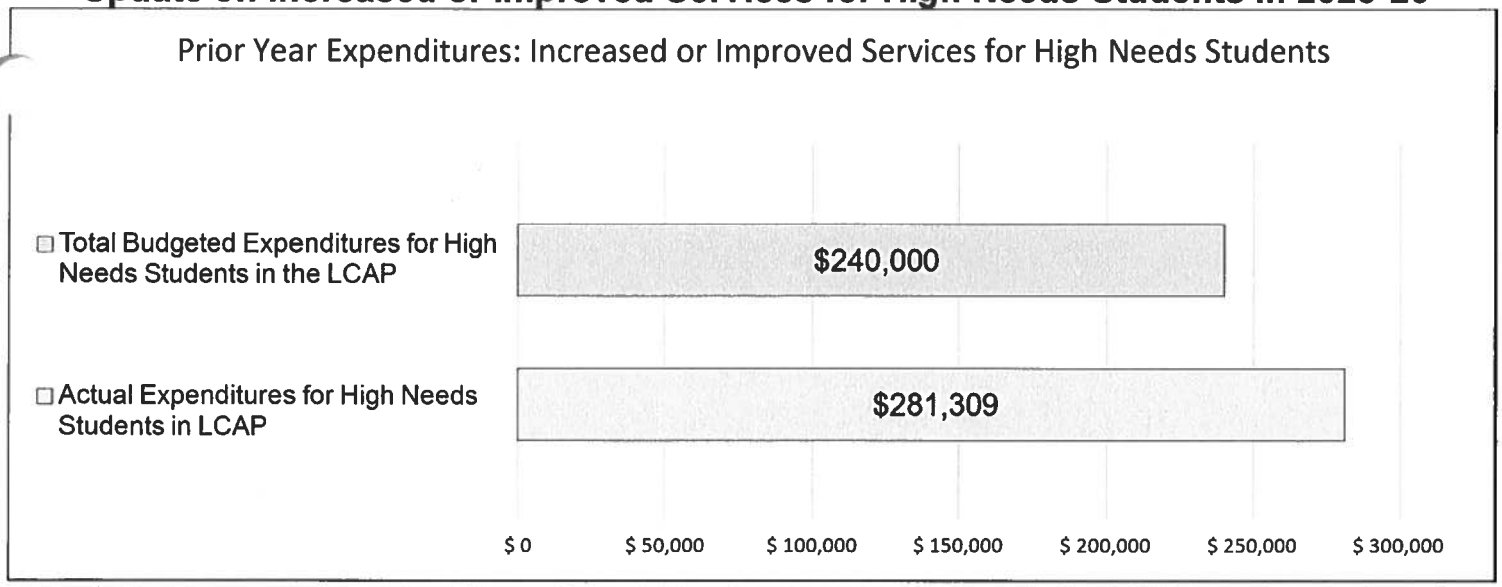
General fund expenditures are for the continued operation of the school including the personalized learning program and the Classical, PBL model.

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

In 2026-27, Trivium Charter School Adventure is projecting it will receive $302,715 based on the enrollment of Foster Youth, English learner, and low-income students. Trivium Charter School Adventure must describe how it intends to increase or improve services for high needs students in the LCAP. Trivium Charter School Adventure plans to spend $406,989 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Trivium Charter School Adventure budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trivium Charter School Adventure 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, Trivium Charter School Adventure's LCAP budgeted $240,000 for planned actions to increase or improve services for high needs students. Trivium Charter School Adventure actually spent $281,309 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
Trivium Charter School Adventure	Trisha Vais Executive Director	tvais@triviumcharter.org 805-291-1303

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.

Trivium is a non-classroom-based (flex-based) charter school on the Central Coast of California serving students in (t)K-12th grades. Trivium adheres to a Classical model with a significant amount of Project Based Learning. The majority of our students attend 2 full days a week in-person to participate in group learning classes where there is a strong emphasis on history, science and classical elements of learning. Many students in K-12th grade opt to take one or more of their core classes through synchronous, virtual classes. All students have a Personalized Learning Plan so students can be provided curricula and pacing aligned to their individual needs. Students are part of a true, hybrid learning environment that allows for the best of group learning experiences mixed with individual learning that allows students to make appropriate academic gains.

Reflections: Annual Performance

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

Trivium has multiple learning centers in differing areas along the Central Coast. Students come from varied backgrounds and some have had significant setbacks due to Covid learning loss. Trivium has continued to maintain enrollment and grow during the pandemic years and has been successful in helping students gain academic ground and find success. As a non-classroom-based (flex-based) charter school, our students along with Trivium's support have many options to choose from to create a personalized plan that promotes student academic growth. In addition to the personalized aspect, Trivium has required, academic growth markers that all students participate in such as iReady, writing assessments, and math knowledge checks. Our internal data allows teachers and parents to see the benefit of interventions

and/or ricula while also highlighting when a change needs to be de because the results are not aligned with appropriate e..pectations. Our Dashboard data is strong in regards to Chronic Absenteeism and Suspensions whereas we do not have enough students to rate the additional areas except for math and ELA. Math is a continuous goal to improve and we have seen significant gains with individual students and have continued refining our processes to gain better and quicker insight into students who can benefit from some intervention services in math. In ELA, Trivium, like most California schools experienced a setback in scores and we have already implemented procedures to re-engage students in the learning process while providing students who need additional time and attention various intervention services.

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
teachers, principals, administrators, other school personnel, parents, and students, SELPA	regularly scheduled meetings, online platforms, social media, help desk ticket system, website, surveys, staff meetings, PLCs, 360 degree staff survey, SELPA

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

Trivium has a proactive process for partnering with parents and students with our hybrid program. We offer regularly scheduled meetings, parents coffees, school events with parent participation, multiple online platforms including social media, a "help desk" ticket system on our website, and surveys. All of these touch points are opportunities for our parents and students to provide feedback to Trivium. Although the surveys are the more formal feedback request, we find that we gather as much feedback from the informal conversations and requests for clarification or help as we do from the surveys. Our teachers and leadership meet most Mondays throughout the school year for direction, feedback, and PLC time. Staff members who are not teachers join these meetings, as scheduled, throughout the year. The different staff groups have individual or group meetings regularly scheduled through the year where feedback and process improvement requests are received. Staff members also have a "help-desk" system which helps guide the areas leadership needs to focus on that need attention. In addition, staff members are provided a 360 degree feedback survey to provide feedback on areas of Trivium and staff members at Trivium. Similarly to the families, the feedback in the surveys is usually known prior to the survey results being reviewed due to our team system. The Leadership team meets most weeks as well as a formal multi-day gathering to review successes, areas to improve, process needs, and goal setting. ur SELPA was consulted for feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Since the pandemic, there has been less attention to specific academic growth metrics than there was pre-pandemic. This goal helps re-center the students, parents, and staff on academic achievement while the recognition and celebrations foster a sense of pride and accomplishment in individual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	List of academic achievements to be celebrated based on "I Can"- type standards or similar and Trivium-defined metrics that may include Classical elements and social-	Not created yet.	Trivium implemented the Trivium Awards Program (TAP). This first year, students received an award for a social/emotional	This second year students received an award for a social/emotional strength award, iReady growth award (if applicable) and a math and writing	A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps	Specific academic achievements to recognize have been defined as well as a customized SEL badge.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	emotional-behavior standards.		strength award, iReady growth award (if applicable) and a math and writing award based on progress.	award based on progress, and a CAASPP award if they scored a 3 or 4 or went up a level.	support an achievement culture and student ownership over their own learning.	
1.2	Implement, at minimum, 2 recognition events during the 24/25 school year.	None established yet.	We had two reward distribution events during the 24/25 school year.	We had two reward distribution events during the 25/26 school year.	Student recognition events are an expected and anticipated part of the student culture of Trivium.	The recognition events have been established and students enjoy them. These events are being expanded to be community events that student leaders help develop and execute.
1.3	Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement.	Not created yet.	Custom badges were created for SEL strengths and academic achievements	Custom tags were created that students hung with a Trivium keychain on their backpacks. The interest in 'leveling up' by receiving a tag to add to their collection has been popular with students regardless of grade level.	A full array of possible recognition items to provide age-appropriate awards for student achievement.	We have developed multiple tag/badge options for students to display that recognizes SEL, math, reading, writing, and improvement on test scores.

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.

Continuing the awards program was a significant task that was completed without any substantive changes. We refined systems where the student collected data on academic achievements were stored and used. We continued the option of 30 different badges for social/emotional strengths that the teachers choose from for each student. We continued awards for math and ELA engagement and growth based on internal measures, and awards for math and ELA growth based on iReady testing. Students received a badge for all areas except for the iReady testing badge - growth had to be shown or the badge was not earned. In addition we added in CAASPP growth badges for students who either scored a 3 or 4 or leveled up. This mix of badges allowed every student to receive badges but also allowed some badges to only be received if earned. This process provided for all student engagement while also maintaining the 'reward' part of the program.

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

There were no substantive differences in the overall cost of the implementation of the program; however, more personnel costs were needed than originally anticipated due to the data storage, retrieval, analysis, and distribution and the cost of supplies increased because of turning the reward recognitions into a community event.

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

In this second year, most students were excited about earning badges and those that were less enthusiastic were a minority of the student population at each campus. The enthusiasm was campus-wide on the event days and most students displayed their tags on their backpacks. The student culture and engagement has grown at each campus and adding school community events to the rewards program distribution has brought even more engagement.

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.

We are added in sturdy key rings that the students can hang from their backpacks to display their badges. We did not add a badge for taking the CAASPP; however we did add a badge for a score of 3 or 4 or for moving up a level. We also provided a badge for the academic theme for the year - this year was Early Modern Times. In the upcoming school year, we will add a badge for student leadership.

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	itle	Description	Total Funds	ontributing
1.1	Academic mastery	Create and distribute K-12 Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks.	$66,989.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.	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)

An explanation of why the LEA has developed this goal.

Students who have missed instruction over the past few years for various reasons that are often pandemic-related have gaps in foundational knowledge. These knowledge gaps need to be filled so students can successfully master more advanced concepts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction.	Not yet measured.	63% of students who scored one or more grade level below using multiple measures completed 80% of assigned interventions.	Over 80% of students who needed intervention support were engaged in the intervention support process. Because of the change in options and remediation needs and the needed changes to be responsive to a successful or failed option, it is more	95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program.	We have made great strides in providing personalized intervention.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				complex than a completion of an intervention program in the original metric. However, we did increase transparency and intervention options to better support students who needed additional attention in order to be successful. 21% of our student body require specialized support. We have also added grade band specialists to help support data analysis and actions.		

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.

With still a substantial amount of new-to-Trivium students entering our charter well below grade level, there has been an understandable push from teachers to address students who are two or more grade levels behind. Our data shows that students who remain at Trivium for multiple years grow significantly in academics over the years. We are hopeful that with this data and the further we get away from the learning loss students experienced during the pandemic, we will be able to increase the attention being provided to students who are only one year behind grade level. We added in a fully remote math and ELA program for our K-3 students that has been very popular. We have included Data Dive activities to set aside time for teachers to identify students needing intervention and identify students who are being

succes , or unsuccessful in current interventions. Because of th e added additional options to further personalize interve ns to students. We also added in grade band specialists to help support the intervention process.

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.

We added in grade band specialists and additional resources to data analysis and actions.

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

Our interventions are effective as demonstrated by the success students experience when remaining enrolled from year to year.

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

Creating a personalized intervention path for teachers to follow for students who are only one year below grade level by actively monitoring data and supporting our new grade band specialists position.

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	Intervention support	Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in-person support, online support, and consultation for effective intervention strategies.	$250,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The ability to use, monitor, and extract digital data and information is a necessary skill for students to learn and a necessary skill for educators to continually improve in order to help students have the appropriate skills to compete post high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or	not yet measured	100% of our Trivium Team members use technology platforms; however, approximately 85% of the staff members use it proficiently and consistently to	100% of our Trivium Team members use technology platforms; however, approximately 90% of the staff members use it proficiently and consistently to	100% engagement	90% active teacher engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	part of the academic support team.		inform instruction and collect data to better personalize instruction and intervention to students.	inform instruction and collect data to better personalize instruction and intervention to students.		
3.2	Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance.	not yet measured	Approximately half of the students who have special challenges need assistance navigating the technology platforms and about 10% of the general education population need assistance accessing platforms and technology tools occasionally. We have built-in tech office hours and study halls to provide support for students who are less interested in technology.	Approximately half of the new students who have special challenges need assistance navigating the technology platforms while approximately 25% of returning students with special challenges need assistance accessing platforms and technology tools occasionally. 2% of returning students without special challenges in 6th-12th grade need occasional assistance. We have built-in tech office hours and study halls to provide support for students who are less interested or proficient in technology.	100% engagement	25% of returning students with special challenges and 2% of returning general education students require additional support for basic technology tasks in grades 6-12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools, announcements, and school events.	not yet measured	We have created a "help desk' system on our website for families and students to ask questions and receive timely responses. This school year we had 864 help desk tickets that were typically responded to the same day. ParentSquare is our parent-school communication platform and this year we created 2,388 posts, sent 3,814 direct messages, and used 4 smart alerts to communicate more urgent needs. We also shared 1.473 photos of classroom activities with families. Our end of year survey shows that 86% of families feel well informed about school happenings.	We still use a robust "help desk' system on our website for families and students to ask questions and receive timely responses and use ParentSquare as a great tool for group posts, to send pictures and for emergency alerts. In addition, we added a new Student Information System, Scout, that allows for direct messages to parents to verify daily engagement and our Monday.com account which allows emailing directly to a parent in regard to progress and pacing. Our end of the year survey shows over 90% of parents feel well-informed.	100% satisfied	New Student Information System and robust use of Monday.com

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.

Technology is rapidly changing so anticipate their will always be a steeper learning curve for the less technologically savvy individuals; however, we are refining our processes and training for both staff and families to help people navigate the technology well and accurately. Technology platforms are also becoming more user friendly and our switch to Scout as well as the continued use of other platforms have provided increased success in data management and analysis.

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 an increase in expenditures.

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

Our actions have been effective and we are seeing an increased use in using the platforms for data storage and analysis.

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 continued use and building out of our new Student Information System.

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	Digitize administrative functions	Integrate data into comprehensive platforms	$90,000.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$403,885	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
10.550%	0.000%	$0.00	10.550%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic mastery **Need:** Students who have challenges with grade level material for any reason may benefit from specialized class support. Trivium has students who need additional support. **Scope:**	Student struggles can fall into undefined categories and can be transient based on outside factors. By allowing this option for all students but focusing the intervention option for students with defined challenges, all students can be effectively served.	Recognition ceremony and tangible student rewards

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 Schoolwide		
2.1	**Action:** Intervention support **Need:** Students who have challenges with grade level material for any reason may benefit from specialized class support. Trivium has students who need additional support. **Scope:** LEA-wide Schoolwide	Student struggles can fall into undefined categories and can be transient based on outside factors. By allowing this option for all students but focusing the intervention option for students with defined challenges, all students can be effectively served.	Percent of participation and percent of consistent participation and the impact on student academic progress using comparison data.
3.1	**Action:** Digitize administrative functions **Need:** Students are provided technology devices to use and need to learn how to use the devices and the internet resources in a safe and effective way while gaining foundational technology skills to help with future ambitions whether it is college first or career training after high school. **Scope:** LEA-wide Schoolwide	Unduplicated Pupils often have less technology resources and training than other students.	Percent of students who are able to utilize technology independently as a resource.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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	We have a 35:1 ratio of students to classified staff.	
Staff-to-student ratio of certificated staff providing direct services to students	We have an 18:1 ratio of students to certificated staff.	

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	3,828,347	403,885	10.550%	0.000%	10.550%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$406,989.00	$0.00	$0.00	$0.00	$406,989.00	$380,000.00	$26,989.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic mastery	All Students with Disabilities	No Yes	LEA-wide Schoolwide		All Schools	September 2024 - June 2027	$55,000.00	$11,989.00	$66,989.00				$66,989.00	2
2	2.1	Intervention support	All Students with Disabilities English Learners Foster Youth Low Income Students where additional support is needed or requested	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	September 2024 - June 2027	$250,000.00	$0.00	$250,000.00				$250,000.00	5
3	3.1	Digitize administrative functions	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	September 2024 - June 2027	$75,000.00	$15,000.00	$90,000.00				$90,000.00	2

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
3,828,347	403,885	10.550%	0.000%	10.550%	$406,989.00	9.000%	19.631 %	**Total:**	$406,989.00
								LEA-wide Total:	$406,989.00
								Limited Total:	$0.00
								Schoolwide Total:	$406,989.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic mastery	Yes	LEA-wide Schoolwide		All Schools	$66,989.00	2
2	2.1	Intervention support	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$250,000.00	5
3	3.1	Digitize administrative functions	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$90,000.00	2

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$240,000.00	$361,989.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic mastery	No Yes	$58,000.00	$66,989
2	2.1	Intervention support	No Yes	$102,000.00	$200,000
3	3.1	Digitize administrative functions	No Yes	$80,000.00	$95,000

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)
$238,540	$240,000.00	$281,309.00	($41,309.00)	6.000%	8.000%	2.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic mastery	Yes	$58,000.00	$69,309	2	2
2	2.1	Intervention support	Yes	$102,000.00	$125,000	3	4
3	3.1	Digitize administrative functions	Yes	$80,000.00	$87,000	1	2

2025 6 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)
3,218,526	$238,540	0	7.411%	$281,309.00	8.000%	16.740%	$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 separate and distinct pupil subgroup with a numerical signific e at 15 students.

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 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 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 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 which of the state priorities that this goal is intended to addre

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness 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 group 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 64[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) 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 —

P[illegible]entage. ***This is the percentage by which the LEA mu[illegible]crease or improve services for unduplicated pupils [illegible]ompared to t[illegible] 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,

t[illegible]ormer Home-to-School Transportation program, and the [illegible]ll School District Transportation program, pursuant to 5 [illegible]R Section 1[illegible]96(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
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Trivium Charter School Adventure	Trisha Vais Executive Director	tvais@triviumcharter.org 805-291-1303

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23/24	16	13	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

Trivium is built on a family partnership model and works with each family individually. This system allows for a great relationship between Trivium and families.

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

The area we are working on is streamlining communication so staff and families can easily access the information they seek.

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

ium provides additional training, meetings and tech support to help any family who needs any extra assistance. Trivium utilized platforms that allow for language translation of documents.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

We have a quick and thorough response rate to our families and solicit feedback.

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

We will increase engagement activities for our families back to or exceeding pre-Covid levels.

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

We will invite and specifically seek out information from underrepresented families.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Trivium provides extensive options for families to communicate their needs and wishes including in-person options, virtual options, and social media platforms. Trivium staff monitor and respond to inquiries and feedback. Surveys are also provided each year.

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

Providing additional synchronous or in-person opportunities to provide feedback.

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

ecific invitations can be provided to families to certain feedback events or platforms.

School Climate (LCFF Priority 6)

Introduction

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

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

Introduction

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

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

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

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

Our survey data is excellent and our general feedback through various formats to engage families consistently informs us that our families are satisfied with the time and attention they receive from Trivium and their student's academic progress.

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

The local climate survey results show that families are most satisfied with their ability to individualize learning, their comfort with interacting with staff members, and the likeliness to recommend Trivium. The lowest scoring results were still in the "very satisfied" range versus the "extremely satisfied" which was defined in the previous sentence.

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

We are going to provide student recognition events to help support families for home-based subjects and to increase student ownership over their own learning outcomes.

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

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

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

Each student has a Personalized Learning Plan (PLP) which is developed collaboratively between the parents, teachers and student. Curriculum choice is provided to all students so they are able to access content that provides the appropriate level of challenge to the student and pacing that is appropriate for their age and level is planned on the PLP. All students may access the available curriculum choices.

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

ere are no differences in course or content access for students.

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

There are no barriers.

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

Our students all have access to a broad course of study as this is the backbone of our charter. They are no barriers to accessing a broad course of study.

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

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

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

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

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

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

Rating Scale (lowest to highest):

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

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

Attendance Charter School

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Record Information

Entity Information		Details		Validation Information		Certification Information
County	Santa Barbara	**Last Saved By**	trishavais3	**Number of Records**	6	**Charter School - District Oversight:** trishavais3 - 7/1/2026 11:21:49 AM
School	Trivium Charter School: Voyage	**Last Saved Date**	7/1/2026 11:20:46 AM	**Number of Errors**	0	**School District:** nshafer - 7/1/2026 11:41:18 AM
CDS Code	42 69112 0137885	**Last Validation By**	trishavais3	**Number of Warnings**	0	**County Office of Education:** None
Charter Number	1995	**Last Validation Date**	7/1/2026 11:21:30 AM	**Passed Data Validation**	Yes	View Certification
Data ID	4F6E71E6					Certification was successful for the selected entity.

Charter Status | ADA | ADA Allocation | Summary | Notes

Charter Status

Data ID:		**4F6E71E6**
Does this charter school operate multiple instructional tracks? YES (Multitrack)	A-1a	☐
Does this charter school operate multiple instructional tracks? NO (Single Track)	A-1b	☑
Instructional Tracks: If Yes (Multitrack) was selected in A-1, check the box for Track A and each additional track in alphabetical order. Note: subsequent data entry will need to contain information for all tracks selected.	A-2	
Track A	A-2a	☐
Track B	A-2b	☐

Track C	A-2c	☐
Track D	A-2d	☐
Track E	A-2e	☐
Is this charter school in its first year of operation?	**A-3**	
YES (move on to Line A-4)	A-3a	☐
NO (move on to Line A-5)	A-3b	☑
Date (mm/dd/yyyy) Instruction Commenced	**A-4**	
Single Track/Track A	A-4a	
Track B	A-4b	
Track C	A-4c	
Track D	A-4d	
Track E	A-4e	
Did the charter school cease operation or instruction during the current fiscal year?	**A-5**	
YES (move on to Line A-6)	A-5a	☐
NO (move on to Line A-7)	A-5b	☑
Date (mm/dd/yyyy) Operation or Instruction Ceased	**A-6**	
Single Track/Track A	A-6a	
Track B	A-6b	
Track C	A-6c	
Track D	A-6d	
Track E	A-6e	
Days of Operation. Only required at P-1 and P-2 if school ceased operation during the fiscal year. Required for all charter schools at Annual.	A-7	
Single Track/Track A	A-7a	175
Track B	A-7b	
Track C	A-7c	
Track D	A-7d	
Track E	A-7e	

Indicate the Type of Instruction	A-8	
Classroom-based	A-8a	☐
Nonclassroom-based	A-8b	☑
Combination	A-8c	☐

ADA

Record 1 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track: Single TRK/TRK A

Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	101.81	85.14	54.03	63.58	304.56
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or	C-4	0.00	0.00	0.00	0.00	0.00

Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)						
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	101.81	85.14	54.03	63.58	304.56
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	101.81	85.14	54.03	63.58	304.56
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	101.81	85.14	54.03	63.58	304.56
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	4.96	0.00	0.00	0.00	4.96
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	4.96	0.00	0.00	0.00	4.96
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 2 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track B				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic,	D-3	0.00	0.00	0.00	0.00	0.00

Nonsectarian Schoo[illegible]ensed Children Institutions ADA (B-3 + C-3)						
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.0(
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.0(
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.0(
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.0(
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.0(
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.0(
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.0(
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.0(
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.0(

ADA

Record 3 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track C				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00

Transitional Kindergarten ADA

Commencing with the 2025-26 school year and each school year thereafter, ADA may be

generated by stude ho turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.0(
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.0(
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.0(
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.0(
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.0(
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.0(
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.0(

ADA

Record 4 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track D				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.0(
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.0(
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.0(

Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00

Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						
ADA for Students participating in Attendance Recovery pursuant to EC 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.00

ADA

Record 5 of 5

Reported ADA

Single track charter schools report all ADA in the Single TRK/TRK A record. Charter schools operating multiple instructional tracks report ADA for Track A in Single TRK/TRK A (record 1 of 5), and report ADA for Tracks B, C, D, E by navigating to records 2 through 5.

Countywide charters authorized pursuant to EC 47605.6 and charters approved by the State Board of Education pursuant to EC Section 47605(k) must also complete the ADA Allocation Tab.

Instructional Track		Track E				
Classroom-based ADA		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Regular Classroom-based ADA	B-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Classroom-based ADA (Divisor 175)	B-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions Classroom-based ADA	B-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Classroom-based ADA (Divisor 175)	B-4	0.00	0.00	0.00	0.00	0.00
Classroom-based ADA Totals for Track (Sum of B-1 through B-4)	B-5	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA						
Regular Nonclassroom-based ADA	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345(b)(3)] Nonclassroom-based ADA (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00

Special Education - [illegible]blic, Nonsectarian Schools [EC 56366(a)(7)] and/[illegible]onpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA	C-3	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions Nonclassroom-based ADA (Divisor 175)	C-4	0.00	0.00	0.00	0.00	0.00
Nonclassroom-based ADA Totals for Track (Sum of C-1 through C-4)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track						
Total Regular ADA (B-1 + C-1)	D-1	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (B-2 + C-2)	D-2	0.00	0.00	0.00	0.00	0.00
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Children Institutions ADA (B-3 + C-3)	D-3	0.00	0.00	0.00	0.00	0.00
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (B-4 + C-4)	D-4	0.00	0.00	0.00	0.00	0.00
ADA Totals for Track (Sum of D-1 through D-4)	D-5	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten ADA						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line B-5 (TK/K-3 Column, First Year ADA Only)	E-1	0.00	0.00	0.00	0.00	0.00
Non-Classroom-based ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) included in Line C-5 (TK/K-3 Column, First Year ADA Only)	E-2	0.00	0.00	0.00	0.00	0.00
Total ADA for Students in Transitional Kindergarten pursuant to EC 48000(c) (Sum of E-1 and E-2)	E-3	0.00	0.00	0.00	0.00	0.00
Other ADA						
Nonclassroom-based ADA not eligible for funding pursuant to EC 47612.5(b) and 51745.6 and not included in C-5	E-4	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in C-5	E-5	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for funding, pursuant to EC 47612.5(b) and 51745.6, included in E-4	E-6	0.00	0.00	0.00	0.00	0.00
Attendance Recovery						

ADA for Students pa ing in Attendance Recovery pursuant to 46211 included in Section B	E-7	0.00	0.00	0.00	0.00	0.0

Summary

Summary of Reported ADA for All Tracks		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Classroom-based ADA Totals for All Tracks (Sum of all records B-5)	I-1	0.00	0.00	0.00	0.00	0.0
Nonclassroom-based ADA Totals for All Tracks (Sum of all records C-5)	I-2	101.81	85.14	54.03	63.58	304.5
ADA Totals for All Tracks						
Total Regular ADA (Sum of All Records D-1)	J-1	101.81	85.14	54.03	63.58	304.5
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Sum of All Records D-2)	J-2	0.00	0.00	0.00	0.00	0.0
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records D-3)	J-3	0.00	0.00	0.00	0.00	0.0
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All records D-4)	J-4	0.00	0.00	0.00	0.00	0.0
ADA Totals for All Tracks (Sum of J-1 through J-4)	J-5	101.81	85.14	54.03	63.58	304.5
Summary of Reported ADA for All Districts of Residence						
Applicable to countywide charter schools authorized pursuant to EC 47605.6 and State Board of Education authorized charters						
Classroom-based ADA Totals for All Districts (sum of all records F-5)	K-1	0.00	0.00	0.00	0.00	0.0
Nonclassroom-based ADA Totals for All Districts (sum of all records G-5)	K-2	0.00	0.00	0.00	0.00	0.0
ADA Totals for All Districts of Residence						
Total Regular ADA (sum of all records H-1)	L-1	0.00	0.00	0.00	0.00	0.0
Total Extended Year Special Education [EC 56345(b)(3)] ADA (Divisor 175) (Sum of All Records H-2)	L-2	0.00	0.00	0.00	0.00	0.0
Total Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions ADA (Sum of All Records H-3)	L-3	0.00	0.00	0.00	0.00	0.0
Total Extended Year Special Education - Nonpublic, Nonsectarian Schools [EC 56366(a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175) ADA (Sum of All Records H-4)	L-4	0.00	0.00	0.00	0.00	0.0

ADA Totals for All Di Sum of L-1 through L-4)	L-5	0.00	0.00	0.00	0.00	0.0(

Notes

Type in your message

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CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

CHARTER SCHOOL CERTIFICATION

Charter School Name: Trivium Charter School Voyage
(name continued)
CDS #: 42-69112-0137885
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1995
Fiscal Year: 2026-27

To the entity that approved the charter school:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report has been approved by the governing board of the charter school, it includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP), and is hereby filed by the charter school pursuant to Education Code Section 47604.33.

Signed: Trisha Vais — Date: 6/18/26
Charter School Official
(Original signature required)

Print Name: Trisha Vais — Title: Executive Director

To the County Superintendent of Schools:

(X) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report is hereby filed with the County Superintendent pursuant to Education Code Section 47604.33.

Signed: Doug Brown — Date: 6-22-2026
Authorized Representative of
Charter Approving Entity
(Original signature required)

Print Name: Doug Brown — Title: Superintendent

For additional information on the BUDGET, please contact:

For Approving Entity:	For Charter School:
Nancy Shafer	Dennis Nguyen
Name	Name
Interim Business Manager	CSMC - Consultant
Title	Title
805-937-1148 x113	213-563-3926
Telephone	Telephone
blochman@blochmanusd org	dnguyen@csmci com
E-mail address	E-mail address

(___) 2026-27 CHARTER SCHOOL BUDGET FINANCIAL REPORT -- ALTERNATIVE FORM: This report verified for mathematical accuracy by the County Superintendent of Schools pursuant to Education Code Section 47604.33.

Signed: _____ Date: _____

CHARTER SCHOOL
ADOPTED BUDGET REPORT - ALTERNATIVE FORM

Charter School Name: Trivium Charter School Voyage
(name continued)
CDS #: 42-69112-0137885
Charter Approving Entity: Blochman Union Elementary
County: Santa Barbara
Charter #: 1995
Budgeting Period: 2026-27

This charter school uses the following basis of accounting:

[X] Accrual Basis (Applicable Capital Assets/Interest on Long-Term Debt/Long-Term Liabilities/Net Position objects are 6900, 6910, 6920, 7438, 9400-9489, 9660-9669, 9796 and 9797)

[ ] Modified Accrual Basis (Applicable Capital Outlay/Debt Service/Fund Balance objects are 6100-6170, 6200-6500, 6600, 7438, 7439 and 9711-9769)

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
A. REVENUES					
1. LCFF Sources					
State Aid - Current Year	8011	3,171,846.97	3,576,276.00		3,576,276.00
Education Protection Account State Aid - Current Year	8012	59,780.01	64,214.00		64,214.00
State Aid - Prior Years	8019	0.00			0.00
Transfer of Charter Schools in Lieu of Property Taxes	8096	412,275.73	476,538.00		476,538.00
Other LCFF Transfers	8091, 8097	0.00			0.00
Total, LCFF Sources		3,643,902.71	4,117,028.00	0.00	4,117,028.00
2. Federal Revenues					
Every Student Succeeds Act (Titles I - V)	8290	61,012.97		61,013.00	61,013.00
Special Education - Federal	8181, 8182	45,714.28		54,185.00	54,185.00
Child Nutrition - Federal	8220	0.00			0.00
Donated Food Commodities	8221	0.00			0.00
Other Federal Revenues	8110, 8260-8299	0.00			0.00
Total, Federal Revenues		106,727.25	0.00	115,198.00	115,198.00
3. Other State Revenues					
Special Education - State	StateRevSE	293,054.16		399,886.00	399,886.00
All Other State Revenues	StateRevAO	161,410.37	70,557.00	184,583.00	255,140.00
Total, Other State Revenues		454,464.53	70,557.00	584,469.00	655,026.00
4. Other Local Revenues					
All Other Local Revenues	LocalRevAO	21,303.96	10,500.00	0.00	10,500.00
Total, Local Revenues		21,303.96	10,500.00	0.00	10,500.00
5. TOTAL REVENUES		4,226,398.45	4,198,085.00	699,667.00	4,897,752.00
B. EXPENDITURES					
1. Certificated Salaries					
Certificated Teachers' Salaries	1100	1,887,766.84	1,840,483.00	268,942.00	2,109,425.00
Certificated Pupil Support Salaries	1200	110,562.25	10,400.00	112,208.00	122,608.00
Certificated Supervisors' and Administrators' Salaries	1300	122,439.11	111,000.00	33,000.00	144,000.00
Other Certificated Salaries	1900	0.00	0.00	0.00	0.00
Total, Certificated Salaries		2,120,768.20	1,961,883.00	414,150.00	2,376,033.00
2. Non-certificated Salaries					
Non-certificated Instructional Aides' Salaries	2100	277,960.77	381,774.00	0.00	381,774.00
Non-certificated Support Salaries	2200	56,976.99	58,584.00	0.00	58,584.00
Non-certificated Supervisors' and Administrators' Sal.	2300	88,355.33	54,081.00	44,800.00	98,881.00
Clerical and Office Salaries	2400	71,903.73	76,949.00	0.00	76,949.00
Other Non-certificated Salaries	2900	30,652.50	32,803.00	0.00	32,803.00
Total, Non-certificated Salaries		525,851.32	604,191.00	44,800.00	648,991.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
3. Employee Benefits					
STRS	3101-3102	405,066.41	373,361.00	80,461.00	453,822.00
PERS	3201-3202	0.00	0.00	0.00	0.00
OASDI / Medicare / Alternative	3301-3302	70,976.11	74,668.00	9,430.00	84,098.00
Health and Welfare Benefits	3401-3402	173,240.53	187,056.00	36,649.00	223,705.00
Unemployment Insurance	3501-3502	19,071.83	19,460.00	2,836.00	22,296.00
Workers' Compensation Insurance	3601-3602	17,745.16	17,095.00	3,131.00	20,226.00
OPEB, Allocated	3701-3702	0.00	0.00	0.00	0.00
OPEB, Active Employees	3751-3752	0.00	0.00	0.00	0.00
Other Employee Benefits	3901-3902	0.00	0.00	0.00	0.00

Total, Employee Benefits		686,102.04	671,640.00	132,507.00	804,147.00
4. Books and Supplies					
Approved Textbooks and Core Curricula Materials	4100	109,999.97	85,672.00	26,328.00	112,000.00
Books and Other Reference Materials	4200	1,999.97	2,000.00	0.00	2,000.00
Materials and Supplies	4300	81,499.95	83,500.00	0.00	83,500.00
Noncapitalized Equipment	4400	106,999.94	97,000.00	10,000.00	107,000.00
Food	4700	10,999.97	11,000.00	0.00	11,000.00
Total, Books and Supplies		311,499.80	279,172.00	36,328.00	315,500.00
5. Services and Other Operating Expenditures					
Subagreements for Services	5100	0.00	0.00	0.00	0.00
Travel and Conferences	5200	32,999.91	25,457.00	7,543.00	33,000.00
Dues and Memberships	5300	9,999.97	10,000.00	0.00	10,000.00
Insurance	5400	23,499.99	25,850.00	0.00	25,850.00
Operations and Housekeeping Services	5500	2,999.96	3,000.00	0.00	3,000.00
Rentals, Leases, Repairs, and Noncap. Improvements	5600	149,643.91	148,492.00	0.00	148,492.00
Transfers of Direct Costs	5700-5799	0.00	0.00	0.00	0.00
Professional/Consulting Services & Operating Expend.	5800	306,576.64	252,719.00	64,339.00	317,058.00
Communications	5900	21,999.96	22,000.00	0.00	22,000.00
Total, Services and Other Operating Expenditures		547,720.34	487,518.00	71,882.00	559,400.00
6. Capital Outlay (Objects 6100-6170, 6200-6500, 6600 modified accrual					
Land and Land Improvements	6100-6170				0.00
Buildings and Improvements of Buildings	6200				0.00
Books and Media for New School Libraries or Major Expansion of School Libraries	6300				0.00
Equipment	6400				0.00
Equipment Replacement	6500				0.00
Lease Assets	6600				0.00
Subscription Assets	6700				0.00
Depreciation Expense (for accrual basis only)	6900	11,898.00	13,648.00	0.00	13,648.00
Amortization Expense - Lease Assets	6910				0.00
Amortization Expense - Subscription Assets	6920				0.00
Total, Capital Outlay		11,898.00	13,648.00	0.00	13,648.00
7. Other Outgo					
Tuition to Other Schools	7110-7143				0.00
Transfers of Pass-through Revenues to Other LEAs	7211-7213				0.00
Transfers of Apportionments to Other LEAs - Spec. Ed.	7221-7223SE				0.00
Transfers of Apportionments to Other LEAs - All Other	7221-7223AO				0.00
All Other Transfers	7281-7299				0.00
Transfer of Indirect Costs	7300-7399				0.00
Debt Service:					
Interest	7438				0.00
Principal	7439				0.00
Total, Other Outgo		0.00	0.00	0.00	0.00
8. TOTAL EXPENDITURES		4,203,839.70	4,018,052.00	699,687.00	4,717,719.00
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPEND. BEFORE OTHER FINANCING SOURCES AND USES (A5-B8)		22,558.75	180,033.00	0.00	180,033.00

Description	Object Code	Est. Actuals Prior Year	Current Budget Year Unrest.	Current Budget Year Rest.	Total
D. OTHER FINANCING SOURCES / USES					
1. Other Sources	8930-8979				0.00
2. Less: Other Uses	7630-7699				0.00
3. Contributions Between Unrestricted and Restricted Accounts (must net to zero)	8980-8999				0.00
4. TOTAL OTHER FINANCING SOURCES / USES		0.00	0.00	0.00	0.00
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)		22,558.75	180,033.00	0.00	180,033.00
F. FUND BALANCE, RESERVES					
1. Beginning Fund Balance					
a. As of July 1	9791	185,664.60	208,223.35		208,223.35
b. Adjustments/Restatements to Beginning Balance	9793, 9795	0.00			0.00
c. Adjusted Beginning Balance		185,664.60	208,223.35	0.00	208,223.35
2. Ending Fund Balance, June 30 (E + F.1.c.)		208,223.35	388,256.35	0.00	388,256.35
Components of Ending Fund Balance					
a. Nonspendable					

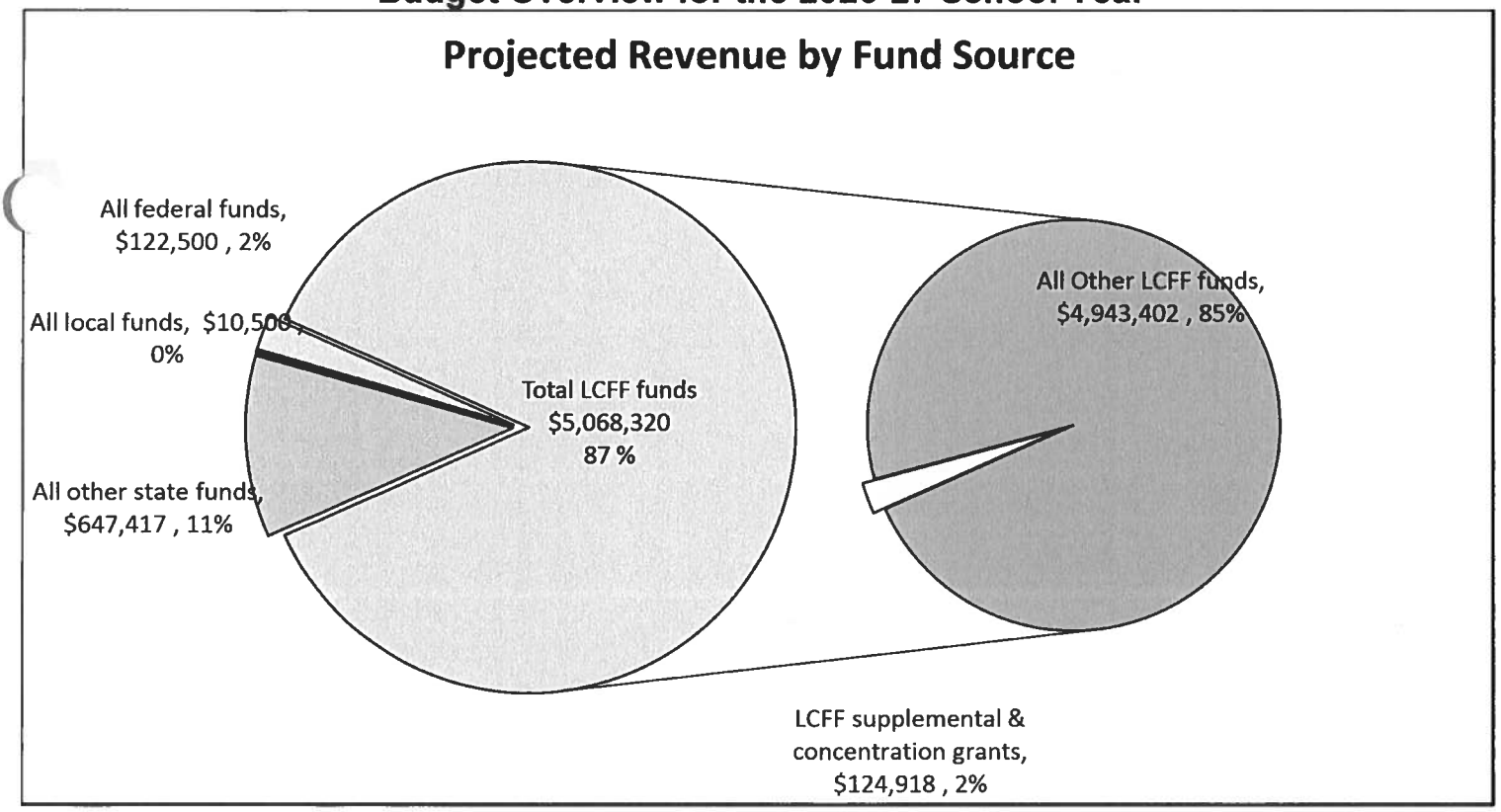
Revolving Cash	9711				0.00
Stores	9712				0.00
Prepaid Expenditures	9713				0.00
All Others	9719				0.00
b. Restricted	9740				0.00
c. Committed					
Stabilization Arrangements	9750				0.00
Other Commitments	9760				0.00
d. Assigned					
Other Assignments	9780				0.00
e. Unassigned/Unappropriated					
Reserve for Economic Uncertainties	9789	208,223.35	388,256.35		388,256.35
Unassigned / Unappropriated Amount	9790	(0.00)	0.00	0.00	0.00

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Trivium Charter School: Voyage
CDS Code: 42 69112 0137885
School Year: 2026-27
LEA contact information:
Trisha Vais
Executive Director
tvais@triviumcharter.org
8052911303

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

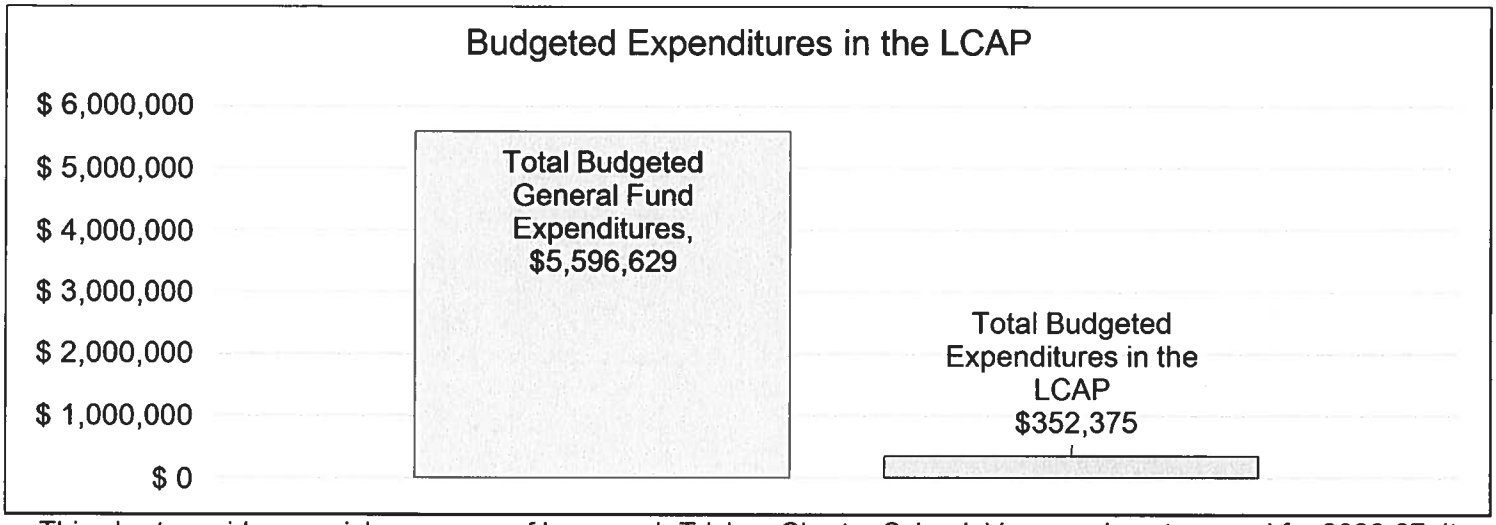


This chart shows the total general purpose revenue Trivium Charter School: Voyage expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Trivium Charter School: Voyage is $5,848,737, of which $5,068,320 is Local Control Funding Formula (LCFF), $647,417 is other state funds, $10,500 is local funds, and $122,500 is federal funds. Of the $5,068,320 in LCFF Funds, $124,918 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 Trivium Charter School: Voyage 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: Trivium Charter School: Voyage plans to spend $5,596,629 for the 2026-27 school year. Of that amount, $352,375 is tied to actions/services in the LCAP and $5,244,254 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

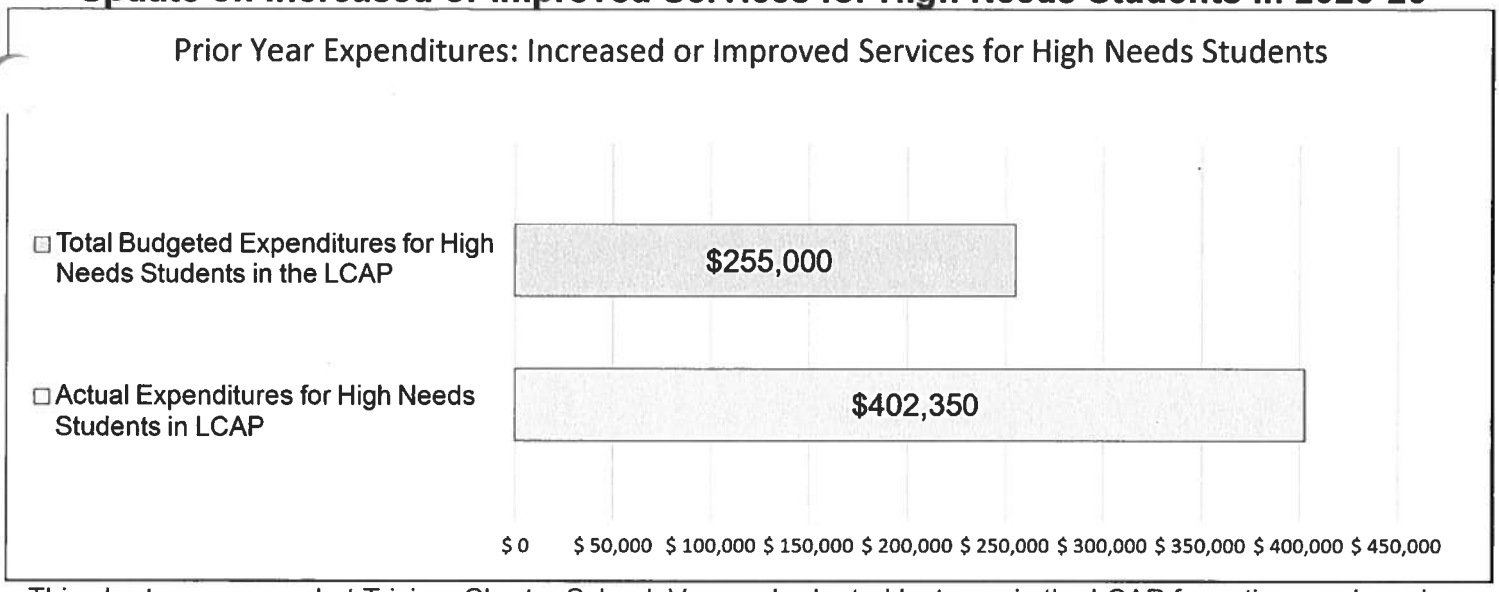
General fund expenditures are for the continued operation of the school including the personalized learning program and the Classical, PBL model.

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

In 2026-27, Trivium Charter School: Voyage is projecting it will receive $124,918 based on the enrollment of Foster Youth, English learner, and low-income students. Trivium Charter School: Voyage must describe how it intends to increase or improve services for high needs students in the LCAP. Trivium Charter School: Voyage plans to spend $152,375 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Trivium Charter School: Voyage budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Trivium Charter School: Voyage 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, Trivium Charter School: Voyage's LCAP budgeted $255,000 for planned actions to increase or improve services for high needs students. Trivium Charter School: Voyage actually spent $402,350 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
Trivium Charter School: Voyage	Trisha Vais Executive Director	tvais@triviumcharter.org 8052911303

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.

Trivium is a non-classroom-based (flex-based) charter school on the Central Coast of California serving students in (t)K-12th grades. Trivium adheres to a Classical model with a significant amount of Project Based Learning. The majority of our students attend 2 full days a week in-person to participate in group learning classes where there is a strong emphasis on history, science and classical elements of learning. Many students in K-12th grade opt to take one or more of their core classes through synchronous, virtual classes. All students have a Personalized Learning Plan so students can be provided curricula and pacing aligned to their individual needs. Students are part of a true, hybrid learning environment that allows for the best of group learning experiences mixed with individual learning that allows students to make appropriate academic gains.

Reflections: Annual Performance

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

Trivium has multiple learning centers in differing areas along the Central Coast. Students come from varied backgrounds and some have had significant setbacks due to Covid learning loss. Trivium has continued to maintain enrollment and grow during the pandemic years and has been successful in helping students gain academic ground and find success. As a non-classroom-based (flex-based) charter school, our students along with Trivium's support have many options to choose from to create a personalized plan that promotes student academic growth. In addition to the personalized aspect, Trivium has required, academic growth markers that all students participate in such as iReady, writing assessments, and math knowledge checks. Our internal data allows teachers and parents to see the benefit of interventions

and/or ricula while also highlighting when a change needs to be de because the results are not aligned with appropriate expectations. Our Dashboard data is strong in regards to Chronic Absenteeism and Suspensions whereas we do not have enough students to rate the additional areas except for math and ELA. Math is a continuous goal to improve and we have seen significant gains with individual students and have continued refining our processes to gain better and quicker insight into students who can benefit from some intervention services in math. In ELA, Trivium, like most California schools experienced a setback in scores and we have already implemented procedures to re-engage students in the learning process while providing students who need additional time and attention various intervention services.

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
teachers, principals, administrators, other school personnel, parents, and students, SELPA	regularly scheduled meetings, online platforms, social media, help desk ticket system, website, surveys, staff meetings, PLCs, 360 degree staff survey, SELPA

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

Trivium has a proactive process for partnering with parents and students with our hybrid program. We offer regularly scheduled meetings, parents coffees, school events with parent participation, multiple online platforms including social media, a "help desk" ticket system on our website, and surveys. All of these touch points are opportunities for our parents and students to provide feedback to Trivium. Although the surveys are the more formal feedback request, we find that we gather as much feedback from the informal conversations and requests for clarification or help as we do from the surveys. Our teachers and leadership meet most Mondays throughout the school year for direction, feedback, and PLC time. Staff members who are not teachers join these meetings, as scheduled, throughout the year. The different staff groups have individual or group meetings regularly scheduled through the year where feedback and process improvement requests are received. Staff members also have a "help-desk" system which helps guide the areas leadership needs to focus on that need attention. In addition, staff members are provided a 360 degree feedback survey to provide feedback on areas of Trivium and staff members at Trivium. Similarly to the families, the feedback in the surveys is usually known prior to the survey results being reviewed due to our team system. The Leadership team meets most weeks as well as a formal multi-day gathering to review successes, areas to improve, process needs, and goal setting. Our SELPA was consulted for feedback.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Engagement and Achievement: Trivium will track individual student academic progress and provide recognition and celebration of academic achievement to increase student and parent engagement in academic growth metrics.	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Since the pandemic, there has been less attention to specific academic growth metrics than there was pre-pandemic. This goal helps re-center the students, parents, and staff on academic achievement while the recognition and celebrations foster a sense of pride and accomplishment in individual students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	List of academic achievements to be celebrated based on "I Can"- type standards or similar and Trivium-defined metrics that may include Classical elements and social-	Not yet created.	Trivium implemented the Trivium Awards Program (TAP). This first year, students received an award for a social/emotional	This second year students received an award for a social/emotional strength award, iReady growth award (if applicable) and a math and writing	A fully implemented process that celebrates and recognizes student achievement at regularly scheduled intervals that helps	Specific academic achievements to recognize have been defined as well as a customized SEL badge.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	emotional-behavior standards.		strength award, iReady growth award (if applicable) and a math and writing award based on progress.	award based on progress, and a CAASPP award if they scored a 3 or 4 or went up a level.	support an achievement culture and student ownership over their own learning.	
1.2	Implement, at minimum, 2 recognition events during the 24/25 school year.	Not yet created.	We had two reward distribution events during the 24/25 school year.	We had two reward distribution events during the 25/26 school year.	Student recognition events are an expected and anticipated part of the student culture of Trivium.	The recognition events have been established and students enjoy them. These events are being expanded to be community events that student leaders help develop and execute.
1.3	Create and provide certificates, badges, pins, spirit sticks, and/or similar that are a tangible recognition of the achievement.	Not yet created.	Custom badges were created for SEL strengths and academic achievements.	Custom tags were created that students hung with a Trivium keychain on their backpacks. The interest in 'leveling up' by receiving a tag to add to their collection has been popular with students regardless of grade level.	A full array of possible recognition items to provide age-appropriate awards for student achievement.	We have developed multiple tag/badge options for students to display that recognizes SEL, math, reading, writing, and improvement on test scores.

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.

Continuing the awards program was a significant task that was completed without any substantive changes. We refined systems where the student collected data on academic achievements were stored and used. We continued the option of 30 different badges for social/emotional strengths that the teachers choose from for each student. We continued awards for math and ELA engagement and growth based on internal measures, and awards for math and ELA growth based on iReady testing. Students received a badge for all areas except for the iReady testing badge - growth had to be shown or the badge was not earned. In addition we added in CAASPP growth badges for students who either scored a 3 or 4 or leveled up. This mix of badges allowed every student to receive badges but also allowed some badges to only be received if earned. This process provided for all student engagement while also maintaining the 'reward' part of the program.

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

There were no substantive differences in the overall cost of the implementation of the program; however, more personnel costs were needed than originally anticipated due to the data storage, retrieval, analysis, and distribution and the cost of supplies increased because of turning the reward recognitions into a community event.

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

In this second year, most students were excited about earning badges and those that were less enthusiastic were a minority of the student population at each campus. The enthusiasm was campus-wide on the event days and most students displayed their tags on their backpacks. The student culture and engagement has grown at each campus and adding school community events to the rewards program distribution has brought even more engagement.

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.

We have added in sturdy key rings that the students can hang from their backpacks to display their badges. We did not add a badge for taking the CAASPP; however we did add a badge for a score of 3 or 4 or for moving up a level. We also provided a badge for the academic theme for the year - this year was Early Modern Times. In the upcoming school year, we will add a badge for student leadership.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Academic Mastery and Recognition	Create and distribute Trivium achievement standards that students work on mastering and show evidence of the mastery during regularly scheduled mastery checks and provide tangible recognition items at identified levels of mastery.	$57,375.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foundational Skills Intervention Program: Students who have yet to master foundational skills that are the building blocks for more advanced learning will be offered at least one, and ideally a choice, of intervention options available that address the areas of concern.	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)

An explanation of why the LEA has developed this goal.

Students who have missed instruction over the past few years for various reasons that are often pandemic-related have gaps in foundational knowledge. These knowledge gaps need to be filled so students can successfully master more advanced concepts.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percent of students that consistently participate in an intervention option who scored one or more years below grade level using multiple measures. Consistency is defined as completing 80% of the program or scheduled classes/minutes of instruction.	not yet measured	63% of students who scored one or more grade level below using multiple measures completed 80% of assigned interventions.	Over 80% of students who needed intervention support were engaged in the intervention support process. Because of the change in options and remediation needs and the needed changes to be responsive to a successful or failed option, it is more	95% of students who score one or more grade levels below their current grade level will consistently participate in intervention. Consistency will be measured as attending 80% of scheduled programming or completing 80% of an assigned program.	We have made great strides in providing personalized intervention.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				complex than a completion of an intervention program in the original metric. However, we did increase transparency and intervention options to better support students who needed additional attention in order to be successful. 21% of our student body require specialized support. We have also added grade band specialists to help support data analysis and actions.		

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.

With still a substantial amount of new-to-Trivium students entering our charter well below grade level, there has been an understandable push from teachers to address students who are two or more grade levels behind. Our data shows that students who remain at Trivium for multiple years grow significantly in academics over the years. We are hopeful that with this data and the further we get away from the learning loss students experienced during the pandemic, we will be able to increase the attention being provided to students who are only one year behind grade level. We added in a fully remote math and ELA program for our K-3 students that has been very popular. We have included Data Dive activities to set aside time for teachers to identify students needing intervention and identify students who are being

succes , or unsuccessful in current interventions. Because of thi e added additional options to further personalize interve ns to students. We also added in grade band specialists to help support the intervention process.

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.

We added in grade band specialists and additional resources to data analysis and actions.

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

Our interventions are effective as demonstrated by the success students experience when remaining enrolled from year to year.

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

Creating a personalized intervention path for teachers to follow for students who are only one year below grade level by actively monitoring data and supporting our new grade band specialists position.

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	Intervention support	Provide specialized support for students in 6th-12th with challenges for math and English classes that pre-teach or post-teach the content with simplified instructions and activities while offering modified curriculum for those students who have modified curriculum in their IEP. Younger students TK-5th will be offered a class 3 times a week for skill building and remediation. All students will have access to an array of intervention options that include computer programs, in-person support, online support, and consultation for effective intervention strategies.	$200,000.00	No

Goal and Actions

Goal

Goal #	Description	Type of Goal
3	Technology: Leverage technology to increase operational efficiency, promote digital citizenship, and facilitate data-driven decision-making to improve student achievement and well-being	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)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percent of total team members utilizing technology platforms to collect data, store data or access data on academic processes and progress and then use that data to inform instruction if that staff member is a teacher or part of the academic support team.	not yet measured	100% of our Trivium Team members use technology platforms; however, approximately 85% of the staff members use it proficiently and consistently to inform instruction	100% of our Trivium Team members use technology platforms; however, approximately 90% of the staff members use it proficiently and consistently to inform instruction	100% engagement	90% active teacher engagement

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			and collect data to better personalize instruction and intervention to students.	and collect data to better personalize instruction and intervention to students.		
3.2	Percent of students in 6th-12th able to use and benefit from assigned technology platforms without assistance.	not yet measured	Approximately half of the students who have special challenges need assistance navigating the technology platforms and about 10% of the general education population need assistance accessing platforms and technology tools occasionally. We have built-in tech office hours and study halls to provide support for students who are less interested in technology.	Approximately half of the new students who have special challenges need assistance navigating the technology platforms while approximately 25% of returning students with special challenges need assistance accessing platforms and technology tools occasionally. 2% of returning students without special challenges in 6th-12th grade need occasional assistance. We have built-in tech office hours and study halls to provide support for students who are less interested or proficient in technology.	100% engagement	25% of returning students with special challenges and 2% of returning general education students require additional support for basic technology tasks in grades 6-12.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Survey results from families about school communications through website resources, the 'help' desk, and/or engaging in online family engagement tools, announcements, and school events.	not yet measured	We have created a "help desk' system on our website for families and students to ask questions and receive timely responses. This school year we had 864 help desk tickets that were typically responded to the same day. ParentSquare is our parent-school communication platform and this year we created 2,388 posts, sent 3,814 direct messages, and used 4 smart alerts to communicate more urgent needs. We also shared 1.473 photos of classroom activities with families. Our end of year survey shows that 86% of families feel well informed about school	We still use a robust "help desk' system on our website for families and students to ask questions and receive timely responses and use ParentSquare as a great tool for group posts, to send pictures and for emergency alerts. In addition, we added a new Student Information System, Scout, that allows for direct messages to parents to verify daily engagement and our Monday.com account which allows emailing directly to a parent in regard to progress and pacing. Our end of the year survey shows over 90% of parents feel well-informed.	100% satisfied	New Student Information System and robust use of Monday.com

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

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.

Technology is rapidly changing so anticipate their will always be a steeper learning curve for the less technologically savvy individuals; however, we are refining our processes and training for both staff and families to help people navigate the technology well and accurately. Technology platforms are also becoming more user friendly and our switch to Scout as well as the continued use of other platforms have provided increased success in data management and analysis.

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 an increase in expenditures.

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

Our actions have been effective and we are seeing an increased use in using the platforms for data storage and analysis.

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 continued use and building out of our new Student Information System.

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	Digitize administrative functions	Integrate data into comprehensive platforms	$95,000.00	No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$124,918	$

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
3.376%	0.000%	$0.00	3.376%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Academic Mastery and Recognition **Need:** Students who have challenges with grade level material for any reason may benefit from specialized class support. Trivium has students who need additional support. **Scope:**	Student struggles can fall into undefined categories and can be transient based on outside factors. By allowing this option for all students but focusing the intervention option for students with defined challenges, all students can be effectively served.	Recognition ceremony and tangible student rewards

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 Schoolwide		
3.1	**Action:** Digitize administrative functions **Need:** Students are provided technology devices to use and need to learn how to use the devices and the internet resources in a safe and effective way while gaining foundational technology skills to help with future ambitions whether it is college first or career training after high school. **Scope:** LEA-wide Schoolwide	Unduplicated Pupils often have less technology resources and training than other students.	Percent of students who are able to utilize technology independently as a resource.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

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		

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	3,700,188	124,918	3.376%	0.000%	3.376%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$352,375.00	$0.00	$0.00	$0.00	$352,375.00	$315,000.00	$37,375.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Academic Mastery and Recognition	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	September 2024 - June 2027	$45,000.00	$12,375.00	$57,375.00				$57,375.00	
2	2.1	Intervention support	All Students with Disabilities	No			All Schools	September 2024 - June 2027	$200,000.00	$0.00	$200,000.00				$200,000.00	2.1
3	3.1	Digitize administrative functions	All Students with Disabilities	No Yes	LEA-wide Schoolwide		All Schools	September 2024 - June 2027	$70,000.00	$25,000.00	$95,000.00				$95,000.00	2.1

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
3,700,188	124,918	3.376%	0.000%	3.376%	$152,375.00	4.200%	8.318 %	**Total:**	$152,375.00
								LEA-wide Total:	$152,375.00
								Limited Total:	$0.00
								Schoolwide Total:	$152,375.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Academic Mastery and Recognition	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$57,375.00	
2	2.1	Intervention support				All Schools	$200,000.00	2.1
3	3.1	Digitize administrative functions	Yes	LEA-wide Schoolwide		All Schools	$95,000.00	2.1

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$255,000.00	$402,350.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Academic Mastery and Recognition	No Yes	$50,000.00	$57,350
1	1.2	Goal 2: Intervention Support	Yes		
2	2.1	Intervention support	No	$125,000.00	$250,000
3	3.1	Digitize administrative functions	No Yes	$80,000.00	$95,000

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)
$250,346	$255,000.00	$402,350.00	($147,350.00)	6.100%	7.000%	0.900%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Academic Mastery and Recognition	Yes	$50,000.00	$57,350	1	2
1	1.2	Goal 2: Intervention Support	Yes	$125,000	$250,000	2	3
3	3.1	Digitize administrative functions	Yes	$80,000.00	$95,000	1	2

2025 6 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)
	$250,346		0.000%	$402,350.00	7.000%	7.000%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 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 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 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 which of the state priorities that this goal is intended to addre

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of the 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 group 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 64[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) 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
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2026-27 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Trivium Charter School: Voyage	Trisha Vais Executive Director	tvais@triviumcharter.org 8052911303

Introduction

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

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

Performance Standards

The approved performance standards require an LEA to:

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

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

Local Indicators

The local indicators address the following state priority areas:

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

LEAs will provide the information below:

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

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

Parent and Family Engagement (LCFF Priority 3)

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

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

School Climate (LCFF Priority 6)

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

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

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

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

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

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

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

Self-Reflection Tools

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

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

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

LEAs will provide the information below:

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

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

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

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

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
23/24	19	17	0	0	0	0	0	0

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

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

Implementation of State Academic Standards (LCFF Priority 2)

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

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

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

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

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

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

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

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

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

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

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

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

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

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

Other Adopted Academic Standards

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

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

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

Support for Teachers and Administrators

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

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

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

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

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

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

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

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

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

Instructions

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

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

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

LEAs are to implement the following self-reflection process:

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

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

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

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

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

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

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

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

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

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

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

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

Trivium is built on a family partnership model and works with each family individually. This system allows for a great relationship between Trivium and families.

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

The area we are working on is streamlining communication so staff and families can easily access the information they seek.

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

vium provides additional training, meetings and tech support to help any family who needs any extra assistance. Trivium utilized platforms that allow for language translation of documents.

Section 2: Building Partnerships for Student Outcomes

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

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

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

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

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

We have a quick and thorough response rate to our families and solicit feedback.

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

We will increase engagement activities for our families back to or exceeding pre-Covid levels.

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

We will invite and specifically seek out information from underrepresented families.

Section 3: Seeking Input for Decision-Making

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

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

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

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

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

Trivium provides extensive options for families to communicate their needs and wishes including in-person options, virtual options, and social media platforms. Trivium staff monitor and respond to inquiries and feedback. Surveys are also provided each year.

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

Providing additional synchronous or in-person opportunities to provide feedback.

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

Specific invitations can be provided to families to certain feedback events or platforms.

School Climate (LCFF Priority 6)

Introduction

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

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

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

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

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

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

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

Our survey data is excellent and our general feedback through various formats to engage families consistently informs us that our families are satisfied with the time and attention they receive from Trivium and their student's academic progress.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

The local climate survey results show that families are most satisfied with their ability to individualize learning, their comfort with interacting with staff members, and the likeliness to recommend Trivium. The lowest scoring results were still in the "very satisfied" range versus the "extremely satisfied" which was defined in the previous sentence.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

We are going to provide student recognition events to help support families for home-based subjects and to increase student ownership over their own learning outcomes.

ccess to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

Each student has a Personalized Learning Plan (PLP) which is developed collaboratively between the parents, teachers and student. Curriculum choice is provided to all students so they are able to access content that provides the appropriate level of challenge to the student and pacing that is appropriate for their age and level is planned on the PLP. All students may access the available curriculum choices.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

here are no differences in course or content access for students.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers.

4. 4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Our students all have access to a broad course of study as this is the backbone of our charter. There are no barriers to accessing a broad course of study.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					

Coordinating Services	1	2	3	4	5
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					

VII – A

Quarterly Report
on
Williams Uniform Complaints

[Education Code § 35186]

2026

District: Blochman Union School District

Name of person completing this form: Nancy Shafer

Title of person completing this form: Interim Business Manager

Please provide the date when this information will be reported publicly at the district governing board meeting:	Quarterly report submission date (check one):
August 11, 2026	☐ April (January — March) ☑ July (April — June) ☐ October (July — September) ☐ January (October — December)

General Subject Area	Total number of complaints	Number of complaints resolved	Number of complaints unresolved
Textbooks and Instructional Materials	0	0	0
Teacher Misassignment or Vacancies	0	0	0
Facilities Conditions	0	0	0
TOTALS	0	0	0

Signature of district superintendent

July 8, 2026

Date

VII – B

Attendance/Membership Summary Report

Start/End Date: 06/01/2026 - 06/30/2026 School(s): 1 Calendar(s): 2
Grade: TK, K, 1, 2, 3, 4, 5, 6, 7, 8

SUMMARY Total Schools: 1 Total Calendars: 2

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
TK	1	8	1.00	7.00	1.00	0.88	0.00	0.00	87.50%
K	19	152	0.00	152.00	19.00	19.00	0.00	0.00	100.00%
1	23	184	4.00	180.00	23.00	22.52	3.00	0.39	97.83%
2	17	136	4.00	132.00	17.00	16.51	1.00	0.13	97.06%
3	20	160	4.00	156.00	20.00	19.52	2.00	0.26	97.50%
4	27	216	8.00	208.00	27.00	26.03	2.00	0.26	96.30%
5	24	192	5.00	187.00	24.00	23.40	2.00	0.26	97.40%
6	26	208	12.00	196.00	26.00	24.54	6.00	0.78	94.23%
7	27	216	10.00	206.00	27.00	25.78	0.00	0.00	95.37%
8	24	192	10.00	182.00	24.00	22.80	6.00	0.78	94.79%
Total	**10**	**208**	**1664**	**58.00**	**1606.00**	**208.00**	**200.98**	**22.00**	**2.86**	**96.51%**

School: Benjamin Foxen School Calendar: 25-26 Blochman K-4

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
TK	1	8	1.00	7.00	1.00	0.88	0.00	0.00	87.50%
K	19	152	0.00	152.00	19.00	19.00	0.00	0.00	100.00%
1	23	184	4.00	180.00	23.00	22.52	3.00	0.39	97.83%
2	17	136	4.00	132.00	17.00	16.51	1.00	0.13	97.06%
3	20	160	4.00	156.00	20.00	19.52	2.00	0.26	97.50%
4	27	216	8.00	208.00	27.00	26.03	2.00	0.26	96.30%
Total	**6**	**107**	**856**	**21.00**	**835.00**	**107.00**	**104.46**	**8.00**	**1.04**	**97.55%**

School: Benjamin Foxen School Calendar: 25-26 Blochman 5-8

Grade	Student Count	Membership Days	Absent Days	Present Days	ADM	ADA	Unexcused Absences Days	Unexcused Absences Avg. Daily	Percent In Attendance
5	24	192	5.00	187.00	24.00	23.40	2.00	0.26	97.40%
6	26	208	12.00	196.00	26.00	24.54	6.00	0.78	94.23%
7	27	216	10.00	206.00	27.00	25.78	0.00	0.00	95.37%
8	24	192	10.00	182.00	24.00	22.80	6.00	0.78	94.79%
Total	**4**	**101**	**808**	**37.00**	**771.00**	**101.00**	**96.52**	**14.00**	**1.82**	**95.42%**

VII – C

Resolution No.: 2026-08-11

Resolution of the Governing Board

of the Blochman Union School District

To Designate Authority for Disposition of Assets

Whereas, the governing board of the Blochman Union School District is desirous of streamlining the asset disposition process of the district; and

Whereas, the district accumulates obsolete property on an on-going basis. The Superintendent is seeking a "blanket" authorization to dispose of surplus property without needing a new agenda item for each disposal and in keeping with the guidelines of the California Education Code; and

Whereas, California Education Code Sections 17545 and 17546 allow the Governing Board to sell surplus or obsolete property through public sale, private sale, or to donate such property to a charitable organization, or to dispose of such property at a public dump. Public sale is the district's preferred method for disposing of obsolete property (excluding e-waste). Where items are of insufficient value to be accepted for sale, the district may sell items by private sale or to a recycler or donate items to a non-profit organization. Should the condition or utility of value of the items preclude these methods, the items may be disposed of at a public dump; and

Now, Therefore Be It Resolved that the governing board of the Blochman Union School District hereby awards a "blanket" authorization for the Superintendent to dispose of old, obsolete property in the manner deemed to be in the best interest of the district throughout the 2025/2026 fiscal year.

Approved, Passed, and Adopted by the governing board of the Blochman Union School District, this 11th day of August 2026 by the following vote:

AYES:_____

NOES:_____

ABSENT:_____

ABSTAIN:_____

Signed: _____

Board Clerk/Secretary

VII – D

Principal Apportionment Data Collection (PADC)

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 P-2 Correction for AN

Santa Barbara | 2025-26 P-2 Correction for AN | nshafer, Administrator | Logoff

Home / Data Entry / School District / Blochman Union Elementary / Attendance School District

Attendance School District

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 P-2 Correction for AN

Record Information

Entity Information

County	Santa Barbara
District	Blochman Union Elementary
CDS Code	42 69112 0000000
Data ID	F62DC3F4

Details

Last Saved By	nshafer
Last Saved Date	6/26/2026 11:24:11 AM
Last Validation By	nshafer
Last Validation Date	6/26/2026 11:24:19 AM

Validation Information

Number of Records	1
Number of Errors	0
Number of Warnings	0
Passed Data Validation	Yes

Certification Information

School District: nshafer - 6/26/2026 11:24:48 AM
County Office of Education: None

View Certification

Certification was successful for the selected entity.

Regular ADA | Other | Prior Year ADA Adjustments | Notes | Correction Reason

Regular ADA

Data ID F62DC3F4

Does the school district have Transitional Kindergarten (TK) ADA to report?	**A-0**					
YES (include TK ADA on Line A-1 and report TK ADA only on Line B-5)	**A-0a**	☑				
NO	**A-0b**	☐				
Regular ADA		**TK/K-3**	**Grades 4-6**	**Grades 7-8**	**Grades 9-12**	**Total**
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	74.63	73.86	49.06	0.00	197.55
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions	A-3	0.00	0.00	0.00	0.00	0.00

Extended Year Special Education - Nonpublic, Nonsectarian School, EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175)	A-4	0.00	0.00	0.00	0.00	0.00
Community Day School [EC 48660] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	A-6	74.63	73.86	49.06	0.00	197.55

Other

Independent Study		**TK/K-3**	**Grades 4-6**	**Grades 7-8**	**Grades 9-12**	**Total**
Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-1	0.00	0.00	0.00	0.00	0.00
Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-2	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-4	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
ADA for Students in Transitional Kindergarten pursuant to EC 46300 and 48000(c) included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-5	0.98				0.98
Continuation Education and Opportunity Classes						
ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-6				0.00	0.00
ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-7					0.00
Attendance Recovery						

ADA for Students P[illegible]ting in Attendance Recovery pursuant t[illegible] 46211 included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-8	0.00	0.00	0.00	0.00	0.00

Prior Year ADA Adjustments

PRIOR YEAR ADA ADJUSTMENT (P-1 AND P-2 ONLY)		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (a)(2)(B)(ii)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	**C-3**	0.00	0.00	0.00	0.00	0.00
Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051 (a)(2)(B)(i)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	**C-6**	0.00	0.00	0.00	0.00	0.00
GAIN OR LOSS OF ADA DUE TO A REORGANIZATION OR TRANSER OF TERRITORY [EC 42238.05 (a)(3)]. IF THE ADA ADJUSTMENT IS A LOSS, REPORT THE LOSS AS A NEGATIVE NUMBER IN LINES C-7 THROUGH C-14.						
Third Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00	0.00
ADA Totals [C-7 + C-8]	**C-9**	0.00	0.00	0.00	0.00	0.00
Second Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00	0.00

ADA Totals [C-10	**C-12**	0.00	0.00	0.00	0.00	0.00
Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-13	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-14	0.00	0.00	0.00	0.00	0.00
ADA Totals [C-13 + C-14]	**C-15**	0.00	0.00	0.00	0.00	0.00

Corrections

Correction Reason

LEA Correction

Type in your message

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Notes

Type in your message

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Principal Apportionment Data Collection (PADC)

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Santa Barbara | 2025-26 AN | nshafer, Administrator | Logoff

Home / Data Entry / School District / Blochman Union Elementary / Attendance School District

Attendance School District

Processing Cycle: 2026-27 P-1, Reporting Period: 2025-26 AN

Record Information

Entity Information

County	Santa Barbara
District	Blochman Union Elementary
CDS Code	42 69112 0000000
Data ID	A77E9ABD

Details

Last Saved By	nshafer
Last Saved Date	6/26/2026 11:55:36 AM
Last Validation By	nshafer
Last Validation Date	6/26/2026 11:55:54 AM

Validation Information

Number of Records	1
Number of Errors	0
Number of Warnings	0
Passed Data Validation	Yes

Certification Information

School District: nshafer - 6/26/2026 11:56:13 AM
County Office of Education: None

View Certification

Certification was successful for the selected entity.

Regular ADA | Other | Prior Year ADA Adjustments | Notes

Regular ADA

Data ID		**A77E9ABD**				
Does the school district have Transitional Kindergarten (TK) ADA to report?	**A-0**					
YES (include TK ADA on Line A-1 and report TK ADA only on Line B-5)	**A-0a**	☑				
NO	**A-0b**	☐				
Regular ADA		**TK/K-3**	**Grades 4-6**	**Grades 7-8**	**Grades 9-12**	**Total**
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	A-1	75.28	73.75	48.90	0.00	197.93
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	A-2	0.00	0.00	0.00	0.00	0.00
Special Education - Nonpublic, Nonsectarian Schools [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions	A-3	0.00	0.00	0.00	0.00	0.00

Extended Year Special Education - Nonpublic, Nonsectarian School [EC 56366 (a)(7)] and/or Nonpublic, Nonsectarian Schools - Licensed Childrens Institutions (Divisor 175)	A-4	0.00	0.00	0.00	0.00	0.00
Community Day School [EC 48660] (Divisor 70/135/180)	A-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (Sum of A-1 through A-5)	A-6	75.28	73.75	48.90	0.00	197.93

Other

Independent Study		**TK/K-3**	**Grades 4-6**	**Grades 7-8**	**Grades 9-12**	**Total**
Full-Time Traditional Independent Study ADA, pursuant to EC 51747, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-1	0.00	0.00	0.00	0.00	0.00
Full-Time Traditional Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-2	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA, pursuant to EC 51749.5, included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-3	0.00	0.00	0.00	0.00	0.00
Course Based Independent Study ADA not eligible for general funding, pursuant to EC 51745.6, and not included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-4	0.00	0.00	0.00	0.00	0.00
Transitional Kindergarten						
Commencing with the 2025-26 school year and each school year thereafter, ADA may be generated by students who turn 4 by September 1st.						
ADA for Students in Transitional Kindergarten pursuant to EC 46300 and 48000(c) included in Section A (Lines A-1 through A-5, TK/K-3 Column, First Year ADA Only)	B-5	0.97				0.97
Continuation Education and Opportunity Classes						
ADA for Students in Continuation Education included in Section A (Line A-1, Grades 9-12 Column)	B-6				0.00	0.00
ADA for Students in Opportunity Classes included in Section A (Line A-1, Total Column)	B-7					0.00
Attendance Recovery						

ADA for Students [illegible]ting in Attendance Recovery pursuant [illegible] 46211 included in Section A or in the Attendance Supplement School District, Attendance Basic Aid Choice/Court-Ordered Voluntary Pupil Transfer, and Attendance Basic Aid Open Enrollment entry screens	B-8	0.00	0.00	0.00	0.00	0.00

Prior Year ADA Adjustments

PRIOR YEAR ADA ADJUSTMENT (P-1 AND P-2 ONLY)		TK/K-3	Grades 4-6	Grades 7-8	Grades 9-12	Total
Prior Year P-2 ADA for pupils attending a charter school sponsored by the district in the current year who attended a non-charter school of the district in the prior year [EC 42238.051 (a)(2)(B)(ii)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-1	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-2	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-1 + C-2)	C-3	0.00	0.00	0.00	0.00	0.00
Prior Year P-2 ADA for pupils attending a non-charter school in the current year who attended a charter school sponsored by the district in the prior year [EC 42238.051 (a)(2)(B)(i)].						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-4	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-5	0.00	0.00	0.00	0.00	0.00
ADA Totals (C-4 + C-5)	C-6	0.00	0.00	0.00	0.00	0.00
GAIN OR LOSS OF ADA DUE TO A REORGANIZATION OR TRANSER OF TERRITORY [EC 42238.05 (a)(3)]. IF THE ADA ADJUSTMENT IS A LOSS, REPORT THE LOSS AS A NEGATIVE NUMBER IN LINES C-7 THROUGH C-14.						
Third Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-7	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-8	0.00	0.00	0.00	0.00	0.00
ADA Totals [C-7 + C-8]	C-9	0.00	0.00	0.00	0.00	0.00
Second Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-10	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-11	0.00	0.00	0.00	0.00	0.00

ADA Totals [C-10]	**C-12**	0.00	0.00	0.00	0.00	0.00
Prior Year						
Regular ADA (includes Opportunity Classes, Home and Hospital, Special Day Class, and Continuation Education)	C-13	0.00	0.00	0.00	0.00	0.00
Extended Year Special Education [EC 56345 (b)(3)] (Divisor 175)	C-14	0.00	0.00	0.00	0.00	0.00
ADA Totals [C-13 + C-14]	**C-15**	0.00	0.00	0.00	0.00	0.00

Notes

Type in your message

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VII – E

School District Integrated Pest Management Plan

When completed, this template meets the Healthy Schools Act requirement for an integrated pest management (IPM) plan.
An IPM plan is required if a school district uses pesticides[1].

Contacts

Blochman Union School District		4949 Foxen Canyon Rd., Santa Maria, CA 93454
School District Name		Address
Doug Brown	805-937-1148 ext. 114	dbrown@blochmanusd.org
District IPM Coordinator	IPM Coordinator's Phone Number	Email Address

IPM statement

It is the goal of Blochman Union School District to implement IPM by focusing on long-term prevention or suppression of pests through accurate pest identification, by frequent monitoring for pest presence, by applying appropriate action levels, and by making the habitat less conducive to pests using sanitation and mechanical and physical controls. Pesticides that are effective will be used in a manner that minimizes risks to people, property, and the environment, and only after other options have been shown ineffective.

Our pest management objectives are to: *(Example: Focus on long-term pest prevention)*

1. Provide a safe learning environment.
2. Minimize chemical pest control.
3. Prevent pests from entering District facilities.

IPM team

In addition to the IPM Coordinator, other individuals who are involved in purchasing, making IPM decisions, applying pesticides, and complying with the Healthy Schools Act requirements, include:

Name and/or Title	Role in IPM program
Chris Goodchild	Coordinate pest control and document applications
Alan Vecente	Food Service Manager, monitors kitchen

Pest management contracting

☑ Pest management services are contracted to a licensed pest control business.
Pest Control Business name(s): O'Connor Pest Control

☑ Prior to entering into a contract, the school district has confirmed that the pest control business understands the training requirement and other requirements of the Healthy Schools Act.

Pest identification, monitoring and inspection

Pest Identification is done by: Santa Barbara County Agriculture Commissioner's Office

(Example: College/University staff, Pest Control Business, etc.)

Monitoring and inspecting for pests and conditions that lead to pest problems are done regularly by Maintenance staff, Food Service Manager and results are communicated to the IPM Coordinator.

(Example: District staff title, e.g. Maintenance staff)

Specific information about monitoring and inspecting for pests, such as locations, times, or techniques include:
(Example: Sticky monitoring boards are placed in the kitchen and are checked weekly by custodial staff.)

1. During daily cleaning, maintenance staff check for evidence of pests; droppings, chewed paper and/or cardboard, carcasses.
2. Possible pest activity is reported to the IPM Coordinator for correction.

Pests and non-chemical management practices

This school district has identified the following pests and routinely uses the following non-chemical practices to prevent pests from reaching the action level:

Pest	Remove food	Fix leaks	Seal cracks	Install barriers	Physical removal	Traps	Manage irrigation	Other
Ants/Spiders	☑	☑	☑	☐	☐	☑	☑	
Cockroaches	☑	☑	☑	☐	☐	☑	☐	
Mice	☑	☑	☑	☑	☐	☑	☐	
Gophers	☐	☐	☐	☐	☐	☑	☑	
	☐	☐	☐	☐	☐	☐	☐	
	☐	☐	☐	☐	☐	☐	☐	

Chemical pest management practices

If non-chemical methods are ineffective, the school district will consider pesticides only after careful monitoring indicates that they are needed according to pre-established action levels and will use pesticides that pose the least possible hazard and are effective in a manner that minimizes risks to people, property and the environment.

This school district expects the following pesticides (pesticide products and active ingredients) to be applied during the year. (This list includes pesticides that will be applied by school district staff or licensed pest control businesses.):

See attached list.

Healthy Schools Act

☑ This school district complies with the notification, posting, recordkeeping, and all other requirements of the Healthy Schools Act. (Education Code Sections 17608 – 17613, 48980.3; Food & Agricultural Code Sections 13180 – 13188)

Training

Every year school district employees who make pesticide applications receive the following training prior to pesticide use:

☑ Pesticide specific safety training (Title 3 California Code of Regulations 6724)

☑ School IPM training course approved by the Department of Pesticide Regulation (Education Code Section 16714; Food & Agricultural Code Section 13186.5).

Submittal of pesticide use reports

☑ Reports of all pesticides applied by school district staff during the calendar year, except pesticides exempt[1] from HSA recordkeeping, are submitted to the Department of Pesticide Regulation at least annually, by January 30 of the following year, using the form provided at www.cdpr.ca.gov/schoolipm. (Education Code Section 16711)

Notification

This school district has made this IPM plan publicly available by the following methods (check at least one):

☑ This IPM plan can be found online at the following web address: www.blochmanusd.org

☐ This IPM plan is sent out to all parents, guardians and staff annually.

Review

☑ This IPM plan will be reviewed (and revised, if needed) at least annually to ensure that the information provided is still true and correct.

Date of next review: August 2027

I acknowledge that I have reviewed this school district's IPM Plan and it is true and correct.

Signature: _____ Date: 7-30-2026

[1] These pesticides are exempt from all Healthy Schools Act requirements, except the training requirement: 1) products used in self-contained baits or traps, 2) gels or pastes used as crack and crevice treatments, 3) antimicrobials, and 4) pesticides exempt from U.S. EPA registration. (Education Code Section 17610.5)