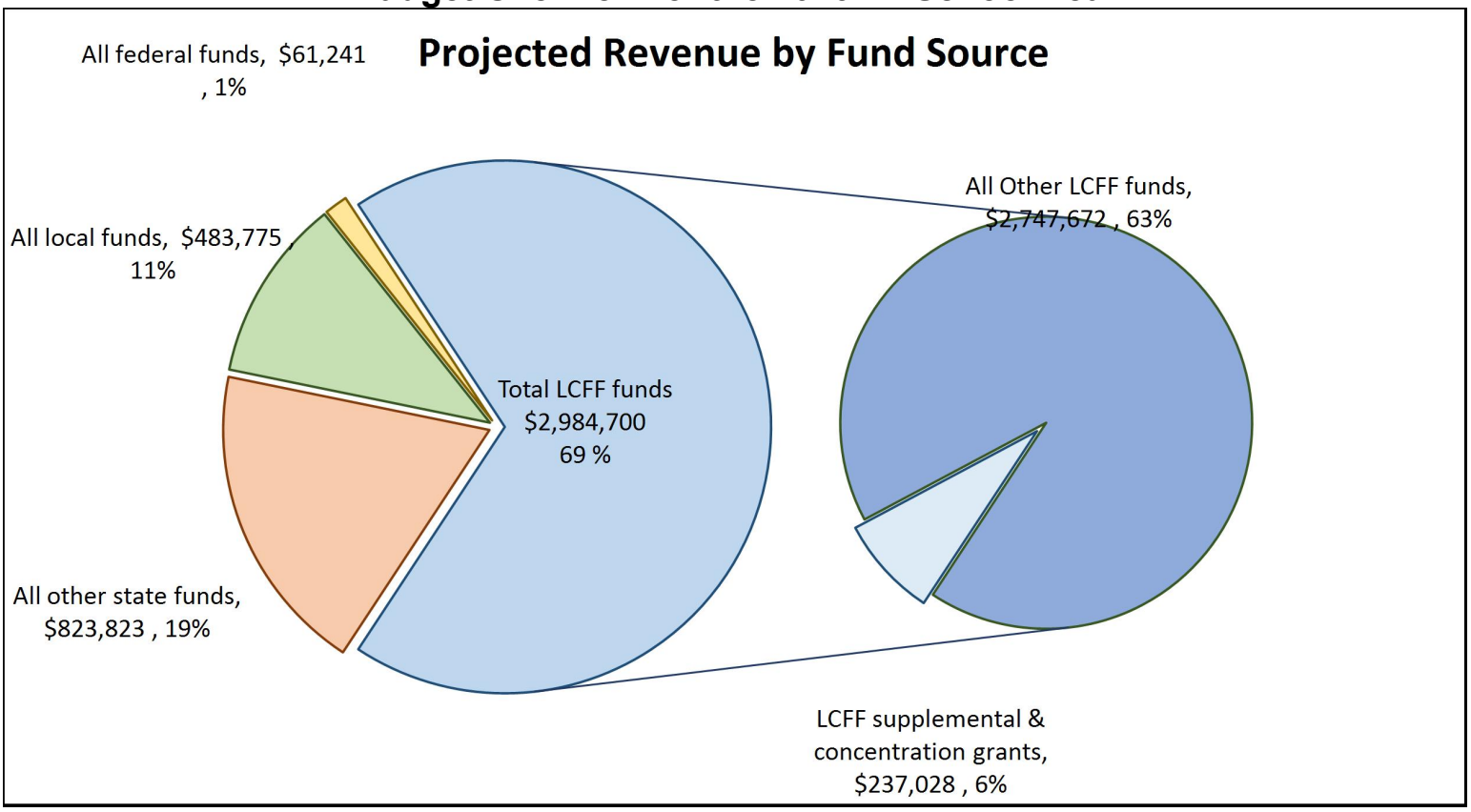
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Oak Charter School
CDS Code: 23656150115055
School Year: 2026-27
LEA contact information:
Jennifer Lockwood
Superintendent/Principal
jlockwood@riveroakcharterschool.org
707-467-1855

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

Budget Overview for the 2026-27 School Year

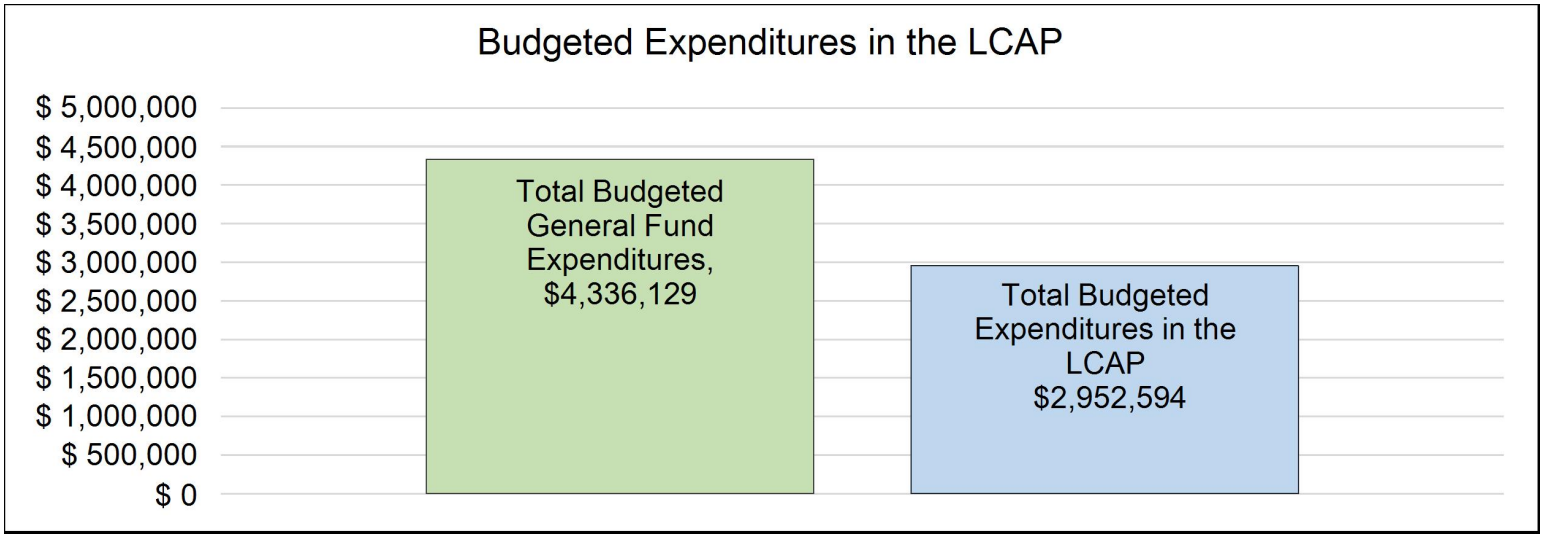


This chart shows the total general purpose revenue River Oak Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for River Oak Charter School is $4,353,539, of which $2,984,700 is Local Control Funding Formula (LCFF), $823,823 is other state funds, $483,775 is local funds, and $61,241 is federal funds. Of the $2,984,700 in LCFF Funds, $237,028 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 River Oak Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: River Oak Charter School plans to spend $4,336,129 for the 2026-27 school year. Of that amount, $2,952,594 is tied to actions/services in the LCAP and $1,383,535 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

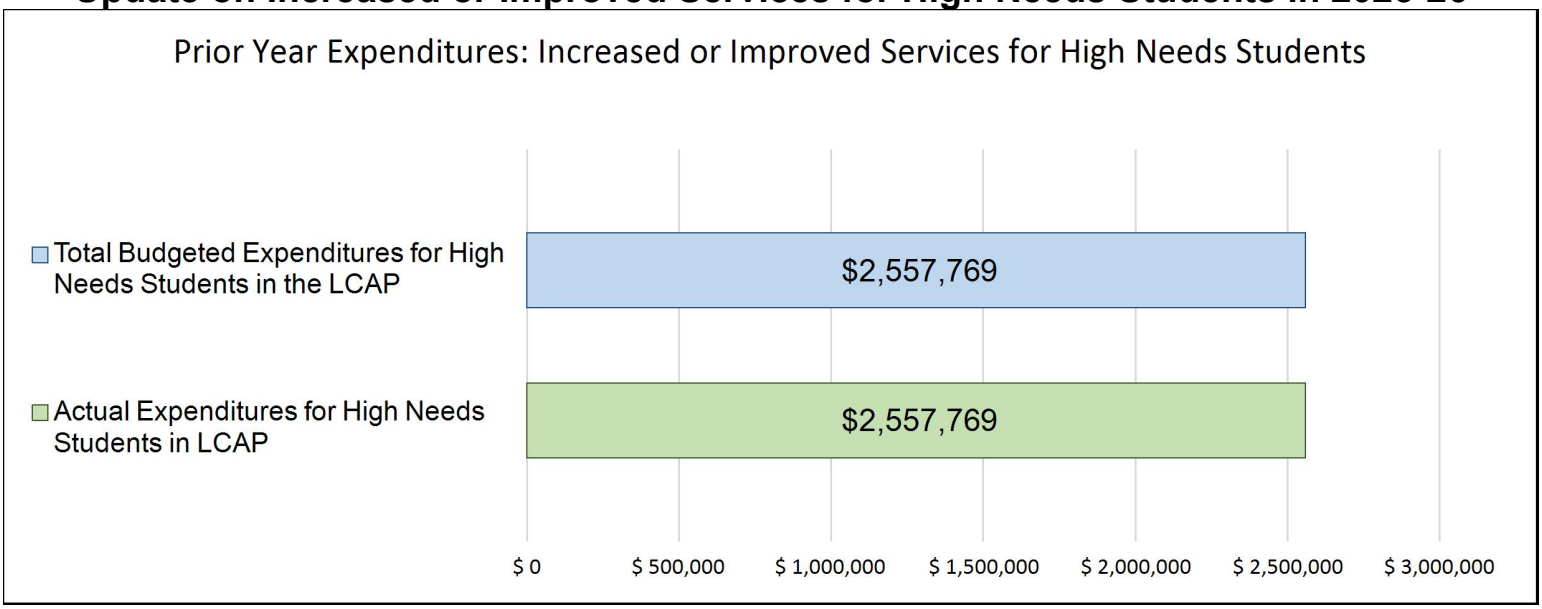
Expenditures not included in the LCAP include general operating costs,fiscal oversight, legal and other fees.

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

In 2026-27, River Oak Charter School is projecting it will receive $237,028 based on the enrollment of Foster Youth, English learner, and low-income students. River Oak Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. River Oak Charter School plans to spend $2,600,387 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, River Oak Charter School's LCAP budgeted $2,557,769 for planned actions to increase or improve services for high needs students. River Oak Charter School actually spent $2,557,769 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Oak Charter School	Jennifer Lockwood Superintendent/Principal	jlockwood@riveroakcharterschool.org 707-467-1855

Plan Summary [2026-27]

General Information

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

River Oak Charter School ("ROCS") is a dynamic community of educators and families committed to guiding children toward a life-long love of learning, creative thinking, and a responsible, sympathetic interest in the world. Located in Ukiah Valley, we serve 251 students in grades TK-8 with art, music, drama, foreign language, storytelling, poetry, and crafts, woven throughout the curriculum. Through the use of the Waldorf Educational model, our students learn with their heads, hearts, and hands, building on a foundation of creativity that grows with the child to balance imagination, critical thinking and academic excellence.

Vision: River Oak Charter School is a Steiner-methods public school with a consistent philosophy, curriculum, and teaching method that embraces the developmental model of the growing child and awakens each child's full and unique potential. Steiner-methods education nurtures a sense of wonder, and delight, and fosters the reverence for nature, and humanity inherent in the young child. Steiner-methods curriculum develops the child's active will, creative imagination, and clear, independent thinking. Children emerge as young adults with the self-confidence to impart direction, and purpose to their lives, and leadership to their community.

Goals: River Oak Charter School respects, and appreciates all children for their unique ethnic and cultural backgrounds, and affords the opportunity to develop an understanding of all of the traditions, and cultures represented in the student population. Children emerge with academic excellence, a commitment to the enhancement of their community, and the ability to succeed today, and tomorrow.

Our community of learners for the 2025-2026 (Source: Dataquest) and the CA Dashboard) is comprised of African American (2%), American Indian or Alaska Native (2.8%), Asian (3.2%), Hispanic or Latino (20.6%), White (59.9%), Two or More Races (9.1%), Socioeconomically

Disadvantaged (38.8%), English Learner (7.3%), Foster Youth (0.4%) and Students with Disabilities (12.7%). It is important to note that our SWD student population at River Oak Charter has doubled over the last three years, compared to 6.9% the 2023-24 academic year.

As a free, public charter school authorized by Ukiah Unified School District, ROCS receives funding from state and federal programs to support meeting the needs of our students. In response to the lingering impact of learning loss, ROCS has received Learning Recovery Emergency Block Grant (LREBG) funds which will be expended through the designated authorization period of 2027-28. In the winter of 2024 in alignment with the MidYear Progress Report on the LCAP, the school leadership conducted a series of meetings with educational partners to reflect on needs demonstrated in the CAASPP and chronic absenteeism data. This information became part of the LREBG Needs Assessment which impacted how these funds will be spent in alignment with the LCAP beginning with the 2025-26 academic year.

Reflections: Annual Performance

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

ACADEMIC ENGAGEMENT
Chronic Absenteeism 2025 Dashboard: "Red" School 21.1% (Decreased 3.6% from previous year; Dashboard color change to "Red")
"Red" group(s): Hispanic 27.4% Chronically Absent, Socioeconomically Disadvantaged 29.2%, Students with Disabilities 26.2%, White 18.7%
"Orange" group(s): 0
"Yellow" group(s): 0
"No Color" group(s): English Learner 31.6%, Two or More Races 18.2%

CLIMATE/CONDITIONS OF LEARNING
Suspension Indicator 2025 Dashboard: "Yellow," 1.2% suspended at least one day, "Maintained"
"Orange" group(s): Students with Disabilities 4.8% (increased) with 1.6% suspended at least one day
"Yellow" group(s): Socioeconomically Disadvantaged 0% "Maintained", 2.5% suspended at least one day, Hispanic 0% "Maintained," 1.6% suspended at least one day, White 0% "Maintained 1.3% suspended at least one day
"No Color" group(s): English Learners 0% (maintained), and Two or More Races 0% (maintained)

ACADEMIC PERFORMANCE
English/Language Arts 2025 Dashboard: "Yellow" for School -6.2 PBS (Increased 15.3 points)
"Red: group(s): None
"Orange" group(s): Hispanic -40.7 PBS (Maintained -0.7 pts), White -18.8 DFS (declined 6.3 points)
"Yellow" group(s): Socioeconomically Disadvantaged -28.2 PBS Increased 19 pts
"Green" group(s): White -"Green" 8.8 PAS, increased 27.5 pts
"No Color" group(s): English Learners -77 PBS (declined 10.9 points), Students with Disabilities -100.7 DFS (improved 28.6 points)

Mathematics 2025 Dashboard: "Orange" for School -26.4 PBS, Maintained @ 1.3 pts
"Red: group(s): None
"Orange" group(s): Hispanic -46.2 PBS (maintained) 0.5
"Yellow" groups(s): Socioeconomically Disadvantaged -45.2 PBS (increased 19.5 points)

"Green" group(s): White -12.1 DFS (improved 6.8 points)
"No Color" group(s): English Learners -46.5 PBS (improved 15 points), Students with Disabilities -104.6 DFS (improved 17.8 points)

English Learner Progress 2025 Dashboard: "No Color" 37.5% of English learners making progress towards English language mastery (Increase of 4.2% from prior year or 15 pts)

Reflections: Technical Assistance

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

River Oak Charter School was not identified for Technical Assistance by the California Department of Education

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.

River Oak was not identified for ESSA Assistance.

Support for Identified Schools

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

Not applicable.

Monitoring and Evaluating Effectiveness

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

Not applicable.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	Parents engaged in the development of the River Oak LCAP in a variety of ways. "Coffee with the Principal" was offered after morning drop-off. The Principal met with parents and community members monthly at the Parent Council Meetings where achievement towards meeting the current goals as well as the development of new goals was achieved. These meetings were conducted both in person and on Zoom. LCAP Meetings that were designed specifically for Parents were conducted throughout the year. Parents were given the California School Parent Survey where they were able to share their participation in the school community and give feedback in areas of safety, community, academics, supervision, etc. The Principal/Superintendent also collected information through informal discussions at a variety of events and fundraisers throughout the year as well. Parents also give feedback throughout the year using the app Parentsquare, which provide them easy access to teachers and the Principal and can be translated into any language. Parents engaged in beautification events and have an active part in engaging in feedback regarding facilities. Parents also represent on the Charter Council, where the LCAP is presented, discussed, and voted on.
Students	Students engaged in the LCAP through their participation in the California Healthy Kids Survey. The Principal/Superintendent visited classrooms to discuss school improvement and needs of the school through student perceptions. Students engaged in feedback through class meetings and the close nature of the Waldorf classrooms, having been with the same students and teacher for many years. The

Educational Partner(s)	Process for Engagement
	Principal walks the field and engages with students daily, getting feedback and actively engaging with the community. Students feel confident engaging with the Principal/Superintendent and giving feedback as necessary. Student Leadership meets after school to discuss improvements they would like to see and presents projects that they lead with adult guidance and support. Students have a voice at ROCS. One example of this is the creation of Student Led Lunch Clubs. These have been very successful and we are definitely looking at expanding those offerings.
Teachers	Teachers engaged in weekly Faculty meetings to give input on a variety of areas included in the LCAP. In addition, collaboration on the LCAP happens during inservice week before school starts. Teachers completed the California School Staff Survey, as well as reviewed progress towards last year's LCAP goals. Teachers participated in the creation of new LCAP goals two years ago, and discuss the achievement towards the goals in staff meetings. Teachers collaborated as a team on the Local Indicators and progress towards meeting our goals, as reported on the California Dashboard. Teachers also attend Parent Council and Charter Council where the LCAP is presented, discussed, and voted on.
SELPA Mendocino County	Collaboration with our SELPA occurs regularly, primarily around the discussion of how to better serve our students with disabilities, as our number doubled in size. Our SELPA is engaged through regular emails, phone calls, and in attendance in some of our IEP meetings. Our Principal/Superintendent also attends monthly Charter School Leaders' Meetings as hosted by the Mendocino County Office of Education, and the SELPA presents and takes feedback at every meeting. In addition, our Special Education Director has been invited to attend SELPA meetings, now that our numbers have increased to this level. MCOE also provides additional supports for our Special Education department, such as a Program Specialist, Behavioral Specialist, Nurse, Speech Therapist, along with other contracted Service Providers.
Administrators	The school's Principal/Superintendent worked closely with all stakeholders in working towards achieving and reporting on last year's LCAP goals, but also in creating the new LCAP goals two years ago. The Principal/Superintendent had worked closely with an LCAP

Educational Partner(s)	Process for Engagement
	expert from the Charter School Management Corporation to ensure that all deadlines were met, surveys were distributed, information was inputted correctly, and all stakeholders had the ability to be a part of the creation of the new LCAP. This school year, the Principal/Superintendent felt confident enough to lead the community through the creation of the LCAP without outside support. The Principal/Superintendent engages the community in surveys, Coffee with the Principal, after school LCAP meetings, and month reports and collaboration with the Parent, Faculty, and Charter Councils.

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

Feedback from educational partners was obtained by the California School Parent Survey, California School Staff Survey, and the California Healthy Kids' Survey. Feedback was also obtained in LCAP meetings, the LCAP Public Hearing, and meetings such as Coffee with the Principal. Feedback was also taken through our parent communication system, Parentsquare (new in the previous school year). LCAP feedback was also obtained during weekly faculty meetings, and monthly paraprofessional meetings. Input on current areas for improvement was also gathered via the LREBG Needs Assessment in preparation for the MidYear Progress Report on the LCAP.
Based on feedback from educational partners, the 2024-25 LCAP included three goals and several metrics that are in alignment with the State's Eight Priorities under the Local Control Funding Formula (LCFF). These goals have carried us into 2025-2026.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain high standards for the engagement of our educational partners and remain focused on providing a safe, nurturing learning environment and positive climate in which all students are supported in attaining high levels of achievement.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

In the development of the new LCAP, the input from educational partners had the consistent theme of the need for clarity for the new plan. The prior LCAP covering 2021-24, also lacked the required State LCFF metrics. This goal was developed to create a wholistic goal to include conditions of learning and engagement. The metrics included now reflect specific measures of what we seek to achieve in these areas.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities in Good Repair (Facility Inspection Tool – FIT)	Facilities rating "Good" (Source: Williams COE Review 2023-24)	"Good" (Source: Williams Mendocino COE)	"Good" 92.03% (Source: Williams/FIT Report Mendocino COE 12/25)	Facilities rating "Good"	No difference
1.2	Fully Credentialed Teachers with “Clear” credential/ appropriately assigned	77.7% Teachers with “Clear” Credential (Source: 21-22 TAMO)	53.9% (Source: CDE Dataquest 22-23 TAMO)	58.6% Teachers with "Clear" Credential (Source: CDE Dataquest 23-24 TAMO)	100% Teachers with “Clear” Credential	-19.1% Increase in teachers with Clear Credentials up 4.7% from Year 1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CalSAAS Teacher Assignment Monitoring)					
1.3	Implementation and sustainability of academic content standards, as measured by the Local Indicator Rubric on the California Accountability Dashboard (Source: CA School Dashboard Local Indicators)	“Standard Met” As reported in the Local Indicators 2023 Dashboard	"Standard Met" As reported in the Local Indicators 2024 Dashboard	"Standard Met" As reported in the Local Indicators 2025 Dashboard	Maintain “Standard Met”	No difference
1.4	Access to standards-aligned curricular and instructional materials	100% Students with access to their own copies of standards-aligned instructional materials for use at school and at home for 2023	"Standard Met" As reported in the Local Indicators 2024 Dashboard	"Standard Met" As reported in the Local Indicators 2025 Dashboard	Maintain 100% students with access to their own copies of standards-aligned instructional materials as evidenced by Williams Review	No difference
1.5	Teacher perception survey of impact of standards-based professional development	Baseline to be established in 24-25	81.5% feels that staff at ROCS examines their own cultural biases through PD 99% agree that ROCS promotes personnel participation in decision making that affects school practices and policies	86% feel that staff at ROCS examines their own cultural biases through PD 100% agree that ROCS promotes personnel participation in decision making that affects school practices and policies	95% Agree that ROCS Faculty/Staff examine their own cultural biases through PD 100% Agree that ROCS promotes personnel participation in decision making that affects school practices and policies	Increased 4.5% but still -9% away from the goal Achieved +5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			48% want training in PBS and Classroom Management 41% want training in working with diverse groups 78% want training in Trauma Informed Practices 48% want training in social, emotional, and development needs 30% want training in creating a positive school climate	43% want training in PBS and Classroom Management 43% want training in working with diverse groups 71% want training in Trauma Informed Practices 57% want training in social, emotional, and development needs 43% want training in creating a positive school climate	Professional Development Needs (Will Vary)	
1.6	Sufficient technology to leverage digital learning platforms at school	1:1 devices for grades 3 through 8	100% grades 3-8 (Source: Local review of Tech sufficiency)	100% grades 3-8 (Source: Local review of Tech sufficiency)	Maintain sufficient technology in working order for teaching and learning	No difference
1.7	Student Access to Broad Course of Study (Source: CA School Dashboard Local Indicators)	100% Students have access to broad course of study “Standard Met” As reported in the Local Indicators 2023 Dashboard	"Standard Met" As reported in the Local Indicators 2024 Dashboard	"Standard Met" As reported in the Local Indicators 2025 Dashboard	Maintain 100% students with access to broad course of study	No difference
1.8	Dashboard Chronic Absenteeism Indicator (Source: CA School Dashboard)	2023 Dashboard 31% School "Red" 26.9% White “Orange” 31.6% Hispanic	2024 Dashboard 17.5% School "Yellow" 22.6% Hispanic	2025 Dashboard 21.1% School "Red" 27.4% Hispanic "Red" 29.2% SED "Red"	CA Dashboard Chronic Absenteeism Indicator "Green"	School +.3.6% White +5.2% Hispanic +4.8% SED +5% EL -1.8% SWD +23.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		38.7% SED "No Color" 45.8% EL 42.1% Two+ 28.6% SwD	24.2% SED "Orange" 13.5% White "Yellow" "No Color" 33.3% EL 3.1% SWD 33.3% Two+ (Source: CAASPP / Dashboard 2024)	18.7% White "Red" 26.2% SWD "Red" "No Performance Color" African American Amerian Indian Asian 31.6% English Learners Foster Youth Long Term English Learners 18.2% Two or More Races (Source: CAASPP / Dashboard 2025)		Two or More Races -15.2%
1.9	Dashboard Suspension Indicator	2023 Dashboard 1.7% School "Orange" 1.7% Hispanic 1.4% White "Yellow" 0.8% SED "No Color" 0% EL 0% SwD 0% Two+	2024 Dashboard 1.2% School "Green" 2.5% SED "Orange" 1.6% Hispanic "Yellow" 1.3% White "Yellow" "No Color" 0% EL 3.1% SwD 0% Two+ (Source: Dashboard 2024)	2025 Dashboard 1.2% School "Yellow" Maintained 0% 1.3% White "Yellow" Maintained 1.6% Hispanic "Yellow" Maintained 2.5% SED "Yellow" Maintained 4.8% SWD "Orange" "No Performance Color"	CA Dashboard Suspension Rate Indicator "Green"	School - Maintained White - Maintained Hispanic - Maintained SED - Maintained EL No difference SWD +1.6% Two+ No difference EL - No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				African American Amerian Indian Asian English Learners 0% Maintained Foster Youth Long Term English Learners Two or More Races (Source: CA Dashboard 2025)		
1.10	Expulsion Rate	0% Expulsions (Source: Ed-data "Expulsion Rate" 2023)	0%	0% (ROCS Annual Report 2024-2025)	Maintain 0% expulsion rate	No difference
1.11	Student Surveys -Satisfaction/Happiness -Safety	2023-24 Student Surveys -Participation rate: Grade 5 (9 responses); -Connectedness: 5th Grade 77% -Safety 5th Grade 100% (Source: Local Survey, April 2024)	2024-25 Student Survey Participation Grade 5: 12 responses, up 3 from 23-24 Grade 7: 24 responses Satisfaction with School Experience: Grade 7: 50% (Very Satisfied/Satisfied) Happy at School: Grade 5: 58.3% (All or most of the time) Safety	2025-26 Student Survey Participation Grade 5: 13 responses, up 1 from 24-25 Grade 7: 18 responses Satisfaction with School Experience: Grade 7: 78% (Very Satisfied/Satisfied) Happy at School: Grade 5: 76.9% (All or most of the time)	Student Surveys -85% positive ratings on Satisfaction/Happiness -95% positive ratings on safety	5th Grade Satisfaction: 28% increase 7th Grade Happy At School: 18.6% increase 5th Grade Safe: 8.9% increase 7th Grade Safe: 4.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 5: 83.4% (All or Most of the Time) Grade 7: 62.5% (Very Safe/Safe) (Source: Local Survey, March 2025)	Safety Grade 5: 92.3% (All or Most of the Time) Grade 7: 66.6% (Very Safe/Safe) (Source: Local Survey, March 2026)		
1.12	Parent opportunities for input in decision-making	Opportunities held in 2023-24 for parent input: • Coffee with the Principal • Parent Council (monthly) • Zoom Office Hours • Grade level parent meetings	Decision-making: 80% feel that actively seeks the input of parents before making decisions.		Continue opportunities for parent engagement for decision-making Parent Surveys -90% Input in decision-making	Decisions -10%
1.13	Parent Surveys -Participation rate -Welcoming -Input in decision-making -Safety	2023-24 Parent Surveys (% agree) • Participation: 34 parents • Welcoming 94% • Input in decision-making 75% • Safety 94% (Source: Local Survey, April 2024)	2024-25 Parent Survey Participation: 56 responses (increase of 22 parents from 23-24) Welcoming: 89.2% feel that ROCS is a supportive and inviting place for students to learn Decision-making:	2025-26 Parent Survey Participation: 32 responses Welcoming: 87.5% feel that ROCS is a supportive and inviting place for students to learn Decision-making: 81.25% feel that actively seeks the input of parents	Parent Surveys -95% Welcoming -90% Input in decision-making -95% Safety	Welcoming: -1.7% Decision-making: 1.25% Safety: +.75%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			80% feel that actively seeks the input of parents before making decisions. Safety: 93% feel ROCS is a safe place for their child. (Source: Local Survey, March 2025)	before making decisions. Safety: 93.75 % feel ROCS is a safe place for their child. (Source: Local Survey, March 2026)		
1.14	Teacher Surveys -Professional support -Supports collegiality -Safety for staff	2023-24 Teacher Surveys (% Agree/Strongly Agree) -Participation: 12 teachers • Professional support 100% • Supports collegiality 100% • Safety 100% (Source: Local Survey, April 2024)	2024-25 Staff Survey Participation: 67.5 % of all Faculty and Staff Professional support: 99% agree that ROCS promotes personnel participation in decision making that affects school practices and policies Supports collegiality, has close, professional relationships with one another: 99%	2025-2026 Participation 14 responses out of all Faculty and Staff Professional support: 100% agree that ROCS promotes personnel participation in decision making that affects school practices and policies Supports collegiality, has close, professional relationships with one another: 100%	Staff Survey Professional Support: 100% Supports collegiality: 100% Safety: 100%	Promotes professional support = Met Supports collegiality - Met Safety - Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Safety (safe place for students and staff): 100% (Source: Local Survey, March 2025)	Safety (safe place for students and staff): 100% (Source: Local Survey, March 2026)		

Goal Analysis [2025-26]

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

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

River Oak Charter School maintained safe and clean facilities, while continuing to make improvements to our school facilities. In this school year we worked on completing a new kitchen and created a "Secret Garden" for our TK/K students. We opened a new, larger garden area for our students. Long term plans are being discussed for what to do with the older modulars. This year was our second year of our new TK classroom, which has been well attended and a great success. In addition, it is our second year of our Independent Study program, currently enrolled at 15 students. River Oak continues to work with teachers to help them achieve the necessary credentialing required to work in a TK-8 environment, which included hiring an onsite mentor. The school administrator has been working closely with both the North Coast School of Education, Sonoma State, and the Mendocino County Office of Education to help teachers achieve the appropriate credentials. We will continue this work into the 2026-2027 school year, as we continue to work with interns and teachers working to clear their credentials. River Oak has had an intensive Williams Act Review conducted for the last three years, and will continue into the next three years. In all reviews, we were found to have a sufficient amount of high quality curriculum, books, and supplies for our students. Parent particiipation in the Coffee with the Principal and LCAP meetings was low, so we are trying to determine how to increase engagement in these areas. This year the Principal/Superintendent switched times around to accommodate morning or after school. Parents at ROCS volunteer heavily in the classroom and onsite, but less with administrative tasks. ROCS continues to work to lessen suspensions as a discipline alternative in a variety of ways, such as increasing our therapist hours, use Parentsquare for communication throughout the day, and added paraprofessional supports throughout the school. One change to our planned actions is to hire an onsite School Psychologist for the 2026-2027 school year to better meet the needs of our students.

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

No material differences between budgeted expenditures and estimated actuals through June 30, 2026.

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

Unfortunately we found our Chronic Absenteeism rates to continue to increase post COVID. Our Suspension rates maintained in the 2025-2026 school year, with suspensions not being of great concern as Alternatives to Suspension are used as often as possible. Ways to improve Chronic Absenteeism is being explored with this year being the first year we use Parentsquare to communicate regarding Attendancel. We have been able to consistently send out Truancy and Absenteeism notices with ease through Parentsquare Attendance. Parent Communication and Engagement has maintained, as evidenced by the use of Parentsquare and the Healthy Family Surveys. Attendance of parent meeting to work on the LCAP and/or collaborate on administrative tasks has been low. We introduced Lunch Clubs that were very popular, and are looking to increase this in the 2026-2027 school year. Attendance of Class Parent Meetings varies by the different grade levels. Parents were able to participate in a wide variety of activities both on and off campus.

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.

In 2025-2026, we worked with SELPA to add in person SPED services in place of online services. It has been successful, although we are now choosing to hire our own School Psychologist instead of contracting for outside services. We will continue to contract with MCOE for Nursing, OT, Speech, Behavioral Therapy, and any other services that may be needed. We chose to alternate parent meeting times so more parents could attend. In 2025-2026 we worked with Parentsquare to help combat Chronic Absenteeism, as the systems we have had in place (letters mailed) has not proven effective. In 2025-2026, we worked with Edtec towards analyzing our testing data, and we added ELPAC in addition to NWEA/MAP and CAASPP. This allows Academic presentations to the Faculty, Charter, and Parent Councils to be made with ease. We worked with Parentsquare, our parent communication system, to work with families on reducing Chronic Absenteeism challenges. This will be in place of the outdated letters that have proven ineffective. Our Chronic Absenteesm rates increased in 2025-2026.

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	Safe, secure and well maintained facility	Maintain physical plant that is safe, clean, and properly resourced to instill pride in all school community members. Custodial staff will ensure facilities are clean and maintained in good repair through daily checks. Any deficiency will be reported in a timely manner and remedied within a reasonable timeframe. Using the CDE's Facilities Inspection Tool (FIT), annual review >90% of items meeting the "good" standard or better	$88,732.00	No
1.2	Classified/Certificated Staff and	Recruit and maintain credentialed classroom teachers, intervention assistants/paraeducators to support students not meeting standards and use them as targeted support in the afternoons. Maintain administration	$2,692,785.00	No Yes

Action #	Title	Description	Total Funds	Contributing
	Instructional Leadership	and support staff to ensure smooth operation and oversight of the educational program. As the enrollment profile is transitioning and the increasing focus on the CA Dashboard student achievement on CCSS standards, the instructional leadership will focus on maintaining fidelity to the Waldorf educational tenets while also increasing the knowledge and capacity of teachers to address state-standards and students performing below the "met/exceeded" standard on SBAC and CAST. Additionally, support for leadership on analysis of state-level data and accountability planning.		
1.3	Curricular Materials (including licenses for digital access) and State-verified data source for assessments	Provide teachers and students with the necessary standards-based curricula across the core and supplemental instructional materials to ensure all students have access to grade-level content. Additionally, provide integrated technology resources/platforms to improve writing skills across the content areas as well as for secondary success. School-wide.Statewide assessments administered 3xs/year in English/language arts and mathematics using verified data source to monitor student growth and progress.	$14,746.00	No
1.4	Parent Communications & Engagement	Maintain consistent communication with families through the use of a high quality communication system that includes translation (Parentsquare); online school newsletter; maintain school website with updated/current information and documents for parents/guardians. Offer parent education nights as point of access for families about school and engage in the community. Continue Positive Parenting program to our families. Maintain opportunities for parent to engage by helping at school and encourage participation with incentives for volunteers. In addition, invite all family members to volunteer at events, in the classroom and across campus in areas such as recess and traffic patrol.	$4,100.00	No
1.5	Positive Behavior Interventions & Supports	Implement a PBIS framework, systems of support such as counseling services and academic interventions, as well as professional development for staff to understand and implement these strategies to create a better climate.		No

Action #	Title	Description	Total Funds	Contributing
		Staff will utilize the climate coach and other resources from the county office of education, as well as have opportunities for trainings such as PBIS strategies, UDL and MTSS (to name a few).		
1.6	Social Emotional Learning	Provide Social and Emotional Learning (SEL) instruction and examine instructional materials in this area, such as toolbox and zones of proximal development. School will provide Professional Development for teachers including MTSS training for a better climate, gender inclusivity and welcoming school environment. Training in working with students using de-escalation strategies and Restorative Justice practices. Provide ongoing professional development towards staff, student and community climate goals regarding SEL such as reflection, repair, and other positive communication strategies. ROCS will partner with the California Learning Communities for School Success Program (LCSSP) Cohort 9 Consortium 2025-2028 in partnership with the Mendocino County Office of Education (MCOE) to provide experiential learning, health and safety training for outdoor environments & standards-aligned lesson structures to maximize student engagement.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through local formative assessments and state-mandated assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The prior LCAP which covered 2021-24, contained a broad goal "to improve student academic achievement in reading." The new goal now includes the expectation of annual growth using both verified data and state assessments. The state metric of ELA CAASPP was included, however, as we seek to demonstrate growth annually as measured by NWEA MAP Reading, we expect this growth to impact growth on the Dashboard English/Language Arts Indicator which measures "Distance from Standard". As a public charter school, the renewal of the charter under AB1505 uses the language of DFS and is directly correlated to closing gaps in student achievement. While "Meets/Exceeds Standard" used for CAASPP results remains important, the new goal and metrics provide a focus on the impact of the instructional program to increase student achievement at standard as a school and with student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Verified Data Source - NWEA MAP Growth in Reading (Source: NWEA MAP Platform)	NWEA conducted a norming study in 2020 to determine the typical RIT score growth students make between administrations (Fall to Winter, Winter to Spring, Fall to Spring, Fall to Fall, etc.). The expected growth is different for each student depending on	Fall to Fall Reading Growth (2024-2025) Fall to Fall Growth Target by Grade Level. The aim is over 50% of students to meet annual growth targets each year.	Fall to Winter Growth 2025-2026 Reading Fall to Winter Growth Target by Grade Level. The aim is over 50% of students to meet annual growth targets each year.	Fall 2026-27 Reading 3-8 65% 3 45% 4 75% 5 75% 6 75% 7 75% 8 75%	3-8 38%-48%--60% 3 27%- --41% 4 30%-38%-88% 5 52%-48%-48% 6 33%-50%-69% 7 50%-60%-50% 8 38%-48%-57% All Grades

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		various criteria (starting RIT level, grade, subject, etc.). The graph below shows the percentage of students who met their pre-test to post-test growth targets for each grade level and subject area. Winter 2024-2025 Reading Met 3-8 38% 3 27% 4 30% 5 52% 6 33% 7 50% 8 38%	Met 3-8 48% 3 4 38% 5 48% 6 50% 7 60% 8 48% 2024-2025 All Grades Median growth percentile: 49th (yellow) Median winter achievement percentile: 48th (yellow) Grade 3 Median growth percentile: 32nd (orange) Median winter achievement percentile: 41st (yellow) Grade 4 Median growth percentile: 47th (yellow) Median winter achievement	3-8 60% 3 41% 4 88% 5 48% 6 69% 7 50% 8 57% 2025-2026 All Grades Median growth percentile: 62nd (green) Median winter achievement percentile: 56th (yellow) Grade 3 Median growth percentile: 40th (orange) Median winter achievement percentile: 47th (yellow) Grade 4 Median growth percentile: 77th (green) Median winter achievement percentile: 66th (green)		Median growth percentile: +13 Median winter achievement percentile: +8 Grade 3 Median growth percentile: +8 Median winter achievement percentile: +6 Grade 4 Median growth percentile: +30 Median winter achievement percentile: +34 Grade 5 Median growth percentile: -15 Median winter achievement percentile: -26 Grade 6 Median growth percentile: +16 Median winter achievement percentile: maintained Grade 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			percentile: 32nd (orange) Grade 5 Median growth percentile: 59th (yellow) Median winter achievement percentile: 73rd (green) Grade 6 Median growth percentile: 52nd (yellow) Median winter achievement percentile: 71st (green) Grade 7 Median growth percentile: 60th (yellow) Median winter achievement percentile: 73rd (green) Grade 8 Median growth percentile: 49th (yellow) Median winter achievement percentile: 43rd	Grade 5 Median growth percentile: 44th (yellow) Median winter achievement percentile: 47th (yellow) Grade 6 Median growth percentile: 68th (green) Median winter achievement percentile: 71st (green) Grade 7 Median growth percentile: 55th (yellow) Median winter achievement percentile: 65th (green) Grade 8 Median growth percentile: 60th (yellow) Median winter achievement percentile: 66th (green)		Median growth percentile: -5 Median winter achievement percentile: -8 Grade 8 Median growth percentile: +11 Median winter achievement percentile: +23

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			(yellow) For 2024-25 • Term Rostered: Winter 2024-2025 • Start Term: Fall 2024-2025 • End Term: Winter 2024-2025	For 2025-26 • Term Rostered: Winter 2025-2026 • Start Term: Fall 2025-2026 • End Term: Winter 2025-2026		
2.2	Dashboard English Learner Progress Indicator (ELPI) (Source: CA School Dashboard)	50% English learners making progress towards English language proficiency 2023	33.3% English learners making progress towards English language proficiency 2024 (Source: 2024 CA Dashboard)	37.5% English learners making progress towards English language proficiency 2025 - increase 4.2% Hispanic -46.2 DFS - maintained 0.5 pts. (Source: 2025 CA Dashboard) 7.3% EL IFEP 4.9% RFEP 1.6% (Source: Dataquest 24-25)	>55% English learners making progress towards language proficiency	English learners making progress +4.2%
2.3	Dashboard English/Language Arts Indicator	2023 CA Dashboard ELA “Yellow” School -14.2 DFS	2024 CA Dashboard ELA “Orange” School -21.4 DFS	2025 CA Dashboard ELA “Yellow” - Increased 15.3 pts	CA Dashboard English/Language Arts Indicator "Green"	School -6.2 DFS in 2025 reduced from -21.4 DFS in 2024

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(Source: CA School Dashboard)	Hispanic -20.8 DFS SED -27.3 DFS White -12.5 DFS "No Color" EL -47.6 DFS SWD -129.4 DFS	Hispanic -40 DFS SED -47.1 DFS White -18.8 DFS "No Color" EL -66.1 DFS SWD -100.7 DFS	School -6.2 DFS Hispanic -40.7 DFS Maintained Orange SED -28.2 DFS Yellow Increased 19 pts White - 8.7 Above Standard Green DFS - increased 27.5 pts EL No Performance Color -77 DFS, Declined 10.9 pts SWD NO Performance Color -80.1 DFS, increased 20.6 pts		
2.4	Reclassification Rate	9.09% Reclassification Rate (EL to RFEP Rate) (Source: 2022-23 local data)	10% Reclassification Rate (Source: CALPADS reported 2023-24 Reclassification Rate)	2024-2025 Reclassification Rate was 4.76%. Reclassification is the process whereby a student is reclassified from EL status to Fluent English Proficient (RFEP) status.	11% Reclassification Rate State 13% 2023	5.24% decrease in Reclassification rate

Goal Analysis [2025-26]

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

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

We began the year with a new reading program called UFLI, or University of Florida Literacy Institute. We had a trainer come to River Oak in 24-25 and 25-26. ROCS continued to employ a Reading Specialist to work with students one on one or in small groups. Although we hired a Learning Coordinator to monitor the academic growth of our students, this position transitioned to an onsite Math Tutor in 2025-2026. We will continue to engage in NWEA MAP Assessments two times per year, and state assessments one time per year.

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.

No material differences between budgeted expenditures and estimated actuals through June 30, 2025.

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

One area of need is an EL Coordinator to monitor students' progress towards the Common Core and ELD standards. We have yet to match a staff member with this role, and are hoping to place a new staff member in this role in 26-27. We are working closely with MCOE on consistent training over a two year time period. Teachers are diving into the ELD standards and how to use Waldorf teaching practices to meet the needs of our English Learners.

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

We will continue to work with the UFLI trainer to educate teachers on best practices in reading practices. We will continue to monitor the progress of the implementation of UFLI over time, as this was the first year implementing this new program and it is early to rate the success of the program. It is essential to monitor the academic progress of our students, as we saw a dip in scores in 4/6 grade levels (according to NWEA MAP Data 2024-2025).

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	Focused Literacy Program	LCFF targeted student groups work outside of the general education classroom with the Reading Coordinator. Grades 3-8 receive supplemental reading platform to address individualized needs to improve Reading Comprehension and Fluency.	$56,455.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		Students may attend our after school program to obtain Homework Help. Students receive supports from a paraprofessional in the classroom.		
2.2	Tier 1 - Instruction	Students receive instruction from the teacher using Reading Curriculum including Scope and Sequence Grades 3-8 receive supplemental reading platform to address individualized needs to improve Reading Comprehension and Fluency. Students may attend our after school program to obtain Homework Help. Students receive supports from a paraprofessional in the classroom.		No
2.3	Tier 2 Intervention	The Testing Coordinator will conduct analyses of assessment data and provide teacher professional development on the use of data to increase student growth in English/Language Arts. Students will be identified for interventions based on available data as a Tier 2 support. Students may receive assistance from a paraprofessional inside and/or outside of the classroom. Reading Support Coordinator will provide instruction using targeted reading curriculum outside of the classroom. Tutoring provided by teacher after school for Tier 2 interventions. Students receive support from the EL Coordinator with one on one or small group reading instruction. Homework Help provided at no cost to Unduplicated Students.	$12,169.00	No Yes
2.4	Tier 3 Targeted Supports	Students may work outside of the general education classroom with the Reading Coordinator or Educational Specialist. Grades 3-8 receive supplemental reading platform to address individualized needs for reading. Homework Help provided at no cost to Unduplicated Students. Students receive supports from a paraprofessional inside or outside of the classroom. Students are assessed on a deeper level to determine specific areas of need. Students receive support from the EL Coordinator with one on one or small group reading instruction.	$8,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All students will demonstrate growth towards meeting or exceeding math and science standards as demonstrated through local formative assessments and state-mandated assessments.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The prior LCAP which covered 2021-24, contained a broad goal "to improve student academic achievement in mathematics." The new goal now includes the expectation of annual growth using both verified data and state assessments. The state metric of math CAASPP was included, however, as we seek to demonstrate growth annually as measured by NWEA MAP Mathematics, we expect this growth to impact growth on the Dashboard Mathematics Arts Indicator which measures "Distance from Standard". As a public charter school, the renewal of the charter under AB1505 uses the language of DFS and is directly correlated to closing gaps in student achievement. While "Meets/Exceeds Standard" used for CAASPP results remains important, the new goal and metrics provide a focus on the impact of the instructional program to increase student achievement at standard as a school and with student groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3.1 - Verified Data Source - NWEA MAP Growth in Mathematics (Source: NWEA MAP Platform)	NWEA conducted a norming study in 2020 to determine the typical RIT score growth students make between administrations (Fall to Winter, Winter to Spring, Fall to Spring, Fall to Fall, etc.). The expected growth is different for each student depending on various criteria (starting	Fall to Fall Math Growth (2024-2025) MATH Fall to Fall Growth Target by Grade Level. The aim is over 50% of students to meet annual growth	Fall to Winter Growth (2025-2026) MATH Fall to Winter Growth Target by Grade Level. The aim is over 50% of students to meet annual growth targets each year.	MATH 3-8 75% 3 65% 4 75% 5 75% 6 75% 7 75% 8 75%	Difference From Baseline: Winter/Fall/Winter MATH K-8 55%-43%-62% 3 62% 36% 4 43%-54%-85% 5 70%-40%-46% 6 54%-62%-54% 7 52%-32%-83% 8 44%-35%-64%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		RIT level, grade, subject, etc.). The graph below shows the percentage of students who met their pre-test to post-test growth targets for each grade level and subject area. Winter 2024-2025 Math Met 3-8 55% 3 62% 4 43% 5 70% 6 54% 7 52% 8 44%	targets each year. Met 3-8 42% 3 4 54% 5 30% 6 62% 7 32% 8 35% 2024-2025 All Grades Median growth percentile: 52nd (yellow) Median winter achievement percentile: 56th (yellow) Grade 3 Median growth percentile: 52nd (yellow) Median winter achievement percentile: 48th (yellow) Grade 4 Median growth percentile: 31st (orange) Median winter	3-8 62% 3 36% 4 85% 5 46% 6 54% 7 83% 8 64% 2025-2026 All Grades Median growth percentile: 62nd (green) Median winter achievement percentile: 53rd (yellow) Grade 3 Median growth percentile: 31st (orange) Median winter achievement percentile: 33rd (orange) Grade 4 Median growth percentile: 87th (blue) Median winter achievement percentile: 71st (green)		Difference All Grades Median growth percentile: +10 Median winter achievement percentile: -3 Grade 3 Median growth percentile: -21 Median winter achievement percentile: -15 Grade 4 Median growth percentile: +56 Median winter achievement percentile: +31 Grade 5 Median growth percentile: -23 Median winter achievement percentile: -12 Grade 6 Median growth percentile: +2 Median winter achievement percentile: -15

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			achievement percentile: 40th (orange) Grade 5 Median growth percentile: 66th (green) Median winter achievement percentile: 53rd (yellow) Grade 6 Median growth percentile: 52nd (yellow) Median winter achievement percentile: 69th (green) Grade 7 Median growth percentile: 53rd (yellow) Median winter achievement percentile: 62nd (green) Grade 8 Median growth percentile: 41st yellow Median winter achievement	Grade 5 Median growth percentile: 43rd (yellow) Median winter achievement percentile: 41st (yellow) Grade 6 Median growth percentile: 54th (yellow) Median winter achievement percentile: 54th (yellow) Grade 7 Median growth percentile: 76th (green) Median winter achievement percentile: 73rd (green) Grade 8 Median growth percentile: 60th (yellow) Median winter achievement percentile: 67th (green)		Grade 7 Median growth percentile: +23 Median winter achievement percentile: +11 Grade 8 Median growth percentile: +19 Median winter achievement percentile: -2

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			percentile: 69th (green) Source: NWEA MAP School Profile Growth and Achievement For 2024-25 • Term Rostered: Winter 2024-2025 • Start Term: Fall 2024-2025 • End Term: Winter 2024-2025	Source: NWEA MAP School Profile Growth and Achievement For 2025-26 • Term Rostered: Winter 2025-2026 • Start Term: Fall 2025-2026 • End Term: Winter 2025-2026		
3.2	Dashboard Mathematics Indicator (Source: CA School Dashboard)	2023 CA Dashboard “Yellow” School -32.9 DFS Hispanic -47.7 DFS SED -55.3 DFS White -27.7 DFS EL -100.1 DFS SwD -127.1 DFS	2024 CA Dashboard “Yellow” School -27.7 DFS Hispanic -46.7 DFS SED -64.7 DFS White -18.9 DFS EL -61.5 DFS SwD -122.3 DFS	2025 CA Dashboard “Orange” School -26.4 DFS Maintained 1.3 pts Hispanic -46.2 DFS Maintained 0.5 pts SED -45.2 DFS Increased 19.5 pts	CA Dashboard Mathematics Indicator "Green"	School +1.3 DFS points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				White -12.1 pts DFS, increased 6.8 pts EL -46.5 DFS Increased 15 pts SwD -104.6 DFS Increased 17.8 pts		
3.3	CAST - CA Science Test - Grades 5 & 8 (Source: CDE CAASPP)	2023 CA Science Test Results 30.18% Met/exceeded 45.31% White 18.88% Hispanic 19.32% SED 2.32% EL 8.7% SWD	2024 CA Science Test Met/Exceeded & DFS School 35.29% (-7.1 DFS) White 36.67% (-6.1 DFS) Hispanic 35.72% (-9.5 DFS) SED 21.74% (-16.4 DFS)	2025 CA Science Test ALL 61% Met/exceeded 37% Nearly Met 2% Not Met SED 50% Met/Exceeded 45% Nearly Met 5% Not Met School 63.9 Science Pts, Blue, Increase 6.5 pts SED 57.5 Science Pts, increase of 11.7 pts White 61.9 Science Pts Increase of 3.5 pts (SOURCE: CA Dashboard 2026)	75% meeting/exceeding on CAST	School +25.71% Met/Exceeded

Goal Analysis [2025-26]

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

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

The Learning Support Coordinator morphed into two different position mid year into a Testing Coordinator and a Math Tutor position for our upper grades. The Testing Coordingator has been successful at the coordinating all of the assessments, including MAP/NWEA and CAASPP. We were able to have the scores analyzed by EdTec, which was also new for ROCS last year. This year we added the ELPAC to be analyzed by EdTec. Results were shared across stakeholder groups throughout the year. More work needs to be done to ensure students are getting academic needs met based on test score analyses. Science was a great area of success, so we reflect on all areas to see how we can continue to grow in teaching the NGSS. Engagement of our 5th graders in the County and State Science Fairs has been of great benefit to our students.

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

No material differences between budgeted expenditures and estimated actuals through June 30, 2026.

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

With regard to Special Education services, we moved away from online services and move towards in person. Tiered math classes in the upper grades are necessary as the range of learning needs increases: from students with learning challenges to students who are highly gifted in math. Students are often split into smaller groups supported by our Special Educator, Lead Paraprofessional, and Math Tutor. All of these supports have led to the success of our students in the areas of Math and Science. ROCS has yet to successfully implement an EL Coordinator position, although we have engaged teachers in multiple trainings surrounding EL's and will continue into the 2026-2027 school year.

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

EdTec testing analysis services increased to include the ELPAC.Paraprofessional supports as well as monthly trainings to help them best support students in the classrooms. An upcoming change will be looking at the math curriculum in the 1st - 4th grades, to find a curriculum that more closely aligns with MidSchool Math and Waldorf methodologies. Our 5th - 8th grade teachers have found this program to be successful and that it aligns with our teaching philosophies. Some programs we are looking at are Singapore Math and Envision Math.

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	Tier 1 Instruction	Students receive daily mathematics instruction in all grade levels. Math instruction will be supported with a Testing Coordinator and/or Math Tutor during or after school. Students may receive assistance from paraprofessional support in the classroom.		No
3.2	Tier 2 Intervention	Provide early intervention based on common assessment results, using on site NWEA MAP Math assessment and IXL Diagnostics. Data from these platforms will be analyzed by the Testing Coordinator to determine the appropriate intervention to be conducted. Students will engage in flexible groupings based on need. After school support for students not meeting standards as targeted support in the afternoons by Credentialed Teachers as well as small group instruction during the day. Students may be offered free after school care with Homework Support provided at no cost to Unduplicated Students. Paraprofessional support is available in the classroom. Students receive support from the EL Coordinator and/or after school support staff with one on one or small group math support.	$41,083.00	No Yes
3.3	Tier 3 Intensive Supports	Students may be assessed by the Special Education Coordinator and receive one on one or small group instruction outside of the general education setting. Students may receive modified or accommodated curriculum. Students may receive support from a paraprofessional outside or inside the classroom setting. Students may receive support from the Lead Paraprofessional SPED inside or outside of the Resource Room. Students receive support from the EL Coordinator with one on one or small group math instruction. Students may be offered free after-school care with Homework Support provided at no cost to Unduplicated Students.	$34,524.00	No Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Math Publisher Professional Development	There is a need to provide continued in depth professional development on effective use of the programs to address the diverse needs of our students (e.g., SED, EL, SwD). Focus will include differentiation to support growth of student achievement.		No Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$237,028	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.627%	0.000%	$0.00	8.627%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Classified/Certificated Staff and Instructional Leadership **Need:** The high needs of EL, foster, SED, and Special Education students requires the school maintain effective staffing levels and supportive leadership to address students' academic and social-emotional needs. All staff members must possess professional expertise	The action will be principally directed to meet the needs of the LCFF students groups as we focus on increasing teachers knowledge and effectiveness in addressing gaps in student learning that persist since the pandemic. The action is being provided on a schoolwide basis as students who are not part of the LCFF-targeted student groups are also still dealing with the residual effects of pandemic era learning loss.	Teacher attendance, teacher observations, teacher engagement in professional development, teacher retention

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
	to support the wide range of needs presented by students who come from neighboring Title I feeder schools. **Scope:** Schoolwide		
2.1	**Action:** Focused Literacy Program **Need:** Students are below grade-level in reading as evidenced by teacher observation (K-2), NWEA MAP and CAASPP scores (grades 3-8). It is necessary to provide these students with more targeted accelerations in ELA to improve their growth in reading and in order to access grade-level standards. **Scope:** Schoolwide	English learners, foster youth, SWD and SED are the most vulnerable academically which requires targeted support. Since the pandemic these student groups are particularly in need, but additional students not part of the UDP also benefit from access to the targeted ELA support.	Teacher observations in K-2, New DIBELS Scores, NWEA MAP growth Score Report, IXL Diagnostics, CAASPP Scores
2.3	**Action:** Tier 2 Intervention **Need:** Students are below grade-level in reading as evidenced by teacher observation (K-2), NWEA MAP and CAASPP scores (grades 3-8). It is necessary to provide these students with more targeted accelerations in ELA to improve their growth in reading and in order to access grade-level standards. The Reading Coordinator provides group level support to identified students in grade levels 3-8.	English learners, foster youth, SWD and SED are the most vulnerable academically which requires additional differentiated targeted support.	NWEA MAP Reading Growth Report, Teacher observations in K-2, New DIBELS Scores, IXL Diagnostics, CAASPP Scores

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		
2.4	**Action:** Tier 3 Targeted Supports **Need:** Students are below grade-level in reading as evidenced by NWEA MAP and CAASPP scores (grades 3-8). It is necessary to provide these students with individualized interventions in ELA to improve their growth in reading and to access grade-level standards. The Reading Coordinator provides pull-out support to identified students in grade levels 3-8. This is the first year we assessed our K-2nd graders using DIBELS, a Dyslexia Screener. **Scope:** Schoolwide	English learners, foster youth, SWD and SED are the most vulnerable academically which requires additional differentiated targeted support.	NWEA MAP Reading Growth, Teacher observations in K-2, New DIBELS Scores, IXL Diagnostics, CAASPP Scores
3.2	**Action:** Tier 2 Intervention **Need:** Students are below grade-level in mathematics as evidenced by teacher observation (K-2), NWEA MAP and CAASPP scores (grades 3-8). It is necessary to provide these students with more targeted accelerations in math to improve their growth and in order to access grade-level standards. A math tutor provides support to identified	English learners, foster youth, SWD and SED are the most vulnerable academically which requires additional differentiated targeted support in math.	NWEA MAP Math Growth, CAASPP Math growth, Teacher observations in K-2, NWEA MAP growth Score Report, IXL Diagnostics, CAASPP Scores

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students in the upper grade levels. Credentialed Teachers Tutor students after school, and Unduplicated students receive free Homework Support in our after school program. **Scope:** Schoolwide		
3.3	**Action:** Tier 3 Intensive Supports **Need:** Students are below grade-level in mathematics as evidenced by teacher observation (K-2), NWEA MAP and CAASPP scores (grades 3-8). It is necessary to provide these students with individualized accelerations in math to improve their growth and in order to access grade-level standards. A math tutor provides support to identified students in the upper grade levels. Credentialed Teachers Tutor students after school, and Unduplicated students receive free Homework Support in our after school program. **Scope:** Schoolwide	English learners, foster youth, SWD and SED are the most vulnerable academically which requires additional individualized targeted support in math.	NWEA MAP Math Growth, CAASPP Math growth, Teacher observations in K-2, NWEA MAP growth Score Report, IXL Diagnostics, CAASPP Scores
3.4	**Action:** Math Publisher Professional Development **Need:**	The focus on extended professional development and curriculum in math will provide our teachers with the knowledge and tools to address academic needs of our expanding diversity in the student population, and improve academic outcomes in	Teacher participation in the the PD, ongoing math discussions in weekly staff meetings, teacher surveys, classroom observations,

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
	In meetings with the authorizer, ROCS has made outreach to increase the diversity of students enrolled to better reflect the community. NWEA MAP Math scores have been improving, but teachers expressed a need to learn more about the effective use of the curriculum in-person (virtual trainings had been provided during the pandemic). We have also discussed changing math curriculum in the 2026-2027 to better meet the needs of our diverse learners. **Scope:** Schoolwide	math for all students, especially for low-income, English learners, and dually identified students.	NWEA MAP Math, SBAC Mathematics

Limited Actions

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

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

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

No Actions Limited to Unduplicated Student Groups

Additional Concentration Grant Funding

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

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	1:13	NA
Staff-to-student ratio of certificated staff providing direct services to students	1:18	NA

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	2,747,672	237,028	8.627%	0.000%	8.627%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,707,465.00	$223,015.00	$500.00	$21,614.00	$2,952,594.00	$2,908,109.00	$44,485.00

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	Safe, secure and well maintained facility	All	No			All Schools		$80,093.00	$8,639.00	$88,732.00				$88,732.00	
1	1.2	Classified/Certificated Staff and Instructional Leadership	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income			$2,692,785.00	$0.00	$2,514,022.00	$178,763.00			$2,692,785.00	
1	1.3	Curricular Materials (including licenses for digital access) and State-verified data source for assessments	All	No			All Schools		$0.00	$14,746.00	$14,746.00				$14,746.00	
1	1.4	Parent Communications & Engagement	All	No			All Schools		$0.00	$4,100.00	$3,600.00		$500.00		$4,100.00	
1	1.5	Positive Behavior Interventions & Supports	All	No			All Schools									
1	1.6	Social Emotional Learning	All	No			All Schools									
2	2.1	Focused Literacy Program	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$56,455.00	$0.00	$34,841.00			$21,614.00	$56,455.00	
2	2.2	Tier 1 - Instruction	All	No			All Schools									
2	2.3	Tier 2 Intervention	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income			$12,169.00	$0.00		$12,169.00			$12,169.00	
2	2.4	Tier 3 Targeted Supports	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$0.00	$8,000.00	$8,000.00				$8,000.00	

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
3	3.1	Tier 1 Instruction	All	No			All Schools									
3	3.2	Tier 2 Intervention	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$32,083.00	$9,000.00	$9,000.00	$32,083.00			$41,083.00	
3	3.3	Tier 3 Intensive Supports	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		$34,524.00	$0.00	$34,524.00				$34,524.00	
3	3.4	Math Publisher Professional Development	Students with Disabilities English Learners Foster Youth Low Income	No Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools									

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,747,672	237,028	8.627%	0.000%	8.627%	$2,600,387.00	0.000%	94.640 %	**Total:**	$2,600,387.00
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$2,600,387.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Classified/Certificated Staff and Instructional Leadership	Yes	Schoolwide	English Learners Foster Youth Low Income		$2,514,022.00	
2	**2.1**	Focused Literacy Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$34,841.00	
2	**2.3**	Tier 2 Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income			
2	**2.4**	Tier 3 Targeted Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
3	**3.2**	Tier 2 Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$9,000.00	
3	**3.3**	Tier 3 Intensive Supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$34,524.00	
3	**3.4**	Math Publisher Professional Development	Yes	Schoolwide	English Learners Foster Youth	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,913,708.00	$2,912,608.00

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**	Safe, secure and well maintained facility	No	$61,420.00	$61,420
1	**1.2**	Classified/Certificated staff and Instructional Leadership	Yes	$2,687,884.00	$2,687,884
1	**1.3**	Curricular Materials (including licenses for digital access) and State-verified data source for assessments	No	$15,375.00	$15,375
1	**1.4**	Parent Communications & Engagement	No	$4,100.00	$3,000
1	**1.5**	Positive Behavior Interventions & Supports	No		
1	**1.6**	Social Emotional Learning	No		
2	**2.1**	Focused Literacy Program	Yes	$33,681.00	$33,681
2	**2.2**	Tier 1 - Instruction	No		
2	**2.3**	Tier 2 Intervention	Yes	$11,774.00	$11,774
2	**2.4**	Tier 3 Targeted Supports	Yes	$8,000.00	$8,000
3	**3.1**	Tier 1 Instruction	No		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.2**	Tier 2 Intervention	Yes	$79,773.00	$79,773
3	**3.3**	Tier 3 Intensive Supports	Yes	$11,701.00	$11,701
3	**3.4**	Math Publisher Professional Development	Yes		

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
223,784	$2,557,769.00	$2,557,769.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Classified/Certificated staff and Instructional Leadership	Yes	$2,510,332.00	$2,510,332		
2	2.1	Focused Literacy Program	Yes	$12,936.00	$12,936		
2	2.3	Tier 2 Intervention	Yes				
2	2.4	Tier 3 Targeted Supports	Yes	$8,000.00	$8,000		
3	3.2	Tier 2 Intervention	Yes	$14,800.00	$14,800		
3	3.3	Tier 3 Intensive Supports	Yes	$11,701.00	$11,701		
3	3.4	Math Publisher Professional Development	Yes				

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,561,907	223,784	0%	8.735%	$2,557,769.00	0.000%	99.838%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about 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 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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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