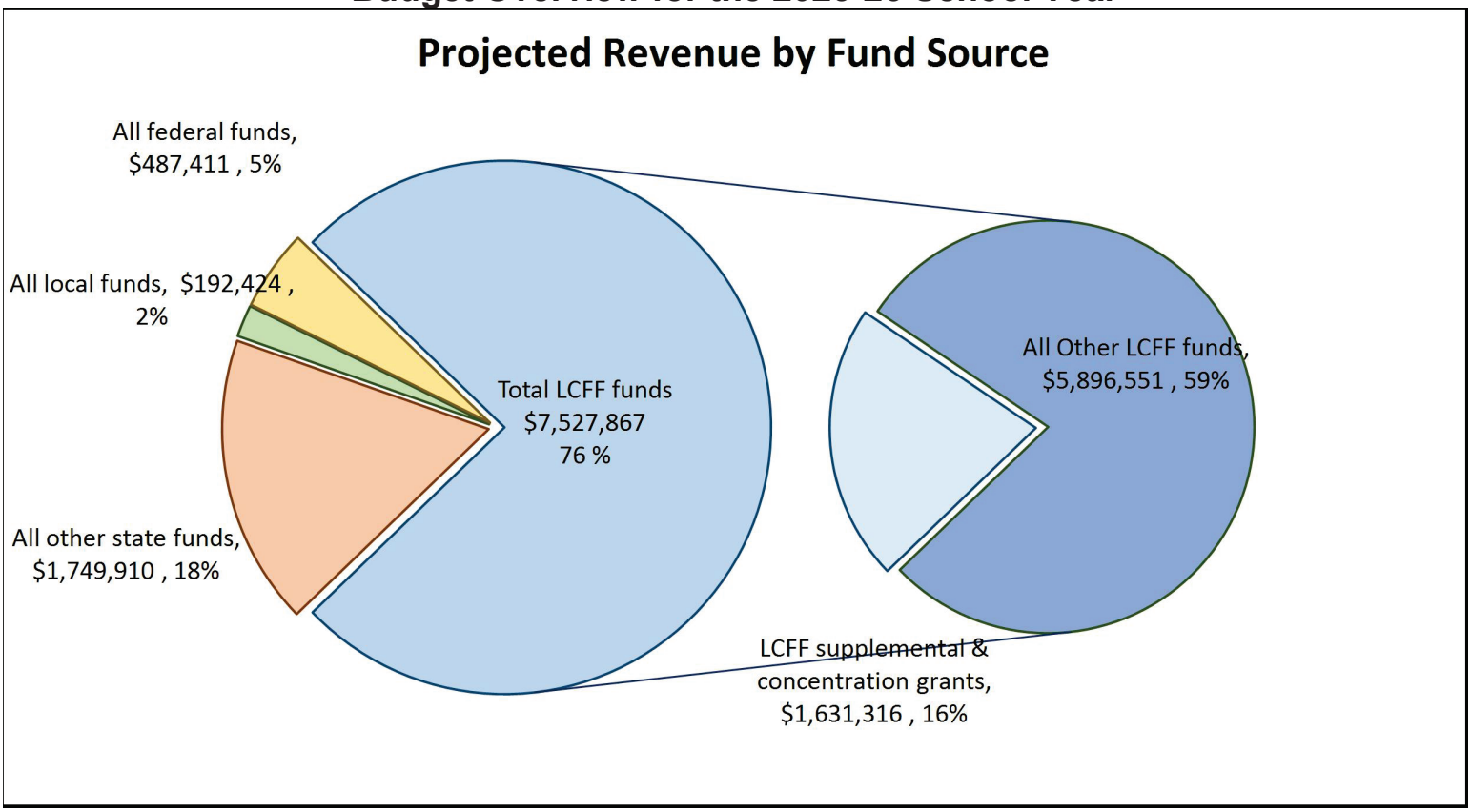
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond College Preparatory
CDS Code: 07617960110973
School Year: 2025-26
LEA contact information:
Keisha Prier, EdD
CEO

(510) 235-2066

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

Budget Overview for the 2025-26 School Year

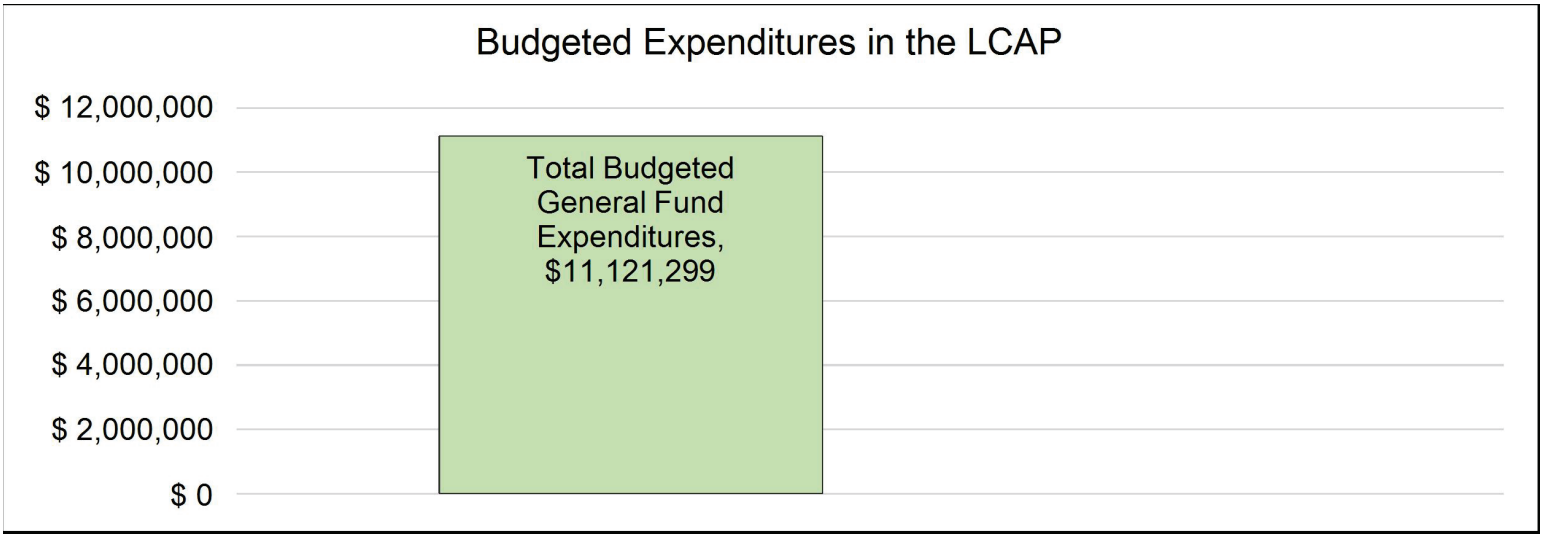


This chart shows the total general purpose revenue Richmond College Preparatory expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond College Preparatory is $11,121,299, of which $7,527,867 is Local Control Funding Formula (LCFF), $1,749,910 is other state funds, $192,424 is local funds, and $487,411 is federal funds. Of the $7,527,867 in LCFF Funds, $1,631,316 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 Richmond College Preparatory plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Richmond College Preparatory plans to spend $11,121,299 for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

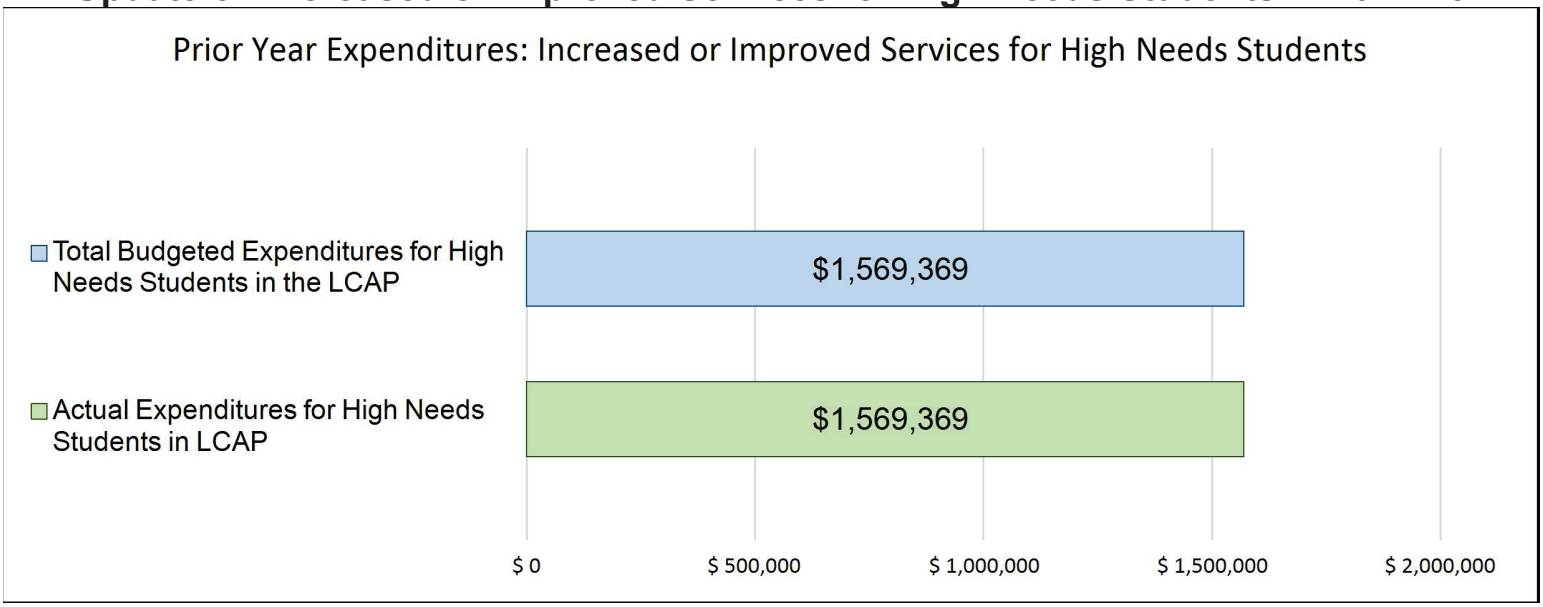
Services and operating expenditures for general operations.

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Richmond College Preparatory is projecting it will receive $1,631,316 based on the enrollment of foster youth, English learner, and low-income students. Richmond College Preparatory must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond College Preparatory plans to spend $1,631,316 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 2024-25



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

The text description of the above chart is as follows: In 2024-25, Richmond College Preparatory's LCAP budgeted $156,9369 for planned actions to increase or improve services for high needs students. Richmond College Preparatory actually spent $156,9369 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $0 had the following impact on Richmond College Preparatory’s ability to increase or improve services for high needs students:

RCP spent down its supplemental and concentration grant funding on high needs students.

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
Richmond College Preparatory	Keisha Prier, EdD CEO	kprier@rcpschools.org (510) 235-2066

Plan Summary [2025-26]

General Information

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

Richmond College Prep Overview

Richmond College Prep Schools (RCP) is a high-performing, tuition-free public charter school dedicated to improving educational opportunities for economically disadvantaged children in Richmond, California. With support from the Richmond Children's Foundation, we opened RCP Preschool in 2005 and inaugurated the RCP Charter Elementary School in 2006. Our school serves the Iron Triangle area of Richmond, spanning South 2nd Street to South 20th Street and Cutting Boulevard Way to Ohio Street.

Our goal is to provide students with the same high-quality educational resources, opportunities, and experiences typically offered in wealthier communities. We believe that with access to a high-expectation learning environment from an early age, students will achieve academic success equal to or exceeding that of their peers in higher-income areas.

Student Demographics
Richmond College Preparatory serves 561 students. Our student population is approximately 79.2% Latino, 15.2% African American, 1.6% Asian, 0.9% Pacific Islander, 0.4% White, and 2.5% identifying as two or more races. 43% of our students are English learners, and 83.4% are socioeconomically disadvantaged. We also support one foster youth.

Vision & Mission

RCP's mission is change our community through education by providing preschool, elementary and middle school academic services, resulting in grade appropriate achievement, cultural enrichment, and strong moral character.

At RCP, our vision is to empower students through a high-quality education that nurtures intellectual curiosity, critical thinking, and a love of lifelong learning. We ground students in an understanding of their history and identity, helping them recognize their potential to make a meaningful impact in the world. We strive to develop passionate learners and curious risk-takers who are confident, expressive, and take ownership of their education and future. By holding high expectations and providing the necessary support and resources, we equip all students with the academic, social-emotional, and leadership skills to thrive in a competitive global society.

Strategic Plan & Focus Areas
Our strategic plan centers on the following focus areas:

Academic Excellence: High-quality, standards-aligned instruction that builds strong literacy and math skills. We aim to increase student proficiency in ELA and math.

College & Career Readiness: Early exposure to a college-going culture, enrichment opportunities, and career pathways.

Equity & Student Support: Targeted intervention programs, English Learner and Special Education services that support the whole child.

Social-Emotional Learning (SEL) & School Culture: Safe, inclusive environments that promote student well-being, SEL skills, restorative practices, and positive behavior.

Family & Community Engagement: Strong partnerships with families and local stakeholders to enhance student success.

Professional Development & Staff Excellence: Continuous learning opportunities for educators to strengthen instructional quality and student outcomes.

Educational Philosophy & Model
Our model incorporates evidence-based best practices, including an extended school day (7:30 a.m. to 6 p.m.) and a 40-week school year. We maintain a teacher and instructional aide for every 30 students in the charter school. Our educational approach blends constructivist methods with two whole-school reform models: the Accelerated Schools model (Stanford) and the School Development Program (Yale).

Additional student supports include psychological services, speech therapy, music, tutoring, and various enrichment programs. We are governed by an independent, engaged school board dedicated to RCP's mission and goals.

Student Goals
We aim for all students to:

Meet or exceed grade-level standards in core academic areas.

Become self-motivated, competent, lifelong learners.

Build a strong foundation for college success and future career and community involvement.

Through our comprehensive model, Richmond College Prep remains committed to transforming lives, closing opportunity gaps, and building a brighter future for every student we serve.

Reflections: Annual Performance

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

In the 2024 California School Dashboard, Richmond College Preparatory (RCP) showed strong academic growth. Both English Language Arts and Math moved to Green, with an 18.5-point increase in ELA and a 26-point increase in Math. English Learner Progress also improved significantly, with 53.4% of EL students making progress—a 13.2% increase from the previous year. These improvements reflect our school-wide focus on aligned curriculum, intentional support systems, and consistent professional development.

Our middle school began using Open Up Illustrative Math in 2019, and by 2021–22, the program expanded to TK–5th grade. Since then, the curriculum has become part of our instructional culture. Teachers use aligned strategies and hands-on materials across grade levels, and there is now a shared mathematical language throughout the school. In 2023–24, teachers in grades 3–8 participated in biweekly math PLCs, using data to adjust instruction and better meet students' needs. These collaborative cycles have helped drive the growth seen in both SBAC and MAP data and continue in the 2024-25 school year.

This was the second year of implementing EL Education as our ELA curriculum. Teachers and instructional aides participated in monthly PD focused on learning the curriculum. RCP has also strengthened foundational skills instruction, particularly in the lower grades. We plan to expand collaborative structures in the coming year to build on this work.

School climate has also improved. In 2023–24, 75% of students reported feeling satisfied with RCP. That number increased to 82% on our most recent mid-year survey. RCP implemented more positive behavior systems, including class competitions and school-wide incentives. Staff also received ongoing training in classroom management through CT3 and CPI. These strategies, along with access to SEL supports from our counselor and the Mindful Life Project, have helped create a safer and more supportive learning environment.

Suspension rates have steadily declined. In 2022–23, our rate was 4.1%, which dropped to 3.7% in 2023–24. As of March 2025, the rate is 2.7%. Chronic absenteeism has also improved, falling from 16.37% last year to 12% this spring. We've supported this improvement through regular family meetings, consistent communication about attendance, and school-wide competitions. We also improved student safety and family convenience with a new drive-through drop-off system.

Family engagement remains a priority. This year, we hosted parent workshops, family Zumba classes, student performances, and other school-wide events. We gathered input through frequent surveys and invited families to join school committees. These efforts have helped build stronger partnerships and ensure that families feel included in school decisions.

Looking ahead, we plan to launch ELA PLCs and continue monthly staff development to strengthen instructional quality. We will focus more deeply on supporting multilingual learners through targeted PD and classroom strategies. Family engagement will remain a priority as we continue to build trust, increase transparency, and create more opportunities for connection. We will also keep working to reduce absenteeism and suspensions by improving behavior systems, SEL supports, and outreach to families.

RCP's growth this year reflects our commitment to high expectations, inclusive practices, and the belief that every student can succeed.

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
Staff	Met with staff to discuss the LCAP and provided opportunities for feedback
Parents & Students	Met with parent stakeholder groups - invitations sent to entire community

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

The adopted LCAP was meaningfully shaped by the feedback received from our educational partners, ensuring that our goals and actions reflect the shared priorities of our entire school community. Through a series of stakeholder engagement sessions—including surveys, and meetings with parents, teachers, students, recurring themes emerged that directly influenced the final plan.

For instance, families and staff discussed the need for more college and career readiness engagement. As a result, we created a new goal that focuses on college and career readiness and are implementing programs like AVID to help our students go deeper in their focus on college readiness.

Feedback also highlighted the importance of family engagement and improved communication between home and school. In response, the LCAP allocates funding to strengthen family liaison roles, offer multilingual communication platforms, and host regular family workshops.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Richmond College Prep provides highly qualified staff, exemplary classroom instruction, standards-based or aligned materials and facilities that are in good repair.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Highly qualified staff are needed to achieve academic goals for students. Students need access to CCSS ELA and Math, ELD Standards and Next Generation Science Standards materials and texts to achieve academic goals. Students need a school facility in good repair.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual Staffing and Credential Report	100% credentialed or appropriately authorized teachers	54.55% of the teachers are appropriately authorized (holding either a Clear or Preliminary credential).		90% appropriately authorized teachers	
1.2	Facility audit	100% of facility in fair condition	100% of the facility is in good condition.		100% of facility in good condition	
1.3	Annual textbook and materials audit	100% of students have access to standards-based or aligned textbook and materials	100% of students have access to standards-based or aligned textbook materials,		100% of students have access to standards-based or aligned textbook materials	

Goal Analysis [2024-25]

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

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

Richmond College Prep continues to prioritize hiring and retaining highly qualified, credentialed teachers. While our goal was to hire 100% credentialed staff, some teachers were hired under a Provisional Internship Permit (PIP) due to challenges in the candidate pool. In response, we revised our hiring process to strengthen recruitment and screening practices, with the aim of increasing the percentage of credentialed hires moving forward.

All uncredentialed teachers are now required to follow a clear pathway toward credential clearance within a defined timeframe. Meanwhile, school leaders are supporting all teachers—regardless of credential status—through regular observations, real-time feedback, and professional development. These actions have helped maintain a high standard of instruction despite hiring challenges.

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.

NA

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

The strategies implemented have shown promising effectiveness. Teachers are receiving targeted support through coaching, modeling, and feedback, which has led to noticeable improvements in classroom instruction. Professional development offerings are aligned to teacher needs and have been instrumental in building their capacity, especially for those still working toward credential clearance.

While the presence of PIP teachers poses a challenge, the structures in place have mitigated negative impacts on instructional quality. Regular observations and feedback loops have ensured continuous professional growth and accountability.

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

Based on our reflections this year, we've made several important adjustments to better support our goal of staffing classrooms with highly qualified, credentialed teachers. One major change is revising our hiring practices to ensure earlier recruitment and a stronger focus on hiring candidates who already hold full credentials. We recognize the need for clearer expectations and support for those hired under a Provisional Internship Permit (PIP), so we're now implementing a more structured system that sets clear timelines and milestones for credential clearance.

We've also seen the positive impact of targeted professional development and coaching, so we plan to continue investing in these areas. Ongoing observations, feedback, and modeling will remain key strategies to help all teachers—especially early-career educators—grow in their practice. Moving forward, we're building in more formal systems to monitor teacher progress, both in terms of credentialing and instructional growth, so we can intervene earlier when support is needed. These shifts are grounded in what we've learned this year and are designed to strengthen the effectiveness and stability of our teaching staff in the year ahead.

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	Staffing	Interview and hire all needed staff.	$5,626,991.00	No
1.2	Teacher assignment	Complete the annual audit of teacher credentials and assignments. Address any misassignments.		No
1.3	Texts and materials	Complete the annual text and materials audit. Purchase any needed texts and materials.	$32,500.00	No
1.4	School facility	Conduct annual audit of school facility. Make any identified repairs or changes. Conduct ongoing monitoring of the condition of the facility and make any needed repairs or changes	$35,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Richmond College Prep (RCP) provides an exemplary instructional program to ensure all students meet or exceed grade level standards and achieve college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
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.

Only slightly more than half of all RCP students met or exceeded standards as measured on the SBAC in 2018. There is a need to ensure that all students meet or exceed grade level standards.There is a need to build on existing strengths to achieve this goal for 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	Math MOY MAP Benchmarks	35% meeting or exceeding grade level standards in math (60th percentile or above)	41% meeting or exceeding grade level standards in math (60th percentile or above)		60% meeting or exceeding grade-level standards in math	
2.2	ELA MOY MAP Benchmarks	27% meeting or exceeding grade level standards in ELA (60th percentile or above)	30% meeting or exceeding grade level standards in ELA (60th percentile or above)		60% meeting or exceeding grade-level standards in ELA	
2.3	SBAC ELA	45.95% met or exceeded standards on the SBAC ELA	53.69% met or exceeded		70% met or exceeded	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standards on SBAC ELA		standards on the SBAC ELA	
2.4	SBAC Math	37.86% met or exceeded standards on SBAC Math	50.00% met or exceeded standards on SBAC Math		70% met or exceeded standards on SBAC Math	
2.5	F&P GR6-8 DIBELS GRK-2	56% of 6GR-8GR students meeting or exceeding grade level as measured on end of year DRA/F&P 72% of K-2 meeting or exceeding grade level as measured on end of year DIBELS	Will have in June		70% meeting or exceeding grade level as measured on the DRA; 70% on DIBELS	

Goal Analysis [2024-25]

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

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

This year, we deepened our investment in professional development and instructional coherence. Starting in January, we implemented early release days to align instruction to the Instructional Practice Guide (IPG). Teachers and IAs received monthly professional development in ELA through a partnership with TNTP, while math teams continued monthly data dives. Directors provided weekly or biweekly coaching to all teachers and facilitated regular lead team meetings every other week. Instructional aides also received targeted professional development, including CPI training focused on trauma-informed practices, classroom management, and instructional support.

While we planned to offer training in culturally responsive pedagogy and internet safety/cyberbullying, these components were not fully implemented and will be prioritized in the coming year.

We continued key assessment cycles: DIBELS was administered three times annually, with biweekly progress monitoring for K–2; Grades 6–8 maintained use of DRAs and F&Ps; and all students participated in NWEA MAP assessments. In addition, we piloted new tools to support reading fluency and intervention, including Reading Fluency and Reading with Coach in K–5.

Our study trip program remained, including college visits for upper grades such as a visit to UC Berkeley. We aim to expand these opportunities next year which aligns with our new goal, goal 6. Our coaches continued to implement the Physical Fitness Test (PFT) and now also teach health and nutrition units in upper grades.

We launched an MTSS committee and gathered feedback from staff and families through surveys to shape our schoolwide support plan. Online programs like Khan Academy, Learning A-Z, Flocabulary, and Reading with Coach were used to support intervention. We also began piloting AI tools to enhance instruction and planning.

Instructional aides took on elevated roles this year, including support with progress monitoring and small group instruction. Extended learning programs (Saturday school, after-school intervention, and academic camps) continued, with added enrichment in music, engineering, and sports through community partnerships. Although tutoring was not implemented this year due to staffing shortages, we are exploring options to launch a tutoring program in 2025–26.

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.

While most actions were implemented as planned, the budget for tutoring was not spent due to unfilled positions. Funds allocated for culturally responsive pedagogy PD and internet safety training were also underutilized. Some resources were redirected to support expanded PD offerings and new intervention programs. Staff shortages also limited our ability to fully implement all planned services.

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

The early release PD days and TNTP partnership were notable bright spots, contributing to improved alignment and instructional planning. Progress monitoring through DIBELS and MAP supported timely interventions. The elevated role of instructional aides and consistent coaching cycles helped build teacher capacity. However, the absence of a structured tutoring program and culturally responsive PD limited some aspects of student support, particularly for our English Learners and students needing intensive intervention.

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.

Next year, we plan to:
Launch a structured tutoring program to support students below grade level.

Prioritize culturally responsive pedagogy PD for all staff.

Implement internet safety and cyberbullying training for students and staff.

Expand college visit opportunities across grade levels, aligned with goal 6.

Continue piloting and evaluating AI-based tools to support differentiated instruction.

Increase collaboration between instructional aides and classroom teachers in lesson delivery and data analysis, especially for multilingual learners.

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	Professional Development	--Before the opening of school and throughout the school year, provide professional development for teacher to improve academic outcomes for students. --Implement the professional development plan for CCSS, the benchmark assessments, classroom management, and use of formative and summative assessment results to inform instruction. --Continue to provide professional development in Open Up EL and Open Up Math and on-going coaching in implementation. --Add a professional development focus on math --Strengthen the professional development on culturally-responsive pedagogy. --Provide ongoing professional development for teachers and instructional aides in internet safety, cyber bullying online classroom management and computer-assisted instruction. Additionally, provide training in using electronic diagnostics to assess students for intervention. Also, provide training and support for teachers in conducting student-led conversations about internet safety and cyber bullying. --Provide professional development in trauma-informed practices	$193,821.00	No
2.2	Benchmark Assessments	Continue the benchmark assessment program, including academic conferencing and action plans. Benchmarks are given in ELA, math and ELD.	$12,357.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Study Trips	Continue the study trip program, including college visits.	$25,000.00	No
2.4	Physical Fitness Plan	Continue to implement the Physical Fitness Test (PFT) action plan. Review the most recent PFT results and update the PFT action plan. Implement the PFT action plan. Coaches are developing more units of study for healthy life styles, nutrition and healthy bodies.	$102,890.00	No
2.6	Multi-tiered System of Supports (MTSS)	Review the Multi-Tiered System of Supports (MTSS) plan and revise as needed. Implement the MTSS plan.	$10,000.00	No
2.7	Online Programs	We will implement Raz-Kids, Flocabulary and Reading with Coach in ELA and the Khan Academy and Prodigy program for math as well as other online programs that are identified. Continue implementing Securly, a student safety software that gives teachers and parents control and visibility of online activity to improve engagement.	$23,175.00	No
2.8	Instructional Aides	Continue to provide an instructional aide in each classroom to support differentiated instruction.	$1,479,845.00	Yes
2.9	Extended Learning Intervention	Continue to provide intervention opportunities within the extended learning program, e.g. after-school programs and Saturday school	$230,000.00	No
2.10	Technology for Professional Development	Continue the use of technology to support collaboration, professional development and the use of data.	$10,000.00	No
2.11	Classroom technology	Purchase Chrome Books and other classroom technology, such as LCD projectors, smart boards, computer programs and licenses, and document cameras, to support curriculum and instruction.	$47,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.12	Supplemental Materials	Purchase supplemental materials as needed to support instruction and intervention, including to support our new ELA curriculum and additional recommended texts for students.	$30,900.00	No
2.13	Tutors (15% Concentration)	Use additional 15% concentration funds to hire tutors to provide individual and small group instruction and intervention.	$296,640.00	Yes
2.14	SIPPS	Purchase SIPPS curriculum and training for kindergarten reading intervention.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Richmond College Prep (RCP) provides a high quality English learner program so that English learners meet or exceed grade level standards and reclassify as fluent English proficient (RFEP) within six years of enrolling at RCP.	Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

English learners (EL) need to develop full proficiency in English in order to meet or exceed grade level standards and be successful in the academic setting. RCP needs to build on existing successes to ensure English learners meet 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	ELPAC	49.4% of EL students score at Levels 3 and 4	54.12% of EL students score at Levels 3 & 4		80% of EL students score at Levels 3 and 4	
3.2	Long-Term English Learner (LTEL) rate	10.75% LTEL rate	13.76% are LTELs		LTEL rate 2%	
3.3	Reclassification rate	11.95% reclassification rate	5.96% reclassification rate		50% reclassification rate	

Goal Analysis [2024-25]

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

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

We worked with an ELD consultant who was only available during summer PD and did not return for ongoing cycles of support during the school year. While the summer sessions were successful in equipping teachers with foundational strategies, the absence of sustained coaching was a notable deviation from the original plan. The school intended to provide multiple touchpoints of support, but the consultant's availability and capacity limited the scope of implementation. A major success was the differentiated training during the summer, which supported both new and veteran teachers.
In addition, the Director of the Upper School made a key curricular decision to enhance instructional alignment for middle school. Previously, 6th–8th grade ELD students used the same English 3D Course B materials. After gathering feedback from teachers and students, RCP adopted English 3D Course A Volume 1 for 6th grade to better align with grade-level ELD standards. This shift improved the developmental appropriateness of the content and led to increased student engagement. The school also invested in digital licenses for students and teachers, giving them access to multimedia tools and interactive digital assignments.

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 material difference in expenditures resulted from the change in scope of consultant services. The original budget anticipated multiple coaching sessions throughout the year; however, due to the consultant's limited availability, actual expenditures were lower. This also meant that the planned percentage of improved services, measured by the frequency and consistency of ELD coaching, was lower than originally projected. Additionally, some funds were reallocated toward the purchase of new ELD curriculum materials and digital licenses to address a curriculum misalignment in the 6th grade.

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

The summer PD was effective in launching best practices and helping teachers use ELPAC data to form instructional groups. However, the lack of continued consultant support limited the long-term consistency of implementation across classrooms. The most effective action was the curriculum revision for 6th grade, which brought alignment to grade-level standards and improved engagement. Teachers and students reported positive feedback about the new materials and digital access, indicating that this change supported more effective ELD instruction.

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

Based on reflections from 2023–2024, RCP is making key adjustments to its approach to ELD implementation in order to strengthen teacher support and increase the consistency of high-quality instruction for English learners. One major change for the 2025–2026 school year is that a school director and several teachers will attend the QTEL Summer Institute in July 2025. The session the director will participate in is titled

"Leadership in English Learner Education: Deeply Understanding and Supporting High-Quality Learning for All." This hands-on, intensive learning experience is designed to deepen instructional expertise in ELD practices. Participants will receive ongoing ELD coaching throughout the school year, and teachers who will attend will open their classrooms as model ELD classrooms for site visits and peer learning walks. These adjustments will ensure more sustained support for teachers and help build internal capacity across the school. While the overall goal and metrics remain the same, these new actions are expected to lead to stronger implementation and better student outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Professional Development	Provide professional development in the English Language Development (ELD) Standards and effective instructional practices for designated ELD and integrated ELD.	$193,821.00	Yes
3.2	ELD Benchmarks Review	Review ELD benchmarks and the method of gathering benchmark data. Revise as needed. Implement the revised ELD benchmark program (the benchmark assessment program is under Goal 2)	$5,000.00	No Yes
3.3	EL Progress Monitoring	Revise and expand the system for monitoring EL progress in meeting annual English proficiency and ELA targets toward reclassification to ensure EL students are reclassified within six years of enrolling at RCP.	$5,000.00	No Yes
3.4	LTEL Intervention	Review the current plan for providing intervention for EL students not making adequate progress in meeting targets, in particular Long-term English learners (LTEL) and At-Risk LTEL students. Revise as needed and implement the plan.	$20,000.00	Yes
3.5	EL Instructional Aide	An English learner (EL) instructional aide will provide additional support in integrated and designated ELD. The EL instructional aide will focus on newcomers, long term EL students and "at-risk" EL students.	$51,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.6	Supplemental Materials	Purchase supplemental materials as needed for English learners.	$10,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Richmond College Prep (RCP) provides a safe, welcoming and engaging learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Improved student engagement is needed to increase student achievement. School climate and culture are important components in student achievement. RCP is committed to maintaining our inclusive, positive school climate and culture.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Attendance rate	94.33% P2 attendance rate	94.5% P-2 attendance rate		95% P2 attendance rate	
4.2	Chronic absentee rate	16.37% chronic absenteeism rate	11.79% chronic absenteeism rate		Chronic absenteeism rate of 12% or less	
4.3	Student surveys	73% positive responses on school climate and culture	82% positive responses on school climate and culture		90% positive responses on school climate and culture	
4.4	Suspension rate	3.7% rate of suspensions	2.68% rate of suspensions		Maintain a suspension rate of 5% or less	

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, RCP implemented a wide range of strategies to support a safe and engaging school environment. These included the continued use of CT3 as the schoolwide behavior framework, proactive attendance support, and a robust social-emotional learning program. The school successfully expanded and institutionalized several components, such as establishing a full-time Attendance Coordinator and launching a formal Student Attendance Review Team (SART) to address chronic absenteeism.

Planned vs. Actual Implementation: Most of the actions planned under Goal 4 were implemented as designed. Notably:

The attendance intervention plan was enhanced by adding a full-time Attendance Coordinator and initiating weekly SART meetings—an improvement over the original plan.

The behavior plan and middle school accountability ladder continued with fidelity under CT3.

The student survey was conducted as planned for grades 4–8 and used to inform climate improvements.

A significant development was the expansion of the afterschool program, which previously served grades 2–8. This year, the program was extended to include TK–1st grade, providing younger students with structured enrichment, academic support, and a safe space after school. This change has helped strengthen our commitment to supporting students and families across all grade levels.

Social-emotional supports were expanded with programs like Mindful Life, Toolbox, and conflict resolution, in addition to having a part-time therapist and wraparound services.

There were no substantive discrepancies between what was planned and what was delivered, indicating high fidelity of implementation.

Successes:

Chronic absenteeism decreased from 16.37% to 11.79%, showing measurable progress and surpassing the school’s 12% goal.

Positive student survey responses rose from 73% to 82%, demonstrating an improvement in perceived school climate.

Suspension rates were reduced from 3.7% to 2.68%, further supporting a positive and safe school culture.

Challenges:

While most strategies were effectively implemented, evaluating their full impact on attendance was initially limited by the timing of P2 apportionment data. Although some improvement was observed, the data fell slightly short of the 95% target.

Sustaining momentum in reducing chronic absenteeism and consistently engaging all families—particularly those in high-needs populations—remains a key priority moving forward.

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

NA

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

The actions implemented to improve attendance have shown moderate effectiveness in making progress toward the goal. Strategies such as increased communication with families, targeted outreach to students with chronic absences, and attendance incentives have contributed to a steady rise in daily attendance rates. While the overall attendance rate remains just below the 95% target, the progress reflects meaningful engagement and early success.

However, the full impact of these actions has been somewhat limited by external factors such as health-related absences and socio-economic challenges affecting high-needs populations. Continued refinement and consistency in implementation will be essential to sustain and accelerate progress in the coming months.

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

Based on reflections from prior implementation, several adjustments will be made to improve alignment with the attendance goal. While the overall goal of reaching a 95% attendance rate remains unchanged, metrics will be expanded to include more detailed tracking of chronic absenteeism by student subgroup and monthly attendance trends to allow for more responsive interventions.

Additionally, actions will be strengthened by increasing family engagement efforts through home visits, more frequent communication in families' home languages, and the addition of a dedicated attendance support team. Incentive programs will also be refined to focus not only on perfect attendance but also on improved attendance for students with prior challenges.

To further enhance monitoring and intervention, the school will begin implementing the Attendance Intervention Suite via PowerSchool, enabling real-time data tracking, early warning alerts, and more structured documentation of outreach and supports.

These changes are designed to build on successful practices while addressing identified gaps in consistency, outreach, and data-informed decision-making.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Behavior Plan	Continue with CT3 as our school-wide classroom management program and continue utilizing a school-wide behavior plan. In addition, implement the middle school accountability ladder.		No
4.2	Action plan for attendance	Utilize our full-time Attendance Coordinator to address chronic absentees. Review the current action plan for addressing attendance in our in-person learning settings. Revise as needed. Implement the plan, which also addresses behavior, mental health, and parent involvement. Re-start meeting monthly with the staff attendance committee team. Engage educational partners for ideas, feedback and input on the plan and coordinating Attendance Success Team meetings with parents, students, and staff. RCP now has an official Student Attendance Review Team (SART) and an updated attendance policy drawn up by our lawyers. We have a dedicated staff person whose only focus is on improving attendance. This new position focuses on daily attendance calls, getting out the SART letters in a timely fashion, doing recovery calls to parents of students who are on the verge of being considered truant, implementing our attendance incentive plan, and ensuring that we fully implement our Independent Study Program. The SART meets weekly to review students who are experiencing an increase in absenteeism to determine if we need to make a phone call, send a letter, set up a meeting. This team also meets often to review our Independent Studies tracker to make sure all IS packets have been turned in on time and the contracts signed.	$64,260.00	No
4.3	Student Survey	Administer the student survey to grades 4-8. Evaluate the results and develop and implement an action plan to improve school climate and student engagement.		No

Action #	Title	Description	Total Funds	Contributing
4.4	Mentor program	RCP will continue its mentor program for students. The administrative leadership team will create a formal process for our mentoring program that will allow for successful evaluation of the program by quarterly meetings with the staff and volunteer mentors. We will look at our successes and challenges, as well as successful models in other schools. The mentor program will include a specific plan to engage and support our African American students with mentors, as well as our foster youth, English learners and low-income students.		No
4.5	After School Program	Continue the after-school enrichment and intervention program.	$271,070.00	No
4.6	Social- Emotional Learning Programs	Continue to implement social-emotional learning (SEL) programs, including Mindful Life, Toolbox, and conflict resolution. Provide professional development on implementing the programs throughout the school day and in both in-person and remote learning settings	$128,314.00	No
4.7	Social- Emotional Learning Counselor	Provide a full-time Social-Emotional Learning (SEL) counselor for students.	$86,520.00	No
4.8	Attendance Clerk	Provide a full-time Attendance Coordinator to address attendance, in particular chronic absenteeism.	$73,500.00	No
4.9	Athletics Program	Provide opportunities for students to feel connected to the school, increase student attendance rates, reduce chronic absenteeism and increase student participation in activities.	$70,000.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Richmond College Prep (RCP) engages parents and families to support student success in school.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Parent involvement is an integral component in student success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Attendance at parent events	12 parents at weekly parent meetings	A total of 228 parents have attended meetings throughout the school year		250 parents attend parent events over the school year. (put in a percentage)	
5.2	Parent Survey	93.6 % rating the school positively received	91.9% of parents rated the school positively		90% rating the school positively	

Goal Analysis [2024-25]

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

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

During the 2024–25 academic year, RCP focused on building inclusive, consistent, and culturally responsive practices to strengthen parent and family engagement. The Upper and Lower Elementary Directors, along with the Family Engagement Facilitator and leadership team, led a comprehensive program that included both in-person and virtual events.

Planned actions were implemented with high fidelity. These included maintaining a robust Family Engagement Program with post-pandemic adaptations, expanding parent events (such as family Zumba, Coffee Club with Directors, a literacy campaign, and cultural celebrations), continuing monthly Melanin Families meetings, and engaging in regional equity efforts through the West County Charter Equity Coalition. The parent survey was administered by May 7th to gather feedback.

Over 228 parents participated in events and meetings, a significant increase from 12 baseline attendees, bringing the school close to its goal of 250 unduplicated participants. However, additional outreach is needed to fully engage harder-to-reach families.

Survey results (334 responses) showed that 91.9% of parents gave RCP an A or B grade (202 A, 105 B). Grade-level analysis revealed strong satisfaction in 1st grade, especially in areas such as staff approachability, inclusion, and enrichment. Fourth grade also scored high in field trips and character development. Fifth grade had the lowest ratings, particularly in inclusion in planning, empowerment, and communication. Second and third grade responses were slightly lower in empowerment but not as low as fifth.

Parents highlighted strengths in respect for diversity, communication tools (ClassDojo, ParentSquare), teacher approachability, and enrichment programs like Mindful Life. Areas for growth included parent inclusion in decision-making and leadership approachability, as indicated by a small number of lower ratings (19 C, 6 D, 2 F) and some “Don’t know” responses regarding school leadership.

Overall, the school made strong progress in increasing engagement, offering diverse events, and supporting culturally responsive family involvement. Continued efforts are needed to engage underrepresented families and ensure all parents feel empowered to participate in school decision-making.

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.

The actions we’ve taken to support Goal 5 have been largely effective in strengthening family engagement and building a more inclusive school community. Parent participation has grown significantly, with over 228 parents attending events this year—up from just 12 at the beginning of the year. This increase reflects the success of our expanded events and targeted outreach, especially through culturally relevant programming like the Melanin Families meetings.

Feedback from our recent parent survey also points to progress: 91.9% of families rated the school with an A or B, highlighting strengths in communication, staff approachability, and the value of enrichment programs. While these results are encouraging, we know there’s still work to do—particularly around ensuring all families feel empowered to take part in school decision-making and reaching those who may be less engaged.

Overall, our efforts have moved us in the right direction, and we’re committed to building on this momentum moving forward.

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

Based on reflections from this past year, we plan to make a few key adjustments to strengthen our approach moving forward. While our original strategies were effective in increasing participation, we recognized that not all families felt equally engaged or empowered. As a result, we're planning to place a stronger focus on creating more accessible entry points for family involvement, especially for underrepresented groups.

In terms of actions, we'll increase direct outreach through personalized invitations and small-group sessions, and we'll offer more bilingual events and materials to reduce barriers. We're also planning to revise how we collect feedback throughout the year—not just through the end-of-year survey—so we can respond in real time to family needs and concerns.

Our targets for unduplicated parent participation will remain, but we'll refine the metric to better capture both frequency and depth of engagement. These changes are designed to build on what worked well, while addressing the areas where families indicated there's room to grow.

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

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Family engagement events for parents	Parent and Community events: Parent events include - Friday Morning parent gatherings, Zoom-based workshops and trainings, Family Nights, the Back-to-School Barbecue, Spring Festival, and the Book Fair. We want to increase parent participation by offering more online events: virtual family fun nights, educational webinars and workshops, health and wellness programs, a literacy campaign, and cultural celebrations. Continue developing affinity groups and engaging in intentional, data-driven work. During the bi-monthly Melanin Families meetings, staff collaborate with families to review data on African American student outcomes, discuss strategies for improvement, and gather input on school	$23,945.00	No

Action #	Title	Description	Total Funds	Contributing
		goals and priorities. The Family Engagement Facilitator also actively participates in a coalition of West County Charter schools dedicated to advancing equity-focused initiatives.		
5.2	Parent/Guardian Survey	Administer the annual parent/guardian survey. Evaluate the survey results and develop and implement an action plan.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By June 2026, Richmond College Prep (RCP) will increase the percentage of middle school students demonstrating college and career readiness by 25%, as measured by participation in college/career exploration activities, completion of individual academic plans, and performance on core content assessments. RCP will ensure equitable access to these opportunities by providing targeted support to historically underserved student groups, including English learners, foster youth, and students with disabilities.	Focus Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We recognize that early exposure to college and career pathways fosters student engagement, goal-setting, and a deeper understanding of the relevance of our students' education. Through data analysis, RCP has identified a need to strengthen college and career readiness supports, particularly for historically underserved student groups. By expanding access to rigorous instruction, career exploration experiences, and individualized academic and career planning, we aim to ensure all students leave RCP on a path toward long-term success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	NWEA middle school MOY ELA assessment	35% of students at the 60th percentile or above.				
6.2	NWEA middle school MOY math assessment	36% of students at the 60th percentile or above.				
6.3	Percentage of students participating in college and career readiness	Data will be populated in the 2025-2026 school year			100% of 6th-8th grade students	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	Survey results of students preparedness of high school and college readiness	Data will be populated in the 2025-2026 school year.			100% of 8th grade students	

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	AVID	In the 2025-2026 school year, begin preparation for implementation of the AVID elective class for 6th graders for the 2026-2027 school year; provide professional development for AVID elective teachers and administrators; visit AVID showcase schools to observe successful AVID programs, and	$12,000.00	No

Action #	Title	Description	Total Funds	Contributing
		create and implement a marketing campaign to 5th grade students and their parents that will encourage 5th grade students to sign up for the AVID elective for their 6th grade year.		
6.2	Spanish 1 Class			
6.3	Close-Up		$23,000.00	No
6.4	College Tours			
6.5	College Fairs			

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1631316	$125761

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
21.670%	0.000%	$0.00	21.670%

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
2.8	**Action:** Instructional Aides **Need:** After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that these students are not reaching the academic outcomes we have established.	In order to address the condition of our unduplicated students, we will continue to provide an instructional aide in each classroom. For 2023-2024 our per cent of unduplicated students was 87.36%. With such a high percent of our students being identified as low income, foster youth and/or English learners, these actions are being provided on a school-wide basis and we expect that all students will benefit.	MAP and SBAC results

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.13	**Action:** Tutors (15% Concentration) **Need:** After assessing the needs, conditions, and circumstances of our unduplicated students, we learned that these students are not reaching the academic outcomes we have established. **Scope:**	Tutors work with individual or small groups to address their specific needs using the teachers' individualized plans. Tutors coordinate with teachers in order to assure they are effective in implementing the activities. Additionally, tutors receive professional development.	MAP and SBAC performance

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Limited to Unduplicated Student Group(s)		
3.1	**Action:** Professional Development **Need:** We found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Professional development focusing on the needs of all English learners, from newcomers to Long-term English learners, in both designated and integrated ELD will prepare teachers to effectively teach English learners.	ELPAC performance and reclassification rate
3.2	**Action:** ELD Benchmarks Review **Need:** We found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Teachers will determine if the ELD benchmarks need to be updated in order to provide better assessment information. A review of the process for using the ELD benchmark results will determine if that can be strengthened so that the results more meaningfully information instruction.	ELPAC performance and reclassification rate
3.3	**Action:** EL Progress Monitoring **Need:** we found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	By providing ongoing, routine monitoring of progress on the MAP assessments, ELD benchmark, SBAC and ELPAC, teachers can provide appropriate instruction and intervention when needed.	ELPAC performance and reclassification rate

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.4	**Action:** LTEL Intervention **Need:** we found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	The plan for meeting the needs of long-term English learners (LTEL) includes teachers reviewing the progress of all LTEL and students identified as "at risk" of becoming LTELs at the beginning of the school year and preparing a plan to address their specific students' needs through designated and integrated ELD and the strategic use of the EL instructional aide and the tutors.	ELPAC performance and reclassification rate
3.5	**Action:** EL Instructional Aide **Need:** We found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	The EL instructional aide works with the teacher to provide targeted support to English learners, such as newcomers and long-term English learners.	ELPAC performance and reclassification rate
3.6	**Action:** Supplemental Materials **Need:** We found that our English learner population is not making the anticipated progress toward proficiency in English and reclassification. **Scope:** Limited to Unduplicated Student Group(s)	Teachers use supplemental materials to enhance instruction and to provide students with additional tools and resources.	ELPAC performance and reclassification rate

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.

RCP is required to increase or improve services for English learners, foster youth, and low income students by 27.36% which is equal to $1375075 as shown above. This increased percentage is met by actions and services included in the Local Control Accountability Plan. The following actions described below are increased or improved and meet and/or exceed the totality of the required percentage of increase as compared to services for all students.

Goal #2
Action 2.5 Director and Assistant Director -- 50% job-embedded professional development for instructional staff
Action 2.8 Instructional Aides
Action 2.13 Tutors (15% LCFF Concentration)

Goal #3
Action 3.1 Professional development on English language development and English learners
Action 3.4 Intervention for Long-term English learners

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.

RCP will use the additional concentration grant add-on funding to hire tutors to provide additional individual and small group intervention to our unduplicated student population to meet the needs noted above. The tutors receive professional development and work closely with the teachers to meet the needs of the identified students.

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		27/554
Staff-to-student ratio of certificated staff providing direct services to students		17/554

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	7527867	1631316	21.670%	0.000%	21.670%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$7,810,204.00	$696,884.00	$176,640.00	$509,821.00	$9,193,549.00	$7,809,276.00	$1,384,273.00

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	Staffing	All	No			All Schools Specific Schools: RCP	Ongoing	$5,626,991.00	$0.00	$5,626,991.00				$5,626,991.00	
1	1.2	Teacher assignment	All	No			Specific Schools: RCP	Ongoing								
1	1.3	Texts and materials	All	No			Specific Schools: RCP	Ongoing	$0.00	$32,500.00		$32,500.00			$32,500.00	
1	1.4	School facility	All	No			Specific Schools: RCP	Ongoing	$0.00	$35,000.00		$35,000.00			$35,000.00	
2	2.1	Professional Development	All	No			Specific Schools: RCP	Ongoing	$0.00	$193,821.00				$193,821.00	$193,821.00	
2	2.2	Benchmark Assessments	All	No			Specific Schools: RCP	Ongoing	$0.00	$12,357.00	$12,357.00				$12,357.00	
2	2.3	Study Trips	All	No			Specific Schools: RCP	Ongoing	$0.00	$25,000.00			$25,000.00		$25,000.00	
2	2.4	Physical Fitness Plan	All	No			All Schools Specific Schools: RCP	Ongoing	$102,890.00	$0.00	$102,890.00				$102,890.00	
2	2.6	Multi-tiered System of Supports (MTSS)	All	No			All Schools Specific Schools:	Ongoing	$0.00	$10,000.00				$10,000.00	$10,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							RCP									
2	2.7	Online Programs	All	No			All Schools Specific Schools: RCP	Ongoing	$0.00	$23,175.00	$23,175.00				$23,175.00	
2	2.8	Instructional Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: RCP	Ongoing	$1,479,845.00	$0.00	$1,379,845.00			$100,000.00	$1,479,845.00	92%
2	2.9	Extended Learning Intervention	All	No			All Schools	Ongoing	$230,000.00	$0.00		$230,000.00			$230,000.00	
2	2.10	Technology for Professional Development	All	No			All Schools Specific Schools: RCP	Ongoing	$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.11	Classroom technology	All	No			All Schools Specific Schools: RCP	Ongoing	$0.00	$47,000.00	$47,000.00				$47,000.00	
2	2.12	Supplemental Materials	All	No			All Schools Specific Schools: RCP	Ongoing	$0.00	$30,900.00	$30,900.00				$30,900.00	
2	2.13	Tutors (15% Concentration)	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: RCP	Ongoing	$0.00	$296,640.00			$151,640.00	$145,000.00	$296,640.00	
2	2.14	SIPPS					All Schools Kindergarden									
3	3.1	Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	Ongoing	$0.00	$193,821.00	$193,821.00				$193,821.00	0%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.2	ELD Benchmarks Review	English Learners English learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: RCP	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0%
3	3.3	EL Progress Monitoring	English Learners English learners	No Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Specific Schools: RCP	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	0%
3	3.4	LTEL Intervention	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	Ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	1%
3	3.5	EL Instructional Aide	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	Ongoing	$51,000.00	$0.00				$51,000.00	$51,000.00	
3	3.6	Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	Ongoing	$0.00	$10,000.00				$10,000.00	$10,000.00	
4	4.1	Behavior Plan	All	No			All Schools	Ongoing								
4	4.2	Action plan for attendance	All	No			All Schools	Ongoing	$64,260.00	$0.00	$64,260.00				$64,260.00	
4	4.3	Student Survey	All	No			All Schools	Ongoing								
4	4.4	Mentor program	All	No			All Schools	Ongoing								
4	4.5	After School Program	All	No			All Schools Specific Schools:	Ongoing	$80,325.00	$190,745.00		$271,070.00			$271,070.00	

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
							RCP									
4	4.6	Social- Emotional Learning Programs	All	No			All Schools Specific Schools: RCP	Ongoing	$0.00	$128,314.00		$128,314.00			$128,314.00	
4	4.7	Social- Emotional Learning Counselor	All	No			All Schools Specific Schools: RCP	Ongoing	$86,520.00	$0.00	$86,520.00				$86,520.00	
4	4.8	Attendance Clerk	All	No			All Schools Specific Schools: RCP	Ongoing	$73,500.00	$0.00	$73,500.00				$73,500.00	
4	4.9	Athletics Program	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	All Schools		$0.00	$70,000.00	$70,000.00				$70,000.00	
5	5.1	Family engagement events for parents	All	No			All Schools	Ongoing	$13,945.00	$10,000.00	$23,945.00				$23,945.00	
5	5.2	Parent/Guardian Survey	All	No			All Schools	Ongoing								
6	6.1	AVID	English Learners Foster Youth Low Income 5th grade students in the 2025-2026 school year	No		English Learners Foster Youth Low Income	5th grade students in the 2025-2026 school year		$0.00	$12,000.00	$12,000.00				$12,000.00	
6	6.2	Spanish 1 Class														
6	6.3	Close-Up	English Learners Foster Youth Low Income 8th-grade students who meet specific criteria	No		English Learners Foster Youth Low Income			$0.00	$23,000.00	$23,000.00				$23,000.00	
6	6.4	College Tours														
6	6.5	College Fairs														

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
7527867	1631316	21.670%	0.000%	21.670%	$1,673,666.00	93.000%	115.233 %	**Total:**	$1,673,666.00
								LEA-wide Total:	$0.00
								Limited Total:	$223,821.00
								Schoolwide Total:	$1,449,845.00

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	2.8	Instructional Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: RCP	$1,379,845.00	92%
2	2.13	Tutors (15% Concentration)	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools Specific Schools: RCP		
3	3.1	Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	$193,821.00	0%
3	3.2	ELD Benchmarks Review	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0%
3	3.3	EL Progress Monitoring	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	0%
3	3.4	LTEL Intervention	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP	$20,000.00	1%
3	3.5	EL Instructional Aide	Yes	Limited to Unduplicated	English Learners	Specific Schools: RCP		

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 (%)
				Student Group(s)				
3	3.6	Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: RCP		
4	4.9	Athletics Program	Yes	Schoolwide	English Learners Foster Youth Low Income		$70,000.00	
6	6.1	AVID			English Learners Foster Youth Low Income		$12,000.00	
6	6.3	Close-Up			English Learners Foster Youth Low Income		$23,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$8,934,778.50	$9,010,949.00

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**	Staffing	No	$5,539,628.00	5,626,991
1	**1.2**	Teacher assignment	No		
1	**1.3**	Texts and materials	No	$74,675.00	$74,675.00
1	**1.4**	School facility	No	$25,462.00	35000
2	**2.1**	Professional Development	No	98,193.00	193,821
2	**2.2**	Benchmark Assessments	No	$12,357.00	12357
2	**2.3**	Study Trips	No	$15,802.00	25000
2	**2.4**	Physical Fitness Plan	No	$96,390.00	102,890
2	**2.5**	Director and Assistant Director (50%)	Yes	$110,410.00	110410
2	**2.6**	Multi-tiered System of Supports (MTSS)	No	$10,000.00	10000
2	**2.7**	Online Programs	No	$23,175.00	23175

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)
2	2.8	Instructional Aides	Yes	$1,593,761.00	1,379,845
2	2.9	Extended Learning Intervention	No	$200,000.00	230000
2	2.10	Technology for Professional Development	No	$10,000.00	10000
2	2.11	Classroom technology	No	$30,000.00	30000
2	2.12	Supplemental Materials	No	$30,900.00	30900
2	2.13	Tutors (15% Concentration)	Yes	$296,640.00	296640
3	3.1	Professional Development	Yes	$98,193.00	193,821
3	3.2	ELD Benchmarks Review	No Yes	$5,000.00	5000
3	3.3	EL Progress Monitoring	No Yes	$5,000.00	5000
3	3.4	LTEL Intervention	Yes	$20,000.00	20000
3	3.5	EL Instructional Aide	Yes	$47,973.50	51000
3	3.6	Supplemental Materials	Yes	$10,000.00	10000

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)
4	4.1	Behavior Plan	No		
4	4.2	Action plan for attendance	No		
4	4.3	Student Survey	No		
4	4.4	Mentor program	No		
4	4.5	After School Program	No	$271,070.00	271070
4	4.6	Social- Emotional Learning Programs	No	$88,629.00	88629
4	4.7	Social- Emotional Learning Counselor	No	$86,520.00	86520
4	4.8	Attendance Clerk	No	$73,500.00	64260
5	5.1	Family Engagement Program	No	$51,500.00	13945
5	5.2	Events for parents	No	$10,000.00	10000
5	5.3	Parent/Guardian Survey	No		

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1569369	$1,732,364.00	$1,714,076.00	$18,288.00	100.000%	0.000%	-100.000%

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	2.5	Director and Assistant Director (50%)	Yes	$110,410.00	110410	7%	
2	2.8	Instructional Aides	Yes	$1,493,761.00	1,379,845	92%	
2	2.13	Tutors (15% Concentration)	Yes				
3	3.1	Professional Development	Yes	$98,193.00	193,821	0%	
3	3.2	ELD Benchmarks Review	Yes	$5,000.00	5000	0%	
3	3.3	EL Progress Monitoring	Yes	$5,000.00	5000	0%	
3	3.4	LTEL Intervention	Yes	$20,000.00	20000	1%	
3	3.5	EL Instructional Aide	Yes				
3	3.6	Supplemental Materials	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5639430	1569369	0	27.829%	$1,714,076.00	0.000%	30.394%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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