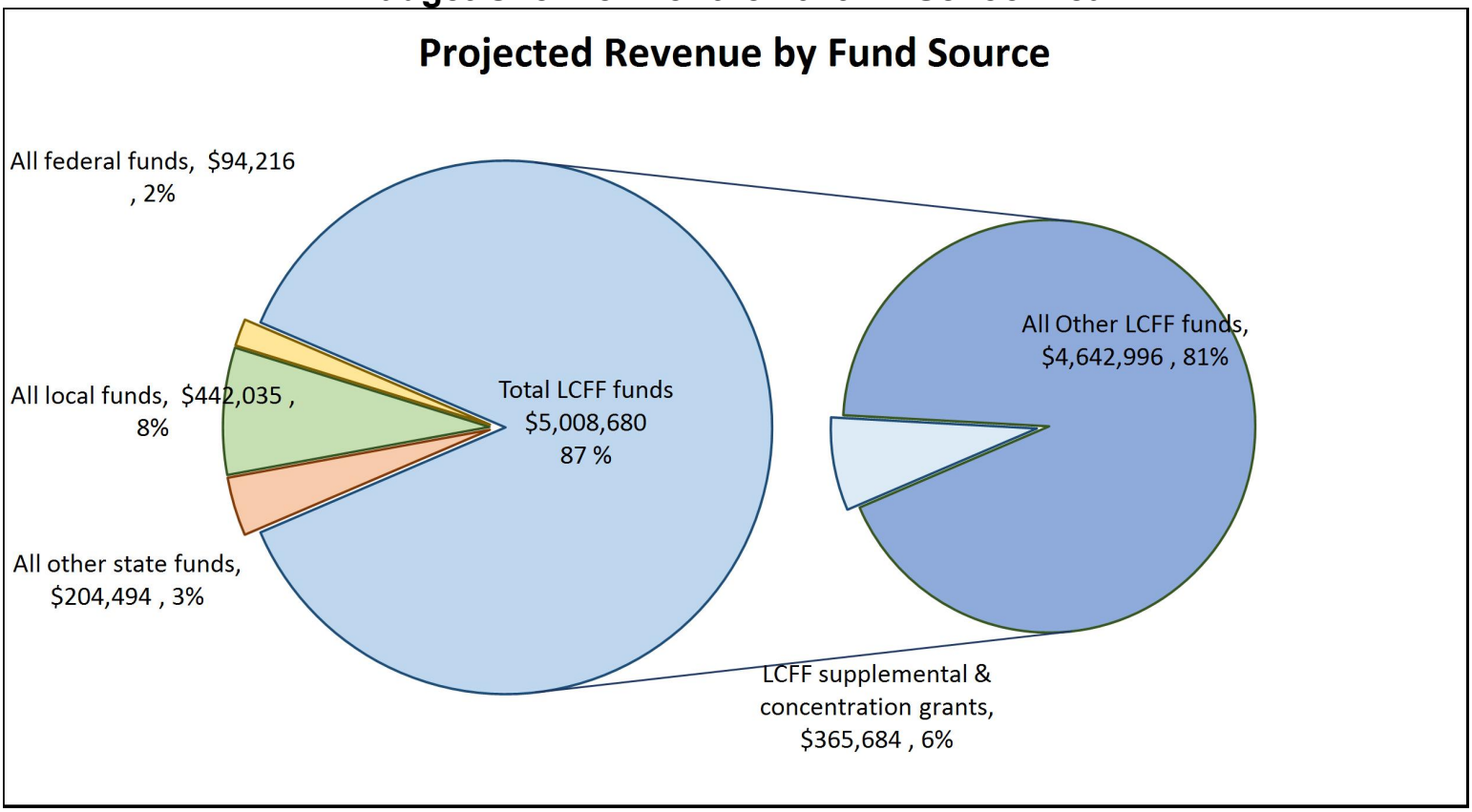
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Oaks Academy Charter School
CDS Code: 56-10561-0122713
School Year: 2026-27
LEA contact information:
Maria Montagne
Executive Director
Maria.montagne@roavc.com; 805-777-7999
(805) 777-7999

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

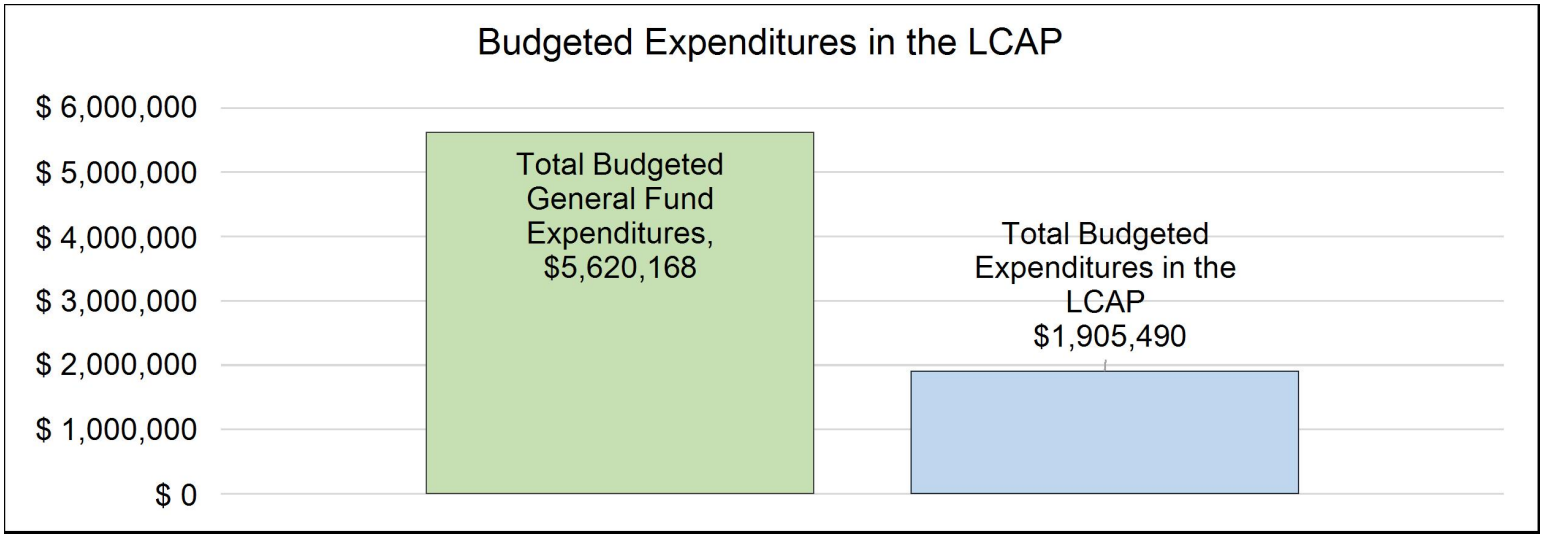


This chart shows the total general purpose revenue River Oaks Academy Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for River Oaks Academy Charter School is $5,749,425, of which $5,008,680 is Local Control Funding Formula (LCFF), $204,494 is other state funds, $442,035 is local funds, and $94,216 is federal funds. Of the $5,008,680 in LCFF Funds, $365,684 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 Oaks Academy 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 Oaks Academy Charter School plans to spend $5,620,168 for the 2026-27 school year. Of that amount, $1,905,490 is tied to actions/services in the LCAP and $3,714,678 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

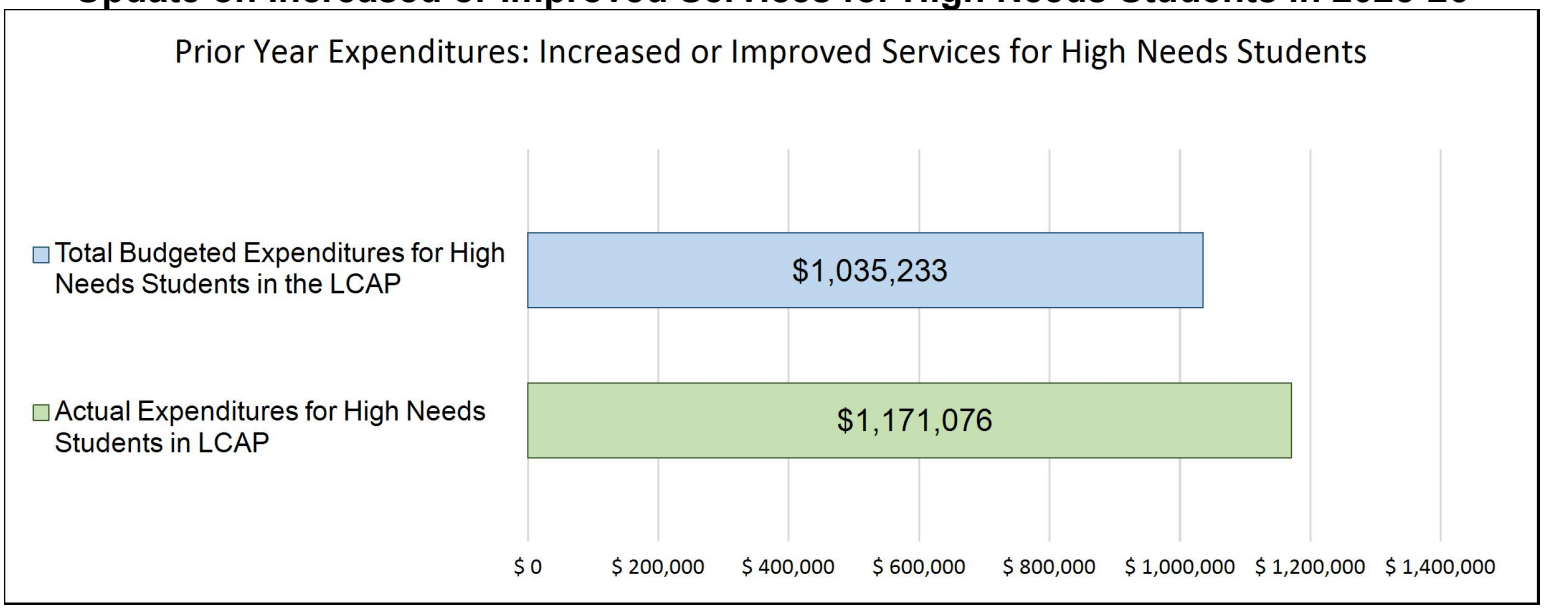
1. Salaries and benefits for certificated and classified employees
2. Instructional and administrative supplies
3. Non-capitalized equipment under $10,000
4. Staff Development
5. General Liability Insurance
6. Facility and Utility costs
7. Contracted instructional and administrative services
8. Depreciation
9. Other outgo including indirect costs charges

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

In 2026-27, River Oaks Academy Charter School is projecting it will receive $365,684 based on the enrollment of Foster Youth, English learner, and low-income students. River Oaks Academy Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. River Oaks Academy Charter School plans to spend $1,384,492 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 Oaks Academy 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 Oaks Academy 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 Oaks Academy Charter School's LCAP budgeted $1,035,233 for planned actions to increase or improve services for high needs students. River Oaks Academy Charter School actually spent $1,171,076 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 Oaks Academy Charter School	Maria Montagne Executive Director	Maria.Montagne@roavc.com (805) 777-7999

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 Oaks Academy Charter School is a non-classroom based program, focused on personalized learning for students from transitional kindergarten through 12th grade. We have about 340 students enrolled throughout the grade levels. We have two resource centers, one in Westlake Village and one in Oxnard, to better serve students in the county.

River Oaks Academy is founded on the belief that all children are born with the capacity for brilliance. Our mission is to help children find, nurture, and sustain the passion that will lead to their individual forms of brilliance. To this end, we offer a non-traditional TK-12 independent study, personalized learning program of individually designed curriculum and resources.

The structure of our school is quite different from what many have experienced in education. Our students are all taught in their own communities, primarily in their homes by their parents and guardians. Parents/guardians in our school are afforded the privilege and responsibility of facilitating their child’s education. As a school, we provide academic support, guidance, accountability, documentation, materials, resources, and assessments. We provide a credentialed teacher who develops not only a close relationship with the student and the parent/guardian, but also reviews the student's learning progress and creates the assignments for the upcoming learning periods. The relationship is cultivated over time and is one of utmost professionalism and respect.

The teacher is the pivotal point of contact between the school and the student. The parent provides the day-to-day instruction. The teacher meets frequently (often weekly, but at least once every twenty school days) with the student and the parent, and is responsible for the required documentation and paperwork.

Our students participate in a variety of academic and enrichment opportunities at our resource centers, virtually, and in the community. River Oaks Academy provides academic classes, enrichment workshops, tutoring, a study hall, wellness support, and social events. Students also participate in all state-mandated assessments, which include the CAASPP in English and Mathematics for 3rd-11th graders; the Physical Fitness Test for students in grades 5, 7, and 9; and the California Science Test for 5th, 8th, and high school students. Students in 3rd through 11th grade take our local assessment in Reading and Mathematics at least two times a year so we can monitor their academic progress throughout the year. Our kindergarten through 2nd-grade students take the state-mandated reading difficulty screener yearly.

River Oaks is an official College Board approved test center. We administer the PSAT and the SAT in the fall and in the spring. We are happy to make sure that all our high school students have the opportunity to take these important assessments free of charge and in a facility with which they are familiar.

We continue our extensive support in Mathematics by providing students with online Zoom Math classes, Math office hours, Math Demos, a focus room (study hall), tutoring, test prep, and a variety of other math support workshops. With that, our math levels continue to increase year after year. We received the California Distinguished School Award for 2023. We will continue to include this goal in our LCAP and provide these services to further improve our students' Math abilities.

We offer access to a wide range of UC-approved A-G courses, community college courses, and career and technical education courses, with graduation requirements that include our College and Career Seminar, designed to prepare students for success after graduation. Additionally, we provide Work Experience Education (WEE) for our working students. Our high school guidance counselor meets with high school students at least twice a year to ensure they remain on track with their academic plans and are aware of the school's resources and services. With over 170 A-G courses in our high school catalog, students have a broad selection to choose from, and we continue to expand the list each year.

River Oaks Academy offers a Learning for Mastery track for high school students that is focused on credit recovery. The Learning for Mastery track allows high school students to work independently on a virtual platform (Imagine Learning/Edgenuity); receive personalized attention from an assigned, fully credentialed teacher; and have access to tutoring and support in all subjects online. Students enrolled in our Learning for Mastery track are able to complete coursework on a flexible schedule, which allows them to focus on fewer credits during each learning period, resulting in the same amount of credits by the end of each semester. Our Learning for Mastery track starts on July 1st every year and runs for 175 days until May.

River Oaks successfully renewed our WASC accreditation and received a clear 6-year renewal, valid through June 2028. We also submitted a substantive change to accredit the entire K-12 program and not just the 9-12 high school program. That change has also been granted, and the entire program is now WASC-accredited through 2028. We are also NCAA-accredited, which allows our athletes to pursue Division 1 or 2 schools and has attracted many athletes to our program.

This year, River Oaks is proud to become a Purple Star school, demonstrating our commitment to meet the unique needs of military-connected students and their families.

Reflections: Annual Performance

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

River Oaks Academy (ROA)'s local assessment shows that the majority of students are performing at or near grade level, with gradual progress since the beginning of the academic year in both ELA and Math.

2025 CAASPP Scores: All 168 of our students participated in the state-mandated assessment, with 100% of the student population tested.

CA Dashboard:
The 2025 CA. Dashboard data reveals that overall, River Oaks students tested 14.8 points above the standard in English Language Arts (ELA), with 57% of our students meeting or exceeding the ELA state standards. A higher percentage of students continuously enrolled for more than one year at River Oaks Academy (ROA) met or exceeded the ELA state standards.
In the area of Mathematics, our students tested 21.9 points below the standard, with 51% of our students meeting or exceeding the Mathematics state standards. A higher percentage of students continuously enrolled for more than one year at ROA met or exceeded the Math state standards.

This year, the CDE released the student growth model, which allows us to see how our students have improved their scores since last year, which is different from achievement. The growth model shows that overall, 63.7% of our students had moderate growth in English Language Arts. The majority of our student groups also show moderate growth in ELA. However, our English Learners and our Students with Disabilities showed an average growth when compared to last year. In Mathematics, our students overall showed average growth, with 58.9% of our students improving their scores from last year. The most notable student group is our English Learners, who showed exceptional growth, followed by Socio-Economically Disadvantaged students, Hispanic students, and students of two or more races, who showed accelerated growth. Finally, our White students and our Students with Disabilities showed moderate growth when compared to last year's scores. Showing that we are closing the achievement gap.

Demographic Performance:
Hispanic students were in the orange category on the California State Dashboard for ELA and Math, with 42% meeting or exceeding the ELA standards, and 40% meeting or exceeding the Math standards.
Students in the Socio-Economically Disadvantaged pupil group were in the orange category for both ELA and Math, with 45% meeting or exceeding the ELA standards, and 45% meeting or exceeding the Math standards.
Students with Disabilities were in the red category for ELA and Math, with 18% meeting or exceeding the ELA standards, and 419% meeting or exceeding the Math standards.
In all other categories, ROA is in the green or blue range, meeting all the standards for Science, College/Career Readiness, Graduation rate, Chronic Absenteeism rate, and Suspension rate.

For the third year in a row, River Oaks Academy was placed in the "High" performance category for charter renewal, as indicated in the performance category data files.

Graduation Rate: 97.6% of our students graduated in the 2024-2025 academic year.

Ongoing Improvements and Academic Support:
While we are seeing growth, we continue to evaluate how to better support our student groups and provide a broader range of academic support. Our efforts include:

- The implementation of core synchronous Math and Science classes
- 1:1 tutoring, both in-person and virtual, for all subjects
- In-person, core academic subjects demonstrations to foster student interests and growth
- Focus Room (study hall) supervised by a credentialed teacher at each resource center
- School-wide test prep initiative using IXL for ELA and Math

We also ensure that all students have access to technology and connectivity, distributing Chromebooks and hotspots to those in need. Additionally, our students have consistent access to standards-aligned materials and resources.

Social-Emotional Learning and Student Wellness:
River Oaks takes students' social-emotional health seriously, understanding that the best learning occurs when we address the whole child. We offer a variety of services to support students with anxiety and other challenges. Our Social-Emotional Learning (SEL) program continues to grow, with two school psychologists, one licensed marriage and family therapist (LMFT), and four marriage and family therapy (MFT) interns staffing our wellness centers daily. We've also partnered with a local LMFT practice, which supervises the MFT interns and provides counseling for students with intensive school-based counseling needs outlined in their Individualized Education Programs (IEPs). Our Wellness Coordinator works closely with the MFT interns to provide wellness support for students experiencing anxiety, trauma, and other social-emotional wellness needs. Additionally, we offer daily Student Connect sessions at both enrichment centers for all middle and high school students. All students are welcome to drop into the wellness centers as needed.

Family and Community Engagement:
We value input from our educational partners and regularly conduct surveys to gather feedback on various areas, including school climate and suggestions for program improvement. Our coaching teachers hold regular meetings with families to identify their needs and collect input. The governing board meets monthly to review survey results, other important feedback, and daily activities at River Oaks Academy. This year, River Oaks Academy has implemented a student leadership team, which is a useful bridge between all students and school personnel.

LREBG Funds:
River Oaks Academy identified that we will have unexpended LREBG funds for the applicable LCAP year.

Goals and Action funded by LREBG: Goal 2, Actions 2.1

Rationale: Please refer to each goal to find an explanation of how the action is aligned with the allowable uses of funds identified in EC Section 32526(c)(2);

Reflections: Technical Assistance

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

n/a

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents Students Teachers Community Partners Parent Board Members Community Board Members Other staff members Administrators SELPA Administrators Foster Youth/Homeless Coordinator	• Regular parent/student/teacher meetings (at least once every 20 days)--feedback on academic program; expenditures, curriculum; resources; services; communication; wellness program; enrichment workshops; and events • ParentSquare communication for information dissemination • Social media posts for information dissemination • Wellness opportunities with MFT trainees • Regular staff and teacher meetings to review curriculum, instruction, and assessment data, discuss needs, and make adjustments • Monthly Board meetings--open to the public • Regular multiple annual surveys, including culture surveys; workshop surveys; teacher evaluation surveys; wellness survey; and annual improvement surveys • Open door policy with administration for feedback at all times • Budget Committee Meetings (3/year) • Consultation with our local SELPA partners

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

Priority #3 Parent Involvement/Engagement:

River Oaks benefits from extensive educational partner input due to the nature of its program. Parents are the academic facilitators and meet with their coaching teachers regularly. At the regular check-in meetings, coaching teachers and parents discuss academic and wellness progress as well as curriculum. Any parent's curriculum suggestion is relayed to the grade span cohort leads for evaluation and possible adoption. Furthermore, we continuously engage with our parents through our communication tool and app, ParentSquare.

Parents and students have an opportunity to meet with ROA's MFT interns to discuss academic and wellness topics, collaborate on issues they are struggling with, and get support.

Our staff meets monthly at our "CIA" meetings (Curriculum, Instruction, and Assessment), where a variety of topics are discussed, and teacher input is given and sought after. The grade span cohorts also meet monthly to discuss grade span topics. Our grade spans are: TK-4th, 5th-8th, and 9th-12th. Staff, in general, is extremely collaborative, and due to the nature of our program being a charter school, we can often implement ideas for improvement immediately, if necessary. The administrative team meets weekly.

Our Board meets monthly and includes two parent board members and two community board members. The board is actively involved in the fiscal and policy aspects of River Oaks and collaborates with the staff to make sure that these areas, as well as the educational goals, are all aligned. The board receives regular updates on all happenings at the school and participates in executing the school's mission and vision.

Families are surveyed at least twice a year on various topics, including school climate, workshop experience, staff satisfaction, and social-emotional well-being. Parents and students have access to the Director at all times through an "open-door policy" and take advantage of that access by interacting and bringing suggestions and input frequently. We also have a "suggestion box" in the front office, where parents, students, and other Educational Partners can leave notes with their input if they feel more comfortable doing that rather than taking advantage of the "open-door policy". The River Oaks LCAP Team presents the LCAP goals to a variety of educational partners, including parents.

The Budget Committee also includes a variety of educational partners, including teachers, a board member, an administrator, a parent and the CBO. The Budget Committee meets at least 2 times a year to discuss the financial aspects of the school and render input regarding any school-related expenditures.

Summary of Feedback from Educational Partners:

Parents' feedback is consistently valued and acted upon. Based on their input, we have expanded workshop options, added academic support opportunities, introduced new instructional materials, and adjusted workshop start times. Parents regularly meet with coaching teachers, where their feedback is sought for both individual student progress and overall program improvement. They are actively involved in creating personalized learning plans for their students.
Board members continue to provide input on maintaining and refining the school's mission and vision. Staff members contribute to shaping changes based on the latest educational research, methods, and technologies. Community members offer suggestions on classes, the Learning for Mastery program, and school facilities. We also continue to strengthen relationships with educational community partners and collaborate with the local SELPA in the development of the LCAP.

Aspects of the LCAP Influenced by Educational Partner Input:

Academic classes

Enrichment workshops
Transition to a more diverse and broadly accepted local assessment method
Length and start time of classes/workshops
Field trips and other activities
Academic and wellness support services
Curriculum and instructional materials
Budget allocations for additional resources
Technology integration
Flexibility in workshop delivery methods (including outdoor, virtual, and in-person options)
Facility location feedback
Policy development

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	ROA will support the social and emotional wellbeing of all students, families, and teachers through various methods of support, as well as offer educational opportunities for families focusing on positive parenting techniques and emotional regulation skills.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

River Oaks Academy has always focused on the whole child. As a personalized learning program, we have always addressed each child individually, worked with them on their personalized goals, and nurtured their social-emotional well-being.

As an alternative program, many students come to us because they are not comfortable in a traditional classroom setting for a variety of reasons. When those students find their way to River Oaks, they are often dealing with anxiety, depression, poor self-esteem, poor study skills, poor attendance, and lacking self-regulation skills.

For this reason, we implemented one action towards this goal in 2020/21. We continue to see an increased need in the social-emotional area with many students and families struggling with anxiety, depression, and other issues. We continue to add support for our students, staff, and families such as a Personal Development class for middle and high school students, study skills classes, courses in life skills, additional Student Connect opportunities, and several hours of MFT services for students who need more support than our school psychologist is trained to render.

We feel it necessary to continue to prioritize this goal and therefore are assigning this goal to be a progress goal. We continue to build this program at our school and have established new community partnerships with a local MFT Practice as well as local universities, such as Pepperdine University. These partnerships allow us to expand our SEL program and offerings for our students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Using the Panorama Education's Social Emotional Learning Survey we will see a progressive decrease in stress among our students.	New Baseline Data will be gathered at the beginning of the 24/25 school year by administering a new Panorama Education Social Emotional Learning Survey. 72% of responding students reported a positive status in Social Awareness, Emotional Regulation, Teacher-student relationships, and Sense of Belonging levels.	2025: Middle and high school students were administered the Panorama Education Social Emotional Learning Survey during the month of April. Over 77% of responding students reported a positive status in Social Awareness, Emotional Regulation, Teacher-student relationships, and Sense of Belonging levels.	Spring 2026: Middle and high school students were administered the Panorama Education Social Emotional Learning Survey. 82% of responding students reported a positive status in Social Awareness. 68% of responding students felt they had a strong ability to regulate their emotions. 89% of students reported having a strong relationship with their teachers and 80% of students felt a strong sense of belonging at ROA.	We will see a continuous improvement in the social-emotional well-being of our students and continue to build our SEL support and offerings.	Spring 2025: Our baseline data was taken from the beginning of the year using the Panorama Education SEL survey. 72% of responding students reported a positive status in Social Awareness, Emotional Regulation, Teacher-student relationships, and Sense of Belonging levels. We have seen a 5% increase in student's wellness. Spring 2026: Our baseline data was taken from the beginning of the 24/25 school year using the Panorama Education SEL survey. At that time, 72% of responding students reported a positive status in Social Awareness, Emotional

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Regulation, Teacher-student relationships, and Sense of Belonging levels. Currently, these levels increased in Social Awareness, Emotional Regulation, and Sense of belonging. There was a slight decrease in students reporting of their ability to self regulate.
1.2	Using the Panorama Education's Teacher and Staff Survey, data will show an increase in teacher participation of SEL professional development.	New Baseline Data will be gathered at the beginning of the 24/25 school year by administering a new Panorama Education Teacher and Staff Survey. 50% of teachers and staff have completed one or more professional development activities. 50% of teachers and staff reported that ROA has been extremely supportive of their growth as educators.	2025:Teachers were administered the Panorama Education Teacher and Staff Survey to obtain a baseline of their SEL activity at the beginning of the year. Results of those who participated in the survey gave us a baseline of the teachers' Social Emotional Learning professional development activity and how	Spring 2026: The 2026 end of school year survey revealed approximately 46% of teachers and staff completed one or more professional development activities throughout the year. 73% of teachers and staff feel that ROA has been extremely supportive of their growth as a teacher while 27% of teachers feel	We are looking for continued and steady teacher participation in SEL PD as shown on the Panorama Education's Teacher and Staff Survey.	Spring 2025: Our baseline data was collected at the beginning of the year using Panorama Education's Teacher and Staff Survey. By the end of the year, there was a 20% increase in the number of teachers and staff who completed an SEL professional development activity. Additionally, there was a 30%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			much SEL support the teachers were receiving from ROA. The end of year survey revealed a 20% increase, from 50% to 70%, of teachers and staff who have completed one or more professional development activities throughout the year. 80% of teachers and staff feel that ROA has been extremely supportive of their growth as a teacher while 20% of teachers feel that ROA has been quite supportive of their growth s a teacher.	that ROA has been quite supportive of their growth s a teacher.		increase in the number of teachers and staff who reported that ROA has been extremely supportive of their growth as educators. Spring 2026: Our baseline data was collected at the beginning of the 24/25 school year using Panorama Education's Teacher and Staff Survey. By the end of the 25/26 year, there was a 4% decrease in the number of teachers and staff who completed an SEL professional development activity. Additionally, there was a 23% increase in the number of teachers and staff who reported that ROA has been extremely supportive of their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						growth as educators.
1.3	Utilizing rosters and Google surveys, we will see an increase in families participating in our Parent Connect classes and benefiting from access to our monthly wellness newsletter and online virtual wellness center.	New Baseline Data will be gathered at the beginning of the 24/25 school year by administering a new Google survey.	2025:All enrolled families have been receiving ROA's monthly wellness email via Parent Square. We have not had enough interest in our Parent Connect classes to implement them at this time. ROA's virtual wellness centers continue to be available to all families 7 days a week. 16% of families have reported visiting the ROA Virtual Wellness Center. 51% of parents reported reading and enjoying the monthly wellness emails via Parent Square.	Spring 2026: All enrolled families have been receiving ROA's monthly wellness email via Parent Square. We have not had enough interest in our Parent Connect classes to implement them at this time. ROA's virtual wellness centers continue to be available to all families 7 days a week. 2.8% of families have reported visiting the ROA Virtual Wellness Center. 69% of parents reported reading and enjoying the monthly wellness emails via Parent Square.	Continue to see a steady interest in families participating in our Parent Connect classes and accessing our wellness newsletters as shown by class rosters and family surveys.	Spring 2025: 16% of families have visited the Virtual Wellness Center and 51% of families have utilized the activities included in the wellness emails sent out monthly. This data will be used as our baseline data going forward. Spring 2026: 2.8% of families have reported visiting the ROA Virtual Wellness Center, down from 16%. 69% of parents reported reading and enjoying the monthly wellness emails via Parent Square, up from 51%.

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.

ROA successfully implemented a Multi-Tiered System of Support (MTSS) to better meet the needs of our students. We expanded our counseling services to include wellness counseling for all general education students while continuing to provide counseling for special education students as indicated on their IEP or 504 plans.

Our Student Connect program grew significantly, with multiple sessions offered each day, Monday through Thursday, at both of our resource centers. We also maintained regular check-ins with teachers, students, and families to ensure ongoing support and communication.

Additionally, all students from Kindergarten through 8th grade received Scholastic Wellness Weekly Readers. The increase in Student Connect opportunities helped to meet the needs of middle and high school students effectively.

“Parent Connect” workshops were not implemented this year. Although discussed and scheduled, there were no parents/guardians interested in this opportunity.

All school staff were invited to participate in free one-on-one counseling with a Licensed Marriage and Family Therapist (LMFT), and many did take advantage of this service. Staff were also advised of multiple SEL professional development opportunities, and many staff members participated. Lastly, the leadership team kept an open-door policy year-round for staff to come in and receive support for themselves or to get support for their 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.

There were no material differences.

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

Our specific action items were very effective in working towards reaching our goal-

The implementation of our Multi-Tiered System of Supports (MTSS) ensured that academic, behavioral, and emotional needs were addressed at varying levels, helping to prevent failure and promote inclusivity. Counseling services directly supported students’ mental health, creating a foundation for better engagement and personal development. Expanding our comprehensive counseling programs allowed for early identification and intervention for issues impacting attendance and student wellness. The Scholastic Wellness Weekly Readers introduced students to social-emotional learning (SEL) topics, further promoting a positive mindset. One-on-one counseling with our MFT

interns provided personalized support to students with more intense emotional needs, helping them process challenges and stay focused on their education. Having Wellness Centers at both enrichment centers and a Virtual Wellness Center ensured that students had consistent access to mental health resources, whether in person or online, creating a safe space for emotional and academic support.

Monthly SEL handouts for families, discussed with coaching teachers, promoted consistent social-emotional learning support both at home and school, reinforcing emotional well-being. Virtual Wellness Centers extend access to mental health resources, offering students and families online support, reducing barriers to care. Regular meetings between students and coaching teachers helped build strong relationships, allowing for ongoing academic and emotional support, and ensuring that students' needs are proactively addressed. Together, these efforts created a comprehensive support network that enhanced students' overall success and well-being.

Teachers and staff benefited from ROA's wellness offerings. Individual wellness therapy with an LMFT was provided to ensure staff received emotional support, which improved overall well-being and reduced burnout. SEL in-service sessions were offered during all-staff meetings, allowing staff to focus on their own well-being and learn ideas they could use with their students. Staff were informed of mental health professional development opportunities, ensuring they had the tools to support their emotional needs. An open door policy with the admin team allowed teachers to receive guidance on supporting struggling students, fostering collaboration, and implementing timely interventions. Lastly, ongoing professional learning opportunities strengthened the staff's ability to provide SEL support, creating a consistent and school-wide approach to student well-being.

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.

Looking at the successes and struggles from the past year, we plan on making the following additions/modifications for the 2026-2027 school year:

Wellness classes - Due to the popularity of our Wellness classes, Life Skills, Writing and Wellness, and Study Skills, not only will we continue to offer courses that focus on Wellness, but we will also expand our course list. We will have course options available online as well as in-person. We will expand our offerings so that all students who wish to take a course will find one that works for their schedule.

Parent Connect - Due to the lack of interest from parents and guardians, we will not be offering a Parent Connect workshop. All teachers and staff will continue to be available to support parents and guardians with their students' academic, wellness, and social needs.

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	Offer Wellness support to students	1. Multi-Tiered System of Supports (MTSS) implementation.	$82,441.00	No

Action #	Title	Description	Total Funds	Contributing
		2. Counseling Support. 3. Expand our comprehensive counseling programs at school sites to identify and address barriers to student attendance and school connectedness and strengthen relationships with students and families. 4. Students will learn about the fundamental need for motivation, social connectedness, and self-regulation and understand them as prerequisites for learning and contentment. 5. Regular teacher check-in meetings. 6. Scholastic Wellness Weekly Readers given to all TK-8th graders. 7. One-on-one wellness therapy provided by MFT interns. 8. Wellness Centers on both campuses. 9. Virtual Wellness Center. 10. Expand Personal Development class to both campuses.		
1.2	Offer Wellness support to families	1. Monthly SEL handouts for all families given by and discussed with their coaching teachers. 2. "Parent Connect" workshops led by MFT interns. 3. Virtual Wellness Centers. 4. Regular meetings with student and coaching teacher.	$0.00	No
1.3	Offer Wellness support to teachers and staff	1. Provide all school staff with professional learning opportunities to strengthen SEL support for all students. 2. Individual wellness therapy.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		3. SEL inservice offered during all-staff CIA meetings. 4. Inform all staff of mental health professional development. 5. Weekly office hours with admin team for teacher support with struggling students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students, including English Learners (EL), Socio-Economically Disadvantaged (SED) students, and Students with Disabilities (SWD), and Foster Youth (FY) will have access to a quality schooling experience that will produce comparably high academic achievement and other positive outcomes, including College and Career Readiness.	Maintenance of Progress Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a Personalized Learning Independent Study charter school, River Oaks is dedicated to supporting students in their journey to become:

- Passion powered;
- Academically competent;
- Passionate, collaborative, creative, and critical thinkers;
- Efficient in their use of information and technology; and
- College and Career Ready.

To this end, River Oaks will continue to invest its resources in inclusive practices that are responsive to student diversity, encourage student-directed learning, are evidence-based, and developed via ongoing collaboration between staff, students, and the community.

1. All students will demonstrate academic knowledge by meeting and/or exceeding proficiency levels in the following areas:
   - English Language Arts and Literacy and Mathematics as measured by the California Common Core State Standards (CCSS) and the school's state-approved local assessment iReady;
   - Science as measured by the Next Generation Science Standards (NGSS);
   - History/social science, health education, visual and performing arts, world languages, and physical education as measured by the state-adopted content standards; and
   - Career Technical Education as measured by the state-adopted model curriculum standards.

2. Provide equitable access to curricula that are aligned with the state's current content standards and academic frameworks to ensure the development of critical skills and knowledge.

3. Offer equitable access to technology (laptop program and hot spots) to meet the needs of all students.

4. Provide academic and wellness support that includes multi-tiered systems of support (MTSS) to ensure that all students achieve the state standards, with an emphasis on the area of Mathematics.

5. Collect and analyze the students' state and local assessments' results to inform and guide instruction, intervention, curriculum purchases, and additional support.

6. Monitor students' College and Career Readiness through the following programs: dual enrollment program, SAT/ACT test-prep attendance and test results, and enrollment in Career Technical Education program.

7. Ensure teachers have ongoing support and access to professional development opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Academic Assessment Results for English Language Arts and Literacy: 1. State's English Language Arts and Literacy Assessment (or alternative assessment) results. 2. School local assessment, iReady, results for English.	Results for the 2023 assessments in English Language Arts: 1. 2023 CAASPP results: More than 50% of our students Met or Exceeded the ELA state standards. In comparison, a higher percentage of students continuously enrolled for more than one a year at ROA Met or Exceeded the ELA state standards. 2. iReady (local assessment) results in	Results for the 2024 assessments in English Language Arts: 1. 2024 CAASPP results: More than 50% of our students Met or Exceeded the ELA state standards. In comparison, a higher percentage of students continuously enrolled for more than one a year at ROA Met or Exceeded the ELA state standards.	Results for the 2025 assessments in English Language Arts: 1. 2025 CAASPP results: More than 55% of our students Met or Exceeded the ELA state standards. In comparison, a higher percentage of students continuously enrolled for more than one year at ROA Met or Exceeded the ELA state standards.	1. Continue to maintain or increase the number of students meeting or exceeding the ELA state standards. 2. Continue to maintain or increase the number of students making progress in the iReady ELA.	More than 50% of our students Met or Exceeded the ELA state standards on CAASPP. An increase of 5 %. More than 50% of our students performed near or at grade level on the I-ready.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		ELA (2023 mid-year results): The majority of students performed near or at grade level, showing gradual progress since the beginning of the academic year.	2. iReady (local assessment) results in ELA (2024 mid-year results): The majority of students performed near or at grade level, showing gradual progress since the	2. iReady (local assessment) results in ELA (2025/26 mid-year results): More than 50% of our students performed near or at grade level.		
2.2	Academic Assessment Results for Mathematics: 1. State's Mathematics Assessment (or alternative assessment) results. 2. School local assessment, iReady, results for Mathematics	Results for the 2023 assessments in Mathematics: 1.2023 CAASPP results: Almost 50% of our students Met or In comparison, a higher percentage of students continuously enrolled for more than one a year at ROA Met or Exceeded the Math state standards. 2. iReady (local assessment) results in ELA (2023 mid-year results): The majority of students performed near or at grade level, showing gradual progress since	Results for the 2024 assessments in Mathematics: 1.2024 CAASPP results: More than 50% of our students Met or Exceeded the Math state standards. In comparison, a higher percentage of students continuously enrolled for more than one a year at ROA Met or Exceeded the Math state standards. 2. iReady (local assessment) results in Math	Results for the 2025 assessments in Mathematics: 1.2025 CAASPP results: More than 50% of our students Met or Exceeded the Math state standards. In comparison, a higher percentage of students continuously enrolled for more than one a year at ROA Met or Exceeded the Math state standards. 2. iReady (local assessment) results in Math	1. Continue to maintain or increase the number of students meeting or exceeding the Math state standards. 2. Continue to maintain or increase the number of students making progress in the iReady Math.	More than 50% of our students Met or Exceeded the Math state standards on CAASPP. This is a slight increase from baseline. More than 50% of our students performed near or at grade level on the I-ready.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		the beginning of the academic year.	(2024 mid-year results): The majority of students performed near or at grade level, showing gradual progress since the beginning of the academic year.	(2025/26 mid-year results): More than 50% of our students performed near or at grade level.		
2.3	College and Career Readiness	Fall 2023 Participation in Dual Enrollment program: 28 students enrolled in at least one community college course. The majority of the students passed the community college class with As and Bs.	Fall 2024 Participation in Dual Enrollment program: 20 students enrolled in at least one community college course. The majority of the students passed the community college class with As and Bs. Spring 2025 Participation in Dual Enrollment Program: 22 students enrolled in at least one community college course.	The majority of the students participating in the Dual Enrollment program in the Spring of 2025 passed their community college class with As and Bs. Fall 2025 Participation in Dual Enrollment program: 25 students enrolled in at least one community college course. The majority of the students passed their community college class with As and Bs.	Continue to record community college attendance and prepare our high school students for college and career as shown by the community college attendance rate and grades.	Spring 2025- Student participation in our dual enrollment program varies due to the turnover in enrollment that we experience on a annual basis. Still, the majority of our students who enroll in one or more community college course each semester pass with As or Bs. Spring 2026- Student participation in our dual enrollment program had 25 students in the fall and 20 students in the spring. These numbers vary due

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Spring 2026 Participation in Dual Enrollment Program: 20 students enrolled in at least one community college course.		to changes in our enrollment numbers. The majority of our students who enroll in one or more community college course each semester pass with As or Bs.
2.4	College and Career Readiness through PSAT10, and SAT participation and results.	1. PSAT10 for 2023: 4 Students participated. Both Math average and Reading average are above the national average. 2. SAT for 2023: 3 Students participated Both Math average and Reading average are above the national average.	1. PSAT10 for 2024: 1 Student participated in the PSAT this Fall. Both Math average and Reading average are above the national average. 2. SAT for 2024: 1 Students participated Both Math average and Reading average are above the national average.	1. PSAT10 for 2025: One student participated in the Fall PSAT10 and scored above the national average in both Math and Reading 2. SAT for 2025: Three Students participated.	Continue to see maintain or increase participation in the PSAT10 and SAT. Continue maintain or increase the Math and Reading average above the national average.	Student participation in the PSAT and SAT varies due to the turnover in enrollment that we experience on a annual basis. In addition, many universities have adopted test-optional policies, meaning they do not require SAT or ACT scores for admission.
2.5	College and Career Readiness through Graduation rate, UC/CSU completion, and Preparedness per the CA. Dashboard	Over 80% of our students graduate with their cohort. Over 50% of our students graduate as UC/CSU completers	Over 80% of our students will be graduating with their cohort. Less than 50% of our students	Over 80% of our students will be graduating with their cohort. The 2025 CA Dashboard	Maintain or increase the graduation rate, UC/CSU Completers rate, and College and	Even though less than 50% of our 2024 graduates were UC/CSU completers, over 50% of our 2024 graduates are

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Over 50% of our students graduate as College and Career prepared per the CA. Dashboard requirements	graduated as UC/CSU completers in the 2023-2024 academic year. The 2024 CA Dashboard indicates that over 50% of our students graduate as College and Career Prepared.	indicates that over 60% of our students graduated as College and Career Prepared. The CA. Dashboard indicates that River Oaks performed: • Very high in Graduation Rate • High in College and Career Preparedness 49% of our students graduated as UC/CSU completers in the 2024-2025 academic year.	Career Preparedness. rate	considered and career ready due to their participation in our dual enrollment program. 2026 - Over 60% of our students graduated as College and Career Prepared. Which is over 10% above base line.

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.

This year, we continued to implement a comprehensive array of academic support services designed to improve student outcomes in core areas such as math and English Language Arts achievement, college readiness, and standardized test preparation. Our approach centered

on virtual academic classes and tutoring services, in person Writing, Math Social Studies and Science demos and in person tutoring with a focus on personalized and targeted support for students.

Key elements of our implementation included:

- Virtual Academic Classes: We maintained virtual classes in core subjects, including

Math and Science, These classes were designed to provide flexible, accessible instruction to meet the needs of our students.

- Tutoring Services: Tutoring was offered through multiple formats, including in-house tutors, virtual sessions via Tutor Me Education, and in-person tutoring through our continued partnership with Camarillo Tutoring Center for a third year. These options provided students with a variety of learning formats to best suit their preferences.

- Focus Room: The Focus Room, a dedicated space for students to receive academic support, continued to be well-attended and has proven to be a key resource for students needing additional help.

- Test Prep: Our test prep program has been continuously improving. Teachers have offered multiple opportunities for test preparation, including small sessions incorporated into virtual classes and in person Math, Science and ELA demos. Additionally, we piloted a new test prep program this year that uses student assessment data to personalize activities, specifically integrated into our in-person Focus Room and Math and Science demos. The students also utilized our new test prep program at home. This new program aims to ensure that test preparation is more tailored to individual student needs thus increasing student engagement, participation, and outcomes. Teachers have been using IXL for these sessions to specifically target CAASPP test skills in the student's grade level.

- College and Career Readiness: We continued expanding our offerings of UC/CSU a-g courses and dual enrollment opportunities at the community college level. Our high school guidance counselor met with students twice during the year to help guide their college and career paths.

- Technology and Materials: The school has continued to provide laptops and hotspots to all families to ensure students have the technology needed for their studies. Additionally, we invested in state standard-aligned materials for all subject areas, including test prep resources.

Challenges Encountered:

- Enrollment Turnover: One of the most significant challenges we faced was enrollment turnover. This turnover affected the continuity of participation in some of our programs, leading to fluctuations in our success metrics. We are actively working on strategies to address retention.

- Implementation of IXL Test Prep Program: The integration of a new, data-driven test prep program, while ultimately successful, required additional effort in terms of aligning it with existing systems and ensuring teachers were trained to use it effectively. As a result, CAASPP test questions were not administered via IXL to every student until second semester. We are looking forward to collecting and analyzing the results of the new IXL Test Prep System once we have access to the 2026 state test results.

Successes:

- Math Achievement: Students with continuous enrollment showed marked improvement in Math performance. Local assessments confirmed that the majority of students were performing at or near grade level in Math, reflecting strong academic progress.
- Dual Enrollment Success: Despite the challenges with enrollment turnover, the majority of students involved in dual enrollment programs passed with A's or B's, contributing significantly to our college and career readiness outcomes.
- Standardized Testing: Math and Reading results exceeded national averages, highlighting our students' academic readiness.
- College and Career Readiness: More than 60% of 2025 graduates were deemed college and career-ready, largely due to their participation in dual enrollment courses. This marks a significant increase compared to previous years.

The school has made substantial progress in meeting its academic and college readiness goals. Our efforts to increase academic achievement, provide dual enrollment opportunities, and improve standardized testing performance have all yielded positive results. However, challenges related to enrollment turnover and the complexity of implementing a new test prep system suggest that we need to fine-tune our processes for greater consistency and efficiency.

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

There were no material differences.

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

This year, we continued to implement a comprehensive support system aimed at improving student outcomes in academics, including college and career readiness and standardized test preparation. The effectiveness of these actions in making progress toward our goals has been mixed, with several successes but also areas for further refinement.

Virtual Academic Classes: The continuation of virtual academic classes in core subjects (Math, and Science) was effective in providing flexible and accessible instruction. These classes met the needs of students who required alternative learning formats, particularly in a virtual setting. However, the full impact on long-term student achievement is still being assessed, and we plan to continue refining the curriculum for even greater engagement.

In Person Demos: In person Science, Math and ELA demos have proven to be an enriching experience for many of our students, with the classes being enrolled to full capacity. The demos provided a hands-on, experiential way to learn new concepts.

Tutoring Services: The multiple tutoring options (in-house, virtual through Tutor Me Education, and in-person with the Camarillo Tutoring Center) have been effective in providing students with a variety of learning formats that suited their individual needs. The partnership with Camarillo Tutoring Center has particularly been beneficial in offering additional in-person support.

Focus Room: The Focus Room has proven to be an effective resource, with high attendance and positive feedback from students who used it for additional academic support. This dedicated space has directly contributed to improving student performance. Its success highlights the need for similar on-demand support structures moving forward.

IXL Test Prep: The test prep program showed notable improvements. The integration of a new, data-driven test prep system into in-person math and science demos was effective in personalizing learning for students. However, its implementation faced delays, and full utilization was not achieved until second semester. Once fully operational, this program showed promise in enhancing student engagement and participation. We anticipate that the full effectiveness of this program will become clearer after analyzing results from the 2026 state tests.

College and Career Readiness: Expanding UC/CSU a-g courses and dual enrollment opportunities proved highly effective, with over 60% of our 2025 graduates deemed college and career-ready. The high school guidance counselor's biannual meetings with students were also a positive addition. Although the fluctuating enrollment impacted some students' ability to fully benefit from our college and career readiness actions, dual enrollment continued to be a strong contributor to college readiness.

Curriculum: The integration of state standard-based curriculum has helped us effectively tailor education to meet the diverse needs and abilities of our students. By aligning with state standards, we provide rigorous, relevant content while personalizing learning to support students' academic progress. This approach has increased student engagement and inclusivity. We will continue refining the curriculum to better align with individual learning goals and needs as we monitor student progress.

Technology and Materials: Providing laptops and hotspots to all families and investing in state standard-aligned materials was effective in ensuring that students had the resources they needed to succeed academically. This initiative helped minimize educational barriers.

Professional Development: The targeted professional development we provide has been highly effective in aligning with teachers' interests and areas for growth, as well as the school's mission. This personalized approach has enhanced instructional quality and strengthened collaboration among staff, empowering teachers to better meet students' needs. Moving forward, we will ensure that professional development remains relevant and adaptable to emerging trends and student needs.

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

We will remove the SAT/PSAT participation metric and the UC/CSU completer metric from our progress tracking due to the annual turnover in student enrollment, which impacts the reliability of these metrics in accurately reflecting growth. The turnover means that participation in standardized tests like the SAT/PSAT fluctuates significantly each year, leading to inconsistent and unrepresentative data for tracking student performance. Similarly, the UC/CSU completer metric does not provide a reliable measure of our students' overall progress toward college readiness, as the varying enrollment patterns mean that many students may not be enrolled long enough to meet UC/CSU requirements.

Instead, we will focus on metrics that better reflect continuous student engagement and academic growth, such as participation in the dual enrollment program, progress in local assessments like iReady, and overall college and career readiness as indicated by participation in career prep programs and community college success. This shift will provide a clearer, more consistent picture of our students' achievements and growth over time, ensuring that the metrics are meaningful and reflective of the realities of our enrollment trends.

Our test prep program has been continuously improving. Teachers have offered multiple opportunities for test preparation, including small sessions incorporated into virtual classes. Additionally, we piloted a new test prep program this year that uses student assessment data to personalize activities. This new program aims to ensure that test preparation is more tailored to individual student needs thus increasing student engagement, participation, and outcomes.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Academic Support.	LREBG Action: River Oaks' targeted approach to learning recovery prioritizes students identified through assessment data in English language arts and mathematics, particularly those performing in the lowest achievement levels or within student groups designated as "Very Low" or "Low" on the California School Dashboard. By offering academic classes in dual formats across resource centers, students gain flexible access to core instruction in English language arts, mathematics, science, and study skills. Supplemental tutoring provided by school staff, virtual platforms such as Tutor Me Education, and in-person support through Camarillo Tutoring Center ensures differentiated, individualized assistance aligned to student needs. Additionally, structured support through Focus Rooms, supervised by credentialed teachers, provides consistent opportunities for small group and one-on-one instruction, reinforcing foundational skills and accelerating academic progress for students most in need. 1. Academic Classes offered in dual format at both resource centers: • English Language Arts • Mathematics • Science • Study Skills	$1,384,492.00	Yes

Action #	Title	Description	Total Funds	Contributing
		2. Tutoring: • School tutors • Virtual Tutoring through Tutor Me Education • In-person Tutoring through Camarillo Tutoring Center 3. Focus Room at both resource centers, 4 days a week, 9:00 AM - 2:00 PM. Supervised by a credentialed teacher. Metrics used to monitor the action: 2.1, 2.2, 2.3, 2.4, and 2.5 LREBG Funds Supporting this action: $40,000 for 2026-27		
2.2	Test Prep	1. Elementary School: English Language Arts and Mathematics test prep offered by the Elementary School Teacher Cohort throughout the school year. 2. Middle School: • English Language Arts, Mathematics, and Science test prep offered by credentialed teachers. • Additional Math Test Prep is offered year-round through the Magma Math program. • New Test Prep program piloted this year that uses student assessment data to personalize activities, specifically integrated into our in-person Math and Science demos. 3. High School: • English Language Arts, Mathematics, and Science test prep offered by credentialed teachers. • Additional Math Test Prep is offered year-round through the Magma Math program. • SAT and ACT Test Prep are offered year-round. • SAT and ACT Test registration is covered for all students. 4. Parent training by coaching teachers. 5. School-wide test prep initiative with IXL for English and Mathematics	$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	College and Career Readines	1. High school guidance counselors. 2. Access to UC/CSU a-g courses. 3. College and Career Seminar class. 4. SAT/ACT Test Prep.	$40,294.00	No
2.4	Curriculum	1. Annual purchase of state standards-aligned materials in all subject areas, including PSAT10 and SAT and other test preparation materials. 2. Elementary, middle, and high school teacher cohorts review of school materials annually.	$30,000.00	No
2.5	Technology	Laptop and hotspot loan program.	$15,000.00	No
2.6	Professional Development	Teacher participation in professional development including conferences.	$11,950.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	River Oaks will ensure that its facilities will be safe and well-maintained. River Oaks will continue to provide a welcoming and inclusive climate for all students and their families by offering a bully-free, safe, and welcoming environment and facilities so that students have opportunities to be successful. River Oaks' coaching teachers engage and include students and parents in discussion and ask for their input during their turn-in meetings, including our SPED students, socio-economically disadvantaged students, English learners, Foster Youth, and other student groups. River Oaks uses a variety of surveys to collect educational partner input throughout the year to get their input and to guide instructional offerings as well as to find new resources.	Maintenance of Progress 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)

An explanation of why the LEA has developed this goal.

River Oaks Academy is committed to ensuring the safety and maintenance of its facilities as a top priority. Our facilities undergo regular inspections and maintenance checks to guarantee a safe and conducive environment for all students, staff, and visitors.

In addition to physical safety, River Oaks Academy places a strong emphasis on fostering a welcoming and inclusive climate for every member of our community. We are dedicated to providing a bully-free, safe, and welcoming environment where students and their families feel valued and supported. By maintaining inclusive facilities and promoting an atmosphere of respect and acceptance, we strive to create opportunities for all students to thrive and succeed.

Our coaching teachers at River Oaks actively engage students in discussions and encourage their input during various meetings and interactions. This inclusive approach extends to all students, including those with special needs, from low-income backgrounds, English learners (EL), and other student groups. By valuing and incorporating diverse perspectives, we enrich the educational experience for all learners.

To continuously improve our educational offerings and support services, River Oaks utilizes a range of surveys to gather feedback from our educational partners throughout the year. These surveys serve as a valuable tool for collecting input and insights, which inform decision-

making processes related to instructional strategies, curriculum development, and resource allocation. By actively seeking input from our educational partners, we ensure that our programs and services align with the evolving needs and priorities of our community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Facility Inspection Metric: 1. Frequency of Walk-Throughs: Number of walk-through inspections conducted per quarter to assess the condition of facilities. 2. Inspection Results: Percentage of facilities deemed to be in "good repair," maintained, clean, and safe during inspections. 3. Action Items Completion: Percentage of identified maintenance or repair issues addressed and resolved within a specified timeframe following inspection findings.	Continue to use the Facilities Inspection Tool ("FIT") based checklist. This tool has been modified for our facilities, since the original design was for a comprehensive school building.	As walkthroughs and inspections were performed according to schedule, there was no difference between baseline and end of year.	As walkthroughs and inspections were performed according to schedule, there was no difference between baseline and end of year. Both facilities deemed to be in good repair and any repair issues were immediately fixed.	Continue to offer clean, safe facilities; inspect facilities regularly.	Spring 2025- As walkthroughs and inspections were performed according to schedule, there was no difference between baseline and end of year. Spring 2026- As walkthroughs and inspections were performed according to schedule, there was no difference between baseline and end of year.
3.2	Student Hours on Campus Metric: 1. Total Student Hours: Cumulative number of student hours spent on	Measure campus attendance for the 24/25 school year using the sign-in/out system connected to our SIS and use as a baseline.	1. The time tracking report from our SIS show that ROA students have spent over		Continue to measure and monitor campus attendance.	Spring 2025- Baseline data was taken from mid year data. There was an increase of 15,000 hours

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	campus, logged through the school's login information system, within a specified time period (e.g. daily, weekly, monthly, or annually). 2. Average Daily Attendance on campus: Average number of student hours logged on campus per school day, calculated by dividing the total student hours by the number of school days within the reporting period.		20,000 hours on campus. 2. Students have spent an average of over 148 hours on campus per school day since the beginning of the academic year.			spent on campus from mid to end of academic year. Data shows an increase of over 80 hours per day of student attendance since baseline. Spring 2026-
3.3	Focus Room Attendance Metric: 1. Attendance Rate: Percentage of students who utilize the Focus Room sign-in/out system to access support services or accommodations throughout the academic year. 2. Frequency of Use: Number of times the Focus Room sign-in/out system is utilized by students to access support services or	Measure Focus Room attendance using the google form sign-in/out to measure attendance in the Focus Room.	The sign in Google Form revealed that students signed in to the focus room 1,628 times during the academic school year to access support services or accommodations	The sign in Google Form revealed that students signed in to the focus room 2,243 times during the academic school year to access support services or accommodations	Continue to offer Focus Room for student, and measure and monitor student attendance.	Spring 2025- Baseline data was taken from the number of mid year sign-ins to the focus room. There has been an increase of over 1,000 students signing in to the focus room since baseline. Spring 2026- There has been 2,243 times during the school year that students signed into the

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	accommodations within a specified time period, indicating the demand for additional assistance and resources.					focus room. This is an increase of 1,615 from baseline.

Goal Analysis [2025-26]

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

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

The implementation of our planned actions for the school year proceeded smoothly, with no significant differences between the planned and actual execution. We successfully maintained our regular schedule for inspections, repairs, and upgrades at both campuses, ensuring optimal facility conditions. Regular walk-throughs were conducted by school administrators, maintenance staff, and local safety inspectors, while emergency drills were carried out at both enrichment centers each semester. Surveys were sent to parents, students, and staff at the start and end of the school year to gather feedback on school climate, learning resources, and academic support. Student hours on campus and in the Focus Room increased with no challenges.

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

There were no material differences.

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

The specific actions taken have proven to be highly effective in advancing our goals.

The Facility Inspection Tool was very effective in monitoring the status of both resource centers, ensuring that necessary improvements were identified and addressed.

The surveys administered to all educational partners provided valuable insights into the school climate, curriculum, and the support offered by ROA. Additionally, the Google sign-in for the Focus Room and the SIS report were instrumental in collecting crucial data on student hours on campus and in the Focus Room.

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

No changes

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	Facilities and Maintenance	1. Regular Maintenance Schedule: Establish a comprehensive maintenance schedule that includes regular inspections, repairs, and upgrades to ensure that facilities are well-maintained and safe for students, staff, and visitors. This schedule should cover everything from plumbing and electrical systems to building infrastructure and grounds upkeep. 2. Budget Allocation: Allocate sufficient resources in the budget for facility maintenance, repairs, and upgrades. Prioritize funds to address urgent needs while also planning for long-term improvements to enhance the overall appearance and functionality of the facilities. 3. Rental Agreements: Negotiate rental agreements with clear terms and conditions to ensure that facilities are used responsibly and maintained by renters. Include provisions for regular inspections and maintenance checks to safeguard the condition of the facilities. 4. Cleaning and Janitorial Services: Hire professional cleaning and janitorial services to ensure that facilities are kept clean, hygienic, and inviting for students, staff, and visitors. Implement a cleaning schedule that covers all areas of the school, including classrooms, restrooms, common areas, and outdoor spaces. 5. Safety and Security Measures: Implement robust safety and security measures to create a safe and secure learning environment for students. This may include installing	$338,313.00	No

Action #	Title	Description	Total Funds	Contributing
		security cameras, implementing access control systems, and conducting safety drills and training sessions for staff and students. 6. Bullying Prevention Programs: Develop and implement comprehensive bullying prevention programs that promote inclusivity, empathy, and respect among students. Provide training for staff and students on identifying and addressing bullying behavior, and establish clear protocols for reporting and responding to incidents of bullying. 7. Regular Walk-Throughs: Conduct regular walk-throughs of the facilities by school administrators, maintenance staff, and security personnel to identify any maintenance issues, safety hazards, or security concerns. Take prompt action to address any issues discovered during walk-throughs to ensure the ongoing safety and well-being of everyone in the school community.		
3.2	Parent, student, and teachers surveys	Develops and distributes surveys for parents, students, and staff for input on school climate, resources for learning, and academic support.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2025-26]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing

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
$365,684	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
7.876%	0.000%	$0.00	7.876%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Academic Support. **Need:** Academic support in ELA and Mathematics based on the state test and local assessments. **Scope:**	These actions aim to ensure equitable access to education for all pupils, including those with exceptional needs, English Learners, Foster Youth, and Low-Income Students, by providing a variety of resources and support services: 1. Academic Classes offered in dual format: By offering core subjects like English Language Arts, Mathematics, Science, and Study Skills in dual formats at resource centers, students with diverse learning needs can choose the format that suits	1. Academic Assessment Results for English Language Arts and Literacy: • State's English Language Arts and Literacy Assessment (or alternative assessment) results.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	them best. This accommodates different learning styles and preferences, making education more accessible and inclusive. 2. Tutoring: Providing multiple avenues for tutoring, including school tutors, virtual tutoring through Tutor Me Education, and in-person tutoring through Camarillo Tutoring Center, ensures that students who need additional support can access it in a way that fits their learning style. This could be particularly beneficial for English Learners and students with exceptional needs who may require extra assistance to grasp certain concepts. 3. Focus Room: The establishment of a Focus Room at both resource centers, supervised by a credentialed teacher, offers a dedicated space and time for students to receive academic support. This resource is available four days a week for a substantial portion of the day, allowing flexibility for students who may need extra help or a quieter environment to focus on their studies. This could benefit all students, including those facing challenges such as foster youth or low-income students who may have additional stressors impacting their academic performance. Overall, these actions demonstrate a commitment to providing a broad and inclusive course of study and support services to ensure that all students, regardless of their backgrounds or individual needs, have the opportunity to succeed academically.	• School local assessment, iReady, results for English. 2. Academic Assessment Results for Mathematics: • State's Mathematics Assessment (or alternative assessment) results. • School local assessment, iReady, results for Mathematics 3. Fall 2023 Participation in Dual Enrollment program 4. PSAT10, and SAT participation and results 5. Graduation rate of over 80% of students in the same cohort.

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

We did not receive additional Concentration Grant Funding.

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	3.90:340	
Staff-to-student ratio of certificated staff providing direct services to students	25.84:340	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$4,642,996	365,684	7.876%	0.000%	7.876%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,823,049.00	$82,441.00	$0.00	$0.00	$1,905,490.00	$1,429,251.00	$476,239.00

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	Offer Wellness support to students	All	No			All Schools	Ongoing	$82,441.00	$0.00		$82,441.00			$82,441.00	
1	1.2	Offer Wellness support to families	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.3	Offer Wellness support to teachers and staff	All	No			All Schools	Ongong	$0.00	$1,000.00	$1,000.00				$1,000.00	
2	2.1	Academic Support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,306,516.00	$77,976.00	$1,384,492.00				$1,384,492.00	
2	2.2	Test Prep	All	No			All Schools	Ongoing	$0.00	$2,000.00	$2,000.00				$2,000.00	
2	2.3	College and Career Readines	All	No			All Schools	Ongoing	$40,294.00	$0.00	$40,294.00				$40,294.00	
2	2.4	Curriculum	All	No			All Schools	Ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
2	2.5	Technology	All	No			All Schools	Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	2.6	Professional Development	All	No			All Schools	Ongoing	$0.00	$11,950.00	$11,950.00				$11,950.00	
3	3.1	Facilities and Maintenance	All	No			All Schools	Ongoing	$0.00	$338,313.00	$338,313.00				$338,313.00	
3	3.2	Parent, student, and teachers surveys	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,642,996	365,684	7.876%	0.000%	7.876%	$1,384,492.00	0.000%	29.819 %	**Total:**	$1,384,492.00
								LEA-wide Total:	$1,384,492.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.1**	Academic Support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,384,492.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,462,999.00	$1,632,626.00

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**	Offer Wellness support to students	No	$18,000.00	$16,678.00
1	**1.2**	Offer Wellness support to families	No	$0.00	$0.00
1	**1.3**	Offer Wellness support to teachers and staff	No	$1,000.00	$1,074.00
2	**2.1**	Academic Support.	Yes	$1,035,233.00	$1,171,076.00
2	**2.2**	Test Prep	No	$2,000.00	$0.00
2	**2.3**	College and Career Readiness	No	$40,329.00	$48,174.00
2	**2.4**	Curriculum	No	$30,000.00	$48,879.00
2	**2.5**	Technology	No	$15,000.00	$15,000.00
2	**2.6**	Professional Development	No	$10,000.00	$12,650.00
3	**3.1**	Facilities and Maintenance	No	$311,437.00	$319,095.00
3	**3.2**	Parent, student, and teachers surveys	No	$0.00	$0.00

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)

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)
$368,912.00	$1,035,233.00	$1,171,076.00	($135,843.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Academic Support.	Yes	$1,035,233.00	$1,171,076.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$4,433,659	$368,912.00	0%	8.321%	$1,171,076.00	0.000%	26.413%	$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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