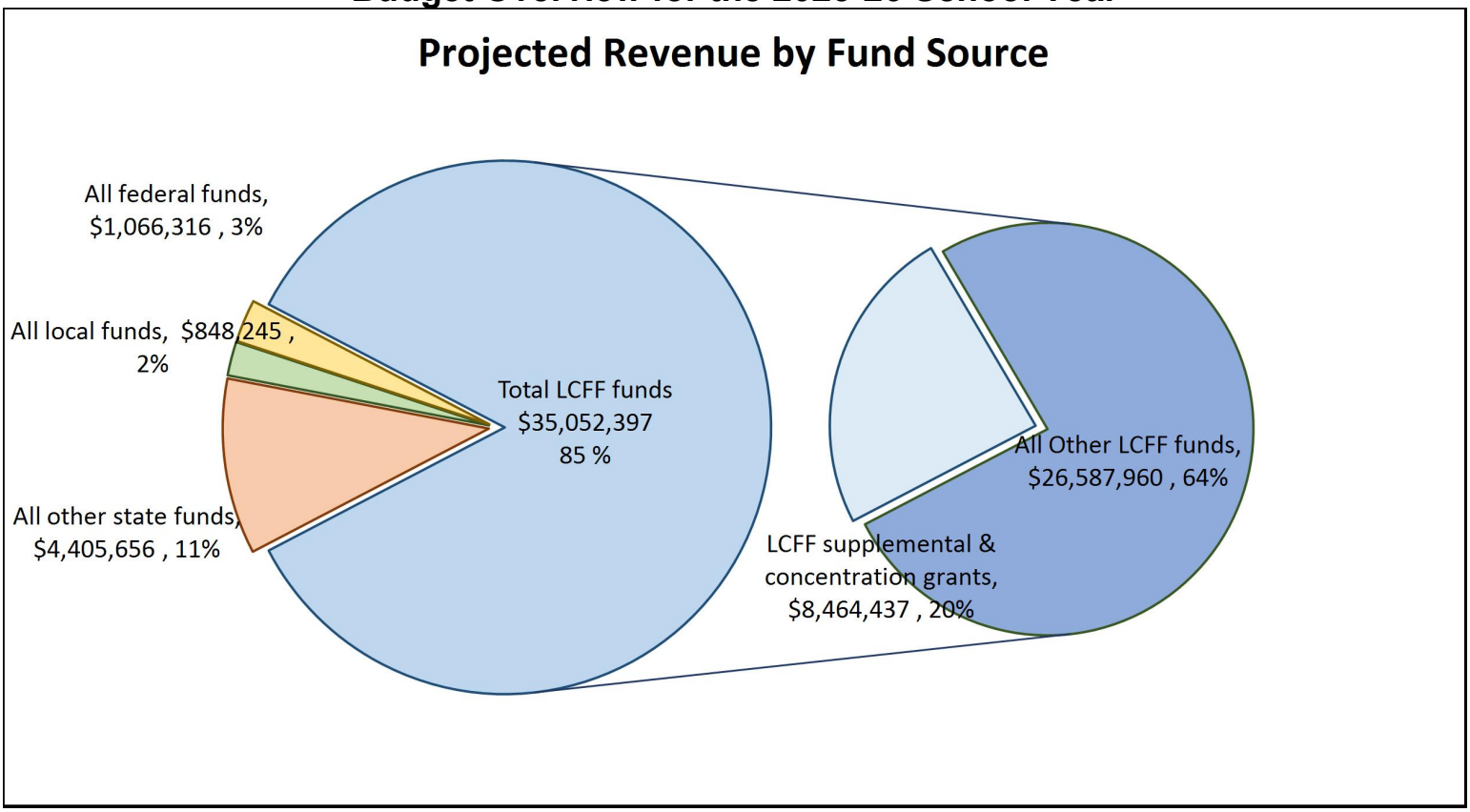
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Preparatory School - Charter
CDS Code: 36-67827-0113928
School Year: 2025-26
LEA contact information:
Derrick Delton
Superintendent

760-243-5884

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

Budget Overview for the 2025-26 School Year

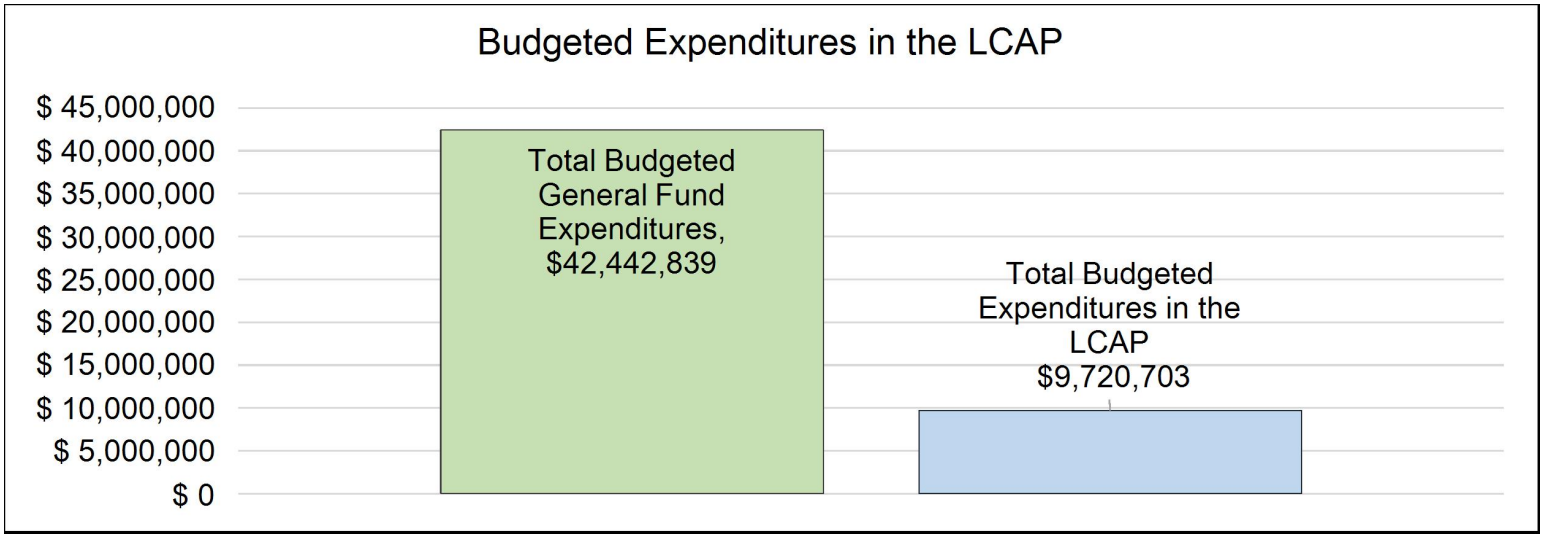


This chart shows the total general purpose revenue Riverside Preparatory School - Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Preparatory School - Charter is $41,372,614, of which $35,052,397 is Local Control Funding Formula (LCFF), $4,405,656 is other state funds, $848,245 is local funds, and $1,066,316 is federal funds. Of the $35,052,397 in LCFF Funds, $$8,464,437 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 Riverside Preparatory School - Charter plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside Preparatory School - Charter plans to spend $42,442,839 for the 2025-26 school year. Of that amount, $9,720,703 is tied to actions/services in the LCAP and $32,722,136 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

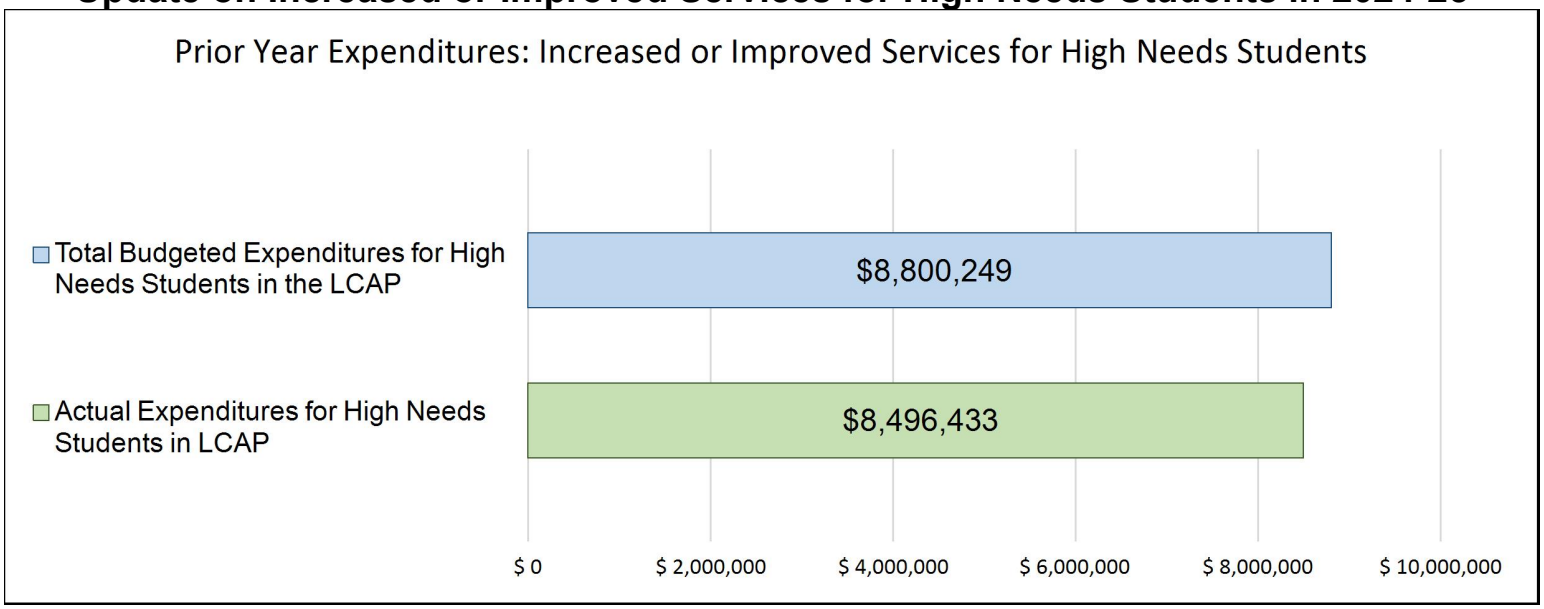
The LCAP does not include Certificated and Classified Salaries and Benefits, including the cost of Health and Welfare, Books and Supplies, Utilities, vehicle operational costs, operational platforms, and capital outlay.

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

In 2025-26, Riverside Preparatory School - Charter is projecting it will receive $$8,464,437 based on the enrollment of foster youth, English learner, and low-income students. Riverside Preparatory School - Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Riverside Preparatory School - Charter plans to spend $8,771,167 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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

The text description of the above chart is as follows: In 2024-25, Riverside Preparatory School - Charter's LCAP budgeted $8,800,249 for planned actions to increase or improve services for high needs students. Riverside Preparatory School - Charter actually spent $8,496,433 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $303,816 had the following impact on Riverside Preparatory School - Charter’s ability to increase or improve services for high needs students:

Riverside Prep budgeted for additional transportation costs and after-school support that ELOP funds paid. There was no impact on the goals or actions resulting from the use of other funding sources.

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
Riverside Preparatory School - Charter	Derrick Delton Superintendent	ddelton@orogrande.org 760-243-5884

Plan Summary [2025-26]

General Information

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

Riverside Preparatory School is a seat time TK-12 charter school, serving students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale, Oak Hills, and Adelanto communities. Students participate in a college preparatory program that emphasizes 21st-century skills through Common Core Standards. By designing an eight-hour instructional day program, for all students, students are able to explore multiple pathways and topics, including athletics, visual and performing arts, advanced placement, and civic learning projects. Class sizes are well below state averages, adding to the personalized learning experiences.
The Riverside Preparatory School program is embedded within the Riverside Preparatory Elementary School, expanding the educational opportunities for all students. Riverside Preparatory School strives to empower our students through an extraordinary choice in education by providing quality programs that give a variety of learning opportunities to our students. We offer a rigorous 21st-century curriculum that prepares our students to compete in today's global marketplace.

Reflections: Annual Performance

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

Goal 1: Provide a rigorous academic program for all students
During Year 1, Riverside Preparatory School demonstrated incremental academic progress in several key performance areas. The CAASPP ELA Distance from Standard (DFS) improved for all students and most subgroups, with a notable gain of +4.3 points for all students and

smaller but positive gains across English Learners, Low Income, and other subgroups. In mathematics, the results were mixed. While some subgroups showed slight improvements, overall DFS for all students increased slightly, indicating a minor decline. Encouragingly, the iReady reading scores rose by 2 percentage points, and English learner progress climbed by 2.5%, although the EL reclassification rate declined significantly from 10.18% to 5.1%. Core teachers continued to implement state standards with 100% fidelity, and technology access remained universal. Additionally, the percentage of students prepared for college and career rose from 39.4% to 47.4%, and the graduation rate improved slightly to 97.7%. These results suggest targeted interventions and support systems are yielding positive results in literacy and college readiness, though mathematics achievement and EL reclassification need further attention.

Goal 2: Provide a safe learning environment in collaboration with educational stakeholders
The school made positive strides toward creating a safer and more supportive learning environment. The student safety survey saw a slight increase from 84.5% to 84.9%, indicating steady perceptions of safety. Facilities remained in 100% good repair, and the overall student attendance rate improved to 94%, a 1.6% increase from baseline. Suspension rates declined significantly across nearly all subgroups, including a 2.2% drop overall, reflecting improved behavioral supports or discipline practices. Expulsion rates remained extremely low at less than 0.1%. Perhaps most impressively, the chronic absenteeism rate for all students dropped from 28% to 16.5%, with all subgroups showing significant declines. Student connectedness also rose from 84.3% to 89.9%, a 5.6% increase. These results suggest that efforts to improve school culture, attendance, and behavioral outcomes have been effective.

Goal 3: Engage families and the community
In the first year, parent engagement results showed a slight decline, with 76.6% of parents reporting participation in decision-making processes, down from 79.9%. While this dip suggests room for improvement, the school did meet the “Standard Met” designation for parent and family engagement on the CA Dashboard Local Indicator, signaling that engagement strategies are still broadly meeting state expectations. Moving forward, the school may want to explore more inclusive or accessible ways to ensure parent voices are heard and decision-making is collaborative.

Reflections: Technical Assistance

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

There are three areas where the California Dashboard indicated students are performing very low. The three areas are; English Language Arts, mathematics and chronic absenteeism. The CAASPP ELA Distance from Standard (DFS) improved for all students and most subgroups, with a notable gain of +4.3 points for all students and smaller but positive gains across English Learners, Low Income, and other subgroups. In mathematics, the results were mixed. While some subgroups showed slight improvements, overall DFS for all students increased slightly, indicating a minor decline. Perhaps most impressively, the chronic absenteeism rate for all students dropped from 28% to 16.5%, with all subgroups showing significant declines. Student connectedness also rose from 84.3% to 89.9%, a 5.6% increase. These results suggest that efforts to improve school culture, attendance, and behavioral outcomes have been effective.

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Principals and Assistant Principals	Principals met two times a month from August 2024 to May 2025 to review 2024 CA School Dashboard, local data and budget expenditures. During these meetings district support teams advise and share ideas regarding progress on district LCAP goals. During hte March through May meetings, Principals discussed the alignment of goals and actions.
District Administration	The district administration staff meets monthly, the week before the board meeting. During this meeting, all staff presents data and shares concerns and positive outcomes that relate to LCAP data. This meeting also provide opportunities for staff to discuss budget needs and ensure budgets are aligning to LCAP goals.
Classified and other school personnel	Classified staff meets monthly with the Superintendent. During the May meeting the superintendent focused the meeting on the state of the district. This meeting included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard. The group provided feedback about the proposed goal structure to align the actions with board goals.
Local bargaining Unit (Riverside Preparatory Bargaining Unit)	Riverside Preparatory District Administration met with the Riverside Preparatory Association on April 3, 2025. This meeting included time to discuss the three LCAP goals. A survey was conducted to get

Educational Partner(s)	Process for Engagement
	feedback from all teachers regarding programs and that aligned to the LCAP goals.
Students	Students were given the opportunity to evaluate data from their school site and formulate plans that influenced the development of the LCAP. In addition, students presented their findings and plans to school site administrative teams who worked to build those plans into the school site action plans. Students were also administered a culture and climate survey in 2024-25. In this survey, students were asked about physical and emotional safety along with feelings on connectedness.
Parents/Community	Parents and the community were invited to participate in LCAP developmnet meetings through socail media, (Facebook), Parent Square, and callers initiated from the site administers. LCAP development began with a presentation of data at the LCAP Parent Advisory Group on April 2 and May 14, 2025. This meeting included a review of the district LCAP by goal and action with a report on all relevant metrics for the district as well as a review of the California School Dashboard. The group provided feedback about the proposed goal structure to align the actions with board goals. Discussion took place to determine possible re-alignment and combining of like actions into this new goal structure.
SELPA	The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP) works closely with Riverside PreparatorySchool District. A draft of the LCAP was presented to the SELPA administrator.
District English Language Advisory Committee (DELAC)	The DELAC information process includes the entire scope of the LCAP plan cycle including data analysis, plan review, priorities, and plan approval. The DELAC meetings began on September 2024 and ran through May 2025, included a submission of new goals and actions.
LCAP District Advisory Committee (PAC).	The 2025-2026 LCAP draft was presented to the DPAC and DELAC on May 15, 2025. As no comments were submitted from the PAC or DELAC, there was not a written response form the superintendent.

Educational Partner(s)	Process for Engagement
Governing Board Community Members	The midyear LCAP was presented to the Riverside Preparatory Governing Board February 5th, 2025.
Governing Board Community Members	The 2025-2026 LCAP draft was presented at a regularly scheduled Board of Education meeting on June 11, 2025.
Governing Board Community Members	The 2025-2026 LCAP was adopted at a regularly scheduled Board of Education meeting on June 18, 2025.

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

The process of engaging with our educational partners in the development of the LCAP provided the district with input regarding the needs of our students. Areas of emphasis that were heard through meetings, discussions, and surveys have resulted in the adjustment of specific goals and actions.

The goals and actions in the LCAP were highly influenced by the feedback from our educational partners. The input suggested a wide range of priorities for the upcoming school year to ensure student success. These include focusing on student outcomes, particularly for those with academic and social-emotional needs. The importance of extracurricular clubs, foundational skills in English Language Arts and Math were highlighted. Input also suggested prioritizing students who are struggling the most, particularly in English Language Arts and Math, and ensuring high academic standards, reducing class sizes, mental and social emotional health support (student wellbeing), and extra help for struggling readers. The need for a safe and equitable learning environment, new programs and strategies, and more engaging programs, and a call for more parent and community involvement were also emphasized.

Based on input from Educational partners, all stakeholder agreed that no changes should be made to the current Goals and Actions. After looking at areas such as math and English Language Learner proficiency, it was determined that additional resources and attention will be needed to address these challenges.

Goal 1 After looking at CAASPP data and local reading and math data, parents, teachers and staff continue to agree that the school should provide opportunities for students to receive remediation in both ELA and math. Professional Development will focus on balanced literacy, the science of reading and writing. (Goal 1 Action 1.1) There will also be a larger focus on math and adopting new math intervention materials.and understanding the new math framework. (Goal 1 Action 1.2) The plan will continue to have a cyclical model that introduces Professional Development (pedagogy), models lessons, observation and back to Professional Development. PLCs will include opportunities to plan with other grade levels and will be calendared ore the year begins LCAP/Title II funding will be used for this Professional Development. There will also be a mandate that all teacher use langugae functions in all classes to support the needs of English Language Learners. Professional Development will continue in EL instructional strategies. (Goal Goal 1 Action 1.6). There will also continue to be a focus on ensuring that students have access to a broad course of study that allow for education in the fine arts, CTE, Dual Enrollment,

STEAM and technology is a priority for families students and staff. In the 2025-2026 school year, additional Project Lead the Way curriculum will be added to introduce programing and flight and space projects. (Goal 1 Action1.4 and 1.5).

Goal 2 Parents are also concerned about the emotional health of their students. Counselors/teachers also voiced concerns about the high rates of referrals made to their offices regarding peer interactions and regulating behaviors. The district has seen a decrease in chronic absenteeism rates and programs encourage good attendance will continue to be present at all grade levels. Encouraging parents and helping parents with resources to encourage good attendance is a priority for all educational partners. These educational partners have advocated for increased teacher training, and counseling services for students. Students communicated in connectedness and safety surveys indicated that the programs such Leadership, groups provided by the two counselors, and social worker make them feel safe and connected at school were attributed to their ability to meet with counselors when they need help (Goal 2 Action 2.2) . After looking at suspension data and concentrating on chronic absenteeism rates, the educational partners feel that school culture and rewarding positive behaviors is the best way to address these issues. We will look at ways restricted funding can promote whole school rewards and build a culture of high expectations. There will also be a focus on ensuring students are physically healthy so that they can maintain good attendance (Goal Goal 2 Action 2.1)

Goal 3 Ensuring that parents and the community are in partnership regarding programs and decision making is a priority for all educational partners. This goal will provide opportunities for families to give feedback, but to participate in making decisions regarding academic and social programs. Parents will have the opportunity to participate in literacy and math events, fine arts programs and Latino Literacy events to help families of out multilingual learners. (Action Goal 3 Action 3.1)

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Riverside Preparatory School will provide a rigorous academic program for all students.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

All students need to have grade-level proficiency in English literacy and Mathematics to understand and access curriculum and secure college and career readiness. This goal will provide services specifically to our English Language Learners, Special Education students and students that are performing significantly low in both reading and math. This goal will also provide a well rounded education for all students that will provide a broad course of study, including CTE and dual enrollment courses. Professional development to ensure all staff is prepared to provide rigorous and research based instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA (Distance from Standard - DFS)	CA Dashboard 2023 All Students: 52.6 DFS English Learners: 82.6 DFS Low Income: 57 DFS SpEd: 123.2 DFS Homeless: 58.8 DFS Foster: 88.3 DFS African American: 79.5 DFS White: 33.1 DFS Hispanic: 51 DFS	CA Dashboard 2024 All Students: 48.3 DFS English Learners: 80.1 DFS Long Term EL: 115.7 Low Income: 53.8 DFS SpEd: 132.2 DFS		CA Dashboard 2026 All Students: 42.6 DFS English Learners: 72.6 DFS Long Term EL: 108 DFS Low Income: 47 DFS SpEd: 113.2 DFS	CA Dashboard 2024 All Students: 4.3 DFS English Learners: 2.5 DFS Long Term EL: 2.3 DFS Low Income: 3.2 DFS SpEd: -9 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Two or More: 47.2 DFS	Homeless: 72.8 DFS Foster: 104.1 DFS (Not Sig. Sub Group) African American: 68.1 DFS White: 33.4 DFS Hispanic: 47.3 DFS Two or More: 27.4 DFS		Homeless: 48.8 DFS Foster: 78.3 DFS African American: 69.5 DFS White: 23.1 DFS Hispanic: 41 DFS Two or More: 37.2 DFS	Homeless: -14 DFS Foster: -15.8 DFS African American: 11.4 DFS White: -0.3 DFS Hispanic: 3.7 DFS Two or More: 19.8 DFS
1.2	CAASPP Math (Distance from Standard - DFS)	CA Dashboard 2023 All Students: 108.6 DFS English Learners: 134.7 DFS Low Income: 113.2 DFS SpEd: 167.6 DFS Homeless: 111.5 DFS Foster: 145.3 DFS African American: 134.4 DFS White: 75.9 DFS Hispanic: 111.4 DFS Two or More: 99.3 DFS	CA Dashboard 2024 All Students: 110.7 DFS English Learners: 129.2 DFS Long Term EL: 186 DFS Low Income: 115.7 DFS SpEd: 177.5 DFS Homeless: 127.1 DFS Foster: 149.4 DFS (Not a Sig. Sub Group) African American: 136.6 DFS White: 82.6 DFS Hispanic: 112.2 DFS Two or More: 80.2 DFS		CA Dashboard 2026 All Students: 98.6 DFS English Learners: 124.7 DFS Long Term EL: 179.9 DFS Low Income: 103.2 DFS SpEd: 157.6 DFS Homeless: 101.5 DFS Foster: 135.3 DFS African American: 124.4 DFS White: 65.9 DFS Hispanic: 101.4 DFS Two or More: 89.3 DFS	CA Dashboard 2024 All Students: -2.1 DFS English Learners: 5.5 DFS Long Term EL: 3.9 DFS Low Income: -2.5 DFS SpEd: -9.9 DFS Homeless: -15.6 DFS Foster: -4.1 DFS African American: -2.1 DFS White: -6.6 DFS Hispanic: -0.8 DFS Two or More: 19.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	iReady Reading Scores (At or above grade level)	Local iReady Data (2023-2024) 39% of students at/above	Local iReady Data (2024-2025) 41% of students at/above		Local iReady Data (2026-2027) 45% of students at/above	iReady 2%
1.4	English Language Proficiency	CA Dashboard 2023 37.7% making progress	CA Dashboard 2024 40.2% making progress		CA Dashboard 2026 45% making progress	CA Dashboard 2023 2.5 Increase
1.5	EL Reclassification Rates (% of English Learners Reclassified)	Local Data (2023-2024) 10.18% of EL's Reclassified	Local Data (2024-2025) 5.1% of EL's Reclassified		Local Data (2026-2027) 13% of EL's Reclassified	EL's Reclassified -5%
1.6	Implementation of Standards (% of Core Teachers Teaching State Standards)	Local Data (2023-2024) 100% of Core Teachers taught State Standards	Local Data (2024-2025) 100% of Core Teachers taught State Standards		Local Data (2026-2027) 100% of Core Teachers taught State Standards	Local Data (2024-2025) Maintained 100% of Core Teachers taught State Standards
1.7	Properly Credentialed Teachers (% not misassigned)	CALSAAS (2022-2023) 87% of teachers	CALSAAS (2023-2024) 92% of teachers		CALSAAS (2025-2026) Above 90% of teachers	CALSAAS 5%
1.8	English Learner Certified Teachers	CALSAAS (2022-2023) 94% of teachers	CALSAAS (2023-2024)		CALSAAS (2025-2026)	CALSAAS 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of teachers certified to teach English Learners)		94% of teachers		Above 95% of teachers	
1.9	Technology Access (% of students having access to technology during the school day)	Local Data (2023-2024) 100% of students	Local Data (2024-2025) 100% of students		Local Data (2026-2027) 100% of students	Local Data (2024-2025) Maintained 100% of students
1.10	College and Career Indicator (% of students prepared)	CA Dashboard 2023 All Students: 39.4% prepared English Learners: Not Significant Subgroup Low Income: 39.1% prepared African American: 32.3% prepared White: 29.4% prepared Hispanic: 45.6% prepared	CA Dashboard 2024 All Students: 47.4% prepared English Learners: Not Significant Subgroup Low Income: 43.8% prepared African American: 43.8% prepared White: 51.9% prepared Hispanic: 49.5% prepared		CA Dashboard 2026 All Students: Above 40% English Learners: Above 40% Low Income: Above 40% African American: Above 40% White: Above 40% Hispanic: Above 40%	CA Dashboard 2024 All Students: 7.9% English Learners: Not Significant Subgroup Low Income: 4.7% African American: 2.5% White: 22.4% Hispanic: 3.9%
1.11	Graduation Rate (% of students graduated from high school)	CA Dashboard 2023 All Students: 97.3% English Learners: Not Significant Subgroup Low Income: 96.8% African American: Not Significant Subgroup White: 88.2% Hispanic: 99%	CA Dashboard 2024 All Students: 97.7% English Learners: 100% Long Term EL: 100%		CA Dashboard 2026 All Students: Above 90% English Learners: Above 90% Low Income: Above 90%	CA Dashboard 2024 All Students: 0.4% English Learners: NA Long Term EL: NA Low Income: 0.4% African American: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Low Income: 97.3% African American: 100% White: 100% Hispanic: 97.3%		African American: Above 90% White: Above 90% Hispanic: Above 90%	White: 11.8% Hispanic: -1.7%
1.12	Master Schedule (% of students with access to courses: CTE, fine arts, dual enrollment, and other well-rounded courses)	Local Data (2023-2024) 100% of students had access to courses	Local Data (2024-2025) 100% of students had access to courses		Loca Data (2026-2027) 100% of students had access to courses	Maintained 100%
1.13	Chronic Absenteeism (% of students Chronically Absent)	CA Dashboard 2023 All Students: 28% English Learners: 20.4% Low Income: 30.3% SpEd: 28.5 % Homeless: 36.5% Foster: 27.3% African American: 23.5% White: 23.7% Hispanic: 29.1% Two or More: 33.3%	CA Dashboard 2024 All Students: 16.5% English Learners: 14.2% Long Term EL: 11.9% Low Income: 17.7% SpEd: 16.6% Homeless: 25.6% Foster: 20% African American: 16.9% White: 11.2% Hispanic: 16.9% Two or More: 24.1%		CA Dashboard 2026 All Students: 20% English Learners: 20% Low Income: 20% SpEd: 20% Homeless: 25% Foster: 20% African American: 20% White: 20% Hispanic: 20% Two or More: 20%	CA Dashboard 2024 All Students: 11.5% English Learners: -6.2% Long Term EL: -4.5% Low Income: -12.7% SpEd: -11.9% Homeless: -10.9% Foster: -7.3% African American: -6.5% White: -12.5% Hispanic: -12.5% Two or More: -9.3%
1.14						

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

Goal Analysis [2024-25]

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

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

The implementation demonstrated strong execution across most planned actions.
1.1 A new intervention reading teacher was successfully hired and received specialized LETRS training through the County Office of Education.
1.2 Teachers effectively utilized intervention math programs such as ZEARN and iReady Pathway to provide foundational math intervention.
1.3 English Language development training was successfully provided to all teachers, with a specific focus on language functions.
1.4/1.5 The district ensured all students had 1:1 Chromebooks and additional technology to support the STEM robotics class, along with designated IT support. Dual enrollment classes also expanded at the secondary level, and CTE classes were offered, providing students access to college and career-ready pathways.
1.6 Instructional coaching and staff development were provided for new teachers and those needing additional support in classroommanagement and instruction.
1.7 Transportation was provided free of cost to all students daily to ensure good attendance, and field trips were taken at every grade level to complement academic programs.
1.8 All special education classes were staffed with highly trained paraprofessionals to support students with special needs.

One adjustment to the original plan occurred when professional development (Action 2) was not implemented at the expected level due to changes in revenue. The cost of professional development programs was less than anticipated, which allowed the district to redirect additional funds to Action 4, enhancing art, CTE, Dual Enrollment, STEM supplies, and music programs. Overall, the actions within this goal were implemented fully as planned, with the exception of professional development services, which were partially implemented as planned. The redirection of funds to enhance other programs demonstrates the district's flexibility in maximizing resources to support student learning.

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.

1.1 There was a material decrease of $44,675 to this action. This was a result of a decrease in planned funding compared to actual funds received. No significant change occurred in the school's ability to implement the action.
1.2 There was no material difference in this action.
1.3 There was a material decrease of $67,586 to this action. This was a result of a decrease in planned funding compared to actual funds received. No significant change occurred in the school's ability to implement the action.
1.4 There was no material difference in this action.

1.5 There was a material increase of $114,992 to this action. The school was able to buy additional Chromebooks and implement carts at the middle school.
1.6 There was a material decrease of $108,361 to this action. The school was able to get training from the county office at a cheaper rate.
1.7 There was no material difference in this action.

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

During Year 1, Riverside Preparatory School demonstrated incremental academic progress in several key performance areas. The CAASPP ELA Distance from Standard (DFS) improved for all students and most subgroups, with a notable gain of +4.3 points for all students and smaller but positive gains across English Learners, Low Income, and other subgroups. In mathematics, the results were mixed. While some subgroups showed slight improvements, overall DFS for all students increased slightly, indicating a minor decline. Encouragingly, the iReady reading scores rose by 2 percentage points, and English learner progress climbed by 2.5%, although the EL reclassification rate declined significantly from 10.18% to 5.1%. Core teachers continued to implement state standards with 100% fidelity, and technology access remained universal. Additionally, the percentage of students prepared for college and career rose from 39.4% to 47.4%, and the graduation rate improved slightly to 97.7%. These results suggest targeted interventions and support systems are yielding positive results in literacy and college readiness, though mathematics achievement and EL reclassification need further attention.

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.

There are no planned changes to goals, metrics or actions for the 2025- 2026 school year.

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	Literacy and ELA Proficiency	Increased literacy programs such as iReady Learning Path and SIPPS will be provided by a reading intervention specialist. These program will increase ELA CAASPP scores, and iReady reading scores. These programs will be principally directed for our English Language Learners and low income students.	$662,742.00	Yes
1.2	Math Proficiency	Increased math programs will be provided by core content teachers in small group settings during the school day. These interventions will be principally directed for our English Language Learners and low income	$245,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students. This program will increase target math CAASPP scores and local math benchmarks.		
1.3	English Learner Support	The Educational Services Department will provide rigorous supplemental California state standards aligned ELD curriculum.These programs will increase CAASPP scores and local reading scores (iReady) for EL students.	$414,857.00	Yes
1.4	Well Rounded Activities	Riverside Prep students will participate in music, art, STEAM, after-school programs, CTE and dual-enrollment opportunities. These courses are provided to enhance the daily schedule for students and increase student engagement. These classes result in higher levels of student engagement and are principally directed towards low income students.	$2,522,642.00	Yes
1.5	Technology	Riverside Prep will provide an instructional technology program and devices to assist the core curriculum programs and increase technical skills. The technology program will increase iReady and ELA CAASPP scores.These programs will be offered daily in the classroom and will be principally directed to low income students and English Language Learners.	$566,576.00	Yes
1.6	Academic Professional Development and Instructional Coaching for Staff	All teachers and administrators will have ongoing and rigorous professional development in all core content areas. This training will be provided by both district support staff (academic and instructional coordinators and contracted professional development and provided by the OGSD Educational Services Department and by SBCSS). This professional development will increase CAASPP ELA scores and math CAASPP and will be principally directed towards low income students.	$144,597.00	Yes
1.7	Transportation and Field Trips	Daily transportation will be provided by district's transportation department for students to increase daily attendance and decrease chronic absenteeism.Transportation will also be provided for the afterschool	$2,628,941.00	Yes

Action #	Title	Description	Total Funds	Contributing
		engagement program and field trips. This action will be principally directed for low income students.		

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Riverside Preparatory School, in collaboration with educational stakeholders, will provide a safe learning environment.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Student Safety Survey (% of students who feel safe at school)	Local Survey Data (2023-2024) All Students: 84.5%	Local Survey Data (2024-2025) All Students: 84.9%		Local Survey Data (2026-2027) All Students: Above 84.5%	Student Survey 0.5%
2.2	Facility Inspection Tool (% of Facilities in Good Repair)	Local Data (2023-2024) 100% in Good Repair	Local Data (2024-2025) 100% in Good Repair		Local Data (2026-2027) Maintain 100% in Good Repair	Maintained 100% in Good Repair
2.3	Student Attendance Rate	Local Data (2022-2023) 92.4% Attendance Rate	Local Data (2023-2024)		Local Data (2025-2026) Above 93.5%	Local Data (2023-2024) 1.6% Attendance Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			94% Attendance Rate			
2.4	Suspension Rate	CA Dashboard (2023) All Students: 8.2% English Learners: 7.7% Low Income: 8.6% SpEd: 11.2% Homeless: 7.1% Foster: 16.9% African American: 13.7% White: 6.9% Hispanic: 6.6% Two or More: 15.9%	CA Dashboard (2024) All Students: 6% English Learners: 7.2% Long Term EL: 10.6% Low Income: 6.5% SpEd: 10.4% Homeless: 9.8% Foster: 7.4% African American: 9.3% White: 6.8% Hispanic: 5% Two or More: 6.6%		CA Dashboard (2026) All Students: 5% English Learners: 5% Low Income: 5% SpEd: 9% Homeless: 5% Foster: 12% African American: 10% White: 5% Hispanic: 5% Two or More: 12%	CA Dashboard (2024) All Students: 2.2% English Learners: 0.5% Long Term EL: 0.8% Low Income: 2.1% SpEd: 0.8% Homeless: 2.7% Foster: 9.5% African American: 4.4% White: 0.2% Hispanic: 1.6% Two or More: 9.3%
2.5	Expulsion Rate	DataQuest (2022-2023) 0.1% Expulsion Rate	DataQuest (2023-2024) Less Than 0.1% Expulsion Rate		DataQuest (2026-2027) Below 1% Expulsion Rate	Expulsion Rate Maintained below 0.1%
2.6	Chronic Absenteeism	CA Dashboard 2023 All Students: 28% English Learners: 20.4% Low Income: 30.3% SpEd: 28.5 % Homeless: 36.5% Foster: 27.3%	CA Dashboard 2024 All Students: 16.5% English Learners: 14.2% Long Term EL: 11.9%		CA Dashboard 2026 All Students: 20% English Learners: 20% Low Income: 20% SpEd: 20% Homeless: 25% Foster: 20%	CA Dashboard 2024 All Students: 11.5% English Learners: -6.2% Long Term EL: -4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: 23.5% White: 23.7% Hispanic: 29.1% Two or More: 33.3%	Low Income: 17.7% SpEd: 16.6% Homeless: 25.6% Foster: 20% African American: 16.9% White: 11.2% Hispanic: 16.9% Two or More: 24.1%		African American: 20% White: 20% Hispanic: 20% Two or More: 20%	Low Income: -12.7% SpEd: -11.9% Homeless: -10.9% Foster: -7.3% African American: -6.5% White: -12.5% Hispanic: -12.5% Two or More: -9.3%
2.7	Student Connectedness Survey (% of students who feel connected at school)	Local Data (2023-2024) 84.3% of students feel connected	Local Data (2024-2025) 89.9% of students feel connected		Local Data (2026-2027) Above 85% of students feel connected	Student Survey 5.6%

Goal Analysis [2024-25]

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

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

For Action 2.1, which focused on health services and preventative health programs, all planned personnel were hired, including a Registered Nurse, registered vocational nurses, and health technicians to support school sites. All necessary materials were purchased, though fewer expenses were needed than initially budgeted for this action. All health services were delivered as intended to support student health and attendance. Actions 2.2 and 2.3, which focused on counseling services and mental health support, were implemented fully as planned with the successful hiring of two counselors and a social worker at all three sites. These staff members provided the planned counseling services, social-emotional programs, and mental health assessments. Additional resources were allocated to these mental health services beyond what was initially budgeted, indicating the district's responsiveness to student needs. Action 2.3 specifically ensured targeted support for foster youth as intended. All materials and resources for all three actions were purchased as planned, and all intended services were provided. The district demonstrated flexibility by reallocating resources based on observed needs, directing additional resources to mental health services while spending less than anticipated on physical health programs.

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.

2.1 There was no material difference in this action.
2.2 There was a material decrease of $160,506 to this action. This was a result of a decrease in planned funding compared to actual funds received. No significant change occurred in the school's ability to implement the action.
2.3 There was a material decrease of $234,543 to this action.

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

Goal 2: Provide a safe learning environment in collaboration with educational stakeholders
The school made positive strides toward creating a safer and more supportive learning environment. The student safety survey saw a slight increase from 84.5% to 84.9%, indicating steady perceptions of safety. Facilities remained in 100% good repair, and the overall student attendance rate improved to 94%, a 1.6% increase from baseline. Suspension rates declined significantly across nearly all subgroups, including a 2.2% drop overall, reflecting improved behavioral supports or discipline practices. Expulsion rates remained extremely low at less than 0.1%. Perhaps most impressively, the chronic absenteeism rate for all students dropped from 28% to 16.5%, with all subgroups showing significant declines. Student connectedness also rose from 84.3% to 89.9%, a 5.6% increase. These results suggest that efforts to improve school culture, attendance, and behavioral outcomes have been effective.

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.

There are no changes made to the goal, metrics or actions.

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	Health Services	Health Services will provide students with access to health care and community health programs. These services will help decrease chronic absenteeism rates and increase student connectivity and will be principally directed toward low income students.	$348,722.00	Yes
2.2	Social/Emotional Support	School staff will provide access to counseling, social emotional programs and social services support. These services will help decrease chronic	$1,297,104.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism rates and increase student connectivity and will be principally directed towards low income students. This action will be measured by M 2.1, 2.2, 2.6 and 2.7.		
2.3	Foster Youth Mental Health Services	The school will implement a comprehensive mental health support program tailored specifically to the needs of foster youth within our district. This program will include regular mental health assessments, access to licensed counselors or therapists, trauma-informed care training for staff working directly with foster youth, and partnerships with community organizations to provide additional support services as needed. This action will be principally directed for Foster Youth students and will be measured by	$240,995.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Riverside Prep will engage families and the community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

The school values the contributions and involvement of all Educational Partners, including students, parents, caregivers, and the community. The District's focus on meeting the needs of its Educational Partners continues to be a high priority. The creation of this goal demonstrates the school's commitment to including the community as true members of the decision-making process. This goal will increase opportunities to hear and respond to family comments and concerns in welcoming and safe environments. By implementing the listed actions and measures of data reflected in the metrics, the school will continue to engage all Educational Partners as partners.

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 in Decision Making Local Data	2023-2024 Local Survey Data 79.9% of parents surveyed responded that they participate in the decision making process	2024-2025 Local Survey Data 76.6% of parents surveyed responded that they participate in the decision making process		2026-2027 Local Survey Data 75% of parents surveyed will respond that they participate in the decision making process	Parent Survey 3.3%
3.2	Parent and Family Engagement CA Dashboard Local Indicator	CA Dashboard 2023 Standard Met	CA Dashboard 2024 Standard Met		CA Dashboard 2026	No Change

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

Goal Analysis [2024-25]

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

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

Riverside Preparatory School fully implemented both actions under Goal 3 as planned, with no reported challenges in implementation.
Action 3.1, which focused on parent advisory groups and specialized programs for English Language Learners and low-income students, all planned personnel were hired, including the site assistant principal responsible for implementing new programs. All necessary materials and resources were purchased as planned. The district successfully implemented new programs including family literacy nights and Latino Family Literacy events, which had high attendance rates, as well as STEM events and fine art events. The new principals effectively engaged families and communicated the importance of parent and family partnerships to staff.
Action 3.2, which focused on facilitating events and meetings to increase parent participation, all planned services were delivered. This included parent conferences, 504 meetings, IEP meetings, MTSS meetings, and attendance meetings for families struggling with attendance rates. The district reported no challenges in hiring staff, obtaining materials, scheduling, or providing services and supports for these actions. The successful implementation of these actions demonstrates the district's commitment to family and community engagement.
Overall, Goal 3 was implemented fully as planned, with appropriate staffing, resources, and service delivery to support family and community engagement initiatives.

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.

3.1 There was no material difference in this action.

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

Goal 3: Engage families and the community
In the first year, parent engagement results showed a slight decline, with 76.6% of parents reporting participation in decision-making processes, down from 79.9%. While this dip suggests room for improvement, the school did meet the “Standard Met” designation for parent and family engagement on the CA Dashboard Local Indicator, signaling that engagement strategies are still broadly meeting state expectations. Moving forward, the school may want to explore more inclusive or accessible ways to ensure parent voices are heard and decision-making is collaborative.

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.

There will be no changes made to the goal, metrics or actions.

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	Parent advisory groups will participate in advising and developing programs to support our English Language Learners and low income students. New programs including family literacy nights, Latino Family Literacy, STEM events, and fine art events. A site assistant principal will implement new programs to support family literacy, social support programs and academic supports for students. These programs will increase student engagement and will increase parent participation. These programs will be principally directed toward our English Language Learners and low income students.	$647,999.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$8,464,437	$980,720

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
31.836%	0.000%	$0.00	31.836%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Literacy and ELA Proficiency **Need:** ELA CAASPP scores indicate that all students performed at 48.3 points below standard, low income students performed at 53.8 points below standard and EL students performed 80.1 points below standard. The 2024-2025	Providing instructional support through a highly vetted, researched-based intervention curriculum (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPs), Renaissance Learning, iReady, LETRS and IXL) and providing an intervention specialist will target the needs of English language learners and low income students. This action will provide teachers with a curriculum to hold small group intervention, pull-out intervention as needed and additional time for students that require	Metric 1.1 and 1.3 - CAASPP ELA and iReady Reading

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
	iReady reading data shows 41% of all students are reading at or above grade level on the iReady Reading assessment. The 2024- 2025 iReady benchmark data and CAASPP data confirm the need for additional intervention programs for literacy to meet our three year desired outcomes. **Scope:** Schoolwide	differentiated support. Technology based curriculum will be provided for students to access these reading and writing programs and will ensure they have access in class and at home. The reading intervention curriculum and intervention teachers supported students daily in fundamental skills reading instruction and vocabulary development. The reading intervention teacher will collaborate with core content area teachers to ensure literacy goals.	
1.2	**Action:** Math Proficiency **Need:** The 2023-2024 math CAASPP scores confirm the need for additional intervention programs in math. Math CAASPP scores indicate that all students performed at 110.7 DFS points below standard, low income students performed at 115.7 DFS points below standard. **Scope:** Schoolwide	Purpose: Providing instructional support through a highly vetted, researched-based math intervention curriculum will focus on the needs of English language learners and low income students. This action will assist teachers in holding small group interventions, pull-out interventions as needed, and additional time for students that require differentiation. Technology-based programs such as iReady pathways and ZEARN will assist students in practicing on fundamental math standards, provide assessment data for both students and teachers and provide targeted instruction for our unduplicated students in highly assessed standards. The continuation of math intervention was based on its effectiveness in previous years as demonstrated by the increase of scores on math CAASPP and the math Interim Assessment Blocks. The math CAASSP scores are 110.7 points below standard and continued intervention in math is critical for student success. The math intervention curriculum supports students daily in fundamental skills math instruction.	Metric 1.2 - CAASPP Math

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
1.4	**Action:** Well Rounded Activities **Need:** The 2024-2025 iReady reading data shows 41% of all students are reading at or above grade level. **Scope:** Schoolwide	Purpose: Providing students with fine arts is key to building a well rounded education. Low income students at Riverside Prep have little access to extra curricular activities such as music and visual outside of school. Based on educational research, the addition of fine arts programs will provide additional curricular support that will aid in math and reading proficiency. Research conducted by the National Association for Music Education confirmed significantly that quality fine arts programs correlate to higher reading scores, correlated to an improved negative effect of poverty on scores (NAfME.org). “On average, the children who learned to play a musical instrument for many years, and were now playing in high school band and orchestra, were the equivalent of about one academic year ahead of their peers with regard to their English, mathematics and science skills, as measured by their exam grades" (American Psychological Association). In addition, Riverside Prep is dedicated to preparing all students for college and career. All students are encourage to take dual enrollment or CTE Classes as part of this initiative.	Metric 1.10, 1.11, 1.12
1.5	**Action:** Technology **Need:** ELA CAASPP scores from 2024 confirm the need for increased proficiency in reading and access to technology. ELA CAASPP scores for all students were points below standard, low income students were points below standard, and English Language Learners performed points below standard. Local reading benchmarks (iReady) indicate that	Due to resource inequities, Riverside Prep will provide a chromebook program for students in order to ensure reliable internet connectivity. This action will provide increased opportunities and will help close the digital divide for our low-income and English Language Learners. Students will have access to technology to support their learning in literacy through digital curriculum. Students will also have the opportunity have a technology to increase opportunities for digital art and conduct research in hte library science class.	Metric 1.1, 1.2, 1.3, 1.9

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
	41% of all students were reading at grade level. **Scope:** Schoolwide	Riverside Prep has a blended learning model, and access to technology will promote equity. It is our hope that these programs will support growth in literacy. “When technology is involved, students are far more active in the learning process and the various ways of demonstrating their learning (Darling-Hammond et al., 2014; Ertmer et al., 2012; Matzen & Edmonds, 2007).	
1.6	**Action:** Academic Professional Development and Instructional Coaching for Staff **Need:** The 2024 math and ELA CAASPP scores for our low-income and English Language Learners confirms the need for instructional academic coaches in English Language Arts, math, and English Language Development. CAASPP ELA scores for all students were 48.3 points below standard, low-income students performed 53.8 points below standard, and English Language Learners performed 80.1 points below standard. Math CAASPP scores indicated that all students performed 110.7 points below standard, and low-income students performed 115.7 points below standard. English Language Learners performed 129.2 points below standard. In regards to English Learner Progress, the 2024 California School Dashboard indicates 40.2% of English Learners are making progress	The Oro Grande Educational Services department’s instructional academic coaches and County training will provide coaching and professional development for teachers. This professional development promotes researched-based instructional strategies to increase proficiency in English Language Arts, math, and English Language Development. Through a differentiated coaching model, teachers will work with instructional academic coordinators to plan and develop scope and sequences, analyze data, and develop instructional strategies to best meet the needs of unduplicated students.	Metric 1.1, 1.2, 1.6, 1.7, 1.8

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
	toward English language proficiency. Also, in the current school year, 41% of all students are reading at or above grade level on the iReady Reading assessment. **Scope:** Schoolwide		
1.7	**Action:** Transportation and Field Trips **Need:** During the 2023-2024 school year daily local attendance rate from the school district's student information system was for all students. The chronic absenteeism rate on the 2024 California School Dashboard was 16.5% for all students and 17.7% for low-income students. These data points demonstrate the need to provide transportation that is principally directed to our low income students. **Scope:** Schoolwide	The district provides daily transportation to and from school and for the after-school program. Providing daily transportation is essential for students to attend school at Riverside Prep which is a large rural geographic community. Transportation provides a safe alternative to students who may have to walk on a busy highway and cross a railroad track that is not designed to be crossed by pedestrians. Transportation provides equitable access to academic and social emotional growth on a daily basis.The chronic absenteeism rates from the school district's student information system indicates Riverside Prep decreased the chronic absenteeism rates nearly 11.5%. The additional work to decrease California School Dashboard chronic absenteeism rates and increase local attendance rates will continue to be a top priority for Riverside Prep.	Metric 1.11
2.1	**Action:** Health Services **Need:** Chronic absenteeism rates and educational partner feedback from meetings confirm the need for health services to be principally	Students and families will have health education programs (nutrition, personal hygiene), daily health care for students with chronic health care issues (diabetes and asthma) and assistance with connecting to community health resources. This action provides additional registered nurses and licensed vocational nurses on campus to provide	Measured by Metrics 2.6

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
	directed for our low income students. The chronic absenteeism rate for 2023-2024 was 16.5% for all students and 17.7% for low income students. The 2024-2025 Student LCAP Survey indicates that 84.9% of students feel safe at school. **Scope:** Schoolwide	care and lead staff training. These health services are principally directed for our low income population and have been a vital component in this rural area.	
2.2	**Action:** Social/Emotional Support **Need:** Student safety is still a concern for educational partners. The 2024-2025 student LCAP survey indicates that 84.9% of students feel safe. In addition, the 2024 Dashboard data for suspension rates show that 6% of all students were suspended, and 6.5% of low-income students. **Scope:** Schoolwide	Providing social emotional support and counseling services for our low-income students is a top priority. Counselors provide individual and group counseling, referrals to clinical counseling, and collaboration with classroom teachers to promote a positive mindset for students. These programs and services are principally directed to support the needs of our low income students. Providing social/emotional learning on an LEA-wide basis will ensure that all students receive equitable opportunities for Social-Emotional Learning (SEL) growth. This approach particularly supports Low-Income, enabling them to thrive and achieve higher levels of learning.	Metric 2.1, 2.2, 2.4, 2.5, 2.5, 2.6, 2.7
3.1	**Action:** Parent Participation **Need:** Creating opportunities for parents to engage in decision making is a top priority at Riverside Prep. This data demonstrates the need to provide more opportunities for the school to	Research shows, “When parents are involved at school, the performance of all the children at school, not just their own, tends to improve. The more comprehensive and well planned the partnership between school and home, the higher the student achievement”. Henderson, A.T., and Nancy Berla. 1995. A New Generation of Evidence: The Family Is Critical to Student	Metric 3.1 and 3.1, Parent Participation Survey and local Dashboard Indicator

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
	work with families and the community to ensure shared decision making. 76.6% of parents surveyed responded that they participate in the decision making process. **Scope:** LEA-wide	Achievement. Washington, DC: Center for Law and Education, 14–16.	

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
1.3	**Action:** English Learner Support **Need:** English Language Learner Professional Development Needs, Conditions, or Circumstances: The 2024 ELA CAASPP scores for English Language Learners indicated that this population of students is scoring 80.1 points below standard. In 2024, 40.2% of English Language Learners were making progress towards English language proficiency.	The district's Educational Services Department will provide a rigorous, supplemental, California state standards-aligned, ELD curriculum. Additionally, this action will utilize the Ellevation online platform that will be used to implement data information and best strategies in English Acquisition education. Ellevation provides teachers with, readily available and easily comprehensible data on all district benchmarks as well as state tests like CAASPP and ELPAC. The readability of these data points, coupled with the instructional strategies and professional development built into the system, will assist teachers in making sound educational decisions for our students. This will help address EL instruction for multiple EL levels to increase	Metric 1.4 and 1.5

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)	language acquisition across all content areas. The utilization of this program will allow for small group and differentiated instruction based on EL levels and diagnostic results obtained by the use of this program. Teachers will receive instructional professional development in the ELD framework and language and vocabulary development. Teachers will work with the multilingual coordinator to gain research based strategies to guide students during designated ELD lessons.	
2.1	**Action:** Health Services **Need:** **Scope:**		Metric 2.3, 2.4, 2.6
2.3	**Action:** Foster Youth Mental Health Services **Need:** Although foster youth students are not a significant group in Riverside Prep, the district is committed to providing them with the necessary support services. Research indicates that foster youth often experience feelings of a lack of connection to school and have heightened needs for social-emotional and psychological support. Our foster youth students face unique challenges,		Metric 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	including instability and trauma, which can affect their overall well-being and academic performance. Therefore, it is crucial for the district to offer targeted services such as mental health assessments, counseling, and trauma-informed care to ensure that foster youth students receive the support they need to feel connected, supported, and capable of thriving in school. Educational partners agree that Foster Youth are presented with an unique set of challenges that require a specific set of support and are needed to ensure academic and social-emotional success. **Scope:** Limited to Unduplicated Student Group(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.

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.

The additional concentration grant will be used to fund the addition of a new social worker, and social programs that will be supported will decrease the number of students who are chronically absent from school. This social worker will work at the site with the counseling staff, social nursing staff, and administration to provide resources for students and families. The social worker will conduct home visits and analyze data to show the effectiveness of programs. This additional staff member will continue to work on action items established in Goal 2 of the

2025-2026 LCAP.

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	Not Applicable	Not Applicable
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Not Applicable

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$26,587,960	$8,464,437	31.836%	0.000%	31.836%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$8,771,167.00	$0.00	$0.00	$949,356.00	$9,720,523.00	$7,044,258.00	$2,676,265.00

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	Literacy and ELA Proficiency	English Learners Low Income	Yes	School wide	English Learners Low Income			$627,767.00	$34,975.00	$456,645.00			$206,097.00	$662,742.00	
1	1.2	Math Proficiency	English Learners Low Income	Yes	School wide	English Learners Low Income			$187,656.00	$57,692.00	$229,461.00			$15,887.00	$245,348.00	
1	1.3	English Learner Support		Yes	Limited to Unduplicated Student Group(s)				$384,646.00	$30,211.00	$278,660.00			$136,197.00	$414,857.00	
1	1.4	Well Rounded Activities	Low Income	Yes	School wide	Low Income			$2,329,536.00	$193,106.00	$2,248,482.00			$274,160.00	$2,522,642.00	
1	1.5	Technology	English Learners Foster Youth	Yes	School wide	English Learners Foster Youth			$274,222.00	$292,354.00	$516,309.00			$50,267.00	$566,576.00	
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Low Income	Yes	School wide	Low Income			$76,014.00	$68,583.00	$144,597.00				$144,597.00	
1	1.7	Transportation and Field Trips	Low Income	Yes	School wide	Low Income			$772,568.00	$1,856,373.00	$2,628,941.00				$2,628,941.00	
2	2.1	Health Services	Low Income	Yes	School wide	Low Income	All Schools Specific Schools: Riverside Prep	Ongoing	$308,111.00	$40,611.00	$238,811.00			$109,911.00	$348,722.00	

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
2	2.2	Social/Emotional Support	Low Income	Yes	School wide	Low Income		Ongoing	$1,220,375.00	$76,729.00	$1,140,267.00			$156,837.00	$1,297,104.00	
2	2.3	Foster Youth Mental Health Services	Foster Youth	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		Ongoing	$228,148.00	$12,847.00	$240,995.00				$240,995.00	
3	3.1	Parent Participation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$635,215.00	$12,784.00	$647,999.00				$647,999.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$26,587,960	$8,464,437	31.836%	0.000%	31.836%	$8,771,167.00	0.000%	32.989 %	**Total:**	$8,771,167.00
								LEA-wide Total:	$647,999.00
								Limited Total:	$519,655.00
								Schoolwide Total:	$7,603,513.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Literacy and ELA Proficiency	Yes	Schoolwide	English Learners Low Income		$456,645.00	
1	**1.2**	Math Proficiency	Yes	Schoolwide	English Learners Low Income		$229,461.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)			$278,660.00	
1	**1.4**	Well Rounded Activities	Yes	Schoolwide	Low Income		$2,248,482.00	
1	**1.5**	Technology	Yes	Schoolwide	English Learners Foster Youth		$516,309.00	
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	Schoolwide	Low Income		$144,597.00	
1	**1.7**	Transportation and Field Trips	Yes	Schoolwide	Low Income		$2,628,941.00	
2	**2.1**	Health Services	Yes	Schoolwide	Low Income	All Schools Specific Schools:	$238,811.00	

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 (%)
						Riverside Prep		
2	**2.2**	Social/Emotional Support	Yes	Schoolwide	Low Income		$1,140,267.00	
2	**2.3**	Foster Youth Mental Health Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth		$240,995.00	
3	**3.1**	Parent Participation	Yes	LEA-wide	English Learners Low Income		$647,999.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,638,251.00	$9,177,225.00

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**	Literacy and ELA Proficiency	Yes	$255,622.00	$210,947
1	**1.2**	Math Proficiency	Yes	$227,406.00	$200,336
1	**1.3**	English Learner Support	Yes	$381,397.00	$313,811
1	**1.4**	Well Rounded Activities	Yes	$2,050,945.00	$2,071,103
1	**1.5**	Technology	Yes	$398,196.00	$513,188
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	$216,622.00	$108,261
1	**1.7**	Transportation and Field Trips	Yes	$2,683,996.00	$2,759,614
2	**2.1**	Health Services	Yes	$1,406,172.00	$1,377,183
2	**2.2**	Social/Emotional Support	Yes	$1,217,177.00	$1,056,611
2	**2.3**	Foster Youth Mental Health Services	Yes	$236,703.00	$2,160

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.1**	Parent Participation	Yes	$564,015.00	$564,011

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,496,433	$8,800,249.00	$8,496,433.00	$303,816.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Literacy and ELA Proficiency	Yes	$254,193.00	$212,910		
1	1.2	Math Proficiency	Yes	$225,844.00	$187,499		
1	1.3	English Learner Support	Yes	$335,478.00	$188,837		
1	1.4	Well Rounded Activities	Yes	$2,040,945.00	$2,232,000		
1	1.5	Technology	Yes	$313,061.00	$337,195		
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Yes	$123,124.00	$105,235		
1	1.7	Transportation and Field Trips	Yes	$2,683,996.00	$2,766,017		
2	2.1	Health Services	Yes	$1,318,347.00	$1,302,129		
2	2.2	Social/Emotional Support	Yes	$704,543.00	$611,223		
2	2.3	Foster Youth Mental Health Services	Yes	$236,703.00	$2,160		
3	3.1	Parent Participation	Yes	$564,015.00	$551,228		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,723,549	$8,496,433	0	33.030%	$8,496,433.00	0.000%	33.030%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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