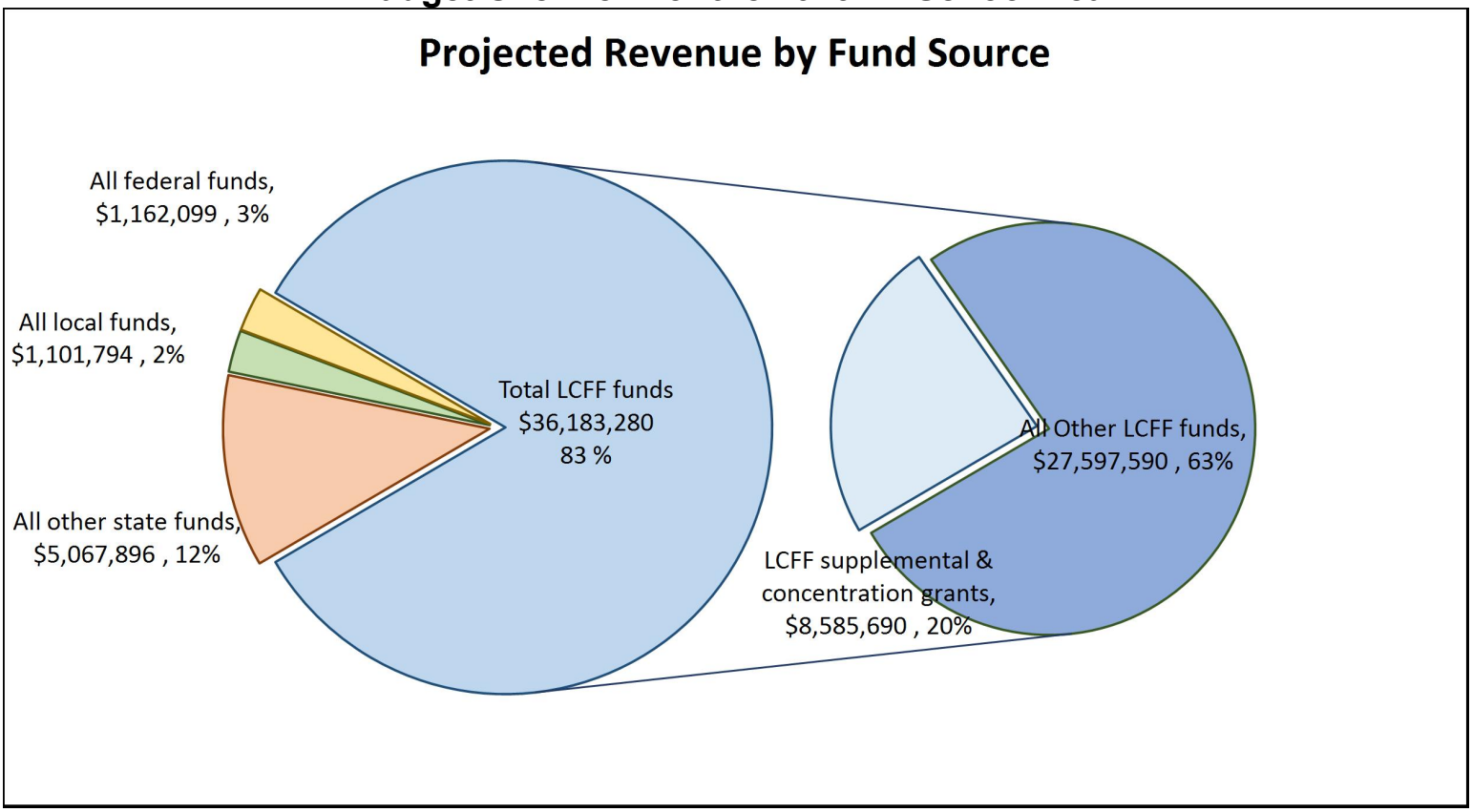
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverside Preparatory School - Charter
CDS Code: 36-67827-0113928
School Year: 2026-27
LEA contact information:
Heather Vennes
Director of CTE
heather_vennes@orogrande.org
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 2026-27 School Year

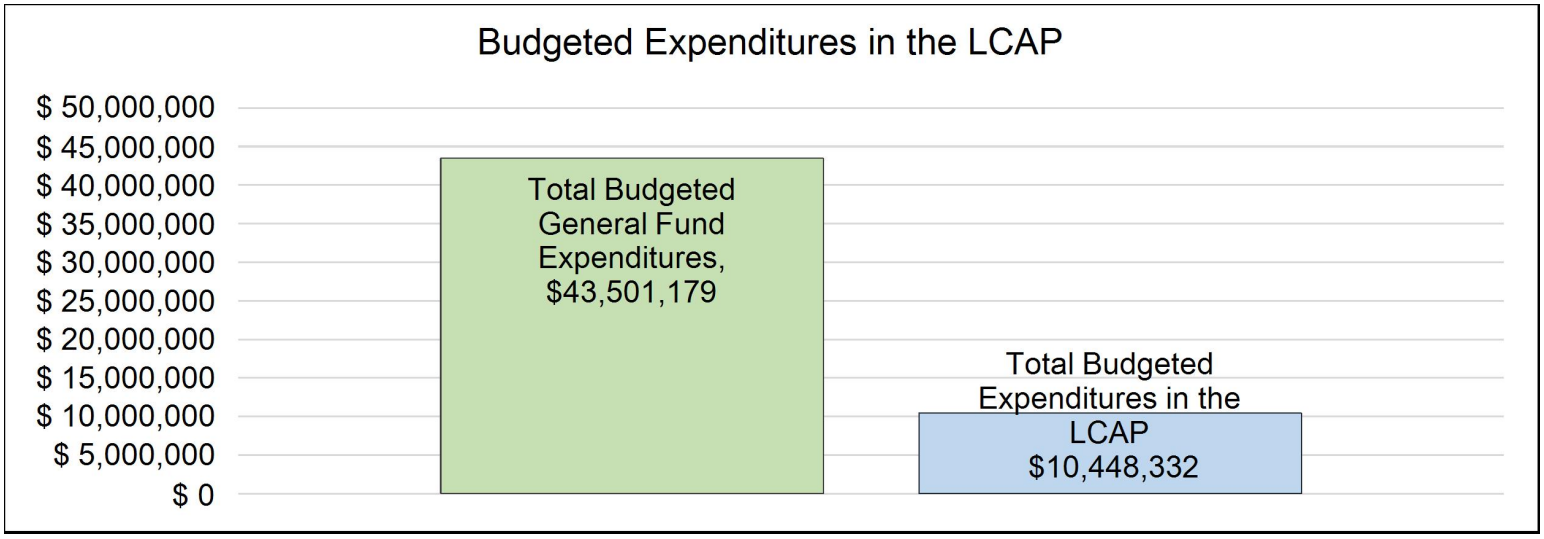


This chart shows the total general purpose revenue Riverside Preparatory School - Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverside Preparatory School - Charter is $43,515,069, of which $36,183,280 is Local Control Funding Formula (LCFF), $5,067,896 is other state funds, $1,101,794 is local funds, and $1,162,099 is federal funds. Of the $36,183,280 in LCFF Funds, $8,585,690 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverside Preparatory School - Charter plans to spend $43,501,179 for the 2026-27 school year. Of that amount, $10,448,332 is tied to actions/services in the LCAP and $33,052,847 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

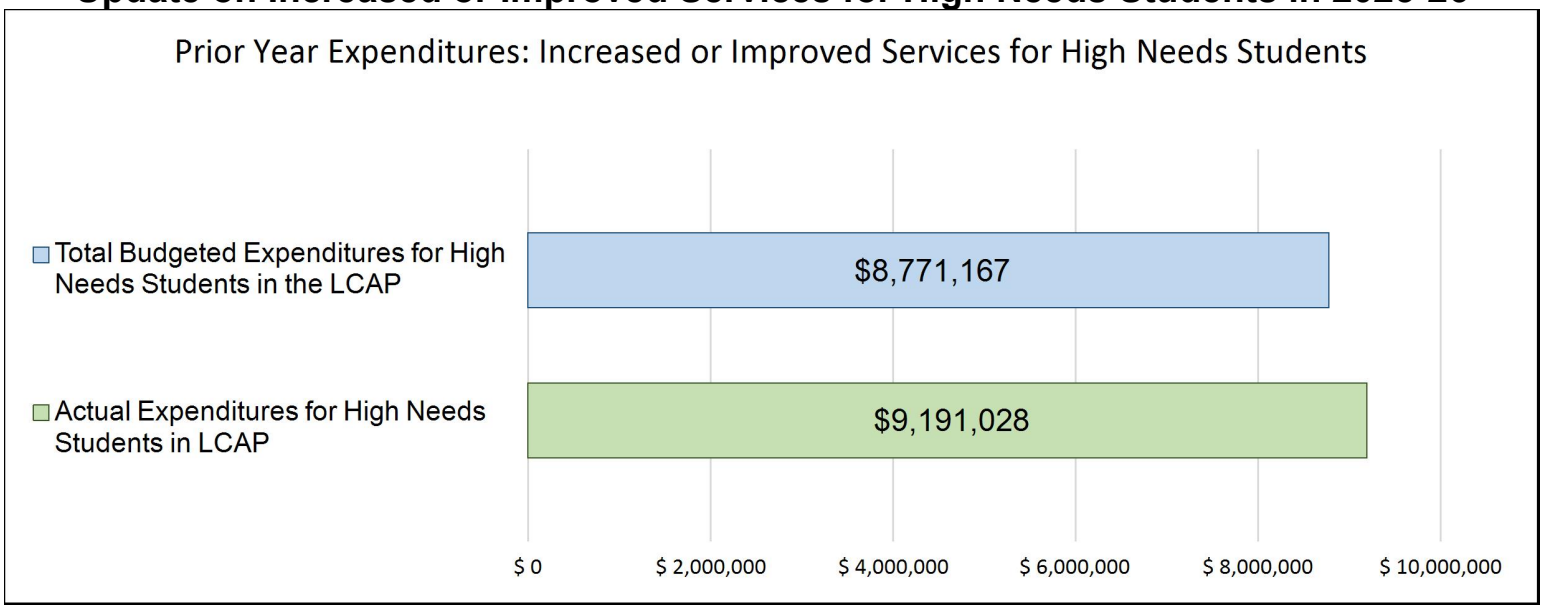
The LCAP does not include certificated and classified salaries and benefits, including the cost of health and welfare, books and supplies, utilities, vehicle operational costs, operational platforms, and capital outlay.

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

In 2026-27, Riverside Preparatory School - Charter is projecting it will receive $8,585,690 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 $9,150,658 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what 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 2025-26, Riverside Preparatory School - Charter's LCAP budgeted $8,771,167 for planned actions to increase or improve services for high needs students. Riverside Preparatory School - Charter actually spent $9,191,028 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverside Preparatory School - Charter	Heather Vennes Director of CTE	heather_vennes@orogrande.org 760-243-5884

Plan Summary [2026-27]

General Information

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

Riverside Preparatory School is a seat time TK-12 charter school, serving over 2400 students from the Oro Grande, Barstow, Victorville, Hesperia, Apple Valley, Phelan, Helendale, Oak Hills, and Adelanto communities within the larger High Desert community. Students participate in a college preparatory program that emphasizes a rigorous 21st-century curriculum that prepares students to compete in today's global marketplace.

The Riverside Preparatory School program is embedded within Oro Grande Elementary School, expanding the educational opportunities for all students. By designing an eight-hour instructional day, students are able to explore multiple pathways and topics including athletics, visual and performing arts, Career and Technical Education, and civic learning projects. Class sizes are well below state averages, adding to the personalized learning experience.

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. The staff and leadership at Riverside Preparatory School are committed to providing high-quality instruction, fostering student growth, and supporting the whole child through well-rounded academic and social-emotional programs that align with the district's vision of "educating all students to be successful adults" as well as the district motto of "whatever it takes for student success."

In order to support a successful transition into kindergarten, Riverside Preparatory School partners with local early childhood programs, provides transitional kindergarten and kindergarten readiness activities, and hosts family orientation events. These efforts ensure that young learners enter school feeling confident, supported, and excited about their educational journey.

To streamline efforts and promote coherence in planning, Riverside Preparatory School uses the Local Control and Accountability Plan (LCAP) to meet the requirements of the School Plan for Student Achievement (SPSA), integrating goals, actions, and resource allocation into one unified plan. This alignment ensures that improvement efforts are strategic, data-informed, and focused on advancing student outcomes across the site and district.

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

This action has demonstrated strong effectiveness in improving CAASPP ELA outcomes (Metric 1.1) for the principally directed populations of English Learners (+18.3 DFS) and Socioeconomically Disadvantaged students (+10.3 DFS), as well as Foster Youth (+31 DFS). The gains for Long Term English Learners (+28 DFS) are particularly noteworthy. However, the significant decline in iReady reading scores (Metric 1.3, -21.5%) raises concerns about the consistency of literacy growth across assessment measures. The Two or More Races subgroup also declined by -19 DFS on Metric 1.1, warranting further exploration. The school will continue to examine the alignment between the intervention programs and the iReady assessment to understand the discrepancy between the two literacy measures.

This action has demonstrated meaningful effectiveness in supporting English Learners as measured by Metric 1.4, with a 7.3% increase in the percentage of English Learners making progress toward English proficiency. This is a strong indicator that the supplemental ELD curriculum and related supports are positively impacting language acquisition.

This action has been effective in maintaining universal technology access (Metric 1.9) for all students, ensuring equitable access to digital learning tools. The technology infrastructure has supported academic gains for the principally directed populations, with English Learners improving by +18.3 DFS in ELA (Metric 1.1) and +7.6 DFS in Math (Metric 1.2), and Foster Youth improving by +31 DFS in ELA (Metric 1.1). However, Foster Youth declined by -18.9 DFS in Math (Metric 1.2), and the significant decrease in iReady reading scores (-21.5%, Metric 1.3) suggests a need to evaluate how technology-based programs are being utilized specifically for reading intervention. The school will continue to examine whether technology tools are being effectively leveraged to support reading growth for all students.

This action has demonstrated strong effectiveness in improving math outcomes (Metric 1.2) for the principally directed populations of English Learners (+7.6 DFS) and Socioeconomically Disadvantaged students (+19 DFS). African American students showed the largest gain at +28.7 DFS, and Long Term English Learners improved by +19.8 DFS. However, Foster Youth declined by -18.9 DFS, indicating that this subgroup is not benefiting from the current math intervention approach and may require additional targeted strategies. Overall, the small group math intervention model appears to be effective for most student groups, though the Foster Youth decline warrants more focused attention..

This action has shown mixed effectiveness in addressing chronic absenteeism (Metric 1.13) for the principally directed Socioeconomically Disadvantaged population, which saw a slight increase of +0.2%. However, several subgroups showed meaningful improvement, including Foster Youth (-10.9%), English Learners (-1.3%), Hispanic students (-1.5%), and Two or More Races (-1.7%). The graduation rate (Metric 1.11) improved for All Students (+1.8%) and Socioeconomically Disadvantaged students (+2.1%), suggesting that transportation supports are contributing to students staying in school through graduation. Areas of concern include Homeless students (+10%), White students (+5.1%), and African American students (+3%), whose chronic absenteeism rates increased. The school will continue to explore additional strategies to address the specific barriers to attendance for these student groups while continuing the transportation services that appear to be supporting Foster Youth and English Learners

Effectiveness Summary: This action has demonstrated strong effectiveness across all aligned metrics. The maintenance of 100% standards implementation (Metric 1.6), the increase in properly credentialed teachers (Metric 1.7, +2%), and the increase in EL certified teachers (Metric 1.8, +4%) reflect a well-supported teaching workforce. These improvements in teacher quality and preparation have contributed to the academic gains for the principally directed Socioeconomically Disadvantaged population, including +10.3 DFS in ELA (Metric 1.1) and +19 DFS in Math (Metric 1.2). The professional development and coaching model appears to be building teacher capacity effectively to serve unduplicated students, including English Learners and Foster Youth who also benefit from improved teacher preparation.

Goal 2: Provide a safe learning environment in collaboration with educational stakeholders

This action has demonstrated mixed effectiveness for the principally directed Socioeconomically Disadvantaged population. On the positive side, the overall student attendance rate (Metric 2.3) improved by +1.58%, suggesting that health services are contributing to students attending school more regularly. Several subgroups showed improvement in chronic absenteeism (Metric 2.6), including English Learners (-1.3%), Foster Youth (-10.9%), Hispanic students (-1.5%), and Students with Disabilities (-0.6%). However, the principally directed Socioeconomically Disadvantaged population saw a slight increase in chronic absenteeism (+0.2%, Metric 2.6) and suspension rates (+0.3%, Metric 2.4). The data points needing the most focus are the +10% increase in chronic absenteeism for Homeless students (Metric 2.6) and the +14.6% increase in suspension rates for Foster Youth (Metric 2.4). African American students also saw increases in both chronic absenteeism (+3%, Metric 2.6) and suspension rates (+4.3%, Metric 2.4). Health services appear to be supporting attendance broadly but may need to be supplemented with additional strategies for specific vulnerable populations

The most significant concerns within this action's aligned metrics are:

Foster Youth suspension rates increased by +14.6% (Metric 2.4), the largest increase among all subgroups
Homeless students chronic absenteeism increased by +10% (Metric 2.6)
African American students saw increases in both suspension rates (+4.3%, Metric 2.4) and chronic absenteeism (+3%, Metric 2.6)
Two or More Races suspension rates increased by +3.5% (Metric 2.4)

On the positive side, English Learners showed improvement in both suspension rates (-0.3%, Metric 2.4) and chronic absenteeism (-1.3%, Metric 2.6). Long Term English Learners showed significant improvement in suspension rates (-4.6%, Metric 2.4). Homeless students showed significant improvement in suspension rates (-4.2%, Metric 2.4) even as their chronic absenteeism increased. The counseling and

social-emotional programs appear to be having a positive impact on safety perceptions and on certain student groups, but additional targeted strategies may be needed for Foster Youth, African American students, and Homeless students.

Goal 3: Engage families and the community

This action has demonstrated exceptional effectiveness in engaging families in the decision-making process for the principally directed populations of English Learners and Socioeconomically Disadvantaged students. The 16% increase in parent participation in decision making (Metric 3.1) is the single largest positive gain across any metric in the entire LCAP. This remarkable improvement from 76.6% to 92.6% indicates that the new programs — including family literacy nights, Latino Family Literacy events, STEM events, and fine art events — have been highly successful in creating meaningful opportunities for families to engage with the school.

For English Learner families specifically, the Latino Family Literacy events and family literacy nights provide culturally responsive and linguistically accessible opportunities for engagement. These programs directly address the unique needs of multilingual families by creating welcoming environments where English Learner families can participate in their children's education and contribute to school decision-making. The success of these programs is reflected in the significant increase in parent participation (Metric 3.1, +16%).

For Socioeconomically Disadvantaged families, the STEM events, fine art events, and academic support programs provide opportunities to engage with the school that go beyond traditional parent meetings. These events create multiple entry points for family involvement, which is particularly important for Socioeconomically Disadvantaged families who may face barriers to participation such as work schedules or transportation challenges. The strong increase in participation suggests these varied engagement opportunities are effectively reaching Socioeconomically Disadvantaged families.

Additionally, the school has maintained the "Standard Met" designation on the CA Dashboard Local Indicator for Parent and Family Engagement (Metric 3.2), demonstrating that the school continues to meet state expectations for family engagement. The consistency of this designation, combined with the significant growth in local survey data, reflects a comprehensive and effective approach to family engagement.

The site assistant principal's role in implementing these programs has been a key factor in the success of this action, providing dedicated leadership to coordinate and sustain family engagement initiatives. The combination of dedicated staffing, culturally responsive programming, and varied engagement opportunities has created a strong foundation for family partnership.

Learning Recovery Emergency Block Grant (LREBG) Funds:

Riverside Preparatory School has $563,478 in unexpended funds that will be used to support Goal 1, Action 1.1: Literacy and ELA Proficiency during the 2026–27 school year.

Riverside Preparatory School conducted a comprehensive needs assessment using 2025 California School Dashboard data for English Language Arts, Mathematics, and Chronic Absenteeism, local assessment data, and educational partner input. This review identified literacy and ELA achievement as a continued area of need, particularly for students performing below grade level and for student groups needing

additional academic support. Based on this analysis, the district prioritized LREBG funding for Action 1.1 because the action directly supports accelerated academic recovery in literacy through targeted intervention, progress monitoring, and access to supplemental instructional materials.

Action 1.1 aligns with EC Section 32526(c)(2) and the LREBG allowable use of Accelerating Learning Progress. The action is designed to accelerate student learning by providing targeted literacy intervention through a Reading Intervention Specialist and the use of evidence-based instructional resources, including iReady and SIPPS. Research-based literacy intervention is most effective when students receive explicit, systematic instruction in foundational reading skills, regular progress monitoring, and differentiated support based on assessment results. The iReady program supports diagnostic assessment and individualized learning pathways, while SIPPS provides structured instruction in phonological awareness, phonics, and sight word development. Together, these resources support the district's effort to close literacy gaps and improve reading comprehension, fluency, and overall ELA achievement.

LREBG funds will support Action 1.1 by funding instructional materials and personnel costs connected to implementation of the literacy intervention program. Staff will provide direct student support, monitor student progress, adjust instruction based on assessment data, and participate in professional learning and program oversight to ensure the intervention is implemented effectively.

LCAP Federal Addendum:
The LCAP Federal Addendum is aligned directly with the LCAP and is updated annually, or as needed, to show how federal funds support academic needs.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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 2025 to May 2026 to review 2025 CA School Dashboard, local data and budget expenditures. During these meetings district support teams advise and share ideas regarding progress on district LCAP and SPSA goals and the alignment of goals and actions
District Administration	The district administration staff meets monthly, the week before the board meetings. (July 2025- May 2026) During these meetings, all staff present data and share concerns and positive outcomes that relate to LCAP data. These meetings also provided opportunities for staff to discuss budget needs and ensure budgets are aligning to LCAP and SPSA goals. In January and February of 2026, district administration looked at data, budgets and reviewed progress of goals for the school year.
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 and SPSA 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.
Riverside Preparatory Bargaining Unit	Riverside Preparatory District Administration met with the Riverside Preparatory Educators Association on April 6, 2026. This meeting included time to discuss the three LCAP goals. A survey was conducted to get feedback from all teachers regarding programs and alignment to the LCAP and SPSA goals.

Educational Partner(s)	Process for Engagement
Students	Students were given the opportunity to evaluate data from their school site and formulate plans that influenced the development of the LCAP and SPSA. 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 2025-2026. In this survey, students were asked about physical and emotional safety along with feelings of connectedness.
Parents/Community	Parents/Community Parents and the community were invited to participate in LCAP and SPSA development meetings through social media, Parent Square, and callers initiated from the site administrators. LCAP and SPSA development began with a presentation of data at the Parent Advisory Committee meetings on November 5, 2025 and March 12, 2026. These meetings included a review of the district LCAP and SPSA 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.
SELPA	SELPA The Desert Mountain SELPA administrator (also known as the California Association of Health Education Linked Professionals CAHELP) works closely with Oro Grande School District. A meeting was held with the SELPA administrator on November 6, 2025. A draft of the LCAP was presented to the SELPA administrator on April 10, 2026.
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. During the February meeting, the DELAC gave feedback on curriculum, instructional programs and social emotional needs that affect English Language Learners. The DELAC meetings began in September 2025 and ran through May 2026. In the April meeting the DELAC was presented with the updated LCAP for the 2026-2027 school year. No additional comments or questions were submitted by the DELAC and there was no written response from the superintendent.
LCAP District Advisory Committee/Parent Advisory Committee (PAC)	Engagement with the Parent Advisory Committee (PAC) began in September 2025 with an initial meeting to review the LCAP, School Plan for Student Achievement (SPSA), and instructional programs. To

Educational Partner(s)	Process for Engagement
	ensure continuous collaboration, monthly PAC meetings were held throughout the school year, providing opportunities for members, including parents, teachers, staff, and students, to review data, discuss progress, and provide feedback on proposed actions and budgetary decisions. In February 2026, a mid-year review was conducted, allowing the PAC to analyze student achievement trends assess the effectiveness of implemented strategies, and recommend necessary adjustments to the SPSA and LCAP. The PAC plays a key role in reviewing intervention programs, professional development initiatives, and school climate efforts. On April 23, 2026, the PAC received a draft of the 2026-27 LCAP and SPSA for final consultation, ensuring alignment with instructional best practices and equity-focused goals before submission for approval. Through this structured consultation process, the PAC actively contributed to refining the school's strategic planning efforts, reinforcing a collaborative, data-driven approach to continuous improvement. No additional comments or questions were submitted from the PAC and there was no written response from the superintendent.
Governing Board Community Members	The midyear LCAP was presented to the Riverside Preparatory Governing Board February 18th, 2026.
Governing Board Community Members	The 2026-2027 LCAP draft was presented for public hearing at a regularly scheduled Board of Education meeting on June 10, 2026. The LCAP was posted 72 hours in advance and a hard copy of the LCAP was available upon request at the board meeting.
Governing Board Community Members	The 2026-2027 LCAP was adopted at a regularly scheduled Board of Education meeting on June 17, 2026.

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

The development of the Local Control and Accountability Plan (LCAP) included a comprehensive process of engaging educational partners, including parents, students, staff, and community members, through surveys, meetings, and ongoing discussions. This process provided the district with meaningful input regarding the academic, behavioral, and social-emotional needs of students. Feedback trends were carefully analyzed and directly informed the refinement of goals, actions, and services to better align with stakeholder priorities.

Across all engagement opportunities, educational partners consistently emphasized the importance of improving student outcomes, particularly for student groups with the greatest needs, including English Learners, Socioeconomically Disadvantaged students, and students requiring additional academic and social-emotional support. Stakeholders highlighted the need for strong foundational skills in English Language Arts (ELA) and mathematics, increased academic interventions, and maintaining high expectations for all students. Additionally, there was a clear call for expanded mental health supports, smaller class sizes where feasible, increased access to extracurricular and enrichment opportunities, and the continued development of safe, inclusive, and engaging learning environments. Educational partners also expressed a strong desire for increased family engagement and meaningful opportunities to participate in school decision-making.

While stakeholders expressed overall support for the current LCAP goals and structure, their feedback reinforced the need to strengthen implementation and allocate additional resources to areas of identified need, particularly in mathematics achievement and English learner proficiency. As a result, the district will maintain its existing goals while refining actions and services to better address these priorities.

Goal 1:
Educational partner feedback, supported by CAASPP results and local assessment data, confirmed the need for continued emphasis on academic achievement in ELA and mathematics. Parents, teachers, and staff consistently expressed the importance of providing targeted intervention and support for struggling students. In response, the district will continue to expand opportunities for remediation in both ELA and math, directly aligning with stakeholder input (Goal 1, Action 1.1).

Stakeholder feedback also highlighted a need for stronger mathematics instruction and alignment with the California Mathematics Framework. As a result, the district is increasing its focus on math pedagogy, adopting new intervention materials, and providing targeted professional development for teachers (Goal 1, Action 1.2). Educational partners emphasized the importance of high-quality instruction, which is reflected in the district's ongoing professional learning model that includes training, demonstration lessons, classroom observations, and continuous feedback cycles. Professional Learning Communities (PLCs) will be structured and calendared prior to the start of the school year to ensure consistent collaboration across grade levels. LCAP and Title II funds will support these efforts.

Feedback from staff and families also underscored the need to better support English learners across all content areas. In response, the district will continue to prioritize professional development in designated and integrated English Language Development (ELD), including the use of language functions across all classrooms to strengthen access to core instruction (Goal 1, Action 1.6).

Additionally, educational partners expressed the importance of maintaining a broad course of study that includes access to fine arts, Career Technical Education (CTE), Dual Enrollment, STEAM, and technology-based learning opportunities. In response to this input, the district will continue to expand program offerings, including the addition of Project Lead the Way coursework focused on programming, flight, and space exploration that was added during the 2025–2026 school year (Goal 1, Actions 1.4 and 1.5).

Goal 2:
Feedback from parents, students, and staff consistently highlighted concerns related to student mental health, behavior, and overall school climate. Counselors and teachers reported an increase in behavioral referrals, particularly related to peer interactions and self-regulation. In response, the district will continue to prioritize social-emotional learning and expand access to counseling and support services (Goal 2, Action 2.2). Students also reported through connectedness and school climate surveys that access to counseling services, leadership opportunities, and student support groups contributes positively to their sense of safety and belonging.

Educational partners also emphasized the importance of addressing chronic absenteeism through proactive and supportive strategies. While the district has seen improvement in attendance rates, stakeholders expressed the need to continue and strengthen efforts that promote consistent attendance. As a result, the district will maintain attendance incentive programs, enhance family outreach, and provide resources to address barriers to attendance, ensuring a continued focus on student engagement and well-being.

In reviewing suspension data and school climate indicators, educational partners advocated for a proactive approach focused on building a positive school culture. This includes reinforcing positive behavior, implementing schoolwide recognition systems, and promoting consistent expectations across all sites. The district will explore the use of restricted funding sources to support schoolwide incentives and initiatives that foster a culture of high expectations, inclusion, and respect.

Additionally, stakeholders identified the connection between physical health and attendance. As a result, the district will continue to promote student wellness through programs and services that support students' physical health, recognizing its impact on consistent school attendance and engagement (Goal 2, Action 2.1).

Goal 3:
Educational partners emphasized the importance of strong family and community partnerships and expressed a desire for more meaningful opportunities to engage in school programs and decision-making processes. In response, the district will continue to expand opportunities for parent involvement, including participation in advisory groups, school events, and feedback opportunities tied to academic and social-emotional initiatives.

The district will also provide targeted family engagement opportunities aligned to stakeholder input, including literacy and math events, fine arts programming, and culturally responsive activities such as Latino Literacy events designed to support multilingual families. These efforts are intended to strengthen home-to-school connections and empower families as active partners in their students' education (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 Learners, Students with Disabilities, and Socioeconomically Disadvantaged students as well as students that are performing significantly below grade level in both reading and math. This goal will also provide a well rounded education for all students through a broad course of study. Professional development will 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) California School Dashboard	CA Dashboard 2023 All Students: -52.6 DFS English Learners: -82.6 DFS Socioeconomically Disadvantaged: -57 DFS Students with Disabilities: -123.2 DFS Homeless: 58.8 DFS Foster: -88.3 DFS	CA Dashboard 2024 All Students: -48.3 DFS English Learners: -80.1 DFS Long Term EL: -115.7 Socioeconomically Disadvantaged: -53.8 DFS	CA Dashboard 2025 All Students: -39.4 DFS English Learners: -61.8 DFS Long Term EL: -87.7 DFS Socioeconomically Disadvantaged: -43.5 DFS	CA Dashboard 2026 All Students: -42.6 DFS English Learners: -72.6 DFS Long Term EL: -108 DFS Socioeconomically Disadvantaged: -47 DFS	CA Dashboard All Students: +13.2 DFS English Learners: +20.8 DFS Long Term EL: +27.7 DFS (comparative data only available from 2024 to 2025)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		African American: -79.5 DFS White: -33.1 DFS Hispanic: -51 DFS Two or More: -47.2 DFS	Students with Disabilities: -132.2 DFS Homeless: -72.8 DFS Foster: -104.1 DFS (Not a numerically significant subgroup) African American: -68.1 DFS White: -33.4 DFS Hispanic: -47.3 DFS Two or More: -27.4 DFS	Students with Disabilities: -115.9 DFS Homeless: -55.6 DFS Foster: -73.1 DFS (Not a numerically significant subgroup) African American: -58.5 DFS White: -23.3 DFS Hispanic: -39.9 DFS Two or More: -46.4 DFS	Students with Disabilities: -113.2 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	Socioeconomically Disadvantaged: +13.5 DFS Students with Disabilities: +7.3 DFS Homeless: +3.2 DFS Foster: +15.2 DFS African American: +20.0 DFS White: +9.8 DFS Hispanic: +11.1 DFS Two or More: +0.8 DFS
1.2	CAASPP Math (Distance from Standard - DFS) California School Dashboard	CA Dashboard 2023 All Students: -108.6 DFS English Learners: -134.7 DFS Socioeconomically Disadvantaged: -113.2 DFS Students with Disabilities: -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 Socioeconomically Disadvantaged: -115.7 DFS Students with Disabilities: -177.5 DFS Homeless: -127.1 DFS Foster: -149.4 DFS (Not a numerically significant subgroup)	CA Dashboard 2025 All Students: -93.3 DFS English Learners: -121.6 DFS Long Term EL: -166.2 DFS Socioeconomically Disadvantaged: -96.7 DFS Students with Disabilities: -163.3 DFS Homeless: -107.4 DFS Foster: -168.3 DFS (Not a numerically significant subgroup)	CA Dashboard 2026 All Students: 98.6 DFS English Learners: 124.7 DFS Long Term EL: 179.9 DFS Socioeconomically Disadvantaged: 103.2 DFS Students with Disabilities: 157.6 DFS Homeless: 101.5 DFS Foster: 135.3 DFS African American: 124.4 DFS White: 65.9 DFS	CA Dashboard All Students: +15.3 DFS English Learners: +13.1 DFS Long Term EL: + DFS Socioeconomically Disadvantaged: +16.5 DFS Students with Disabilities: +4.3 DFS Homeless: +4.1 DFS Foster: -23.0 DFS African American: +26.5 DFS White: +12.1 DFS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			African American: -136.6 DFS White: -82.6 DFS Hispanic: -112.2 DFS Two or More: -80.2 DFS	African American: -107.9 DFS White: -63.8 DFS Hispanic: -98.6 DFS Two or More: -77.6 DFS	Hispanic: 101.4 DFS Two or More: 89.3 DFS	Hispanic: +12.8 DFS Two or More: +21.7 DFS
1.3	iReady Reading Scores (% at or above grade level) Local Assessment	Local iReady Data (2023-2024) 39% of students at or above grade level	Local iReady Data (2024-2025) 41% of students at or above grade level	Local iReady Data (2025-2026) 19.5% of students at or above grade level	Local iReady Data (2026-2027) 45% of students at or above grade level	Local iReady Data -19.5% decrease
1.4	English Language Proficiency (% of students making progress) California School Dashboard	CA Dashboard 2023 37.7% making progress	CA Dashboard 2024 40.2% making progress	CA Dashboard 2025 47.5% making progress	CA Dashboard 2026 45% making progress	CA Dashboard 9.8% increase
1.5	English Learner Reclassification Rates (% of students reclassified) Local Data	Local Data (2023-2024) 10.18% of English Learners Reclassified	Local Data (2024-2025) 5.1% of English Learners Reclassified	Local Data (2025-2026) 11.8% of English Learners Reclassified	Local Data (2026-2027) 13% of English Learners Reclassified	English Leaners Reclassified 1.62% increase
1.6	Implementation of Standards (% of teachers teaching State Standards) Local Data	Local Data (2023-2024) 100% of core teachers taught State Standards	Local Data (2024-2025) 100% of core teachers taught State Standards	Local Data (2025-2026) 100% of core teachers taught State Standards	Local Data (2026-2027) 100% of core teachers taught State Standards	Local Data Maintained 100% of core teachers taught State Standards
1.7	Properly Credentialed Teachers	CALSAAS (2022-2023) 87% of teachers properly credentialed	CALSAAS (2023-2024)	CALSAAS (2024-2025)	CALSAAS (2025-2026)	CALSAAS 7% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of teachers fully credentialed) CALSAAS		92% of teachers properly credentialed	94% of teachers properly credentialed	Above 90% of teachers properly credentialed	
1.8	English Learner Authorization (% of teachers authorized to teach English Learners) CALSAAS	CALSAAS (2022-2023) 94% of teachers authorized	CALSAAS (2023-2024) 94% of teachers authorized	CALSAAS (2024-2025) 98% of teachers authorized	CALSAAS (2025-2026) Above 95% of teachers authorized	CALSAAS 4% increase
1.9	Technology Access (% of students having access to technology during the school day) Local Data	Local Data (2023-2024) 100% of students have access to technology during the school day	Local Data (2024-2025) 100% of students have access to technology during the school day	Local Data (2025-2026) 100% of students have access to technology during the school day	Local Data (2026-2027) 100% of students have access to technology during the school day	Local Data Maintained 100% of students
1.10	College and Career Indicator (% of students prepared) California School Dashboard	CA Dashboard 2023 All Students: 39.4% English Learners: Not Significant Subgroup Socioeconomically Disadvantaged: 39.1% African American: 32.3% White: 29.4% Hispanic: 45.6%	CA Dashboard 2024 All Students: 47.4% English Learners: Not Significant Subgroup Socioeconomically Disadvantaged: 43.8% prepared African American: 43.8% White: 51.9% Hispanic: 49.5%	CA Dashboard 2025 All Students: 48.9% English Learners: 14.3% (no performance color; less than 30 students in this subgroup) Socioeconomically Disadvantaged: 49.4% African American: 36.7% White: 70.8% Hispanic: 47.4%	CA Dashboard 2026 All Students: Above 40% English Learners: Above 40% Socioeconomically Disadvantaged: Above 40% African American: Above 40% White: Above 40% Hispanic: Above 40%	CA Dashboard All Students: +9.5% English Learners: Not a significant subgroup Socioeconomically Disadvantaged: +10.3% African American: +4.4% White: +41.4% Hispanic: +1.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Graduation Rate (% of students graduated) California School Dashboard	CA Dashboard 2023 All Students: 97.3% English Learners: Not a numerically significant subgroup Socioeconomically Disadvantaged: 96.8% African American: Not a numerically significant subgroup White: 88.2% Hispanic: 99%	CA Dashboard 2024 All Students: 97.7% English Learners: 100% Long Term EL: 100% Socioeconomically Disadvantaged: 97.3% African American: 100% White: 100% Hispanic: 97.3%	CA Dashboard 2025 All Students: 99.5% English Learners: 95.2% (no performance color; less than 30 students in this subgroup) Long Term EL: 100% (no performance color; less than 30 students in this subgroup) Socioeconomically Disadvantaged: 99.4% African American: 100% (no performance color; less than 30 students in this subgroup) White: 100% (no performance color; less than 30 students in this subgroup) Hispanic: 99.1%	CA Dashboard 2026 All Students: Above 90% English Learners: Above 90% Socioeconomically Disadvantaged: Above 90% African American: Above 90% White: Above 90% Hispanic: Above 90%	CA Dashboard All Students: +2.2% English Learners: Not a significant subgroup Long Term EL: 0% Socioeconomically Disadvantaged: +2.6% African American: Not a numerically significant subgroup White: +11.8% Hispanic: +0.1%
1.12	Master Schedule (% of students with access to courses: CTE, fine arts, dual	Local Data (2023-2024) 100% of students had access to courses	Local Data (2024-2025)	Local Data (2025-2026)	Loca Data (2026-2027)	Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	enrollment, and other well-rounded courses) Local Data		100% of students had access to courses	100% of students had access to courses	100% of students had access to courses	
1.13	Chronic Absenteeism (% of students chronically absent) California School Dashboard	CA Dashboard 2023 All Students: 28% English Learners: 20.4% Socioeconomically Disadvantaged: 30.3% Students with Disabilities: 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% Socioeconomically Disadvantaged: 17.7% Students with Disabilities: 16.6% Homeless: 25.6% Foster: 20% African American: 16.9% White: 11.2% Hispanic: 16.9% Two or More: 24.1%	CA Dashboard 2025 All Students: 16.6% English Learners: 12.9% Long Term EL: 10.7% Socioeconomically Disadvantaged: 17.9% Students with Disabilities: 16% Homeless: 35.6% Foster: 9.1% African American: 19.9% White: 16.3% Hispanic: 15.4% Two or More: 22.4%	CA Dashboard 2026 All Students: 20% English Learners: 20% Socioeconomically Disadvantaged: 20% Students with Disabilities: 20% Homeless: 25% Foster: 20% African American: 20% White: 20% Hispanic: 20% Two or More: 20%	CA Dashboard All Students: -11.4% English Learners: -7.5% Long Term EL: -1.2% (comparative data only available from 2024 to 2025) Socioeconomically Disadvantaged: -12.4% Students with Disabilities: -12.5% Homeless: -0.9% Foster: -18.2% African American: -3.6% White: -7.4% Hispanic: -13.7% Two or More: -10.9%
1.14						

Goal Analysis [2025-26]

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

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

Riverside Preparatory School demonstrated strong execution of all planned actions within Goal 1 to provide a rigorous academic program for all students. All seven actions (Actions 1.1–1.7) were fully implemented as planned, with no substantive differences between the planned actions and actual implementation.

Action 1.1 (Literacy and ELA Proficiency) was fully implemented, providing increased literacy programs through iReady Learning Path and SIPPS with a reading intervention specialist. One challenge experienced was that the iReady assessment was not as appropriate for older high school grade levels, which led the high school to utilize Interim Assessment Blocks (IABs) as an additional assessment measure to better capture student progress.

Action 1.2 (Math Proficiency) was fully implemented, with core content teachers delivering math interventions in small group settings during the school day. A notable success was that students at the middle and high school levels had access to after-school tutoring in math, providing additional opportunities for academic support.

Action 1.3 (English Learner Support) was fully implemented, with the Educational Services Department providing rigorous supplemental ELD curriculum aligned to California state standards. No specific successes or challenges were reported.

Action 1.4 (Well Rounded Activities) was fully implemented, offering students access to music, art, STEAM, after-school programs, CTE, and dual-enrollment opportunities. A key success was the increased opportunities for elective offerings at the middle and high school levels, including increased enrollment in CTE courses.

Action 1.5 (Technology) was fully implemented, ensuring instructional technology programs and devices were available to support core curriculum. A notable success was that all students maintained one-to-one access to technology throughout the school day.

Action 1.6 (Academic Professional Development and Instructional Coaching for Staff) was fully implemented, providing ongoing professional development for all teachers and administrators in core content areas. No specific successes or challenges were experienced.

Action 1.7 (Transportation and Field Trips) was fully implemented, with daily transportation provided to support student attendance and decrease chronic absenteeism. A success was that route options were increased, expanding access for students across the community.

Overall, Riverside Preparatory School demonstrated strong organizational capacity and commitment to providing comprehensive academic support for all students, with particular focus on English Learners and Socioeconomically Disadvantaged students as intended. The school's flexibility in addressing assessment alignment challenges at the high school level and its ability to expand opportunities in areas such as CTE enrollment, after-school tutoring, and transportation routes reflect a responsive and student-centered approach to implementation.

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

Changes of 10% or $10,000 (the greater of the two) are explained below:

1.1- There was a material decrease in 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 a material decrease in 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

1.3- There was no material difference in this action
1.4- There was no material difference in this action
1.5- There was no material difference in this action
1.6- There was a material increase in 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
1.7- There was a material increase in this action. This was a result of a need for additional bus routes and bus stops to support student attendance and decrease chronic absenteeism, which necessitated the purchase of an additional school bus.

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

Action 1.1: Literacy and ELA Proficiency Aligned Metrics: 1.1 and 1.3)

Action 1.1 has demonstrated strong effectiveness in improving CAASPP ELA outcomes (Metric 1.1) for the principally directed populations. English Learners improved by +20.8 DFS, and Socioeconomically Disadvantaged students improved by +13.5 DFS. Foster Youth also showed meaningful growth at +15.2 DFS. Long Term English Learners showed one of the largest gains at +27.7 DFS (comparative data from 2024 to 2025). Additional student groups also showed positive movement, including African American students at +20.0 DFS, Hispanic students at +11.1 DFS, White students at +9.8 DFS, Students with Disabilities at +7.3 DFS, Homeless students at +3.2 DFS, and Two or More Races at +0.8 DFS. All Students improved by +13.2 DFS.

However, the iReady reading scores (Metric 1.3) declined significantly by -19.5%, dropping from 39% to 19.5% of students reading at or above grade level. This substantial decrease raises concerns about the consistency of literacy growth across assessment measures. While CAASPP ELA results are encouraging for English Learners and Socioeconomically Disadvantaged students, the iReady decline suggests a need to examine the alignment between the intervention programs (iReady Learning Path and SIPPS) and the iReady assessment to understand the discrepancy between the two literacy measures.

Effectiveness Summary: This action has been effective in improving state assessment outcomes in ELA for English Learner and Socioeconomiclly Disadvantaged students, but the significant decline in local reading benchmark data warrants further investigation.

Action 1.2: Math Proficiency (Aligned Metric: 1.2)

Action 1.2 has demonstrated strong effectiveness in improving math outcomes (Metric 1.2) for the principally directed populations. English Learners improved by +13.1 DFS, and Socioeconomically Disadvantaged students showed strong growth at +16.5 DFS. All Students improved by +15.3 DFS. African American students showed the largest gain at +26.5 DFS, and Two or More Races improved by +21.7 DFS. White students gained +12.1 DFS, Hispanic students improved by +12.8 DFS, Students with Disabilities gained +4.3 DFS, and Homeless students improved by +4.1 DFS.

However, Foster Youth declined by -23.0 DFS (Metric 1.2), indicating that this subgroup is not benefiting from the current math intervention approach and may require additional targeted strategies.

Effectiveness Summary: The small group math intervention model appears to be effective for most student groups, including the principally directed English Learners and Socioeconomically Disadvantaged populations. The Foster Youth decline suggests additional focus in needed to determine targeted support for this student subgroup.

Action 1.3: English Learner Support (Aligned Metrics: 1.4 and 1.5)

Action 1.3 has demonstrated meaningful effectiveness in supporting English Learners. Metric 1.4 shows a +9.8% increase in the percentage of English Learners making progress toward English proficiency, rising from 37.7% to 47.5%. This is a strong indicator that the supplemental ELD curriculum and related supports are positively impacting language acquisition for English Learner students.

Metric 1.5 (EL Reclassification Rates) has demonstrated moderate effectiveness, with a +1.62% increase in reclassification rates.

Effectiveness Summary: This action has been effective in increasing the rate of English Learners making progress toward proficiency and increasing reclassification rates.

Action 1.4: Well Rounded Activities (Aligned Metrics: 1.10, 1.11 and 1.12)

Action 1.4 has demonstrated strong effectiveness in supporting college and career readiness and course access for the principally directed Socioeconomically Disadvantaged population. On Metric 1.10 (College and Career Indicator), All Students improved by +9.5%, and Socioeconomically Disadvantaged students showed a notable +10.3% increase. White students showed exceptional growth at +41.4%, African American students improved by +4.4%, and Hispanic students gained +1.8%. English Learners were not a numerically significant subgroup for this metric.

On Metric 1.11 (Graduation Rate), All Students improved by +2.2%, and Socioeconomically Disadvantaged students improved by +2.6%. White students showed remarkable growth at +11.8%, and Hispanic students gained +0.1%. English Learners and African American students were not a numerically significant subgroups for this metric. Long Term English Learners showed 0% change.

On Metric 1.12 (Master Schedule/Course Access), the school maintained 100% of students with access to CTE, fine arts, dual enrollment, and other well-rounded courses.

Effectiveness Summary: This action has been highly effective in improving college and career readiness and graduation rates for Socioeconomically Disadvantaged students. The maintenance of 100% course access ensures equitable opportunities for all students, including English Learner and Foster Youth students who also benefit from these enrichment programs. Riverside Preparatory School will continue to explore targeted outreach for student groups with smaller gains.

Action 1.5: Technology (Aligned Metrics: 1.1, 1.2, 1.3 and 1.9)

Action 1.5 has been effective in maintaining universal technology access (Metric 1.9), with 100% of students maintained with access to technology during the school day. This ensures equitable access to digital learning tools for the principally directed populations of English Learners and Foster Youth students.

The technology infrastructure has supported academic gains for the principally directed populations. On Metric 1.1 (CAASPP ELA), English Learners improved by +20.8 DFS and Foster Youth improved by +15.2 DFS. Socioeconomically Disadvantaged students gained +13.5 DFS, African American students improved by +20.0 DFS, Hispanic students gained +11.1 DFS, White students improved by +9.8 DFS, Students with Disabilities gained +7.3 DFS, Homeless students improved by +3.2 DFS, and Two or More Races gained +0.8 DFS.

On Metric 1.2 (CAASPP Math), English Learners improved by +13.1 DFS and Socioeconomically Disadvantaged students gained +16.5 DFS. However, Foster Youth declined by -23.0 DFS, indicating that technology-based math supports may not be reaching this population effectively. African American students gained +26.5 DFS, Two or More Races improved by +21.7 DFS, White students gained +12.1 DFS, Hispanic students improved by +12.8 DFS, Students with Disabilities gained +4.3 DFS, and Homeless students improved by +4.1 DFS.

On Metric 1.3 (iReady Reading), scores declined significantly by -19.5%, suggesting a need to evaluate how technology-based programs are being utilized specifically for reading intervention.

Effectiveness Summary: This action has been effective in maintaining equitable technology access and supporting ELA gains for English Learners and Foster Youth students. However, the decline in iReady reading scores and the decline in math for Foster Youth suggest a need to examine how technology tools are being leveraged to support reading growth and math intervention for Foster Youth students.

Action 1.6: Academic Professional Development and Instructional Coaching for Staff (Aligned Metrics: 1.1, 1.2, 1.6, 1.7 and 1.8)

Action 1.6 has demonstrated strong effectiveness across all aligned metrics. On Metric 1.6, the school maintained 100% of core teachers teaching state standards. On Metric 1.7, properly credentialed teachers increased by +7%, rising from 87% to 94%. On Metric 1.8, EL certified teachers increased by +4%, rising from 94% to 98%.

These improvements in teacher quality and preparation have contributed to the academic gains for the principally directed Socioeconomically Disadvantaged population. On Metric 1.1 (CAASPP ELA), Socioeconomically Disadvantaged students improved by +13.5 DFS, English Learners gained +20.8 DFS, Foster Youth improved by +15.2 DFS, African American students gained +20.0 DFS, Hispanic students improved by +11.1 DFS, White students gained +9.8 DFS, Students with Disabilities improved by +7.3 DFS, Homeless students gained +3.2 DFS, and Two or More Races improved by +0.8 DFS.

On Metric 1.2 (CAASPP Math), Socioeconomically Disadvantaged students improved by +16.5 DFS, English Learners gained +13.1 DFS, African American students improved by +26.5 DFS, Two or More Races gained +21.7 DFS, White students improved by +12.1 DFS, Hispanic students gained +12.8 DFS, Students with Disabilities improved by +4.3 DFS, and Homeless students gained +4.1 DFS. However, Foster Youth declined by -23.0 DFS.

Effectiveness Summary: The professional development and coaching model appears to be building teacher capacity effectively to serve unduplicated students, including English Learners and Foster Youth students who benefit from improved teacher preparation. The increase in credentialed and EL-certified teachers reflects a well-supported teaching workforce that is contributing to academic gains for Socioeconomically Disadvantaged students.

Action 1.7: Transportation and Field Trips (Aligned Metrics: 1.11 and 1.13)

Action 1.7 has shown mixed effectiveness in addressing chronic absenteeism and supporting graduation. On Metric 1.13 (Chronic Absenteeism), All Students improved by -11.4%, English Learners improved by -7.5%, Long Term English Learners improved by -1.2% (comparative data from 2024 to 2025), Socioeconomically Disadvantaged students improved by -12.4%, Students with Disabilities improved by -12.5%, Homeless students improved by -0.9%, Foster Youth showed remarkable improvement at -18.2%, African American students improved by -3.6%, White students improved by -7.4%, Hispanic students improved by -13.7%, and Two or More Races improved by -10.9%.

On Metric 1.11 (Graduation Rate), All Students improved by +2.2%, Socioeconomically Disadvantaged students improved by +2.6%, White students gained +11.8%, and Hispanic students improved by +0.1%. English Learners and African American students were not significant subgroups for this metric.

Effectiveness Summary: This action has been highly effective in reducing chronic absenteeism across nearly all student groups, with particularly strong results for the principally directed Socioeconomically Disadvantaged population (-12.4%) and Foster Youth (-18.2%). The graduation rate improvements further suggest that transportation supports are contributing to students staying in school through graduation. The transportation services appear to be a critical support for English Learners, Foster Youth, and Socioeconomically Disadvantaged students in this large rural geographic community.

Overall Goal 1 Summary

Goal 1 actions have collectively produced meaningful progress toward providing a rigorous academic program for all students. The strongest gains are seen in CAASPP ELA and Math for English Learners, Socioeconomically Disadvantaged students, and most other student groups. Key areas of focus include the significant decline in iReady reading scores (Metric 1.3, -19.5%), the decline in CAASPP Math for Foster Youth (-23.0 DFS on Metric 1.2), and the incomplete English Learner Reclassification data (Metric 1.5). Riverside Preparatory School will prioritize examining the iReady reading decline and developing targeted math interventions for Foster Youth.

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

The student group Low Income has even changed to Socioeconomically Disadvantaged in actions 1.1, 1.2, 1.4, 1.5, 1.6 and 1.7.

While no significant changes have been identified for this goal, Riverside Preparatory School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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 toward our English Learners and Socioeconomically Disadvantaged students. LREBG funds were utilized for this action. This action is partially funded from Title I, Part A funds.	$991,248.00	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 toward our English Learners and Socioeconomically Disadvantaged students. This program will increase target math CAASPP scores and local math benchmarks. This action is partially funded from Title I, Part A funds.	$218,033.00	Yes
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 English Learners. This action is partially funded from Title I, Part A funds.	$388,761.00	Yes
1.4	Well Rounded Activities	Riverside Preparatory School 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 Socioeconomically Disadvantaged students. This action is partially funded from Title I, Part A funds.	$2,397,768.00	Yes
1.5	Technology	Riverside Preparatory School 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	$468,079.00	Yes

Action #	Title	Description	Total Funds	Contributing
		will be principally directed toward our Socioeconomically Disadvantaged students and English Learners. This action is partially funded from Title I, Part A funds.		
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 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 and math scores and will be principally directed toward Socioeconomically Disadvantaged students.	$101,933.00	Yes
1.7	Transportation and Field Trips	Daily transportation will be provided by the district's transportation department for students to increase daily attendance and decrease chronic absenteeism.Transportation will also be provided for the after school engagement program and for field trips. This action will be principally directed toward Socioeconomically Disadvantaged students.	$3,474,125.00	Yes

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.

Riverside Preparatory School recognizes that students have needs that extend beyond the academic setting. Riverside Preparatory School knows that students need support for physical well-being and social/emotional health to become positive contributing members of the community, maintain low suspension and expulsion rates, and decrease chronic absenteeism rates. Riverside Preparatory School also recognizes that safe, clean facilities help students feel engaged and safe at school.

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 Data	Local Survey Data (2023-2024) All Students: 84.5%	Local Survey Data (2024-2025) All Students: 84.9%	Local Survey Data (2025-2026) All Students: 86.8%	Local Survey Data (2026-2027) All Students: Above 84.5%	Student Survey 2.3% increase
2.2	Facility Inspection Tool (% of facilities in good repair) Local Data	Local Data (2023-2024) 100% in good gepair	Local Data (2024-2025) 100% in good repair	Local Data (2025-2026) 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 (2024-2025)	Local Data (2025-2026)	Local Data 3.18% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	(% of student attendance rate) Local Data		94% Attendance Rate	95.58% Attendance Rate	Above 93.5%	
2.4	Suspension Rate (% of student suspensions) California School Dashboard	CA Dashboard (2023) All Students: 8.2% English Learners: 7.7% Socioeconomically Disadvantaged: 8.6% Students with Disabilities: 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 English Learners: 10.6% Socioeconomically Disadvantaged: 6.5% Students with Disabilities: 10.4% Homeless: 9.8% Foster: 7.4% African American: 9.3% White: 6.8% Hispanic: 5% Two or More: 6.6%	CA Dashboard (2025) All Students: 6.3% English Learners: 6.9% Long Term English Learners: 6% Socioeconomically Disadvantaged: 6.8% Students with Disabilities: 10.1% Homeless: 5.6% Foster: 22% African American: 13.6% White: 6.1% Hispanic: 4.3% Two or More: 10.1%	CA Dashboard (2026) All Students: 5% English Learners: 5% Socioeconomically Disadvantaged: 5% Students with Disabilities: 9% Homeless: 5% Foster: 12% African American: 10% White: 5% Hispanic: 5% Two or More: 12%	CA Dashboard All Students: -1.9% English Learners: -0.8% Long Term English Learners: -4.6% (comparative data only available from 2024 to 2025) Socioeconomically Disadvantaged: -1.8% Students with Disabilities: -1.1% Homeless: -1.5% Foster: +5.1% African American: -0.1% White: -0.8% Hispanic: -2.3% Two or More: -5.8%
2.5	Expulsion Rate (% of expulsion rate) DataQuest	DataQuest (2022-2023) 0.1% Expulsion Rate	DataQuest (2023-2024) Less Than 0.1% Expulsion Rate	DataQuest (2024-2025) 0% Expulsion Rate	DataQuest (2026-2027) Below 1% Expulsion Rate	Expulsion Rate Maintained below 0.1%
2.6	Chronic Absenteeism (% of students chronically absent) California School Dashboard	CA Dashboard 2023 All Students: 28% English Learners: 20.4%	CA Dashboard 2024 All Students: 16.5%	CA Dashboard 2025 All Students: 16.6%	CA Dashboard 2026 All Students: 20% English Learners: 20%	CA Dashboard All Students: -11.4% English Learners: -7.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 30.3% Students with Disabilities: 28.5 % Homeless: 36.5% Foster: 27.3% African American: 23.5% White: 23.7% Hispanic: 29.1% Two or More: 33.3%	English Learners: 14.2% Long Term EL: 11.9% Socioeconomically Disadvantaged: 17.7% Students with Disabilities: 16.6% Homeless: 25.6% Foster: 20% African American: 16.9% White: 11.2% Hispanic: 16.9% Two or More: 24.1%	English Learners: 12.9% Long Term EL: 10.7% Socioeconomically Disadvantaged: 17.9% Students with Disabilities: 16% Homeless: 35.6% Foster: 9.1% African American: 19.9% White: 16.3% Hispanic: 15.4% Two or More: 22.4%	Socioeconomically Disadvantaged: 20% Students with Disabilities: 20% Homeless: 25% Foster: 20% African American: 20% White: 20% Hispanic: 20% Two or More: 20%	Long Term EL: -1.2% (comparative data only available from 2024 to 2025) Socioeconomically Disadvantaged: -12.4% Students with Disabilities: -12.5% Homeless: -0.9% Foster: -18.2% African American: -3.6% White: -7.4% Hispanic: -13.7% Two or More: -10.9%
2.7	Student Connectedness Survey (% of students who feel connected at school) Local Data	Local Data (2023-2024) 84.3% of students feel connected	Local Data (2024-2025) 89.9% of students feel connected	Local Data (2025-2026) 88.9% of students feel connected	Local Data (2026-2027) Above 85% of students feel connected	Student Survey 4.6% increase

Goal Analysis [2025-26]

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

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

Riverside Preparatory School demonstrated strong and consistent execution of all planned actions within Goal 2 to provide a safe learning environment in collaboration with educational stakeholders. All three actions (Actions 2.1–2.3) were fully implemented as planned, with no substantive differences between the planned actions and actual implementation.

Action 2.1 (Health Services) was fully implemented, providing students with access to health care and community health programs to decrease chronic absenteeism and increase student connectivity. A notable success was the expansion of on-site health services through community partnerships, including access to the county's Breathmobile and dental services provided by Big Smiles Dental during the regular

school day. These partnerships enhanced the school's ability to address student health needs and reduce barriers to attendance for Socioeconomically Disadvantaged students.

Action 2.2 (Social/Emotional Support) was fully implemented, with school staff providing access to counseling, social-emotional programs, and social services support. Key successes included the addition of a behavioral interventionist for elementary-aged students and the creation of a wellness center for middle school students. These enhancements expanded the school's capacity to proactively address student behavioral and social-emotional needs across multiple grade levels.

Action 2.3 (Foster Youth Mental Health Services) was fully implemented, delivering a comprehensive mental health support program tailored specifically to the needs of Foster Youth. A meaningful success was the hosting of a community resource fair for families, which provided Foster Youth families and the broader school community with direct access to additional support services and community resources.

Overall, the school demonstrated a strong commitment to creating a safe and supportive learning environment for all students, with particular focus on Socioeconomically Disadvantaged students and Foster Youth as intended. The expansion of health partnerships, the addition of a behavioral interventionist and wellness center, and the community resource fair reflect the school's proactive and responsive approach to meeting the diverse needs of its student population.

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.

Changes of 10% or $10,000 (the greater of the two) are explained below:

2.1- There was a material increase in this action. This was a result of an increase in contracted services costs for a registered nurse in order to provide students with access to health care and the ability to address health needs on site.
2.2- There was no material difference in this action.
2.3- 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 2 Action Analysis

Action 2.1 – Health Services (Aligned Metrics 2.3, 2.6 and 2.7)

This action focuses on providing students with access to health care and community health programs to decrease chronic absenteeism and increase student connectivity.

Analysis of Effectiveness:

This action demonstrates strong effectiveness across multiple metrics:

Metric 2.3 (Attendance Rate): The attendance rate has increased by 3.18% from baseline, indicating that health services are contributing positively to keeping students in school.

Metric 2.6 (Chronic Absenteeism): Significant decreases from baseline are observed across nearly all student groups:

All Students: -11.4%
English Learners: -7.5%
Socioeconomically Disadvantaged: -12.4%
Foster Youth: -18.2%
Students with Disabilities: -12.5%
Hispanic: -13.7%
Two or More: -10.9%
African American: -3.6%
Homeless: -0.9%
However, White students saw an increase of +5.1%, which warrants attention.
Metric 2.7 (Student Connectedness): There is a 4.6% increase from baseline, suggesting that health services are helping students feel more connected to school.

Summary: Action 2.1 is demonstrating strong effectiveness in reducing chronic absenteeism across all student groups, including All Students, English Learners, Foster Youth, and Socioeconomically Disadvantaged students. The corrected data for White students (-7.4%) confirms broad-based improvement. The modest decrease for Homeless students (-0.9%) suggests that targeted outreach for this group may strengthen this action further. Increased attendance (+3.18%, Metric 2.3) and student connectedness (+4.6%, Metric 2.7) further reinforce the positive impact of this action.

Action 2.2 – Safe, Clean Facilities (Aligned Metrics: 2.1 and 2.2)

Analysis of Effectiveness:

Metric 2.2 (Facility Inspection Tool): The school has maintained 100% of facilities in good repair from baseline, demonstrating full and consistent implementation.

Metric 2.1 (Student Safety Survey): There is a 2.3% increase in the percentage of students who feel safe at school from baseline.

Summary: Action 2.2 is effective. Maintaining facilities at 100% good repair and achieving a measurable increase in student perceptions of safety indicate that this action is successfully contributing to a safe learning environment.

Action 2.3 – Student Engagement and Climate Supports (Aligned Metrics: 2.4, 2.5, 2.7, and 2.1.

Analysis of Effectiveness:

Metric 2.4 (Suspension Rate): Decreases from baseline are observed for most groups:

All Students: -1.9%
English Learners: -0.8%
Socioeconomically Disadvantaged: -1.8%
Students with Disabilities: -1.1%
Homeless: -1.5%
Hispanic: -2.3%
Two or More: -5.8%
Long Term EL: -4.6%
White: -7.4%
African American: -0.1%
However, Foster Youth saw an increase of +5.1%, which is a concern.
Metric 2.5 (Expulsion Rate): The expulsion rate has been maintained below 0.1%, demonstrating sustained effectiveness.

Metric 2.7 (Student Connectedness): A 4.6% increase from baseline supports the effectiveness of climate efforts.

Metric 2.1 (Student Safety Survey): A 2.3% increase from baseline further supports positive school climate.

Summary: Action 2.3 is largely effective in reducing suspensions and maintaining low expulsions while increasing student connectedness and safety perceptions for All Students, English Learners, and Socioeconomically Disadvantaged students. The notable increase in suspension rate for Foster Youth (+5.1%) indicates a need for additional targeted intervention and support for this student group.

Overall Goal 2 Summary

Goal 2 actions are demonstrating meaningful progress toward providing a safe learning environment. Areas of strength include significant reductions in chronic absenteeism and suspensions, maintained facility quality, and increased student connectedness and safety perceptions. An area for growth is addressing the increase in suspension rates for Foster Youth.

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

The student group Low Income had been changed to Socioeconomically Disadvantaged in Actions 2.1 and 2.2.

While no significant changes have been identified for this goal, Riverside Preparatory School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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 Socioeconomically Disadvantaged students. This action will be measured by Metrics 2.1, 2.3 and 2.6. This action is partially funded from Title I, Part A funds.	$435,782.00	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 absenteeism rates and increase student connectivity and will be principally directed toward Socioeconomically Disadvantaged students. This action will be measured by Metrics 2.1, 2.2, 2.6 and 2.7. This action is partially funded from Title I, Part A funds.	$1,310,164.00	Yes
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 toward Foster Youth students and will be measured by Metrics 2.4, 2.6 and 2.7. This action is partially funded from Title I, Part A funds.	$297.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Riverside Preparatory School 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.

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 (% of parents who feel they are involved in the decision making process) 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	2025-2026 Local Survey Data 92.6% 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 12.7% increase
3.2	Parent and Family Engagement California School Dashboard Local Indicator	CA Dashboard 2023 Parent and Family Engagement- Standard Met	CA Dashboard 2024 Parent and Family Engagement- Standard Met	CA Dashboard 2025 Parent and Family Engagement- Standard Met	CA Dashboard 2026 Maintain Standard Met	No Change- Maintained Standard Met

Goal Analysis [2025-26]

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

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

Riverside Preparatory School successfully implemented all planned actions within Goal 3 to engage families and the community. Action 3.1 (Parent Participation) was fully implemented as planned, with no substantive differences between the planned action and actual implementation.

The school established parent advisory groups to advise and develop programs supporting English Learners and Socioeconomically Disadvantaged students. New programs, including family literacy nights, Latino Family Literacy events, STEAM events, and fine art events, were implemented as intended. A site assistant principal was in place to lead these initiatives, supporting family literacy, social support programs, and academic supports for students.

One challenge noted was the nature of Riverside Preparatory School as a commuter campus, with many families not residing within the local community. This geographic factor can present barriers to in-person family engagement, as families may face longer travel times and scheduling difficulties when attending school events and advisory meetings. Despite this challenge, the school maintained its commitment to providing meaningful engagement opportunities for English Learner and Socioeconomically Disadvantaged families, as reflected in the strong increase in parent participation in decision-making reported in the school's local survey data.

Overall, the school demonstrated a thoughtful and dedicated approach to family engagement, recognizing the unique circumstances of its school community while continuing to create welcoming and accessible opportunities for families to participate in their children's education.

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.

Changes of 10% or $10,000 (the greater of the two) are explained below:

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.

Action 3.1: Parent Participation (Aligned Metrics: 3.1 and 3.2)

Action 3.1 has demonstrated exceptional effectiveness in engaging families in the decision-making process for the principally directed populations of English Learners and Socioeconomically Disadvantaged students.

Metric 3.1 (Parent Participation in Decision Making): The percentage of parents who reported participating in the decision-making process increased by +12.7%, rising from 79.9% to 92.6%. This is the single largest positive gain across any metric in the entire LCAP. This

remarkable improvement indicates that the new programs — including family literacy nights, Latino Family Literacy events, STEAM events, and fine art events — have been highly successful in creating meaningful opportunities for families to engage with the school.

For English Learner families specifically, the Latino Family Literacy events and family literacy nights provide culturally responsive and linguistically accessible opportunities for engagement. These programs directly address the unique needs of multilingual families by creating welcoming environments where English Learner families can participate in their children's education and contribute to school decision-making. The success of these programs is reflected in the significant increase in parent participation (Metric 3.1, +16%).

For Socioeconomically Disadvantaged families, the STEAM events, fine art events, and academic support programs provide opportunities to engage with the school that go beyond traditional parent meetings. These events create multiple entry points for family involvement, which is particularly important for Socioeconomically Disadvantaged families who may face barriers to participation such as work schedules or transportation challenges. The strong increase in participation suggests these varied engagement opportunities are effectively reaching Socioeconomically Disadvantaged families.

For Foster Youth, the increased parent and caregiver engagement opportunities also benefit this population, as foster parents and caregivers are provided with additional avenues to connect with the school community and participate in decision-making processes that affect the educational experience of the youth in their care.

Metric 3.2 (Parent and Family Engagement — CA Dashboard Local Indicator): The school maintained the "Standard Met" designation on the CA Dashboard Local Indicator for Parent and Family Engagement, with no change from the baseline. This demonstrates that the school continues to meet state expectations for family engagement. The consistency of this designation, combined with the significant growth in local survey data (Metric 3.1), reflects a comprehensive and effective approach to family engagement that meets both local and state standards.

The site assistant principal's role in implementing these programs has been a key factor in the success of this action, providing dedicated leadership to coordinate and sustain family engagement initiatives. The combination of dedicated staffing, culturally responsive programming, and varied engagement opportunities has created a strong foundation for family partnership.

Effectiveness Summary: This action has been highly effective in achieving its intended outcomes for English Learner and Socioeconomically Disadvantaged families. The +16% increase in parent participation in decision-making (Metric 3.1) is a remarkable achievement that demonstrates the power of culturally responsive, varied, and accessible engagement strategies. The maintenance of the "Standard Met" designation on the CA Dashboard (Metric 3.2) further confirms that the school's family engagement efforts are meeting state expectations. Riverside Preparatory School will continue to build upon these successful programs while exploring ways to sustain this high level of engagement over time for English Learner, Foster Youth, and Socioeconomically Disadvantaged families.

Overall Goal 3 Summary

Goal 3 has demonstrated strong and measurable progress toward engaging families and the community. The highlights include:

Parent participation in decision-making increased by +16% (Metric 3.1) — the largest positive gain across any metric in the entire LCAP

The school maintained the "Standard Met" designation on the CA Dashboard Local Indicator for Parent and Family Engagement (Metric 3.2)
Culturally responsive programs such as Latino Family Literacy events are effectively reaching English Learner families
Varied engagement opportunities including STEM events, fine art events, and family literacy nights are effectively reaching Socioeconomically Disadvantaged families
Dedicated leadership through the site assistant principal has been a key factor in the success of family engagement initiatives

Riverside Preparatory School will continue to focus on the following as it moves forward:

Sustaining the high level of engagement: With participation now at 92.6%, Riverside Preparatory School will explore strategies to maintain this level and prevent regression, particularly for English Learner, Foster Youth, and Socioeconomically Disadvantaged families

Deepening engagement quality: Beyond participation rates, Riverside Preparatory School will explore whether the increased participation is translating into meaningful influence on school programs and policies for English Learner, Foster Youth, and Socioeconomically Disadvantaged families

Connecting engagement to student outcomes: Riverside Preparatory School will examine whether the increased family engagement is correlating with improvements in student academic and behavioral outcomes, particularly for the principally directed English Learner and Socioeconomically Disadvantaged populations

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

The student group Low Income has been changed to Socioeconomically Disadvantaged in Action 3.1.

While no significant changes have been identified for this goal, Riverside Preparatory School will maintain ongoing evaluation to monitor SPSA implementation through regular data analysis cycles, progress monitoring of identified metrics, and continued staff collaboration. School leadership and instructional staff will review student benchmark assessments, attendance data, and behavior indicators to measure progress toward SPSA goals. Input from educational partners will also inform both mid-year and end-of-year reviews, supporting data-driven adjustments that ensure continued alignment with student needs and SPSA outcomes. Additionally, strategies will be further refined during implementation to better meet the unique needs of diverse families and to strengthen participation and engagement.

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 Learners and Socioeconomically	$662,142.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Disadvantaged 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 Learners and Socioeconomically Disadvantaged students and will be measured by Metrics 3.1 and 3.2.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$8,585,690	$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
32.413%	0.000%	$0.00	32.413%

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, Socioeconomically Disadvantaged students performed at 53.8 points below standard and English Learners performed 80.1 points below standard. The 2024-2025 iReady reading data	Providing instructional support through highly vetted, research-based literacy intervention programs, including Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS), Renaissance Learning, i-Ready, LETRS, and IXL, addresses the literacy needs of all students while providing increased and improved services for English Learners and Socioeconomically Disadvantaged students, who continue to demonstrate the greatest need for accelerated literacy support. Although all students	Metrics 1.1 and 1.3

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	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	have access to these instructional resources, English Learners and Socioeconomically Disadvantaged students receive additional targeted intervention based on assessment data, including more frequent progress monitoring, prioritized small-group instruction, individualized intervention, and additional instructional time to address skill deficits and accelerate academic growth. The intervention specialist provides explicit, systematic instruction in foundational reading skills, phonics. fluency, vocabulary development, comprehension, and writing that supplements the core instructional program. English Learners receive additional support in academic language development, vocabulary acquisition, oral language, and reading comprehension to strengthen both English language proficiency and literacy skills. Socioeconomically Disadvantaged students receive targeted intervention to address unfinished learning, strengthen foundational reading skills and increase access to grade-level curriculum through differentiated instruction and individualized learning plans. Technology-based intervention programs provide adaptive instruction that adjusts to each student's instructional level and offers persona;ozed learning pathways during the school day and at home. These programs allow teachers and the intervention specialist to use ongoing diagnostic and progress monitoring data to identify learning gaps quickly, adjust instruction, and provide timely interventions. Collaboration between the intervention specialist and classroom teachers	

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
		ensures that intervention instruction is aligned to grade-level standards and reinforces classroom learning, creating a coordinated system of support for students with the greatest academic needs. This action is implemented on an LEA-wide basis because high-quality literacy instruction and intervention benefits all students. However, the action is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because these students receive increased supports beyond the core instructional program, including additional instructional time, targeting small-group intervention, explicit language development, individualized progress monitoring, and differentiated literacy instruction designed to address identified achievement gaps and improve English Language Arts outcomes.	
1.2	**Action:** Math Proficiency **Need:** 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, Socioeconomically Disadvantaged students performed at 115.7 DFS. **Scope:** Schoolwide	Providing instructional support through a highly vetted, research-based math intervention curriculum addresses the significant mathematics achievement needs identified for all students while providing increased support for English Learners and Socioeconomically Disadvantaged students, who continue to experience the greatest achievement gaps. Although this action is available to all students, English Learners and Socioeconomically Disadvantaged students receive additional targeted intervention based on assessment data, including prioritized small-group instruction, differentiated learning opportunities, and more frequent progress monitoring to address unfinished learning and accelerate academic growth.	Metric 1.2

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
		Teachers utilize the intervention curriculum to provide explicit instruction, targeted skill remediation, and pull-out interventions as needed to address individual learning gaps.Technology-based programs such as i-Ready Learning Pathways and Zearn provide adaptive instruction that adjusts to each student's instructional level, allowing English Learners to strengthen mathematical vocabulary, language development, and conceptual understanding while providing Socioeconomically Disadvantaged students with additional practice on foundational skills and grade-level standards. These programs also provide ongoing diagnostic and progress-monitoring data that enables teachers to identify learning needs quickly and provide timely interventions. The district is continuing this action because data demonstrates that mathematics remains an area of significant need, with students performing 113.7 points below standard on the CAASPP Mathematics assessment. Sustained intervention is necessary to close achievement gaps and improve outcomes for English Learners and Socioeconomically Disadvantaged students. This action is implemented on an LEA-wide basis because mathematics intervention benefits all students; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students by providing these student groups with additional instructional time, targeted intervention, differentiated supports, and data-driven instruction designed to accelerate learning and improve	

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
		mathematics achievement beyond the level provided through the core instructional program.	
1.4	**Action:** Well Rounded Activities **Need:** 2024-2025 iReady reading data shows 41% of all students are reading at or above grade level. **Scope:** Schoolwide	Providing students with a comprehensive fine arts program is an essential component of a well-rounded education and is implemented for all students as part of the district's commitment to a broad course of study. This action also specifically addresses the unique needs of English Learners and Socioeconomically Disadvantaged students by intentionally increasing access to structured enrichment experiences that build language development, engagement, and school connectedness—key factors in closing persistent opportunity and achievement gaps. While all students participate in fine arts instruction, English Learners and Socioeconomically Disadvantaged students benefit from increased exposure to music, visual arts, and performing arts experiences that are embedded within the school day and do not rely on external resources or family financial capacity. This ensures equitable access to enrichment opportunities that may otherwise be limited due to language barriers, transportation constraints, cost, or lack of availability in the home or community environment. For English Learners, fine arts instruction provides authentic, contextualized opportunities to develop academic language, oral communication, listening comprehension, and vocabulary acquisition. These experiences allow students to engage meaningfully in learning through multiple modalities, reducing reliance on language proficiency as the sole means of demonstrating	Metrics 1.10, 1.11, and 1.12

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
		understanding. For Socioeconomically Disadvantaged students, access to consistent fine arts programming increases engagement, motivation, and school attachment by providing enriching learning experiences that support creativity, collaboration, and self-expression within the school setting. Research supports that sustained participation in high-quality fine arts programs contributes to improved attendance, increased student engagement, and stronger academic outcomes. By ensuring these experiences are systematically embedded into the instructional program, the district provides additional supports that are particularly impactful for English Learners and Socioeconomically Disadvantaged students in strengthening foundational skills in literacy, critical thinking, and communication. This action is implemented on an LEA-wide basis to ensure all students receive a comprehensive education; however, it is principally directed toward English Learners and Socioeconomically Disadvantaged students because it increases equitable access to structured enrichment, embeds language-rich learning opportunities into daily instruction, and provides engagement supports that help reduce barriers to academic success and close achievement gaps.	
1.5	**Action:** Technology **Need:** ELA CAASPP scores from 2024 confirm the need for increased proficiency in reading and	Due to identified resource inequities and the need to ensure equitable access to instructional technology, Riverside Preparatory School will provide a Chromebook for every student to support consistent access to digital learning tools, instructional materials, and reliable connectivity.	Metrics 1.1, 1.2, 1.3, and 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
	access to technology. ELA CAASPP scores for all students were 48.3 points below standard, Socioeconomically Disadvantaged students were 53.8 points below standard, and English Learners performed 80.1 points below standard. Local reading benchmarks (iReady) indicate that 41% of all students were reading at grade level. **Scope:** Schoolwide	This action is implemented on an LEA-wide basis to ensure all students can fully participate in the district's blended learning model; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because it directly addresses access gaps that disproportionately impact these student groups and contribute to achievement disparities. For English Learners, providing a district-issued Chromebook increases access to language-rich instructional supports that are embedded within digital curriculum platforms, including translation tools, audio supports, visual scaffolds, and interactive content. These features support comprehension, vocabulary development, and oral language acquisition by allowing students to engage with grade-level content in multiple modalities. Consistent access to these tools helps reduce barriers created by language proficiency gaps and ensures greater access to core instruction. For Socioeconomically Disadvantaged students, one-to-one device access reduces inequities related to lack of home technology, internet access, or shared devices, which can limit practice, assignment completion, and engagement outside of the classroom. Providing a Chromebook ensures these students can fully participate in literacy and mathematics instruction delivered through digital curriculum, while also expanding access to enrichment opportunities such as STEAM learning, digital research, and creative	

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
		applications that reinforce engagement and skill development. Within the district's blended learning model, equitable access to devices is essential for maintaining continuity of instruction between school and home and for ensuring students can access differentiated supports aligned to their individual learning needs. Research indicates that technology integration increases student engagement and supports multiple modes of learning and expression (Darling-Hammond et al., 2014; Ertmer et al., 2012; Matzen & Edmonds, 2007). These benefits are particularly significant for English Learners and Socioeconomically Disadvantaged students, who often require additional scaffolds and access points to fully engage with grade-level content. By providing a Chromebook to every student, the district ensures universal access while intentionally increasing targeted supports that reduce access barriers, strengthen engagement, and expand learning opportunities for English Learners and Socioeconomically Disadvantaged students, thereby supporting efforts to close persistent achievement gaps.	
1.6	**Action:** Academic Professional Development and Instructional Coaching for Staff **Need:** 2024 math and ELA CAASPP scores for our Socioeconomically Disadvantaged students and English Learners confirms the need for	The Oro Grande Educational Services Department's instructional coordinators will provide ongoing coaching and professional development for teachers focused on research-based instructional strategies in English Language Arts, mathematics, and English Language Development. This action is implemented on an LEA-wide basis to ensure all students benefit from high-quality instruction; however, it is principally	Metrics 1.1, 1.2, 1.6, 1.7, and 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
	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 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 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 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	directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because it increases the consistency, rigor, and accessibility of Tier 1 instruction in the areas where these student groups experience the greatest achievement gaps. Through a differentiated coaching model, instructional coordinators support teachers in implementing instructional strategies that directly address the learning needs of English Learners, including explicit vocabulary development, structured academic discourse, sentence and language scaffolds, visual supports, and integrated ELD strategies embedded within core instruction. These practices increase students' access to grade-level content while simultaneously accelerating English language acquisition, which is essential for improving performance in reading, writing, and content-area learning. For Socioeconomically Disadvantaged students, coaching and professional development strengthen teachers' ability to deliver standards-aligned, culturally responsive, and highly structured instruction that supports students who may have uneven prior academic preparation or	
1.7	**Action:** Transportation and Field Trips **Need:** During the 2023-2024 school year, the chronic absenteeism rate for all students was 28% and 30.3% for Socioeconomically Disadvantaged students. The chronic absenteeism rate on the 2024 California School Dashboard was 16.5%	The district provides daily transportation to and from school and to the after-school program to ensure all students have safe, reliable access to educational opportunities. This action is implemented on an LEA-wide basis due to the rural nature of the district and the necessity of transportation for school access; however, it is principally directed toward and most effective for Socioeconomically Disadvantaged students and English Learners because it directly addresses	Measured by Metric 1.11

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	for all students and 17.7% for Socioeconomically Disadvantaged students. This data demonstrates the need to provide transportation that is principally directed to our Socioeconomically Disadvantaged students. **Scope:** Schoolwide	barriers that disproportionately impact these student groups, including limited access to private transportation, unstable housing or living arrangements, and reduced access to consistent attendance supports. For Socioeconomically Disadvantaged students, district-provided transportation removes a significant barrier to attendance by ensuring reliable access to school regardless of family income, work schedules, or transportation availability. In a rural environment where students may live long distances from school or in areas with unsafe walking conditions, transportation ensures these students can consistently attend school and fully participate in instructional time, intervention supports, and enrichment opportunities. Increased attendance is directly associated with improved academic outcomes and is a critical factor in closing achievement gaps. For English Learners, consistent transportation supports regular school attendance, which is essential for sustained language development and instructional continuity. Frequent absences can significantly delay English language acquisition due to reduced exposure to academic language, structured discourse, and integrated ELD instruction. By ensuring reliable daily access to school, transportation services help English Learners maintain consistent engagement in language-rich environments that are necessary for developing proficiency and accessing grade-level content.	
2.1	**Action:** Health Services	Students and families will have health education programs for nutrition and personal hygiene, daily	Metric 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
	Need: Chronic absenteeism rates and educational partner feedback from meetings confirm the need for health services to be principally directed for our Socioeconomically Disadvantaged students. The chronic absenteeism rate for 2023-2024 was 16.5% for all students and 17.7% for Socioeconomically Disadvantaged students. The 2024-2025 Student LCAP Survey indicates that 84.9% of students feel safe at school. **Scope:** Schoolwide	health care for students with chronic health care issues such as diabetes and asthma, and assistance with connecting students and families to community health resources. This action provides additional registered nurses and licensed vocational nurses on campus to provide care and lead staff training. These health services are principally directed for our Socioeconomically Disadvantaged 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 Socioeconomically Disadvantaged students were suspended. **Scope:** Schoolwide	Providing social emotional support and counseling services for our Socioeconomically Disadvantaged 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 growth. This approach particularly supports Socioeconomically Disadvantaged students, enabling them to thrive and achieve higher levels of learning.	Metrics 2.1, 2.2, 2.4, 2.5, 2.6, and 2.7
3.1	**Action:** Parent Participation	Family engagement is a key driver of student success and is supported through district-wide	Metrics 3.1 and 3.1

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
	Need: Creating opportunities for parents to engage in decision making is a top priority at Riverside Preparatory School. This data demonstrates the need to provide more opportunities to 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	parent involvement strategies, communication systems, and opportunities for families to participate in their child's education. This action is implemented on an LEA-wide basis to ensure all families have equitable access to engagement opportunities; however, it is principally directed toward and most effective for English Learners and Socioeconomically Disadvantaged students because it addresses barriers that can limit meaningful school-home communication, understanding of academic expectations, and consistent family participation in supporting learning, which are factors that are directly linked to student achievement. For Socioeconomically Disadvantaged families, this action provides increased supports by reducing barriers to engagement such as limited time, transportation challenges, and reduced access to academic support resources outside of school. The district's family engagement efforts ensure that families receive timely information about student progress, instructional expectations, and available academic supports in formats that are accessible and actionable. This strengthens the home-school connection and increases the likelihood that students receive consistent reinforcement of learning at home, which is especially important for improving attendance, engagement, and academic performance. For English Learners and their families, this action provides additional supports by improving access to school communication and academic information through more culturally and linguistically responsive engagement practices.	

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
		This includes efforts to ensure families can understand school expectations, monitor student progress, and engage in decision-making processes even when English proficiency may be limited. Strengthening two-way communication ensures that families are better able to support language development and academic learning at home and advocate for student needs within the school setting. Research consistently shows that strong school-family partnerships are associated with higher student achievement, improved behavior, and increased motivation. These outcomes are particularly significant for English Learners and Socioeconomically Disadvantaged students, who benefit most when families are equipped with clear information, accessible communication, and opportunities to actively support learning alongside the school. By implementing family engagement strategies on an LEA-wide basis, the district ensures all families have access to meaningful involvement opportunities while intentionally increasing targeted supports that reduce barriers for English Learners and Socioeconomically Disadvantaged families. This action strengthens alignment between home and school, increases student support systems, and contributes to improved academic outcomes, thereby supporting efforts to close achievement gaps.	

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 Learner Professional Development Needs, Conditions, or Circumstances: The 2024 ELA CAASPP scores for English Learners indicated that this population of students is scoring 80.1 points below standard. In 2024, 40.2% of English Learners were making progress towards English language proficiency. **Scope:** Limited to Unduplicated Student Group(s)	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 English Learner levels to increase language acquisition across all content areas. The utilization of this program will allow for small group and differentiated instruction based on English Learner levels and diagnostic results obtained by the use of this program. Teachers will receive instructional professional development in the ELD framework as well as language and vocabulary development. Teachers will work with the multilingual coordinator to gain research-based strategies to guide students during designated ELD lessons.	Metrics 1.4 and 1.5
2.1	**Action:** Health Services **Need:**		Metric 2.3, 2.4, and 2.6

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope:		
2.3	**Action:** Foster Youth Mental Health Services **Need:** Although Foster Youth students are not a significant subgroup at Riverside Preparatory School, 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, 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 a 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)		Metric 2.6

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 continue to be used to fund the addition of a new social worker, and the 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	No comparison schools	No comparison schools
Staff-to-student ratio of certificated staff providing direct services to students	No comparison schools	No comparison schools

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$26,488,231	$8,585,690	32.413%	0.000%	32.413%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$9,150,658.00	$527,621.00	$0.00	$770,053.00	$10,448,332.00	$6,242,486.00	$4,205,846.00

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	Schoolwide	English Learners Low Income			$685,349.00	$305,899.00	$241,756.00	$527,621.00		$221,871.00	$991,248.00	
1	1.2	Math Proficiency	English Learners Low Income	Yes	Schoolwide	English Learners Low Income			$189,055.00	$28,978.00	$218,033.00				$218,033.00	
1	1.3	English Learner Support		Yes	Limited to Unduplicated Student Group(s)				$287,364.00	$101,397.00	$349,006.00			$39,755.00	$388,761.00	
1	1.4	Well Rounded Activities	Low Income	Yes	Schoolwide	Low Income			$2,207,165.00	$190,603.00	$2,255,280.00			$142,488.00	$2,397,768.00	
1	1.5	Technology	English Learners Foster Youth	Yes	Schoolwide	English Learners Foster Youth			$229,287.00	$238,792.00	$430,562.00			$37,517.00	$468,079.00	
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Low Income	Yes	Schoolwide	Low Income			$36,426.00	$65,507.00	$101,933.00				$101,933.00	
1	1.7	Transportation and Field Trips	Low Income	Yes	Schoolwide	Low Income			$408,531.00	$3,065,594.00	$3,474,125.00				$3,474,125.00	
2	2.1	Health Services	Low Income	Yes	Schoolwide	Low Income	All Schools Specific Schools: Riverside Prep	Ongoing	$298,315.00	$137,467.00	$389,756.00			$46,026.00	$435,782.00	
2	2.2	Social/Emotional Support	Low Income	Yes	Schoolwide	Low Income		Ongoing	$1,268,676.00	$41,488.00	$1,028,065.00			$282,099.00	$1,310,164.00	
2	2.3	Foster Youth Mental Health Services	Foster Youth	Yes	Limited to Unduplicated Student	Foster Youth		Ongoing	$297.00	$0.00				$297.00	$297.00	

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
					Group(s)											
3	**3.1**	Parent Participation	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$632,021.00	$30,121.00	$662,142.00				$662,142.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$26,488,231	$8,585,690	32.413%	0.000%	32.413%	$9,150,658.00	0.000%	34.546 %	**Total:**	$9,150,658.00
								LEA-wide Total:	$662,142.00
								Limited Total:	$349,006.00
								Schoolwide Total:	$8,139,510.00

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		$241,756.00	
1	**1.2**	Math Proficiency	Yes	Schoolwide	English Learners Low Income		$218,033.00	
1	**1.3**	English Learner Support	Yes	Limited to Unduplicated Student Group(s)			$349,006.00	
1	**1.4**	Well Rounded Activities	Yes	Schoolwide	Low Income		$2,255,280.00	
1	**1.5**	Technology	Yes	Schoolwide	English Learners Foster Youth		$430,562.00	
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	Schoolwide	Low Income		$101,933.00	
1	**1.7**	Transportation and Field Trips	Yes	Schoolwide	Low Income		$3,474,125.00	
2	**2.1**	Health Services	Yes	Schoolwide	Low Income	All Schools Specific Schools: Riverside Prep	$389,756.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Social/Emotional Support	Yes	Schoolwide	Low Income		$1,028,065.00	
2	2.3	Foster Youth Mental Health Services	Yes	Limited to Unduplicated Student Group(s)	Foster Youth			
3	3.1	Parent Participation	Yes	LEA-wide	English Learners Low Income		$662,142.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$9,720,523.00	$10,079,980.76

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	$662,742.00	$502,205.14
1	**1.2**	Math Proficiency	Yes	$245,348.00	$215,438.15
1	**1.3**	English Learner Support	Yes	$414,857.00	$438,572.00
1	**1.4**	Well Rounded Activities	Yes	$2,522,642.00	$2,392,420.02
1	**1.5**	Technology	Yes	$566,576.00	$568,975.04
1	**1.6**	Academic Professional Development and Instructional Coaching for Staff	Yes	$144,597.00	$248,324.86
1	**1.7**	Transportation and Field Trips	Yes	$2,628,941.00	$3,144,067.87
2	**2.1**	Health Services	Yes	$348,722.00	$425,900.33
2	**2.2**	Social/Emotional Support	Yes	$1,297,104.00	$1,260,017.51
2	**2.3**	Foster Youth Mental Health Services	Yes	$240,995.00	$227,628.69
3	**3.1**	Parent Participation	Yes	$647,999.00	$656,431.15

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$8,923,767.35	$8,771,167.00	$9,191,028.16	($419,861.16)	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	$456,645.00	$405,499.21		
1	1.2	Math Proficiency	Yes	$229,461.00	$215,438.15		
1	1.3	English Learner Support	Yes	$278,660.00	$348,401.97		
1	1.4	Well Rounded Activities	Yes	$2,248,482.00	$2,126,887.05		
1	1.5	Technology	Yes	$516,309.00	$485,076.04		
1	1.6	Academic Professional Development and Instructional Coaching for Staff	Yes	$144,597.00	$248,324.86		
1	1.7	Transportation and Field Trips	Yes	$2,628,941.00	$3,144,067.87		
2	2.1	Health Services	Yes	$238,811.00	$339,907.68		
2	2.2	Social/Emotional Support	Yes	$1,140,267.00	$993,662.25		
2	2.3	Foster Youth Mental Health Services	Yes	$240,995.00	$227,331.93		
3	3.1	Parent Participation	Yes	$647,999.00	$656,431.15		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
25,723,549	$8,923,767.35	0	34.691%	$9,191,028.16	0.000%	35.730%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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