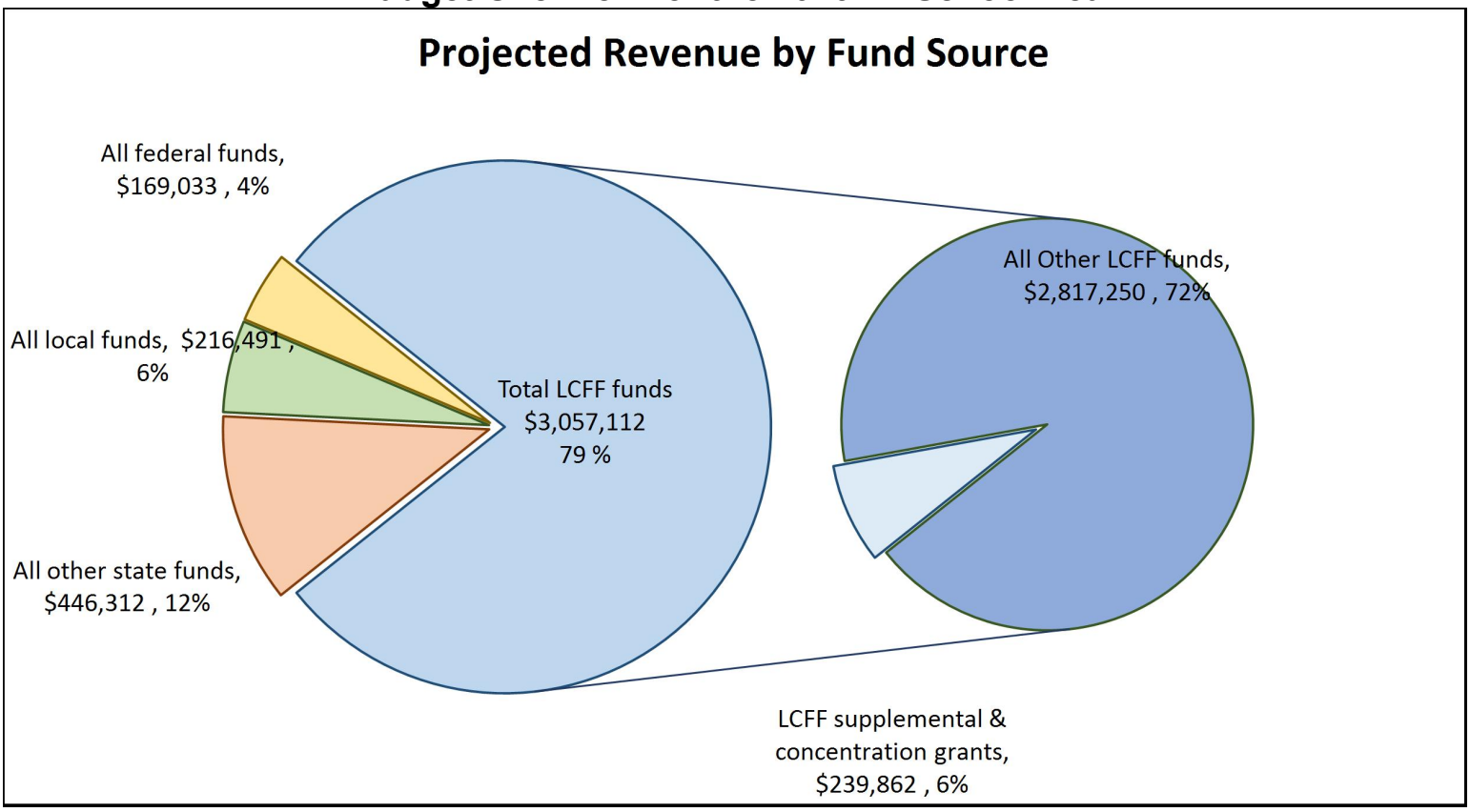
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redwood Preparatory Charter School
CDS Code: 12-76802-0124164
School Year: 2026-27
LEA contact information:
Karissa Feierabend
Director
director@redwoodprep.org
(707) 682-6149

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

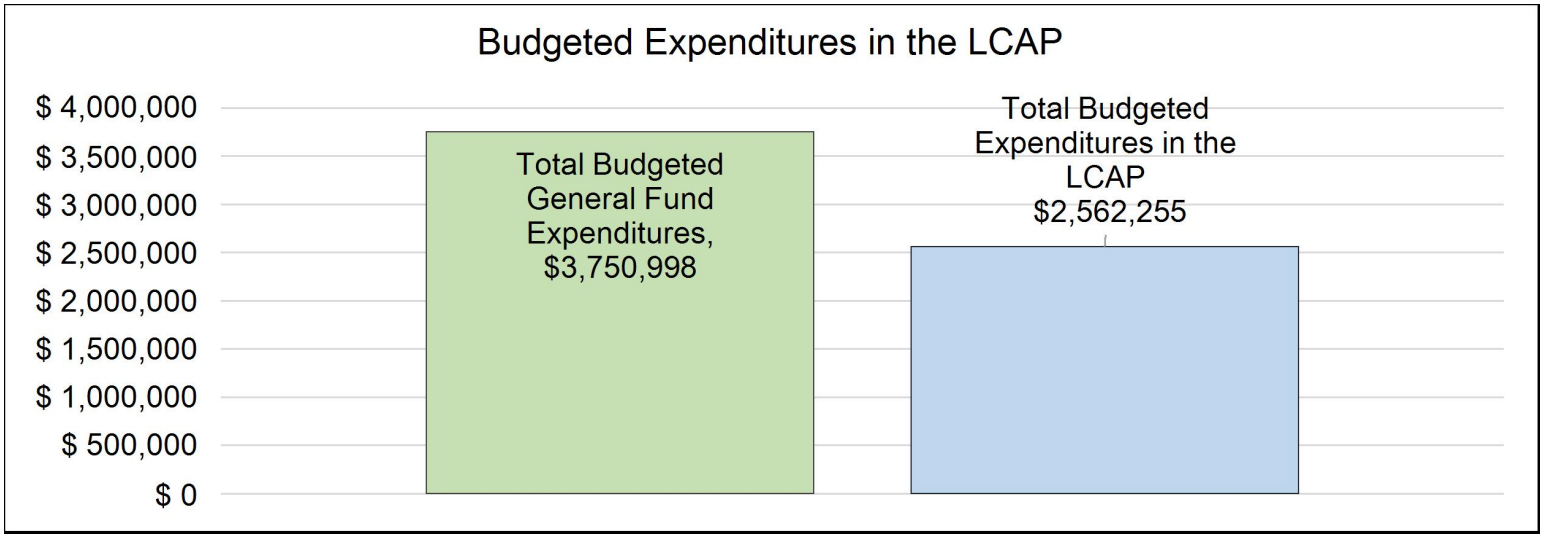


This chart shows the total general purpose revenue Redwood Preparatory Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redwood Preparatory Charter School is $3,888,948, of which $3057112 is Local Control Funding Formula (LCFF), $446312 is other state funds, $216491 is local funds, and $169033 is federal funds. Of the $3057112 in LCFF Funds, $239862 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 Redwood Preparatory 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: Redwood Preparatory Charter School plans to spend $3750998 for the 2026-27 school year. Of that amount, $2562255.40 is tied to actions/services in the LCAP and $1,188,742.6 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

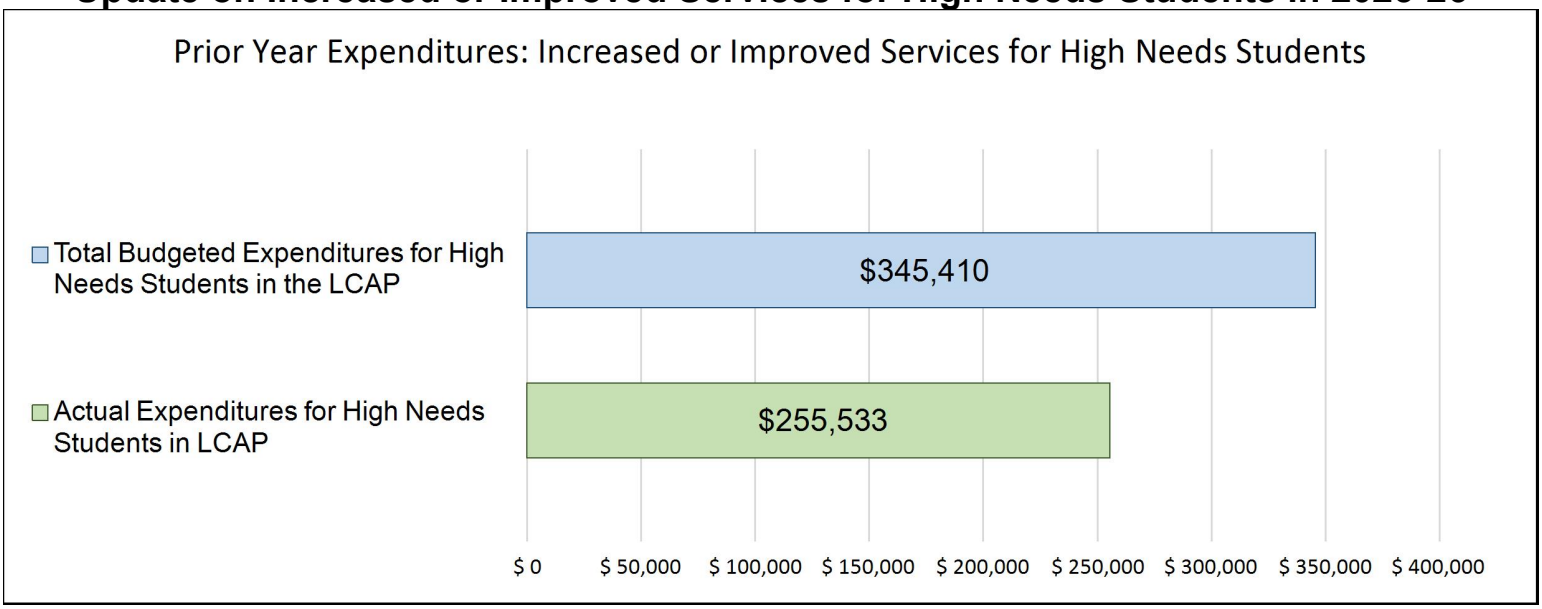
The following expenditures are not included in the LCAP: Charter Oversight Fee, Fortuna Elementary Gym Use Fee, Administrative Costs, Legal Fees, and Audit Fees.

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

In 2026-27, Redwood Preparatory Charter School is projecting it will receive $239862 based on the enrollment of foster youth, English learner, and low-income students. Redwood Preparatory Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Redwood Preparatory Charter School plans to spend $327915 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 Redwood Preparatory 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 Redwood Preparatory 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, Redwood Preparatory Charter School's LCAP budgeted $345410 for planned actions to increase or improve services for high needs students. Redwood Preparatory Charter School actually spent $255533 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $89,877 had the following impact on Redwood Preparatory Charter School’s ability to increase or improve services for high needs students:

The school used other state funding for the ELOP, Art and Music program.



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
Redwood Preparatory Charter School	Karissa Feierabend Director	director@redwoodprep.org (707) 682-6149

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.

Redwood Preparatory Charter School is a community of learners dedicated to inspiring academic excellence through research-based best practices and innovative approaches that build a passion for learning, a solid foundation of knowledge, and a strong sense of social responsibility. We are a public charter school operated by the non-profit organization Dream It. Be It. Incorporated, located in Fortuna, a rural community in the Eel River Valley of Humboldt County.
The 2026-2027 school year marks our fifteenth year of operation. Redwood Preparatory Charter School serves 240 students across grades TK–8, with enrollment spread evenly at 24 students per grade. The student body is predominantly White (86.1%), and 21.3% identify as Hispanic. Gender is balanced, with slightly more female (52.2%) than male (47.8%) students. Notable program data: 43.9% of students are socio-economically disadvantaged, 12.6% receive special education services, and 4.8% are in the GATE program. English learners make up 1.7%, and nearly all students (99.1%) live in permanent housing.

Our school is guided by five core values: Academic Excellence, Community Involvement, Social Responsibility, Shared Leadership, and Educating the Whole Child. We are committed to offering a rigorous, meaningful educational program that prepares students for college or trade school and empowers them to become productive, healthy, and ethical citizens. Using data and assessment to drive instruction, we ensure every student reaches their highest potential. We nurture respect for diversity and civic responsibility through engagement in classroom, school, and community. We believe children flourish in an environment that promotes close, long-term relationships, family involvement, and clear communication.

We are in our third year as a Universal Design for Learning (UDL) Showcase Site with Open Access, reflecting our ongoing commitment to inclusive, flexible instructional practices that meet the needs of all learners. We are committed to educating the whole child by integrating drama, music, art, social-emotional learning, technology, and wellness into our curriculum. These experiences develop problem-solving skills, creativity, and perseverance. Through our five core values, Redwood Preparatory Charter School equips students with the essential skills, knowledge, and passion for learning needed for success in the 21st century. According to the California School Dashboard, we have much to celebrate and growth still to be made.

As a TK-8 school, high school related priorities such as advanced placement courses, graduation rates, dropout rates, and college preparedness do not apply. Our facilities received a rating of Exemplary on the Facilities Inspection Tool, all teachers are appropriately credentialed, and we operate without a bargaining unit for certificated or classified employees.

Reflections: Annual Performance

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

Annual Performance Reflection Based on California School Dashboard and Local Data
Redwood Preparatory Charter School continues to demonstrate strength in several key areas while acknowledging areas that require focused attention in the coming year.
On the California School Dashboard, the school maintained a Green rating in ELA, reflecting that our students continue to perform above standard, though the percentage of students meeting or exceeding the ELA standard declined from 67% to 56%. In mathematics, the school declined from Green to Yellow, with 51% of students meeting or exceeding the standard. While overall proficiency rates declined, it is encouraging that 67% of students showed growth in ELA and 63.5% showed growth in math from the prior year, indicating that students are making progress even when not yet meeting the standard. In response, the school adopted the Open Up math curriculum for grades 2 through 6 at the start of 2025-26.

For our Socioeconomically Disadvantaged students, ELA performance held steady at 59% meeting or exceeding the standard, maintaining a Yellow rating on the Dashboard. Math performance for this group declined and remains a priority area for intervention and support.
Students with Disabilities showed meaningful growth in ELA, increasing over 20 percentage points in the percentage meeting or exceeding the standard. The school notes that the student count dropped below 30, resulting in no Dashboard color indicator for this group.
Science performance as measured by the CAST maintained a Green rating on the Dashboard.

Attendance remains a significant strength. The school maintained a near-perfect attendance rate of 98% and received a Green rating on the Dashboard for Chronic Absenteeism, reflecting our community's commitment to being present and engaged. Suspension rates improved significantly, declining from 2.6% to 1.3%, moving the school from Orange to Green on the Dashboard.

Local data from NWEA assessments shows strong gains for students in grades 2 through 5, with 60% performing above the 60th percentile in math and 66% in language usage. Afterschool scholarships for unduplicated students more than doubled, growing from 12 to 26, expanding access to extended learning opportunities.

School climate data reflects the unique circumstances of the 2025-26 school year. Seventh grade students showed meaningful improvement in sense of belonging and feelings of respect. Fourth grade results, which contributed to an overall decline in the percentage of students reporting a sense of belonging from 81% to 72%, are best understood in context. This class has significant social-emotional needs, and the school year began with a period of transition due to a substitute teacher, which impacted the consistency and connection students experienced early in the year. The school views these results not as a reflection of overall climate, but as a signal to provide more intentional, targeted social-emotional support for students with greater needs. In response, the school is prioritizing Tier 2 social groups, explicit social skills instruction, and a dedicated summer professional development day focused specifically on this goal area.

Facilities continue to be a strength, with the school maintaining an Exemplary rating on the Facilities Inspection Tool. The school made continued progress on HVAC replacements, now at 8 out of 10 systems, and completed several campus improvement projects. Looking ahead, the school is increasing its facilities budget to support significant new development projects in response to stakeholder input.

Overall, Redwood Preparatory Charter School has much to celebrate while remaining focused and data driven in addressing areas of need. The changes reflected in this LCAP, including the full time interventionist, Open Up math curriculum, interim assessments, data days, Saturday school, and expanded social-emotional supports, represent a deliberate, community informed response to our performance data.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Certificated staff meetings weekly on Friday. The focus is always a topic aligned to the LCAP/Business of the school. Teachers were sent a survey regarding the LCAP. We reviewed survey results from all stakeholders and brainstormed ways to address the areas of need identified in their feedback. Teachers came up with one actionable way to address the needs identified in each goal area. We are having a Summer Workshop to implement and plan.
Parents	Parent council meets monthly to provide parent input to the Director. In the 2025-2026 school year we met each month of the school year with the exception of August. All parents were sent a survey regarding LCAP. We received 32 parent responses. Additionally, we held an informational night called "State of the Pack" to update and inform families on the school's initiatives and priorities.
Students	Student council met monthly starting in August.
The Leadership Team	Leadership Team Meetings - This group of board members, classified staff, certificated staff and administration meets at least once each trimester.
Grandparents in Action	Grandparents in Action meet monthly on the first Tuesday.
DIBI Board Meetings	DIBI Board Meetings are on the second Tuesday of each month. We held a Spring Board Workshop to review the LCAP and to begin strategic planning.
Surveys	Parent Survey- CA Healthy Kids Grades 4-7 Local Climate Student Survey

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

Teacher Input:
Add more education regarding safe technology use for students and parents (3.1).
Upgrade camera system and internet (1.6).
Increased community involvement.
Challenging students who are already exceeding expectations with extension activities. (2.4)
The teachers reported that the current LCAP is addressing the needs of the school community (3.4).

Classified Staff Input:
Shade needed on the playground (1.6)
Grandparents in Action (3.3 and 3.5)
Parent involvement (3.1)
More time for classified staff to collaborate with certificated staff
Continue staff professional development (2.6)
School events specifically the talent show (2.16)

Parent Input:
Social emotional learning (2.10 and 2.11)
Focus on the whole child- music, STEAM, sports, clubs, and mindfulness. (2.2 and 2.16)
Rigorous academic program (2.3, 2.4, and 2.6)
Family involvement (3.1)
Parent and student education nights and classes (3.1)
Student recognition (3.4)
Communication between the school and families (3.1)
Student discipline (2.11)
Organized activities at recess (3.1)
Field trips (3.9)
Facilities are safe and clean (1.4 and 1.6)
Technology for students (1.6 and 2.7)
School events (3.4)
Increased community involvement (3.4)

Student Input:
Continue to provide a safe learning environment (1.4)
More opportunities to connect with students from different grade levels (2.2 and 3.5)
Continue Restorative Practices for handling student discipline (2.11)
More male teachers/aides on campus (2.15)
Continue with antibullying programs (3.5)

For the 2026-27 LCAP development cycle, the school engaged educational partners through multiple structured processes. A parent survey was distributed to the entire school community to solicit broad feedback on school programs, climate, and priorities. Additional parent input was gathered at monthly Parent Council meetings. The teaching staff completed a staff survey and participated in a whole-group review of each LCAP goal, allowing for detailed, goal-by-goal reflection and input. A Board Workshop was held specifically to gather feedback and inform priorities for the coming year. Classified staff continued to provide input through regular classified staff meetings, and student voice was captured through ongoing Student Council meetings.
The feedback gathered through these processes directly influenced the goals, actions, and changes reflected in this LCAP, including the expansion of the facilities budget, the addition of Tier 2 social-emotional supports, the implementation of Saturday school for middle schoolers, the commitment to interim assessments and data days, and the increase of the interventionist position to full time.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a safe and productive learning environment for all students.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Maintaining a safe and clean environment for learning promotes student and staff wellness. As a charter school, we are fortunate to own our facilities and want to ensure they are maintained.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities and Lease	1.1 Rating of Exemplary on the 2023 FIT. We have a lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students.	1.1 Rating of Exemplary on the 2024 FIT. We have a lease agreement with Dream It. Be It. Incorporated for up to 240 students.	1.1 Rating of Exemplary on the 2025 FIT. We have a lease agreement with Dream It. Be It. Incorporated for up to 240	Maintain a rating of exemplary on the FIT and maintain lease agreement with DIBI.	The school maintained a rating of exemplary on the FIT and maintained a lease agreement with DIBI and MGI.
1.2	Safety Trainings and Materials	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly.	Maintain 100% compliance with mandated safety training and maintain monthly safety drills.	The school maintained 100% compliance with mandated safety trainings and monthly safety drills.
1.3	Student Data Tracking	1.3 There have been a total of 70 student incident reports for the year. The school utilizes	There have been a total of 40 student incident reports for the year.	There have been a total of 50 student incident reports for the year.	Decrease the number of incidents experienced by	Decreased student incident reports by 20.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		School Pathways and PBIS apps to track student data.			students by 5 each year and maintain license with School Pathways and PBISApps.	
1.4	Safe Learning Environment for Students	1.4 We contract with FESD for nurse services and we send out the CA Healthy Kids Survey and Local Climate Surveys annually. 2024 Local School Climate Survey Results On average 90.75% of the students in grades 4-7 feel safe at school all or most of the time. 2024 CA Healthy Kids Survey Data 98% of parents agree or strongly agree that the school is safe for their students. On average, 83.5% of students feel they have a relationship with a caring adult.	We utilize an independent contractor for nursing services. We conducted the CA Healthy Kids Survey for students and parents. 2025 Local School Climate Survey Results On average 89% of the students in grades 4-7 feel safe at school all or most of the time. 2025 CA Healthy Kids Survey 94% of parents agree or strongly agree that the school is safe for their students. On average, 74% of students feel they have a	1.4 We utilize an independent contractor for nursing services. We conducted the CA Healthy Kids Survey for students and parents. 2026 Local School Climate Survey Results On average 77.3% of the students in grades 4-7 feel safe at school all or most of the time. On average, 89.8% of students report teachers and other grown ups care about them all or most of the time. There was not one response as "never".	Maintain our contract with FESD for nurse services. Maintain an average of 90% of students feeling safe at school and 98% of parents reporting school as a safe place as measured by a local school climate survey or CA Healthy Kids Survey. Maintain the percent of students in grades 4-7 who report having a relationship with a caring adult as measured by the CA Healthy Kids Survey data.	Student safety (grades 4–7): Decreased 13.45 percentage points from baseline (90.75% to 77.3%). Caring adult relationship: Increased 6.3 percentage points from baseline (83.5% to 89.8%). Parent perception of safety: Decreased 6 percentage points from baseline (98% to 92%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			relationship with a caring adult.	2026 CA Healthy Kids Survey 92% of parents agree or strongly agree that the school is safe for their students.		
1.5	Ventilation and Air Quality	1.5 We have replaced 6 out of 10 HVAC systems in the classrooms.	1.5 We have replaced one additional HVAC System. 7 out of 10 HVAC systems have been replaced.	1.5 We purchased a used HVAC system from a local school. 8 out of 10 systems have been replaced.	To have replaced 10 out of 10 HVAC systems in the classrooms.	Increased from 6/10 (baseline) to 8/10 systems replaced. 2 additional units replaced.
1.6	Facilities Maintenance and Projects	1.6 The school playground does not provide adequate shade, the camera system has 2 blind spots, and there are not gates/fences between two needed areas.	1.6 The school purchased a shade a structure to cover the outdoor eating area. It will be installed over the summer break. Cameras were installed on the new portable building to reduce blind spots. A fence was installed in the two needed areas.	1.6 The school purchased fence cups to promote school spirit. The school also purchased 4 new cameras and a new recorder as part of a long-term replacement plan. A new hydration stations was also purchased and installed.	To have purchased and installed a shade structure for the playground, updated camera systems eliminating blind spots, and fencing off 2 areas to create a more secure campus.	Purchased 4 new cameras, a new recorder, fence cups, and a hydration station demonstrating ongoing improvement from baseline deficiencies.
1.7	Boone Street Development	1.7 Dream It Be It (DIBI) co-owns land with Wendt Construction. We would like to secure our 2-acre portion of land to eventually create a usable space for our students.	This was added for the 25-26 LCAP.	1.7 The school holds a Boone Street Development committee meeting once per trimester. The school met with the City of	To have completed a land survey and lot line adjustment and for DIBI to be the sole owner of the 2-acre parcel.	Application for a lot line adjustment is in progress.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Fortuna and is in the process of a lot line adjustment.		

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.

There were no substantive differences between the planned actions and actual 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.

We spent slightly more on facilities maintenance and special projects in the 2025-2026 school year. Due to online CPR training, we did not spend what we originally budgeted for in person CPR training.

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

Based on our metrics, all actions are effective.

A notable success this year is the significant 20-point decrease in student incident reports (Metric 1.3) from the baseline of 70. This positive outcome is directly attributable to increased staff training focused on proactive behavior management strategies and the successful implementation of new, site-level behavioral systems. Specifically, the introduction of a "Levels of Behavior" chart and a structured Behavior Referral Form has empowered staff to effectively manage chronic, low-level behaviors, preventing escalation and reducing the need for formal documentation.

Furthermore, we continue to maintain a high percentage of parent satisfaction regarding school safety (92% agree or strongly agree, Metric 1.4), alongside a highly effective increase of 6.3 percentage points in students reporting a relationship with a caring adult (Metric 1.4).

While overall effectiveness is strong, we note a 13.45 percentage point decrease from baseline in students (grades 4-7) who report feeling safe at school (Metric 1.4). This metric warrants targeted reflection for the coming year. We remain committed to investigating the factors contributing to this decline and implementing responsive strategies to ensure continuous improvement in perceived, as well as actual, student safety and school climate.

Simultaneously, ongoing facilities improvements (Metric 1.5, 1.6) continue to enhance the physical environment, contributing to a more comfortable and secure campus through upgraded ventilation, new cameras, fencing, and shade structures.

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

Based on reflections and direct input from the Board Workshop, the school has made a deliberate change to planned actions by increasing the facilities budget to significantly expand new facilities projects and develop property. This reflects a prioritized area of focus identified through the shared leadership process.
Additionally, both teacher and parent feedback highlighted concerns about cleanliness on campus, specifically noting issues with litter and garbage on the playground and in classrooms. In response, the school will be implementing regular playground and classroom inspections. To encourage student ownership and pride in their environment, incentive rewards will be given to the grade level or classroom that maintains the cleanest space after use. This positive, community-driven approach is intended to build shared responsibility for the school environment among students and staff.

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	1.1 Facilities and Lease	1.1 Met Rating of Exemplary on the 2025 FIT. We employ one custodian to clean the campus daily. We purchase cleaning supplies and and contract with maintenance companies to maintain a safe, clean learning environment for students. Continue lease agreement with Dream It. Be It. Incorporated for adequate school facilities for up to 240 students. Including ongoing facilities costs, utilities, insurance and other day to day expenses pertaining to facilities, operations and maintenance.	$361,652.00	No
1.2	Safety Trainings and Materials	1.2 100% of staff met all mandated safety training. Emergency drills conducted monthly. Analyze school safety systems and update them as needed to provide a safe school environment for all students. All staff participates in mandatory school safety training annually and receives a stipend. Staff and students will participate in regular and ongoing safety and emergency preparedness drills and	$8,550.00	No

Action #	Title	Description	Total Funds	Contributing
		courses. Including but not limited to: ALICE, Digital Citizenship, Puberty/Sex Education. Safety tools, materials, and professional development will be purchased to ensure optimal school safety.		
1.3	Safety and State Reporting Compliance	Maintain our contract with School Pathways for our student information system, in order to provide the state with required records and track student safety information.	$7,000.00	No Yes
1.4	Safe Learning Environment for Students.	Continue contracting with FESD to provide nurse services, all required health screenings for our students, maintain accurate student health records and maintain 100% compliance with all immunization requirements. Continue subscribing to PBIS Apps to track and manage student behavior.	$4,350.00	No
1.5	Ventilation and Air Quality	Improve air quality in classrooms and offices. We plan to apply for a matching grant through USDA.	$55,000.00	No
1.6	Facilities Maintenance and Projects	Updated projects for 2025-2026: 3rd grade classroom cabinets and counter top, camera and network upgrade, hydration station, and added school spirit fence cups.	$20,000.00	No
1.7	Boone Street Development	1.7 Dream It Be It (DIBI) co-owns land with Wendt Construction. We would like to secure our 2-acre portion of land to eventually create a usable space for our students. We initiated the process by completing a pre-application for a Lot Line Adjustment with the City of Fortuna and obtained one of the two required title reports.	$7,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Improve Academic Achievement for all Students	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Redwood Preparatory Charter strives to create a learning environment that supports the academic growth of all students. We aim to meet students where they are and remove barriers to learning so they can grow to the greatest extent possible. We recognize that each student comes to us with a unique set of interests, strengths and challenges. Our goal is to develop expert learners who are resources and knowledgeable, strategic and goal directed, and purposeful and motivated.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP Results	2.1 2022-2023 67% of all students met or exceeded the ELA standards. 51% of students showed growth toward the standard. Green on CA School Dashboard- 21.6 points above the standard.	2023-2024 63% of students met or exceeded the standard in ELA. 60% of students showed growth in ELA. Green on CA School Dashboard- 21.5 points above the standard.	2.1 2024-2025 ELA 56% met or exceeded the ELA standard. 67% students improved their score from the prior year	Maintain green on CA School Dashboard for ELA for all students.	Decreased 11 percentage points in students meeting/exceeding standard (67% to 56%). Increased 16 percentage points in students showing growth (51% to 67%). Remained Green on CA Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Green on CA School Dashboard- 14.9 Point Above Standard, Declined 6.5 points.		
2.2	Math CAASPP Results	2.1 2022-2023 46% Met/Exceeded 54% of students showed growth toward the standard. Yellow on CA School Dashboard- 5.9 points below the standard.	2023-2024 53% of students met or exceeded the standard in math. 61% showed growth toward the standard. Green on the CA School Dashboard- 4.8 points above the standard.	2.2 2024-2025 Math 51% met or exceeded the math standard. 63.5% students improved their score from the prior year. Yellow on CA School Dashboard- 3.9 points below the standard. Declined 8.6 points.	Green on CA School Dashboard for all students in mathematics.	Increased 5 percentage points in students meeting/exceeding standard (46% to 51%). Increased 9.5 percentage points in students showing growth (54% to 63.5%). Maintained Yellow; dropped 2 points further below standard.
2.3	2.3 CAASPP Results for students identified within the economically disadvantaged (SED) sub-group.	2.3 2022-2023 ELA - 57% Met/Exceeded 27% Nearly Met Yellow on CA School Dashboard- 7 points above the standard. Math - 36% Met/Exceeded 38% Nearly Met Yellow on the CA School Dashboard-	2023-2024 ELA - 59% Met/Exceeded 27% Nearly Met Yellow on CA School Dashboard Math - 53% Met/Exceeded 32% Nearly Met	2.3 2024-2025 SED ELA 59% Met/Exceeded 22% Nearly Met Yellow on CA School Dashboard 9 points above the standard Maintained Math-	A 9 point increase in language arts and mathematics on the CAASPP.	Increased 2 percentage points meeting/exceeding standard (57% to 59%). Remained Yellow on Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		18.5 points below the standard.	9 points above the standard.	44%Met/Exceeded 29%Nearly Met Yellow on CA School Dashboard- 18.1 Points Below the Standard Declined 17.3 points		
2.4	2.4 CAASPP results for Students With Disabilities	2.4 2022-2023 ELA - 15.75% Met/Exceeded 18.6% Nearly Met Orange on CA School Dashboard. Math- 12.26% Met/Exceeded 14.97% Nearly Met Yellow on CA School Dashboard.	2023-2024 ELA - 36% Met/Exceeded 32% Nearly Met Yellow on CA School Dashboard. Math- 4% Met/Exceeded 44% Nearly Met Orange on CA School Dashboard.	2.4 Increased 14.4 points in language arts. Increased 6.2 points in math. No indicator (color) due to student count dropping below 30.	Reach yellow on CA School Dashboard in Language Arts for SWD. Increase scores in mathematics on the CAASPP by 9 points.	Increased 14.4 points in language arts. Increased 6.2 points in math. No indicator (color) due to student count dropping below 30.
2.5	2.5 CAST Results	2.5 2022-2023 52% Met or Exceeded	2023-2024 37% Met or Exceeded	2.5 2024-2025 41% met or exceeded Green on CA School Dashboard	Maintain CAST scores.	Decreased 11 percentage points meeting/exceeding (52% to 41%). Remained Green.
2.6	2.6 Attendance Rates	98.9% attendance rates. Blue on the CA School Dashboard for Chronic Absenteeism.	Blue on the CA School Dashboard for Chronic Absenteeism. Current attendance rate as of 12/31/24 is 99%.	2.6 Green on CA School Dashboard for Chronic Absenteeism. 1.3% Increase. As of 12/31/2025, 98% attendance rate.	Maintain attendance rate and rating of blue on the CA school dashboard for Chronic Absenteeism.	Decreased 0.9 percentage points (98.9% to 98%). Declined from Blue to Green on Dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	2.7 Suspension Rates	2.7 -2022-2023 Suspension Rate -2% Expulsions - 0 Middle School Dropouts - 0	2023-2024 Suspension Rate-2.6% 2.1 % Increase from 22-23 Orange on CA School Dashboard	2.7 2024-2025 Suspension Rate 1.3% Declined 1.3% Green on CA School Dashboard	Maintain 2% suspension rate, 0 expulsions, and 0 middle school dropouts.	Decreased 0.7 percentage points (2% to 1.3%). Improved from Orange to Green on Dashboard.
2.8	2.8 Afterschool	We provide a scholarship for 12 unduplicated students. Afterschool also provides reading intervention once per week.	The afterschool program does reading intervention and work completion/study hall.	2.8 We provide 26 unduplicated students afterschool scholarships. We have also increased afterschool reading intervention. Middle school students continue to have access to study hall afterschool.	Increase the number of afterschool scholarships provided to unduplicated students by 15.	Increased from 12 to 26 unduplicated student scholarships.
2.9	2.9 NWEA	NWEA Winter 2023 41% of students are performing above the 60th percentile in math and reading. 49% of students are performing above the 60th percentile in language usage.	NWEA Fall 2024 50% of students are performing above the 60th percentile in mathematics. 47% of students are performing above the 60th percentile in reading. 50% of students are performing above the 60th percentile in language usage.	2.9 NWEA Fall 2025 2nd through 5th Grade 60% of students are performing above the 60th percentile in mathematics. 45% of students are performing above the 60th percentile in reading. 66% of students are performing	50% of students will perform above the 60th percentile in math, reading, and language as measured by winter NWEA results.	NWEA (2nd–5th): Math increased 19 points (41% to 60%) above 60th percentile. Reading increased 4 points (41% to 45%). Language increased 17 points (49% to 66%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			NWEA Winter 2024 43% of students are performing above the 60th percentile in mathematics. 33% of students are performing above the 60th percentile in reading. 44% of students are performing above the 60th percentile in language usage.	above the 60th percentile in language usage. 6th-8th STAR 61% at or above the 50th percentile in math. 54% at or above the 50th percentile in reading.		
2.10	2.10 Pupil Access to a Broad Course Study	All pupils are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data).	All pupils are enrolled in a broad course of study as defined in Ed Code 51220 (2023-24 Local data).	2.10 All pupils are enrolled in a broad course of study as defined in Ed Code 51220 (2024-25 Local data).	All students have access to a broad course of study.	All students have access to a broad course of study.
2.11	2.11 Music Instruction	100% of students receive music instruction in the classroom in grades TK-6th grade. Five students participate in the school band afterschool.	100% of students receive music instruction in the classroom in grades TK-6th grade. Six students participate in the school band afterschool.	2.11 100% of students receive music instruction in the classroom in grades TK-6th grade. 9 students participate in the school band afterschool.	Maintain music participation rates.	Band participation increased from 5 to 9 students. Classroom music maintained at 100%.

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.

All planned actions for Goal 2 were implemented as intended with no substantive differences. Notable successes include a significant increase in afterschool scholarships for unduplicated students, growing from 12 to 26, strong NWEA growth in math and language usage for grades 2–5, a reduction in suspension rates, and meaningful gains in ELA proficiency for students with disabilities. A key area of focus is the decline in overall CAASPP proficiency in both ELA and math. In response, the school adopted the Open Up math curriculum for grades 2–6 at the start of the 2025–26 school year to provide a more structured, research-based instructional framework.

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.

Due to the increased ELOP funding, we spent more than originally budgeted. The ELOP program was able to upgrade their technology, extend camp another week and offer summer school. Music and Arts increased slightly due to the purchase of new supplies.

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

Most actions are effective in supporting student growth. Intervention staffing, the STEAM class model, afterschool programming, and digital curriculum tools are contributing positively, particularly for unduplicated student groups. NWEA data reflects strong gains for students in grades 2–5 in math and language usage. However, overall CAASPP proficiency declined in both ELA and math, indicating a need for continued focus on core instructional practices. The adoption of Open Up math is a direct response to this trend.

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.

The school has increased the interventionist position from part-time to full-time to better meet the needs of struggling students. Counseling services and special education one-on-one support are being maintained to ensure continuity for students who depend on these services. The school is continuing its investment in teacher professional development to strengthen instructional practice across all grade levels. The Open Up math curriculum was adopted for grades 2–6 at the start of 2025–26 as a direct response to declining math proficiency on the CAASPP. We also invested in staff professional development.
In addition, the school is implementing several new initiatives for the coming year. Monthly Saturday school will be offered for middle school students to support accountability and academic growth. School-wide incentive days will recognize students who are completing their work and making positive choices. The school is committing to interim assessments throughout the year to monitor student progress and inform instruction. Data days have been calendared to provide dedicated time for teachers to analyze student data and collaboratively plan instruction. These changes reflect a proactive, data-driven approach to improving academic outcomes for all students.

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	CAASPP Testing	We provide breakfast and snacks the week of CAASPP testing, print color copies of Student Score Reports and mail home to parents, and a substitute teacher is hired to assist with separate setting.	$2,000.00	No
2.2	STEAM Class	Maintain STEAM and project based learning programs. This program allows us to provide prep time to teachers so they can implement Universal Design for Learning.	$111,854.40	No Yes
2.3	Digital Curriculum	Renew subscriptions to student progress monitoring programs to assist staff in analyzing student achievement and planning differentiated instruction strategies. Examples: NWEA, STAR, Moby Max, etc.	$22,926.00	No
2.4	Traditional Curriculum and Materials	Provide research-based curriculum and enrichment materials that are aligned with CCSS and NGSS i.e. Open Up.	$25,968.00	No
2.5	Intervention/RTI	Intervention programs and tools will be assessed, previewed, altered as needed, and funded to provide support for low income, EL, FY, RFEP, and any struggling students with a focus on Math & Language Arts. Fund stipends for certificated staff to support students identified as SED, EL, or RFEP through after-school tutoring and homework support. Hire a part-time intervention support aide.	$81,827.80	No Yes
2.6	Professional Development and Coaching	The school provides professional development opportunities for certificated and classified staff including but not limited to UDL, CCSS, NGSS, CAASPP, SEL, Restorative Practices, STEAM, PBIS/MTSS, and PBL. Provide release of time and substitute teacher funding for professional growth opportunities	$12,379.00	No

Action #	Title	Description	Total Funds	Contributing
2.7	Technology Upgrades and Lending	Maintain and upgrade internet systems and repair technology, as needed, to provide adequate services for all classrooms. Update and replace technology in the checkout system, as needed, for low income and English learner students without adequate technology at home to complete school projects and homework. Provide funding for repair and replacement of technology tools as needed to implement school programs.	$44,003.00	Yes
2.8	Speech Services	Provide Speech services to our students. We contract with Presence Learning for virtual speech and language services. Additionally, we have a part-time aide to assist students and oversee therapy.	$93,240.00	No
2.9	Education Specialist and SPED Aide	Maintain Education Specialist position (1 FTE) to provide resource services to students identified as SWD and part-time paraprofessional aides to support the special education program.	$158,623.00	No
2.10	SEL- Counseling and School Psychologist	Contract with HCOE to provide cognitive & social-emotional assessment to our students.(.2 FTE) Ensure students receive support for behavioral and social-emotional counseling services to our students through a contracted Counselor. Counselor services will be maintained at 2 full days. Provide curriculum and supplies to support social-emotional learning.	$42,494.00	No
2.11	PBIS/MTSS	Student learning/academic, SEL and/or behavioral needs are identified by the MTSS team, communicated with parents and addressed in a timely	$500.00	No

Action #	Title	Description	Total Funds	Contributing
		manner at least once per trimester. The school purchases a SWIS license annually to track student incident reports.		
2.12	TK - 8 Teachers	Maintain personnel including highly qualified teachers in grades TK-8.	$1,100,918.20	No
2.13	Classroom Aides	Maintain one classroom aide per grade level class to support student learning	$179,540.00	No Yes
2.14	Attendance	Work with the families of chronically tardy students to provide support and information promoting the importance of regular school attendance. Provide recognition for students with perfect attendance.	$500.00	No
2.15	Equity	Staff and Parents audit policies, practices and cultural norms to ensure all students and families have access to high quality educational experiences as well as community engagement & support. Provide training for students, staff and families to ensure a safe and inclusive environment for all.	$3,000.00	No
2.16	Music and Arts	Provide all students access to music instruction, specifically SED students. Plan two shows for the student body per year. Provide each class a $200 budget for plays. Rent facilities for classroom plays.	$42,284.00	No Yes
2.17	Habits of Mind & Growth Mindset	Provide training and resources for teachers and staff to support our students and staff develop perseverance and grit.	$500.00	No
2.18	After School	Increase scholarships given to unduplicated students in afterschool and provide more frequent intervention/tutoring opportunities. Provide enrichment activities each week in after school. Camp Timberwolf provides three camps per year totaling 35 days of extended learning opportunities.	$130,646.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maintain a positive school climate with involved parents, engaged students and a community of belonging.	Broad Goal

State Priorities addressed by this goal.

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.

We understand and value the importance of a strong and active community. Our students will be happier, healthier and learn more if they feel like they belong. They'll also do better if their families are well informed and engaged with our school. Shared leadership and community are core values at Redwood Prep. This means we actively seek input from parents, students and staff to inform our decision-making processes. When our educational partners are aligned with the mission, vision and values of our school, we can accomplish great things for 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	Parent Participation and Education	On average, 10 parents attend parent council, 2 attend board meetings, and 10 attend family event nights. This school year, parent council sponsored 1 parent education night.	On average, 10 parents attended parent council this year, 2 attended board meetings, and 3-4 families attended family events (5-8 parents).	3.1 On average, 8 parents attend parent council, 1-2 attend board meetings, and 5 families attend family events. We created a parent book club this year that meets once a month. 5 parents currently attend.	Increase parent participation by 50% at parent council, school board meetings, and family event nights and to hold 2 parent education nights throughout the school year.	Slightly decreased. Average parent council attendance down from 10 to 8. Board meeting attendance maintained at 1-2. Family event attendance increased from 10 to approximately 5 families. New parent book club

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						added with 5 participants.
3.2	Community Connection & Belonging	Local Climate Survey Fourth Grade Responses: 91.3% feel safe at school most or all of the time. 82.6% feel apart of the school most or all of the time. 91.2% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never. Seventh Grade Responses: 90% feel safe at school most or all of the time. 70% feel a part of the school most or all of the time. 70% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never.	Local Climate Survey Fourth Grade Responses: 85.7% feel safe at school most or all of the time. 71.5% feel apart of the school most or all of the time. 95.2% feel respected by teachers and other adults most or all of the time. On the above questions, 1 student responded with never to the first two questions. No students responded with never when asked if adults respect them. Seventh Grade Responses: 90.9% feel safe at school most or all of the time. 91% feel a part of the school most or all of the time.	3.2 Local Climate Survey Fourth Grade Responses: 78.2% feel safe at school most or all of the time. 60.8% feel part of the school most or all of the time. 82.6% feel respected by teachers and other adults most or all of the time. Seventh Grade Responses: 90.5% feel safe at school most or all of the time. 85.7% feel part of the school most or all of the time. 76.1% feel respected by teachers and other adults most or all of the time.	To maintain the percent of students that feel safe, connected, and respected at school as measured by local climate survey data.	4th Grade: Feeling safe: Decreased 13.1 points (91.3% to 78.2%) Feeling part of school: Decreased 21.8 points (82.6% to 60.8%) Feeling respected: Decreased 8.6 points (91.2% to 82.6%) 7th Grade: Feeling safe: Maintained (90% to 90.5%) Feeling part of school: Increased 15.7 points (70% to 85.7%) Feeling respected: Increased 6.1 points (70% to 76.1%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			86.4% feel respected by teachers and other adults most or all of the time. On the above questions, 0% of students responded with never for safety and respect. 1 student responded with never when asked if they feel apart of the school.			
3.3	Shared Leadership: Meeting notes from: Parent Council Staff Meetings Leadership Meetings Board Meetings Student Council Fundraising Committee Facilities Committee Family Events Committee Grandparents in Action Wellness Committee	Student Council - 21 students, 2 teachers Board - 5 parents, 1 grandparent, and 1 community member Fundraising - 4 parents, 1 teacher Facilities - 1 parent, 1 board members 4 staff Family Events - 2 staff Leadership - 2 board members, 4 teachers, 2 classified, 1 administrator Grandparents in Action - 10 grandparents Wellness - 2 parents, 2 staff/parents,	Student Council - 15 students, 2 teachers Board - 6 parents and 1 grandparent Fundraising - 4 parents, 1 teacher Facilities - 1 parent, 2 board members, 3 staff Family Events - 2 staff Leadership - 2 board members, 5 teachers, 2 classified, 1 administrator, and 1 confidential	3.3 Student Council- 12 students, 2 teachers Board- 7 parents Facilities- 2 board members/parents, 3 staff Leadership- 2 board members, 5 teachers, 2 classified, 1 administrator, and 1 confidential Grandparents in Action - 10 grandparents Wellness - 2 parents, 1 board member/parent, 1	Maintain stakeholder participation in the shared leadership process.	Maintained.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grandparents in Action - 10 grandparents Wellness - 2 parents, 1 board member/parent, 1 admin, 2 teachers, and 2 classified.	admin, 2 teachers, and 2 classified.		
3.4	Community Health & Wellness	Local climate survey and CA Healthy Kids Survey administered to grades 4 and up. Harvest of the month for all grade levels. 5th and 6th grade participated in puberty education. 7th and 8th grade participated in a comprehensive sexual education course.	Local climate survey and CA Healthy Kids Survey administered to grades 4 and up. Harvest of the month for all grade levels. 5th and 6th grade participated in puberty education. 7th and 8th grade participated in a comprehensive sexual education course.	3.4 Local climate survey and CA Healthy Kids Survey administered to grades 4 and up. Harvest of the month for all grade levels. 5th and 6th grade participated in puberty education. 7th and 8th grade participated in a comprehensive sexual education course.	Maintain local climate survey, CA Healthy Kids Survey, harvest of the month, puberty education, and comprehensive sex ed.	Maintained.
3.5	A Sense of Belonging	On average 81% of students feel a sense of belonging at school based on local school climate survey results.	On average 81.8% of students feel a sense of belonging at school based on local school climate survey results.	3.5 On average, 72% of students feel a sense of belonging at Redwood Prep as indicated on local climate survey data. This score was comprised of the following questions which had the following	Maintain percent of students that feel a sense of belonging.	Decreased 9 points (81% to 72%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				responses as all or most of the time: Does your school teach students to care about each other and treat each other with respect? — 82% Do the teachers and other grown-ups on campus care about you? — 80% Do you feel like you are part of this school? — 73% Do the teachers and other grown-ups at school listen when you have something to say? — 66% Do the teachers and other grown-ups at school make an effort to get to know you? — 61%"		
3.6	Student Engagement/Cell Phone Policy	Currently, students who bring cell phones to school are required to leave them in their backpacks and are not allowed to use them on campus.	Added in spring of 2025.	3.6 The school worked with legal to draft a cell phone policy to meet the CA Phone-Free Schools Act initiated by the	To have a system in place to ensure students are engaged at school and cell-phone use is limited.	Cell phone lockers purchased and policy drafted to comply with CA Phone-Free Schools Act.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Governor. The school purchased cell phone lockers for grades 4 and up.		

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.

All planned actions for Goal 3 were implemented as intended with no substantive differences. A notable success was the creation of a parent book club, which added a new avenue for family engagement. The school also successfully implemented a cell phone locker system to comply with the CA Phone-Free Schools Act, supporting student engagement and focus during the school day. A key challenge identified through survey data is a decline in students' sense of belonging, particularly among 4th grade students, who showed decreases in feeling safe, feeling part of the school, and feeling respected. Seventh grade results were more positive, with increases in sense of belonging and feelings of respect.

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

We did not have any expenditures for the school garden, cell phone policy, or health and wellness in 2025-2026.

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

Most actions continue to support a positive school climate. Family events, shared leadership structures, grandparents in action, and the wellness committee remain effective in maintaining community connection. School climate data reflects the unique circumstances of the 2024-25 school year. Seventh grade students showed meaningful improvement in sense of belonging and feelings of respect. Fourth grade results, which contributed to an overall decline in the percentage of students reporting a sense of belonging from 81% to 72%, are best understood in context. This class has significant social-emotional needs, and the school year began with a period of transition due to a substitute teacher, which impacted the consistency and connection students experienced early in the year. The school views these results not as a reflection of overall climate, but as a signal to provide more intentional, targeted social-emotional support for students with greater needs. In response, the school is prioritizing Tier 2 social groups, explicit social skills instruction, and a dedicated summer professional development day focused specifically on this goal area.

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 new collaboration metric has been added to this goal to track staff efforts in planning and delivering targeted social-emotional support. Based on feedback gathered through the board workshop, parent surveys, and teacher input, a clear need has been identified for Tier 2 social groups and explicit social-emotional skills instruction. In response, the school has planned a summer professional development day where all teachers will come together to focus on this goal area by planning social skill instruction and structured social groups for students who need additional support. These changes reflect the school's commitment to building a stronger community of belonging for all students.

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	Parent Participation and Education	Redwood Prep offers staff and parent education courses designed to increase family involvement and student success. We plan to offer classes in technology safety. Teachers and parents both reported a need for education regarding safe technology use and cyberbullying prevention. We also plan to host a Love and Logic training. The school subscribes to the Remind App to keep families updated with school news, events, and announcements. Parent volunteers to support organized activities at recess.	$7,000.00	No
3.2	Back to School BBQ & Family Events	We hold an annual Back to School BBQ and one family event per trimester to encourage parent engagement and a sense of community.	$5,000.00	No
3.3	Fingerprinting	We pay for half of each parent and volunteer fingerprinting fee in order to encourage parent engagement and participation.	$2,000.00	No
3.4	Parent and Student Council Events, Sports, Family Events, and Community Involvement	Increase parent participation by having one parent from each grade level be a parent council representative and expand the role of the Parent Council. The group will be focusing on activities for students in addition to bringing in speakers and experiences and will also focus on recognizing student success. We provide a stipend for the Athletic Director and Gym Supervisor.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
3.5	Student Advocates	Build student capacity to stand-up for each other against name-calling and bullying and maintain teacher run "family groups" with students.	$1,500.00	No
3.6	School Garden	Incorporate the school garden into the STEAM curriculum and teach students at each grade level about the connection between where we live geographically and the soil, climate, water supply and the food we grow. Teach students about food, waste and sustainability.	$4,000.00	No
3.7	Health, Wellness & Self - Regulation	Educate students, families and staff about healthy diet, exercise and lifestyle choices and the dangers of tobacco, drugs, alcohol and digital/social media. Teach students and staff to regulate thoughts and actions when faced with challenging situations related to academics and/or interpersonal conflict.	$2,500.00	No
3.8	Collaboration	Designated time for staff to review student data, collaborate with other staff regarding student needs. Incorporate "data days" and summer professional development into the annual calendar.	$3,000.00	No
3.9	Field Trips	Students will continue to participate in field trips and projects within the community to support academic progress, growth of the whole child and the mission/vision of Redwood Prep Charter. Provide opportunities for Redwood Prep students to participate in a variety of countywide events.	$3,500.00	No
3.10	Student Engagement/Cell Phone Policy	Purchase cell phone lockers for grades 4-8.	$2,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$239862	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
8.514%	0.000%	$0.00	8.514%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Safety and State Reporting Compliance **Need:** Students who fall under the category of ELL, Foster Youth, and Low Income need to be identified by the school to receive necessary supports. **Scope:**	The action addresses the need by providing the school a way to accurately identify and monitor students as ELL, Foster Youth, and Low Income.	1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** STEAM Class **Need:** Students in the unduplicated student group of SED are underperforming when compared to all students. 57% of students who are Socioeconomically Disadvantaged exceeded or met the standard in language arts compared to all students at 67%. In mathematics, 36% of students who are Socioeconomically Disadvantaged exceeded or met the standard compared to all students at 46%. **Scope:** LEA-wide	This program allows us to reduce class size by half during math, language arts or writing instruction, so teachers can specifically focus on instruction with unduplicated students.	This action will be monitored through student participation and NWEA data 2.9.
2.5	**Action:** Intervention/RTI **Need:** 57% of students who are Socioeconomically Disadvantaged exceeded or met the standard in language arts compared to all students at 67%. In mathematics, 36% of students who are Socioeconomically Disadvantaged exceeded or met the standard compared to all students at 46%. Feedback from teachers also supports the need for additional support. **Scope:**	This action directly supports students identified as Socioeconomically Disadvantaged because students in this category are given priority in the intervention schedule per grade level.	NWEA, CAASPP, and report card data. 2.1, 2.2, and 2.9

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	**Action:** Technology Upgrades and Lending **Need:** 30 students are socioeconomically disadvantaged in grades 6, 7, and 8.This student group needs access to a computer to complete required homework. **Scope:** LEA-wide	Students in grade 6, 7, and 8 have nightly homework requiring computer access. Providing students with a Chromebook at home allows them to complete required school assignments and gives access to online resources.	2.3
2.13	**Action:** Classroom Aides **Need:** Students who are considered to be low income are performing lower on the CAASPP when compared to all students. **Scope:** LEA-wide Schoolwide	This action directly benefits students by having an additional adult in the classroom to support a variety of learners and to provide small group instruction.	The school will monitor effectiveness through staff assignments and student test scores 2.3 and 2.9.
2.16	**Action:** Music and Arts **Need:** Students who are identified as SED need access to music instruction. They may not have the same opportunities outside of school to access music lessons.	The action gives students access to music instruments and music instruction during and after school who might not otherwise have the opportunity to participate outside of school.	The school will monitor effectiveness through student participation in the music program 2.11.

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.18	**Action:** After School **Need:** Unduplicated students are performing lower in language arts and math when compared to all students. **Scope:** Limited to Unduplicated Student Group(s)	This action will allow unduplicated students to receive support with homework afterschool that they might not otherwise receive.	CAASPP and NWEA scores. 2.3 and 2.9

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.

N/A

Additional Concentration Grant Funding

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

Not Applicable

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	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

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	2817250	239862	8.514%	0.000%	8.514%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,029,742.20	$333,805.00	$142,781.00	$55,927.20	$2,562,255.40	$1,725,460.40	$836,795.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	1.1 Facilities and Lease	All	No			All Schools	2024-2027 school year	$29,402.00	$332,250.00	$361,652.00				$361,652.00	
1	1.2	Safety Trainings and Materials	All	No			All Schools		$0.00	$8,550.00	$8,550.00				$8,550.00	
1	1.3	Safety and State Reporting Compliance	All	No Yes	LEA-wide			2024-2027 school year	$0.00	$7,000.00	$7,000.00				$7,000.00	3%
1	1.4	Safe Learning Environment for Students.	All	No			All Schools	2024-2027 school year	$0.00	$4,350.00	$4,350.00				$4,350.00	
1	1.5	Ventilation and Air Quality	All	No			All Schools	2024-2027 school year	$0.00	$55,000.00	$55,000.00				$55,000.00	
1	1.6	Facilities Maintenance and Projects	All	No			All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.7	Boone Street Development	All	No			All Schools		$0.00	$7,000.00	$7,000.00				$7,000.00	
2	2.1	CAASPP Testing	All	No			All Schools	2024-2027 school year	$1,000.00	$1,000.00	$2,000.00				$2,000.00	
2	2.2	STEAM Class	All	No Yes	LEA-wide		All Schools	2024-2027 school year	$111,854.40	$0.00	$55,927.20			$55,927.20	$111,854.40	23%
2	2.3	Digital Curriculum	All	No			All Schools	2024-2027 school year	$0.00	$22,926.00	$6,026.00	$16,900.00			$22,926.00	
2	2.4	Traditional Curriculum and Materials	All	No			All Schools	2024-2027 school year	$0.00	$25,968.00		$25,968.00			$25,968.00	
2	2.5	Intervention/RTI	All	No Yes	LEA-wide			2024-2027 school year	$81,827.80	$0.00	$81,827.80				$81,827.80	34%

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Professional Development and Coaching	All	No			All Schools	2024-2027 school year	$0.00	$12,379.00	$5,000.00	$7,379.00			$12,379.00	
2	2.7	Technology Upgrades and Lending	Low Income	Yes	LEA-wide	Low Income		2024-2027 school year	$0.00	$44,003.00	$3,620.00	$40,383.00			$44,003.00	2%
2	2.8	Speech Services	Students with Disabilities IEP/IDEA	No			All Schools	2024-2027 school year	$35,746.00	$57,494.00	$52,826.00	$40,414.00			$93,240.00	
2	2.9	Education Specialist and SPED Aide	Students with Disabilities IEP/IDEA	No			All Schools	2024-2027 school year	$131,888.00	$26,735.00	$15,842.00		$142,781.00		$158,623.00	
2	2.10	SEL- Counseling and School Psychologist	All	No			All Schools	2024-2027 school year	$0.00	$42,494.00	$22,663.00	$19,831.00			$42,494.00	
2	2.11	PBIS/MTSS	All	No			All Schools	2024-2027 school year	$0.00	$500.00	$500.00				$500.00	
2	2.12	TK - 8 Teachers	All	No				2024 - 2027 School Year	$1,100,918.20	$0.00	$1,100,918.20				$1,100,918.20	
2	2.13	Classroom Aides	All	No Yes	LEA-wide Schoolwide		All Schools	2024 - 2027 School Year	$179,540.00	$0.00	$179,540.00				$179,540.00	75%
2	2.14	Attendance	All	No			All Schools	2024 - 2027 School Year	$0.00	$500.00	$500.00				$500.00	
2	2.15	Equity	All	No			All Schools	2024 - 2027 School Year	$0.00	$3,000.00	$3,000.00				$3,000.00	
2	2.16	Music and Arts	All Low Income	No Yes	LEA-wide	Low Income	All Schools Specific Schools: State Funding	2024-2027 school year	$30,284.00	$12,000.00		$42,284.00			$42,284.00	0%
2	2.17	Habits of Mind & Growth Mindset	All	No			All Schools	2024 - 2027 School Year	$0.00	$500.00	$500.00				$500.00	
2	2.18	After School	Low Income	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools Specific Schools: State Funding	2024-2027 school year	$23,000.00	$107,646.00		$130,646.00			$130,646.00	0%
3	3.1	Parent Participation and Education	All	No			All Schools	2024 - 2027 School Year	$0.00	$7,000.00	$7,000.00				$7,000.00	
3	3.2	Back to School BBQ & Family Events	All	No			All Schools	2024 - 2027 School Year	$0.00	$5,000.00	$5,000.00				$5,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.3	Fingerprinting	All	No			All Schools	2024 - 2027 School Year	$0.00	$2,000.00	$2,000.00				$2,000.00	
3	3.4	Parent and Student Council Events, Sports, Family Events, and Community Involvement	All	No			All Schools	2024 - 2027 School Year	$0.00	$15,000.00	$5,000.00	$10,000.00			$15,000.00	
3	3.5	Student Advocates	All	No			All Schools	2024 - 2027 School Year	$0.00	$1,500.00	$1,500.00				$1,500.00	
3	3.6	School Garden	All	No			All Schools	2024 - 2027 School Year	$0.00	$4,000.00	$4,000.00				$4,000.00	
3	3.7	Health, Wellness & Self - Regulation	All	No				2024 - 2027 School Year	$0.00	$2,500.00	$2,500.00				$2,500.00	
3	3.8	Collaboration	All	No				2024 - 2027 School Year	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.9	Field Trips	All	No			All Schools	2024-2027 school year	$0.00	$3,500.00	$3,500.00				$3,500.00	
3	3.10	Student Engagement/Cell Phone Policy	All	No			All Schools	202-2027 School Year	$0.00	$2,000.00	$2,000.00				$2,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2817250	239862	8.514%	0.000%	8.514%	$327,915.00	137.000%	148.640 %	**Total:**	$327,915.00
								LEA-wide Total:	$327,915.00
								Limited Total:	$0.00
								Schoolwide Total:	$179,540.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.3**	Safety and State Reporting Compliance	Yes	LEA-wide			$7,000.00	3%
2	**2.2**	STEAM Class	Yes	LEA-wide		All Schools	$55,927.20	23%
2	**2.5**	Intervention/RTI	Yes	LEA-wide			$81,827.80	34%
2	**2.7**	Technology Upgrades and Lending	Yes	LEA-wide	Low Income		$3,620.00	2%
2	**2.13**	Classroom Aides	Yes	LEA-wide Schoolwide		All Schools	$179,540.00	75%
2	**2.16**	Music and Arts	Yes	LEA-wide	Low Income	All Schools Specific Schools: State Funding		0%
2	**2.18**	After School	Yes	Limited to Unduplicated Student Group(s)	Low Income	All Schools Specific Schools: State Funding		0%

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,421,160.00	$2,332,058.00

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**	1.1 Facilities and Lease	No	$314,058.00	332525
1	**1.2**	Safety Trainings and Materials	No	$8,550.00	3816
1	**1.3**	Safety and State Reporting Compliance	Yes	$5,530.00	7215
1	**1.4**	Safe Learning Environment for Students.	No	$4,350.00	1150
1	**1.5**	Ventilation and Air Quality	No	$50,000.00	14197
1	**1.6**	Facilities Maintenance and Projects	No	$20,000.00	68991
1	**1.7**	Boone Street Development	No	$7,000.00	1500
2	**2.1**	CAASPP Testing	No	$2,000.00	1009
2	**2.2**	STEAM Class	Yes	$84,376.00	109372
2	**2.3**	Digital Curriculum	No	$31,936.00	30841
2	**2.4**	Traditional Curriculum and Materials	No	$15,000.00	18930

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.5**	Intervention/RTI	Yes	$73,186.00	45693
2	**2.6**	Professional Development and Coaching	No	$11,548.00	12327
2	**2.7**	Technology Upgrades and Lending	Yes	$24,000.00	29694
2	**2.8**	Speech Services	No	$87,180.00	92932
2	**2.9**	Education Specialist and SPED Aide	No	$136,368.00	118574
2	**2.10**	SEL- Counseling and School Psychologist	No	$50,000.00	56978
2	**2.11**	PBIS/MTSS	No	$500.00	400
2	**2.12**	TK - 8 Teachers	No	$1,175,072.00	1077706
2	**2.13**	Classroom Aides	Yes	$193,906.00	174207
2	**2.14**	Attendance	No	$500.00	0
2	**2.15**	Equity	No	$3,000.00	644
2	**2.16**	Music and Arts	Yes	$33,500.00	40065
2	**2.17**	Habits of Mind & Growth Mindset	No	$500.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.18**	After School	Yes	$45,000.00	71991
3	**3.1**	Parent Participation and Education	No	$7,000.00	3182
3	**3.2**	Back to School BBQ & Family Events	No	$5,000.00	6617
3	**3.3**	Fingerprinting	No	$1,600.00	785
3	**3.4**	Parent and Student Council Events, Sports, Family Events, and Community Involvement	No	$15,000.00	8572
3	**3.5**	Student Advocates	No	$1,500.00	299
3	**3.6**	School Garden	No	$4,000.00	0
3	**3.7**	Health & Wellness	No	$2,500.00	0
3	**3.8**	Self-Regulation & Mindfulness	No	$1,000.00	849
3	**3.9**	Field Trips	No	$3,500.00	997
3	**3.10**	Student Engagement/Cell Phone Policy	No	$3,000.00	0

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)
233158	$345,410.00	$255,533.00	$89,877.00	135.000%	109.000%	-26.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Safety and State Reporting Compliance	Yes	$5,530.00	7215	2%	3%
2	2.2	STEAM Class	Yes	$42,188.00	54686	18%	23%
2	2.5	Intervention/RTI	Yes	$73,186.00	45693	31%	20%
2	2.7	Technology Upgrades and Lending	Yes	$3,000.00	0	1%	0%
2	2.13	Classroom Aides	Yes	$193,906.00	147939	83%	63%
2	2.16	Music and Arts	Yes	$27,600.00	0	0%	0%
2	2.18	After School	Yes	0	0	0%	0%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,546,289	233158	0	9.157%	$255,533.00	109.000%	119.036%	$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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