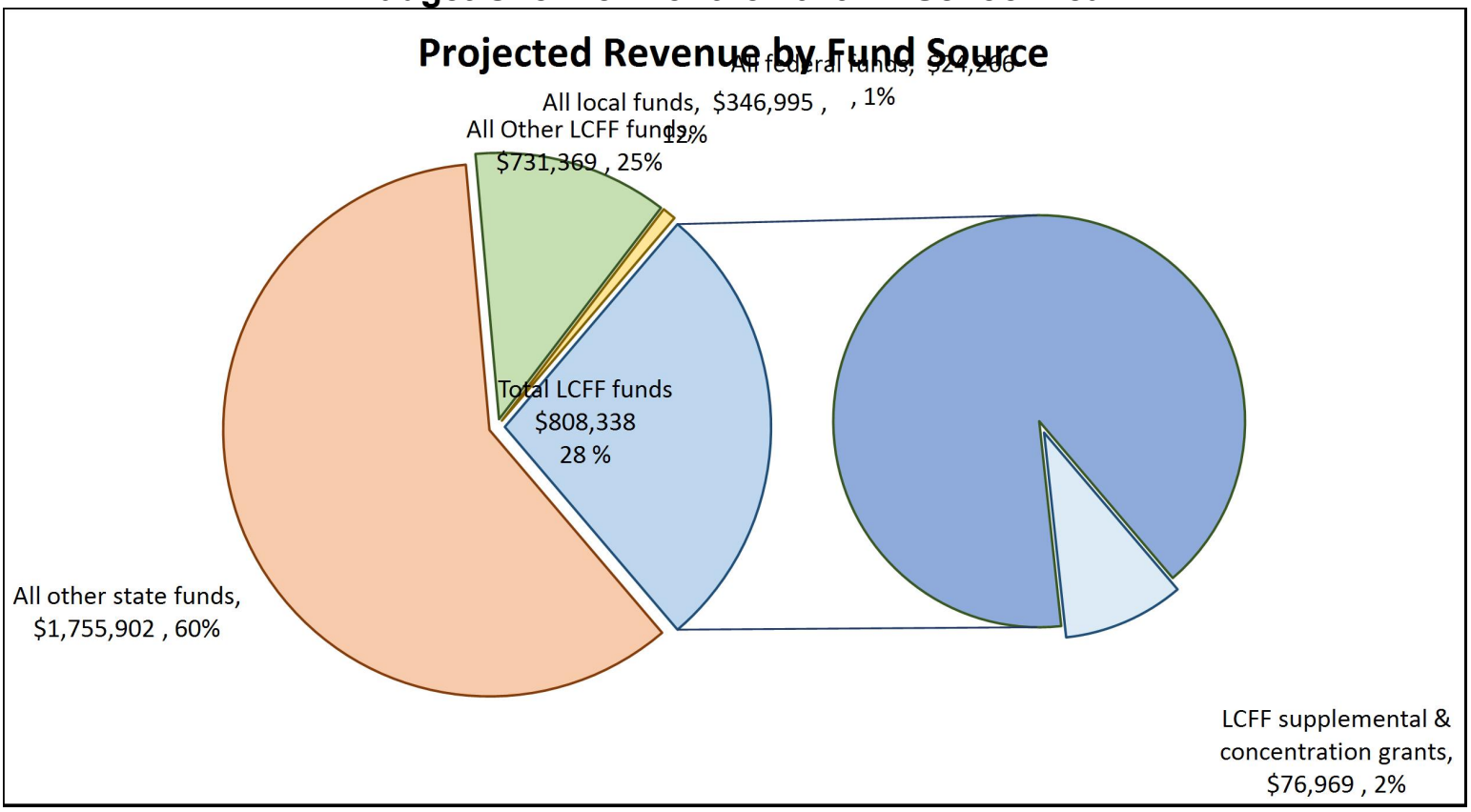
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: River Montessori Charter School
CDS Code: 49-70847-0119750
School Year: 2026-27
LEA contact information:
Kelly Griffith Mannion, M.Ed.
Executive Director & Superintendent
kmannion@rivermontessoricharter.org
707.778.6414

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

Budget Overview for the 2026-27 School Year

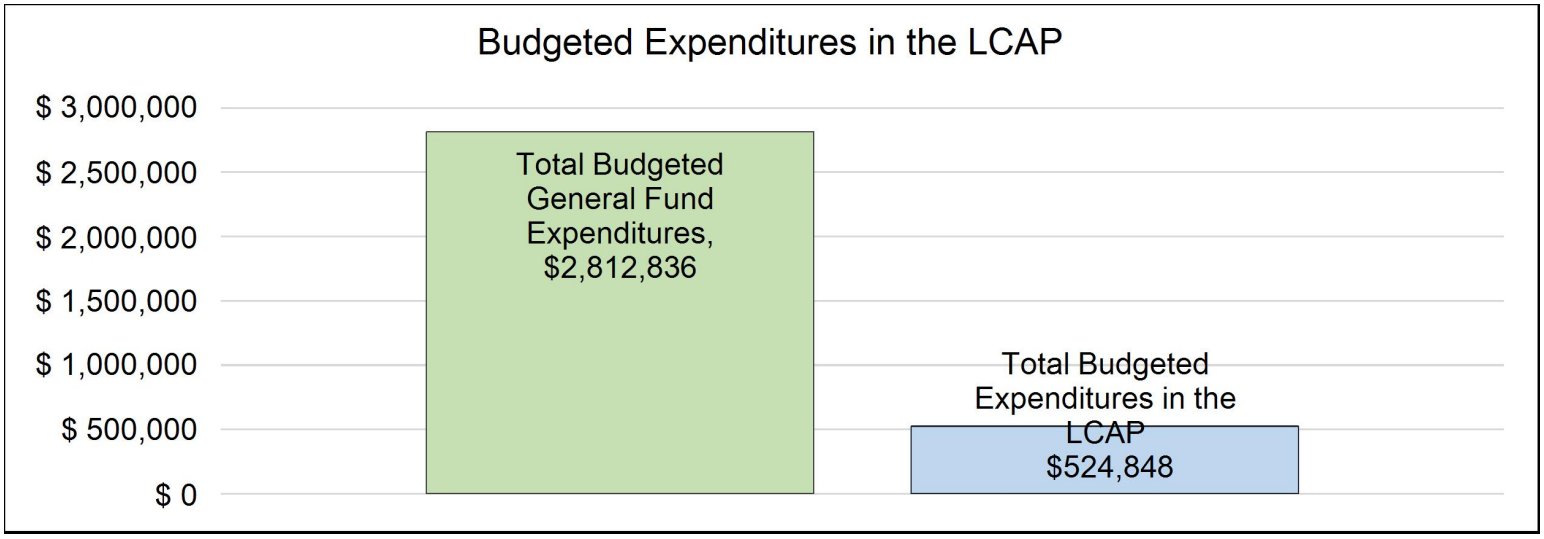


This chart shows the total general purpose revenue River Montessori Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for River Montessori Charter School is $2,935,501, of which $808338 is Local Control Funding Formula (LCFF), $1755902 is other state funds, $346995 is local funds, and $24266 is federal funds. Of the $808338 in LCFF Funds, $76969 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much River Montessori Charter School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: River Montessori Charter School plans to spend $2812836 for the 2026-27 school year. Of that amount, $524848 is tied to actions/services in the LCAP and $2,287,988 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

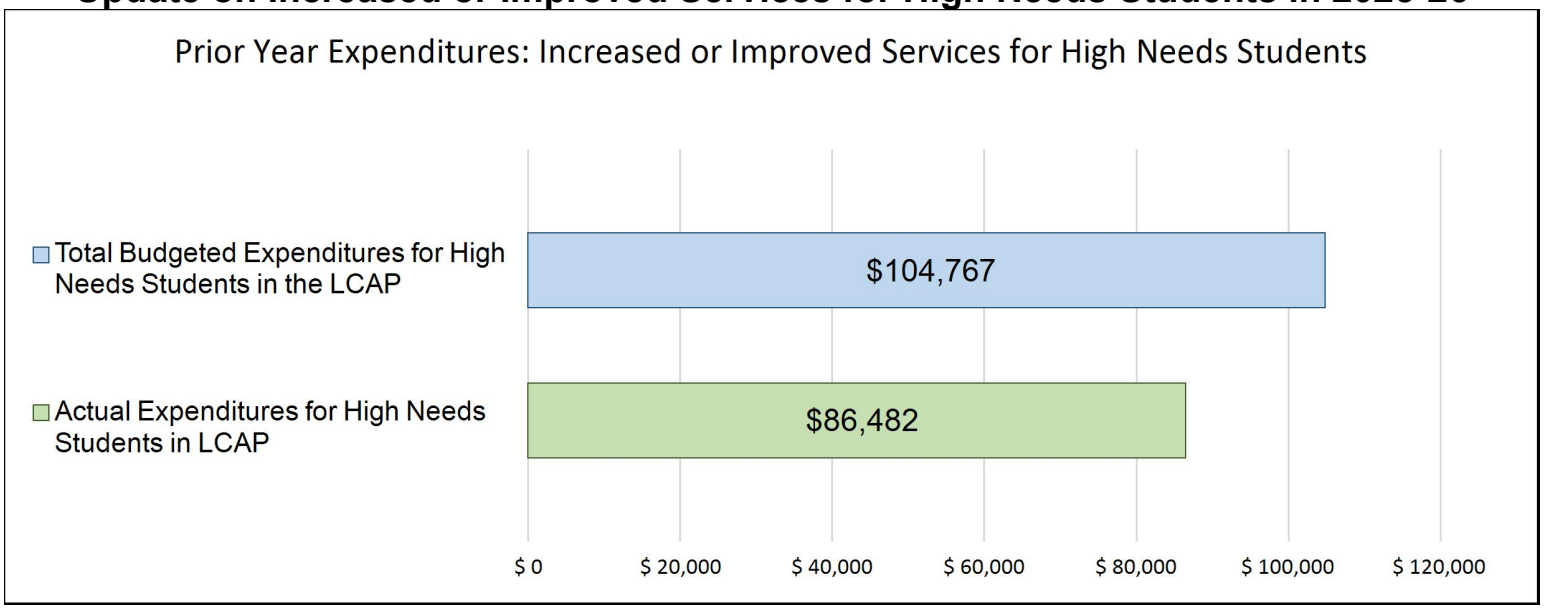
General Fund Expenditures reflect costs for other restricted programs such as Special Education, Arts and Music, and ELOP in addition to general program educational needs.

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

In 2026-27, River Montessori Charter School is projecting it will receive $76969 based on the enrollment of Foster Youth, English learner, and low-income students. River Montessori Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. River Montessori Charter School plans to spend $105738 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, River Montessori Charter School's LCAP budgeted $104767 for planned actions to increase or improve services for high needs students. River Montessori Charter School actually spent $86482 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $18,285 had the following impact on River Montessori Charter School’s ability to increase or improve services for high needs students:

The amount budgeted was more than the funding received. There were also transitions in staff that had salaries allocated to this planned action.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Montessori Charter School	Kelly Griffith Mannion, M.Ed. Executive Director & Superintendent	kmannion@rivermontessoricharter.org 707.778.6414

Plan Summary [2026-27]

General Information

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

River Montessori Charter School is a fully independent, non-profit public school proudly serving approximately 175 children from Transitional Kindergarten through Sixth Grade with a high-quality, tuition-free Montessori education. RMCS rigorously meets California's Common Core State Standards through the proven implementation of the Montessori curriculum and pedagogical philosophy, ensuring every student achieves grade-level academic benchmarks within an enriching, individualized learning environment. The RMCS Montessori scope and sequence is explicitly mapped to California's Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), ensuring full curricular alignment and accountability across all grade levels from Transitional Kindergarten through Sixth Grade. This alignment ensures that the integrity of the Montessori philosophy is maintained while meeting all state-mandated academic standards, providing students with a rigorous, well-rounded education that prepares them for continued academic success.

RMCS serves a vibrant and diverse community in which students and families identify as 23% Hispanic, 4% Filipino, 1.4% Asian, 2.1% Black/African American, 55% White, and 15% Multiple. Twenty-one percent of RMCS students qualify as unduplicated pupils, 18% participate in the Free & Reduced Lunch program, 4% qualify as Multilingual/English Learners, and 9% Students with Disabilities — representing nine distinct languages across our school community. RMCS is deeply committed to the ongoing growth of diversity, equitable representation, meaningful participation, collaborative partnership, and shared leadership throughout our school community.

The Montessori philosophy at RMCS advances academic excellence by nurturing the development of the whole child within thoughtfully prepared classroom environments. Each classroom is intentionally designed to foster independence, personal development, and social-

emotional growth through hands-on learning materials, purposeful peer collaboration, and a peaceful, respectful community in which every student develops a strong sense of self and genuine regard for others.
Our Local Education Agency fulfills its mission through active partnership among students, credentialed Montessori teachers, and families — united by a shared commitment to the core values, vision, and mission of River Montessori Charter School:

Our mission at River Montessori Charter School is to provide students with a learning culture grounded in Montessori philosophy. This historically proven educational model supports the whole child, creates lifelong learners, and educates for peace. The resulting academic excellence is supported by a prepared classroom environment that inspires self-paced, individualized discovery; a love of learning; and respect for self, others, and the environment.

Our vision at RMCS is to create a Montessori learning community where children are inspired to realize their academic, personal, and social potential to become global citizens.

Our Core Values are…
Collaboration: Working together, respecting others, and maintaining a global perspective enlightens students, teachers, families, and the larger community.
Academic Excellence: A prepared and rigorous Montessori environment challenges children cognitively, physically, emotionally, and socially, and provides each student with the freedom to progress at their own developmental level and pace.
Individuality: The limitless potential of every child contributes to the strength and diversity of our school community.
Community: Shared experiences foster lifelong commitment to social responsibility.
Respect: Uncompromising responsibility for self, others, and the environment is critical to overall success.
Educating For Peace: Inner contentment, self-actualization, and community harmony engender the all-encompassing goal of peace.

Thank you!

River Montessori Charter School is proud of the dedicated work of our faculty, administration, board of directors, and broader school community in advancing high-quality public Montessori education. Our shared commitment to the Montessori philosophy reflects a deep belief in the potential of every child to develop into a confident, capable, and compassionate individual — equipped with the unique skills and talents to make meaningful contributions to their community and the wider world.

RMCS is committed to full transparency and accountability in all aspects of our program. We recognize that while the Local Control and Accountability Plan (LCAP) provides required information through a standardized state template, it does not capture the full scope of the exceptional work taking place daily at RMCS to serve our students, families, and community. We welcome your questions, feedback, and engagement as valued partners in this important work.

We encourage all community members, families, and stakeholders to reach out directly with questions, comments, or concerns: Executive Director & Superintendent, Phone: 707.778.6414 or Email: admin@rivermontessoricharter.org. Written comments, questions, and concerns may be submitted at any time to the email address above and will receive a timely response. Your voice matters, and your partnership strengthens the RMCS community.

Reflections: Annual Performance

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

Academic Performance and Student Outcomes
A review of the California School Dashboard and local data confirms that River Montessori Charter School (RMCS) continues to demonstrate strong, measurable academic progress across all grade levels, reflecting the school's commitment to its Montessori educational model and its obligations under its charter.

California School Dashboard – 2025 Results
The 2025 California School Dashboard affirms that RMCS students are performing above state and district proficiency benchmarks in both English Language Arts (ELA) and Mathematics. ELA performance is rated Green, with 69% of students scoring proficient or above — 44 points above the state standard. Mathematics performance is rated Blue, the highest classification, with 59% of students scoring proficient or above and a remarkable increase of 43.3 points above standard. These results place RMCS above both district and state averages in core academic achievement, a strong indicator of the school's instructional effectiveness.

The 2025 Dashboard further reflects RMCS's Blue rating for Suspension Rate — the highest performance classification — with zero suspensions and zero expulsions recorded. This outcome is not incidental; it is a direct reflection of the school's intentional Montessori approach to whole child development, social-emotional learning, and mental health and wellness. At RMCS, student behavior is understood within the context of development, and staff are trained to respond with restorative, relationship-centered practices rather than punitive measures. The result is a safe, inclusive, and joyful learning environment where students are known, supported, and empowered — further exemplifying that the Montessori model produces not only strong academic outcomes, but exceptional school climate outcomes as well.

Chronic absenteeism declined by 14.2% school-wide following the implementation of targeted, community-centered attendance strategies. Notably, socioeconomically disadvantaged students reduced chronic absenteeism by 14%, reflecting the school's equitable commitment to serving all learners. These outcomes demonstrate that RMCS is meeting its charter obligations to support the whole child, a core tenet of the Montessori philosophy.

2026 CAASPP State Assessment Results
RMCS achieved a 98% student participation rate for the 2026 CAASPP ELA and Math assessments, and 100% participation in the California Science Test (CAST) and Physical Fitness Test (PFT) — exceeding state participation expectations and reflecting a culture of full engagement.

Overall ELA proficiency is 68%, with notable cohort growth across grade levels:
Sixth Grade: 70% proficient (up from 46% the prior year)
Fifth Grade: 87% proficient (up from 71% the prior year)
Fourth Grade: 33% proficient
Third Grade: 81% proficient

Overall Math proficiency is 55%, with individual student scores continuing to rise:
Sixth Grade: 50% proficient

Fifth Grade: 60% proficient (up from 51% the prior year)
Fourth Grade: 40% proficient
Third Grade: 69% proficient

Science proficiency is 60%. While fourth grade proficiency rates reflect an area of focused attention, year-over-year cohort growth across fifth and sixth grades demonstrates that RMCS's individualized, Montessori-aligned instructional supports are producing meaningful academic gains over time. The school has implemented structured, data-driven intervention plans in partnership with teachers, support staff, and families to address below-grade-level performance — consistent with its charter commitments to differentiated, student-centered instruction.

Local Assessment Data – easyCBM (2025–2026)
All enrolled students participated in easyCBM local assessments, with a culminating administration in May 2026. Growth data tracked throughout the year shows strong academic gains:
Overall academic growth: 87%
Math growth: 89%
ELA growth: 85%

These results affirm that RMCS students are not only meeting benchmarks but growing meaningfully across the academic year. The Montessori model's emphasis on mastery-based, individualized progression is evidenced in these growth trajectories, providing authorizers with confidence that RMCS is fulfilling its charter mission and producing durable academic outcomes for all students.

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.

None/Not Applicable. No Schools are identified for comprehensive support and improvement.

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/No Schools are identified for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Not Applicable/No Schools are identified for comprehensive support and improvement.

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
Students	At River Montessori Charter School, students are recognized as active leaders in their own learning and development — a principle that is foundational to both Montessori pedagogy and RMCS's commitment to meaningful student voice and program fidelity. RMCS intentionally cultivates student awareness, agency, and action at every developmental stage, ensuring that student participation is embedded in the fabric of our educational program and informs school-wide decision-making. Elementary students engage in structured weekly/biweekly self-directed planning and reflection, developing the metacognitive skills to assess their own progress and drive their next steps in learning. This practice directly supports the Montessori principle of independent, self-regulated learners and demonstrates measurable student ownership of academic growth. All RMCS students lead their twice-yearly student-led conferences, presenting their work portfolios, articulating individual goals, documenting progress, and identifying strategies for continued growth to their families and teachers. These conferences are a hallmark of the RMCS program, reflecting both Montessori best practice and a rigorous, evidence-based approach to student assessment and accountability. Student feedback is actively and systematically gathered on a frequent basis at the classroom level and through direct communication with school leadership. All students participate in an

Educational Partner(s)	Process for Engagement
	annual school-wide survey, the results of which are meaningfully incorporated into daily program decisions, short- and long-term planning, and the development of LCAP goals — ensuring that student perspective is a documented and driving force in school improvement efforts. Sixth Year Leadership Students and Upper Elementary students maintain a direct and structured line of communication with the Executive Director & Superintendent through organized meetings and dedicated communication sessions — affirming RMCS's commitment to student voice at the highest levels of school leadership and governance.
Faculty	At River Montessori Charter School, faculty collaboration is not incidental — it is a structural and philosophical cornerstone of our educational program and a driving force behind the development, implementation, and continuous improvement of our LCAP goals. RMCS faculty are recognized as professional leaders and active partners in all aspects of school program development, decision-making, and compliance fidelity. Collaborative weekly professional development meetings serve as the primary vehicle through which faculty engage in structured feedback, strategic planning, data analysis, and shared decision-making. These meetings are grounded in Montessori pedagogical principles, ensuring that all programmatic decisions reflect both the integrity of the Montessori philosophy and the academic and developmental needs of every RMCS scholar. Faculty voice is not advisory — it is integral to the direction and continuous refinement of the RMCS program. The RMCS faculty meeting structure is intentionally designed to ensure comprehensive vertical and horizontal curricular articulation across all grade levels and program areas. Individual, level-based, and whole-group meetings are held on a regular and structured basis, with General Education and Special Education faculty participating as equal and collaborative partners. This inclusive structure ensures that the needs of all learners — including students with disabilities and Multilingual/English Learners — are systematically addressed and reflected in LCAP goals and strategies.

Educational Partner(s)	Process for Engagement
	Student progress is monitored and rigorously analyzed through a collaborative, multi-tiered process involving the student services team, individual classroom teachers, level teams, and whole-faculty and leadership review. This ongoing, data-informed cycle of assessment and reflection directly enriches LCAP analysis, informs targeted intervention and enrichment strategies, and ensures that all faculty are active and accountable participants in driving student success across every dimension of the RMCS program.
Families	At River Montessori Charter School, family partnership is a foundational pillar of the Montessori philosophy and a critical driver of student success, program development, and LCAP compliance. RMCS is deeply committed to ensuring that all families are not only informed and welcomed, but are active, meaningful participants in the life of the school and in the decisions that shape it. RMCS has established a robust and intentional infrastructure of family engagement opportunities that spans daily, weekly, and annual touchpoints — ensuring that every family, regardless of language, background, or circumstance, has consistent and accessible avenues for participation, feedback, and leadership. Family engagement at RMCS includes: Classroom Observation & Daily Engagement — Families are welcomed and encouraged to observe and participate in classroom activities, fostering transparency in the Montessori program and deepening family understanding of pedagogy and student progress. School Community Events — Regularly scheduled community events create meaningful opportunities for families to connect with students, faculty, and leadership in a collaborative school environment. Office Hours — Dedicated office hours with classroom teachers, student services staff, and Montessori school leadership ensure that families have direct, ongoing access to the individuals serving their children.

Educational Partner(s)	Process for Engagement
	Community Development Meetings — Structured meetings provide families with a forum for dialogue, program feedback, and collaborative problem-solving in partnership with school leadership. Latinx Community Meetings — RMCS holds dedicated monthly meetings to ensure that our Latinx families have a culturally responsive and specifically supported space for engagement, voice, and leadership within the school community. Twice-Annual Partnership Meetings — Formal partnership meetings provide structured opportunities for families and school leadership to collaboratively review program progress, assess LCAP goals, and align on priorities for student and community success. Periodic, Subject-Specific, and Annual Surveys — RMCS systematically collects family feedback through multiple survey touchpoints throughout the year, including subject-specific and LCAP-focused surveys, ensuring that family perspectives are documented and directly inform programmatic decisions and LCAP development. Monthly Board Meetings — All families are invited and encouraged to attend monthly public board meetings, participate in public comment, and engage in the governance of RMCS in accordance with the Brown Act. Annual LCAP Public Hearing — Families are formally invited to participate in the annual LCAP public hearing, ensuring that parent feedback and community perspectives are meaningfully incorporated into the development and approval of LCAP goals, strategies, and expenditures as required by the California Education Code. The breadth and intentionality of this engagement infrastructure reflects RMCS's unwavering commitment to family partnership as a Montessori value, a compliance obligation, and a cornerstone of continuous school improvement. Family voice at RMCS is not a formality — it is a driving force in shaping the program, policies, and priorities that serve every child and family in our community.

Educational Partner(s)	Process for Engagement
Other School Personnel: Educational, Expanded Learning, Administrative, Business, and Operational Support	At River Montessori Charter School, all school personnel — including Educational Assistants, Expanded Learning Staff, Administrative Personnel, Business Office Staff, and Operational Support — are recognized as essential and valued contributors to the RMCS program, community, and mission. Consistent with Montessori's philosophy of shared community and collaborative purpose, every member of the RMCS team brings a distinct and irreplaceable perspective that meaningfully informs school program development, continuous improvement, and LCAP compliance. RMCS intentionally structures opportunities for all school personnel to actively participate in the review, feedback, and development of school programs and priorities. Non-instructional and support staff frequently engage with students, families, and the broader school environment in ways that are distinct from lead instructional roles — providing observations, insights, and knowledge that are critical to a complete and accurate understanding of the school community's needs and strengths. This perspective is not incidental; it is actively sought, honored, and incorporated into school-wide decision-making. RMCS has established a structured and inclusive framework of participation for all school personnel, including: Supervisor & Individual Meetings — Regular structured meetings between staff members and their immediate supervisors ensure that individual observations, concerns, and insights are consistently heard, documented, and addressed at the program level. Class Level & Department Group Meetings — Level-based and department-specific meetings provide all personnel with a collaborative forum to contribute programmatic feedback, share cross-functional observations, and align on shared priorities that directly impact student and community outcomes. Executive Director & Superintendent Engagement — All school personnel have structured access to the Executive Director & Superintendent, ensuring that insights and perspectives from every level of the organization are directly available to school leadership and meaningfully considered in program and compliance decisions.

Educational Partner(s)	Process for Engagement
	Feedback gathered through this comprehensive engagement structure is systematically incorporated into the prioritization of school improvement efforts and the development of LCAP goals, strategies, and actions — ensuring that the full breadth of the RMCS community's knowledge and experience is reflected in the school's accountability plan and continuous improvement cycle. RMCS's commitment to inclusive personnel engagement reflects both the Montessori value of a prepared and collaborative community and the school's dedication to transparency, equity, and compliance fidelity in all aspects of school operations and governance.
School Leadership: Executive Director & Superintendent, Fiscal Team, and the RMCS Board of Directors	At River Montessori Charter School, school leadership — encompassing the Executive Director & Superintendent, Fiscal Team, and Board of Directors — operates with a deep and unwavering commitment to Montessori pedagogy and philosophy as the foundation of all decision-making, program development, and compliance fidelity. RMCS leadership does not merely endorse the Montessori mission — it actively embodies, models, and advances it at every level of school governance and operations. Executive Director & Superintendent The Executive Director & Superintendent serves as the primary instructional, operational, and community leader of RMCS, ensuring that all educational partners — students, families, faculty, and staff — are consistently respected, heard, and meaningfully included in the life and direction of the school. Leadership at RMCS is grounded in the Montessori principle that a thriving community is one in which every member is valued and contributes to the greater good. To ensure consistent, accessible, and inclusive engagement, the Executive Director & Superintendent maintains a robust structure of direct community participation, including: Open-Door Policy — All community members have direct and ongoing access to school leadership, reflecting RMCS's commitment to transparency, trust, and responsive governance.

Educational Partner(s)	Process for Engagement
	Weekly Office Hours — Structured weekly office hours provide students, families, faculty, and staff with dedicated and reliable opportunities to share feedback, raise concerns, and engage in collaborative problem-solving with school leadership. Student Lunches — Regular informal lunches with students create a direct and developmentally appropriate channel for student voice to reach the highest level of school leadership, consistent with Montessori's commitment to student agency and participation. Weekly Faculty Sessions — The Executive Director & Superintendent participates actively as an experienced educator, facilitator, and leader in weekly faculty meetings, ensuring that instructional leadership, program alignment, and compliance priorities are consistently integrated into faculty collaboration and professional development. School Community Event Engagement — Active and consistent leadership presence at school community events reinforces a culture of belonging, partnership, and shared purpose across the entire RMCS community. Feedback and perspectives gathered through these structured engagement channels are systematically documented and directly inform programmatic decisions and the development of LCAP goals — ensuring that school leadership decisions are grounded in the lived experience of the entire RMCS community. Fiscal Team The RMCS Fiscal Team plays a critical and integral role in ensuring the financial integrity, transparency, and compliance of all school operations. The successful transition to a new fiscal accounting partner demonstrates the exceptional teamwork, continuity of effort, and a steadfast commitment to fiscal responsibility. Through consistent weekly meetings, the Fiscal Team maintains rigorous oversight of all financial data and operations, ensuring uninterrupted compliance.

Educational Partner(s)	Process for Engagement
	The Fiscal Team collaborated closely with educational partners and school leadership to develop the LCAP budget, ensuring that fiscal resources are strategically and equitably aligned with the school's identified goals, strategies, and student needs. This collaborative budgeting process reflects RMCS's commitment to transparency, responsible stewardship of public funds, and full compliance with LCFF and LCAP fiscal requirements. Board of Directors The RMCS Board of Directors provides the highest level of governance oversight for all aspects of the school's educational program, operations, and long-term planning. The Board fulfills its governance responsibilities with rigor, transparency, and a deep commitment to the RMCS mission and compliance obligations. At monthly public board meetings, conducted in full compliance with the Brown Act, the Board engages in thorough review, data-informed discussion, and deliberate consideration of all matters impacting the school community before exercising its formal voting authority on long-term decisions, policy, and program direction. The Board plays an active and essential role in the review, deliberation, and approval of the LCAP — ensuring that the school's accountability plan reflects the priorities of the full RMCS community and meets all requirements of the California Education Code. The collective leadership of the Executive Director & Superintendent, Fiscal Team, and Board of Directors reflects RMCS's commitment to a governance structure that is transparent, accountable, Montessori-aligned, and fully compliant with all applicable state and federal requirements — ensuring that every decision made at the leadership level serves the best interests of RMCS students, families, and the broader school community.

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

How Educational Partner Feedback Influenced the Adopted LCAP

The LCAP was directly and meaningfully shaped by the systematic collection, analysis, and integration of feedback from all educational partners — students, families, faculty, staff, and leadership — consistent with both California's LCAP requirements and RMCS's Montessori commitment to a collaborative, community-driven approach to continuous improvement.

Student Feedback & Its Impact on the LCAP
Student feedback gathered through classroom participation, student-led conferences, and the annual school-wide survey provided compelling and actionable data that directly informed LCAP goal development. Ninety-six percent of RMCS students reported being happy or very happy at school, 97% reported feeling safe or very safe, and 97% identified RMCS as peaceful or very peaceful — affirming the strength and effectiveness of the RMCS Montessori environment as a foundation for learning.
Student participation data and faculty observations also identified a continued and shared need to deepen community-wide understanding of the critical relationship between attendance, social-emotional presence, and academic readiness. In direct response to this finding, RMCS incorporated targeted attendance improvement strategies into the LCAP, resulting in significant increases in student attendance and engagement over the course of the year. This outcome reflects the direct impact of student and faculty feedback on LCAP goal-setting and implementation.

Faculty & Staff Feedback & Its Impact on the LCAP
Faculty observations, professional development discussions, and structured feedback sessions consistently identified executive functioning, personal development, and mental health and wellbeing as foundational priorities for student academic success. In response, RMCS embedded targeted strategies supporting student executive functioning, emotional regulation, and cognitive development directly into the LCAP — recognizing that a student's capacity to be present, regulated, and resilient is the essential precondition for academic achievement.
Faculty and student support teams further identified the need for increased transparency, authenticity, and consistency in communicating with families about child development, mental health, academic stamina, and perseverance. This feedback directly informed LCAP strategies emphasizing high expectations, consistent academic and social-emotional supports, and strengthened home-school communication across all grade levels.

Assessment Data, Family Feedback & Its Impact on the LCAP
Faculty, student support teams, families, and school leadership engaged in collaborative review of assessment data throughout the 2025-26 school year, including end-of-year outcome analysis. RMCS is proud to report that family survey feedback reflects a 100% positive safety rating across the school community. Every family who responded confirmed that their child feels safe at RMCS — with an overwhelming 88% reporting that their child feels absolutely safe at school, and the remaining 12% reporting that their child feels safe most of the time. These results affirm that RMCS's commitment to a peaceful, respectful, and nurturing Montessori environment is felt and experienced by every student, every day. 94% of families report feeling welcomed as active partners in their child's education and 95% report that their student is growing or thriving into the habits and qualities of a lifelong learner while 94% feel RMCS effectively promotes academic outcomes. RMCS accepts these findings not as adequate, but as a clear call to deepen partnership and strengthen academic impact across all families. These findings, gathered through systematic stakeholder input processes spanning students, families, teachers, Guides, staff, and the Board of Directors, confirm that partnership at RMCS is both structurally embedded and genuinely experienced.This data-informed, partnership-driven review process identified ELA and Mathematics as priority areas for targeted improvement — specifically in reading comprehension, writing, and mathematical reasoning. In direct response to the collective feedback and data findings of educational partners, the adopted LCAP incorporates the following targeted actions:

Additional Academic Support Staffing — Expanded academic support personnel to provide targeted intervention and enrichment in ELA and Mathematics across grade levels.

Increased Instructional Time — Dedicated additional structured instructional time for reading comprehension, writing, and mathematics during the school day.

Extended Practice & Family Partnership — Developed strengthened home-school communication and practice strategies to support continued ELA and Mathematics growth beyond the school day, in partnership with families.

Ongoing Progress Monitoring — Established a consistent cycle of assessment review and communication updates to ensure that students and families are informed, engaged, and supported as active partners in academic progress.

The breadth and intentionality of this feedback-to-action cycle demonstrates RMCS's commitment to an LCAP development process that is genuinely collaborative, data-informed, and responsive to the full voice of the RMCS educational community — fulfilling both the letter and spirit of California's LCAP requirements and the Montessori principle that a thriving school community is one in which every partner contributes meaningfully to the growth and success of every child.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Promote Academic Excellence for All Scholars through Montessori Methodology	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Explanation of Why RMCS Has Developed This Goal
River Montessori Charter School has developed the goal to Promote Academic Excellence for All Scholars through Montessori Methodology because it is the foundational expression of the school's charter mission and the clearest articulation of why RMCS exists. This goal reflects the school's legal and educational commitment to delivering a rigorous, research-backed, and child-centered instructional program that meets and exceeds California's academic standards while honoring the developmental needs of every student.

Charter Alignment and Compliance
This goal is directly tied to RMCS's approved charter, which authorizes the school to deliver a Montessori educational program as its primary instructional model. The goal ensures that all LCAP actions, expenditures, and outcomes remain anchored to the charter's stated mission and that the school is held accountable to the promises made to its authorizer, its families, and the students it serves. Developing this goal is not only appropriate — it is a charter obligation, and RMCS meets it with full commitment and transparency.

Academic Rigor Within the Montessori Framework
RMCS classrooms are purpose-built Montessori environments where academic rigor and personal growth are understood as inseparable. California Common Core State Standards are not a ceiling — they are a foundation. Through the use of authentic Montessori materials, multi-age collaborative learning environments, and individualized pacing grounded in child development research, RMCS students build mastery of grade-level and above-grade-level academic content while simultaneously developing the cognitive habits — independence, self-regulation, critical thinking, and intellectual curiosity — that sustain long-term academic success. The Dashboard results confirm this approach works: RMCS consistently performs above state and district averages in ELA and Mathematics.

Whole Child Development as Academic Strategy
The Montessori philosophy holds that academic excellence cannot be separated from social-emotional development, mental health, and a student's sense of belonging and identity. This goal reflects that conviction. RMCS's commitment to the whole child is not supplemental to its academic program — it is the academic program. Students who feel safe, known, and respected engage more deeply, persist through challenges, and achieve at higher levels. This is evidenced by RMCS's Blue rating for zero suspensions and zero expulsions, its significant reduction in chronic absenteeism, and its year-over-year academic growth data — all of which demonstrate that a Montessori environment that prioritizes the whole child produces measurable academic outcomes.

Equity and Access for Every Student
Every child enrolled at RMCS deserves an education built around who they are — their strengths, their pace, their potential. This goal ensures that no student is overlooked, that data is used proactively to identify and respond to individual needs, and that the school's resources, strategies, and partnerships are always oriented toward closing gaps and elevating every learner. RMCS's deliberate focus on socioeconomically disadvantaged students, students performing below grade level, and families requiring additional support reflects a commitment to equity that is woven into the Montessori model and codified in this goal.

A Goal That Drives Everything
This goal is the organizing principle of RMCS's LCAP. Every action, every expenditure, every partnership, and every data point in this plan flows from and returns to this commitment: that all scholars at River Montessori Charter School will have access to an exceptional, individualized, and academically excellent education — and that the Montessori methodology is the proven vehicle for delivering it. Educational partners, authorizers, and the greater community can be confident that this goal is not aspirational language. It is the daily practice of every classroom, every teacher, and every member of the RMCS community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	EasyCBM/CAASPP Math Data	easyCBM Overall 50% Reaching Proficiency or Above easyCBM 74% Individual Growth CAASPP 30% Reaching Proficiency or Above	easyCBM Overall Math proficiency: 51% easyCBM Math Individual Growth:77% CAASPP Math Proficiency: 59%	easyCBM Overall Math proficiency: 54% easyCBM Math Individual Growth: 89% CAASPP Math Proficiency: 55%	Increase of 2% growth overall Majority increase in individual performance for students who are continuously enrolled and complete three-year cycle at RMCS beginning in TK/K	Positive Increase Over Baseline of 4% easyCBM Overall Math. Positive Increase Over Baseline of 15% easyCBM Math Individual Growth. Positive Increase Over Baseline of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						25% CAASPP Math Proficiency or Above.
1.2	EasyCBM/CAASPP Language Data	easyCBM Overall 47% Reaching Proficiency or Above easyCBM 68% Individual Growth CAASPP 63% Proficient or Above	easyCBM ELA proficiency: 57% easyCBM Language Individual Growth:87% CAASPP ELA Proficiency: 69%	easyCBM ELA proficiency: 55% easyCBM Language Individual Growth:85% CAASPP ELA Proficiency: 68%	Increase of 2% growth overall Majority increase in individual performance for students who are continuously enrolled and complete three-year cycle at RMCS beginning in TK/K	Positive Increase Over Baseline of 8% easyCBM Overall Language. Positive increase Over Baseline of 17% easyCBM Language Individual Growth. Positive Increase Over Baseline of 5% CAASPP ELA Proficiency or Above.
1.3	Professional Development in Academic Development & Progress	50% of teachers participate in training and development for language and/or mathematics	60% of teachers participated in training and development for language and/or mathematics	100% of teachers participated in training and development for language and/or mathematics	80% of faculty participate in training and development of language and/or mathematics	Positive Increase Over Baseline of 50%.

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.

Goal Implementation Analysis – Prior Year Review

Overview of Implementation
RMCS successfully met all established goals for the prior year. CAASPP proficiency rates remain above both state and district levels, affirming that the school's instructional strategies and targeted supports were implemented effectively and produced measurable results. The actions outlined in the LCAP were carried out as planned, with no substantive deviations from the approved scope of work. Where

refinements were made, they were data-informed and implemented in the spirit of continuous improvement consistent with the school's Montessori philosophy.

Successes in Implementation
The implementation of targeted instructional strategies and individualized student supports yielded clear academic gains across grade levels. Key successes include:

Reading Acceleration Program: Continued implementation across Transitional Kindergarten through Lower Elementary provided structured, differentiated literacy support for all students, with particular impact for students performing below grade level. The program remains a cornerstone of RMCS's early literacy strategy and will continue in 2026–27.

Montessori Writing Program: Successfully piloted in 2025–26, the Montessori Writing Program demonstrated positive outcomes across all grades in its inaugural year. Given the strength of initial results, the program will expand to full implementation school-wide in 2026–27, reflecting the faculty's confidence in its alignment with Montessori principles and its impact on student writing proficiency.

UCSF Multitudes Universal Screener: The partnership with UCSF Multitudes continued to prove a valuable and effective tool for early identification of student needs. Implementation has been successful, and the screener will expand to serve students in Transitional Kindergarten through Second Grade in 2026–27, strengthening the school's ability to identify and respond to student needs at the earliest stages.

Attendance Strategies: Schoolwide community efforts and family partnership initiatives resulted in a 14.2% reduction in chronic absenteeism, including a 14% reduction among socioeconomically disadvantaged students. These outcomes reflect deliberate, sustained implementation of attendance-focused actions and confirm the effectiveness of RMCS's whole child, family-engaged approach.

Challenges and Path Forward
While overall growth and progress across grade levels is affirming, RMCS acknowledges that fourth grade proficiency rates represent an area requiring continued focus and structured support. Faculty and support teams have identified targeted interventions and remain fully committed to diligence and accelerated progress in 2026–27. The transition from pilot to full implementation of the Montessori Writing Program, combined with continued use of data-driven screeners and the Reading Acceleration Program, positions RMCS to sustain and build upon the gains achieved in the prior year. The school enters 2026–27 with clear momentum, strong systems, and a faculty united in its commitment to every student's academic and holistic success.

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.

Explanation of Material Differences Between Budgeted Expenditures and Estimated Actual Expenditures
There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures for the prior year. RMCS implemented all planned actions within the approved budget framework, reflecting sound fiscal management, deliberate resource allocation, and disciplined execution of the school's LCAP goals.

Expenditures aligned with planned allocations across all action areas, including instructional support, attendance strategies, specialized services, and family engagement initiatives. The absence of material variance is a direct result of the school's careful planning process and its ability to implement strategies effectively and on schedule. Resources were deployed as intended, and the outcomes achieved — including improved CAASPP proficiency, a significant reduction in chronic absenteeism, and expanded specialized support hours — confirm that budgeted funds were used purposefully and in direct service of student success.

RMCS enters 2026–27 with full confidence in its fiscal stewardship and its ability to align expenditures with outcomes. Planned actions for the coming year reflect the same commitment to responsible, transparent, and mission-driven resource management that has produced consistent results for students, families, and the school community.

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

Effectiveness of Specific Actions in Making Progress Toward the Goal
The specific actions implemented in 2025–26 were effective in producing measurable progress toward all established goals. RMCS can confidently report that targeted strategies across attendance, academic support, and family engagement yielded positive and documentable outcomes, consistent with the school's charter commitments and Montessori educational philosophy.

Attendance
Attendance strategies proved highly effective. Through intentional parent education, individualized family outreach, and schoolwide community efforts, RMCS achieved a 14.2% reduction in chronic absenteeism. Families received direct support in understanding the academic and developmental impact of consistent, on-time attendance. Practical guidance was provided around scheduling family vacations during school breaks and utilizing the Independent Study option when absences are unavoidable, ensuring that learning continuity is preserved. Students responded positively to school-based motivational strategies and demonstrated increased on-time arrival and engagement. These results affirm that when families are informed, supported, and partnered with the school, attendance improves — and student outcomes follow.

Academic Support and Instructional Strategies
IXL implementation was expanded and proved effective as a tool for individualized academic practice. Teachers implemented targeted engagement strategies that increased student motivation and participation, and IXL will continue and expand in 2026–27 as a core component of academic support. Progress in writing and language development was evident across grade levels, reflecting the success of the Montessori Writing Program pilot and the school's language-rich instructional environment.
Mathematics has been identified as the area requiring the greatest continued focus. While individual student growth was demonstrated, overall proficiency data confirms that math requires more targeted, individualized daily attention. In response, RMCS has developed structured plans for daily individual math practice, increased specialized instructional support hours — which contributed to measurable gains and will be further expanded in 2026–27 — and will implement immediate intervention protocols when any student shows early signs of struggle in math or any other area of development.

Specialized and Wrap-Around Support
Increased hours of specialized support contributed directly to student successes across academic and developmental domains and will be further expanded in 2026–27. RMCS recognizes that individual family needs have grown in complexity, requiring significant time and

coordination across administrative, support, and leadership teams. Rather than viewing this as a challenge, RMCS embraces it as a reflection of the school's deep commitment to partnering with every family — a hallmark of the Montessori approach to whole child education. To ensure this partnership is sustainable and proactive, RMCS will implement an immediate communication and intervention protocol, activated as soon as a student shows any sign of struggle academically, socially, or emotionally, ensuring that students, families, and faculty are aligned and supported without delay.

New Strategies for 2026–27
Building on the effectiveness of prior year actions, RMCS will introduce a new Parent Education and Support Series designed to equip families with greater understanding of whole child development and concrete strategies for supporting academic growth, emotional strength, and persistence at home. Increased skills practice — both at school and at home — will be embedded into daily routines across all grade levels. These additions reflect RMCS's commitment to continuous improvement and its confidence that a fully engaged school-family partnership, grounded in Montessori principles, is the most powerful driver of lasting student success.

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.

Following a thorough review of prior year implementation, outcomes, and performance data, RMCS has determined that no substantive changes to the established goal, metrics, target outcomes, or planned actions are warranted for 2026–27. This determination is not the result of inattention — it is the result of evidence.

The goal to Promote Academic Excellence for All Scholars through Montessori Methodology remains fully aligned with the school's charter mission, its authorizer's expectations, and the academic and developmental needs of its students. The metrics established to measure progress toward this goal proved appropriate, measurable, and reflective of the school's priorities. Target outcomes were met, and in several areas exceeded, as confirmed by the 2025 California School Dashboard, 2026 CAASPP results, and local easyCBM assessment data.

All planned actions were implemented as designed, produced positive and documentable results, and remain the right strategies for sustaining and accelerating student success in the coming year. Where enhancements have been identified — including the full school-wide implementation of the Montessori Writing Program, expansion of the UCSF Multitudes Universal Screener to TK–2, increased specialized support hours, and the introduction of a new Parent Education and Support Series — these represent deliberate refinements built upon what is working, not corrections to what has failed.

RMCS enters 2026–27 with confidence in its direction, clarity in its strategy, and a demonstrated track record of delivering on its commitments to students, families, and its authorizer. The continuity of this goal and its actions is itself a reflection of sound practice — a school that knows what works, does it well, and remains committed to doing it even better.

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	Attendance	Partnership through awareness and support including but not limited to family education series, registrar communication/support, teacher communication/support, student services intervention, and available community partner resources and advocacy.	$105,738.13	No Yes
1.2	Integrated Math Development	Targeted support and partnership for students, teachers, and family to provide skills practice, internalization, and mastery of mathematics.	$104,452.48	No
1.3	Reading & Writing Support Staff	Tailored support resultant of frequent analysis of data, lessons by teachers and learning specialists, individual and small-group sessions, and tutoring, in partnership and collaboration with family to provide skills practice, internalization, and mastery of reading, comprehension, and writing.	$68,164.16	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$76969	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
18.304%	0.000%	$0.00	18.304%

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:** Attendance **Need:** Data analysis confirms that chronic absenteeism represents the primary identified need for RMCS's unduplicated pupil population. Prior year Dashboard data placed chronic absenteeism in the lowest performance level for this student group, signaling the need for sustained, targeted, and	RMCS addresses chronic absenteeism through a coordinated, schoolwide approach that ensures every student — and in particular every unduplicated pupil — is supported by multiple layers of intervention, communication, and partnership. This goal is implemented on a schoolwide basis because attendance is a shared responsibility across all roles and relationships within the school community, and because the Montessori philosophy holds that every child's presence, participation, and sense of belonging is	RMCS monitors the effectiveness of attendance-related actions through a robust, multi-source data tracking system that ensures accountability at every level of the school: Attendance Data: Daily, weekly, and monthly

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
	multi-tiered intervention. RMCS has responded with urgency, intentionality, and a comprehensive set of actions that directly address this need — and the results are measurable. Chronic absenteeism declined by 14.2% school-wide, with socioeconomically disadvantaged students reducing chronic absenteeism by 14%, affirming that the strategies implemented are working and will continue with full commitment in 2026–27. **Scope:** LEA-wide Schoolwide	essential to their academic and developmental success. Specific actions addressing this need include: Family Education Series: RMCS delivers ongoing, structured parent education focused on the academic and developmental impact of consistent, on-time attendance. Families receive direct guidance on scheduling vacations during designated school breaks, utilizing the Independent Study option to preserve learning continuity when absences are unavoidable, and understanding the compounding effect of chronic absenteeism on student achievement. This series empowers families as informed partners in their child's education — a cornerstone of the Montessori model. Registrar and Office Support: The school's registrar provides immediate, proactive outreach when absences are recorded, ensuring that no absence goes unaddressed and that families receive timely communication and support. The office team serves as the first point of contact in the attendance intervention process, maintaining accurate data and initiating the communication chain without delay. Teacher Communication and Classroom-Level Intervention: Teachers monitor attendance patterns within their classrooms and communicate directly with families when concerns arise. As the student's primary relationship holder in the Montessori environment, the teacher plays a critical role in identifying early warning signs, maintaining connection with the family, and	attendance data is tracked, analyzed, and reviewed by school leadership to identify trends, flag at-risk students, and measure progress toward chronic absenteeism reduction targets. Data is disaggregated by student subgroup, including unduplicated pupils, to ensure equity-focused monitoring. Immediate Communication Tracking: RMCS tracks the timeliness and frequency of attendance-related communications from the registrar, teachers, Student Services, and families. This data confirms that the school's intervention protocol is being activated promptly and consistently, and that no student experiencing attendance challenges is falling through the cracks. California School Dashboard: The annual Dashboard serves as the primary external accountability measure,

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
		motivating students to attend consistently and arrive on time. School-based motivational strategies implemented at the classroom level have proven effective in increasing student engagement and on-time arrival. Student Services Intervention: The Student Services team provides individualized support for students whose absenteeism is connected to academic, social-emotional, behavioral, or family-related challenges. Intervention is activated immediately when a student's attendance pattern signals risk, ensuring that the underlying causes of absenteeism are identified and addressed holistically — consistent with RMCS's whole child approach. Community Partner Resources and Advocacy: RMCS connects families with available community resources and advocacy support when attendance barriers extend beyond the school's direct scope of intervention. This includes referrals to external services, coordination with community organizations, and ongoing follow-up to ensure families receive the support they need to prioritize and sustain attendance.	providing a verified, comparative assessment of RMCS's chronic absenteeism rate relative to state and county benchmarks. RMCS's goal is to sustain and accelerate improvement in this indicator, with the 2025 decline of 14.2% establishing a strong baseline for continued progress in 2026–27. Family Engagement Data: Participation in the Family Education Series and response rates to school outreach are tracked to assess the depth and reach of family partnership efforts, ensuring that the families of unduplicated pupils are actively engaged and supported throughout the year.
1.2	**Action:** Integrated Math Development **Need:** Data analysis confirms that internalization and mastery of mathematics represents a primary identified academic need for RMCS's unduplicated pupil population. While CAASPP results demonstrate that RMCS students perform above state and district proficiency	RMCS addresses the mathematical needs of unduplicated pupils through a coordinated, schoolwide approach that ensures every student has access to targeted support, individualized practice, and meaningful family partnership. This goal is implemented on a schoolwide basis because mathematical mastery is a developmental continuum that spans all grade levels, and because the Montessori multi-age environment calls for consistent, school-wide systems that	RMCS monitors the effectiveness of mathematics-focused actions through a multi-layered data system that provides timely, actionable information at the student, classroom, and school levels:

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
	levels overall, and individual student math scores continue to rise, disaggregated data affirms that unduplicated pupils benefit most from intentional, structured, and individualized mathematics support. RMCS has responded with a comprehensive, multi-tiered approach that addresses this need at the student, classroom, family, and school levels — grounded in the Montessori principle that true mathematical understanding is built through hands-on exploration, internalization, and mastery, not rote memorization or passive instruction. **Scope:**	support each student's unique mathematical progression. Providing these actions schoolwide ensures that unduplicated pupils are supported within their natural learning community — not isolated or stigmatized — while receiving the additional resources and attention their needs require. Specific actions addressing this need include: Specialized Instructional Support Staff: RMCS employs and deploys specialized support staff in direct partnership with classroom teachers to provide targeted mathematics intervention and enrichment. Specialized staff work alongside students in small group and individual settings, reinforcing Montessori math materials and concepts, identifying gaps in foundational understanding, and providing the individualized attention necessary for internalization and mastery. Hours of specialized support have been increased based on prior year outcomes and will be further expanded in 2026–27 to ensure every student who needs additional support receives it consistently and without delay. Daily Individualized Math Practice: Structured daily math practice is embedded into each student's learning plan, both at school and at home. At school, students engage with Montessori math materials designed to build conceptual understanding through concrete, hands-on exploration before progressing to abstract application — a research-backed progression that supports deep internalization. Daily practice routines are differentiated to meet each student at	IXL Data: IXL provides real-time, standards-aligned data on individual student math performance, skill mastery, and growth over time. Teachers and school leaders review IXL data regularly to track progress, identify persistent gaps, adjust instruction, and ensure that unduplicated pupils are advancing toward grade-level mastery. IXL's diagnostic and reporting tools allow RMCS to monitor both the breadth and depth of mathematical skill development across all grade levels. easyCBM Local Assessment: All enrolled students participate in easyCBM benchmark assessments administered throughout the school year, with a culminating assessment in May. easyCBM data tracks overall academic growth in Math concepts and provides a consistent, school-wide measure of student progress over time. Prior year data

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
		their current level of mathematical development and are monitored by teachers and support staff to ensure consistent progress. IXL Math Platform: IXL is implemented schoolwide as a targeted, data-driven tool for individualized math skills practice and mastery. Teachers utilize IXL diagnostics to identify each student's areas of strength and need, assign targeted practice aligned to grade-level standards, and monitor progress in real time. IXL engagement strategies have been refined based on prior year implementation, with teachers employing specific techniques to increase student motivation, consistency of practice, and depth of engagement with the platform. IXL data is reviewed regularly to inform instructional decisions and intervention planning. Teacher Partnership and Professional Collaboration: Classroom teachers receive direct support and collaborative partnership from specialized staff and school leadership in planning and delivering differentiated mathematics instruction. This includes shared data review, collaborative lesson planning, and ongoing professional dialogue about individual student progress. Teachers are equipped with the tools, data, and support they need to address the mathematical needs of every student — including unduplicated pupils — within the Montessori classroom environment. Family Education and Partnership: RMCS recognizes that mathematical mastery is accelerated when families are informed, confident	demonstrated an overall math growth rate of 89% across the student population, affirming the effectiveness of current instructional strategies. easyCBM results are used to inform intervention planning, measure the impact of specialized support, and document growth for unduplicated pupils specifically. CAASPP State Assessment: Annual CAASPP results provide an external, standards-based measure of mathematics proficiency and serve as the primary summative indicator of progress toward this goal. RMCS tracks overall proficiency rates, individual student scores, and year-over-year cohort growth to assess the sustained impact of all math-focused actions. RMCS's commitment is to demonstrate continued improvement in math proficiency at every grade level in 2026–27.

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
		partners in their child's learning. The school provides direct parent education on how to support math skill development at home, including practical strategies for daily practice, guidance on using available tools and resources, and regular communication about individual student progress. The new Parent Education and Support Series introduced in 2026–27 includes a dedicated focus on supporting academic confidence, mathematical persistence, and a growth mindset in students — equipping families to reinforce the school's instructional efforts every day. Immediate Intervention Protocol: RMCS implements a proactive, immediate intervention protocol activated as soon as a student shows signs of struggle in mathematics. Students are not left to fall further behind before support is provided. Teachers, specialized staff, student services, and families are brought into partnership immediately, ensuring that targeted support is coordinated, timely, and sustained until the student demonstrates progress. This protocol reflects RMCS's commitment to equity and its Montessori belief that every child is capable of mathematical mastery when given the right environment, materials, and support.	Specialized Staff Progress Monitoring: Specialized support staff maintain individual student progress records that document skill development, response to intervention, and growth over time. These records are reviewed collaboratively with classroom teachers and school leadership on a regular basis, ensuring that support is responsive, coordinated, and continuously refined based on student data. Family Engagement and Home Practice Data: Participation in math-focused parent education sessions and consistency of home practice are monitored to assess the reach and effectiveness of family partnership efforts, ensuring that the families of unduplicated pupils are actively engaged in supporting mathematical growth at home.
1.3	**Action:** Reading & Writing Support Staff **Need:**	RMCS addresses the literacy needs of unduplicated pupils through a coordinated, schoolwide approach that ensures every student has access to tailored instructional support,	RMCS monitors the effectiveness of literacy-focused actions through a comprehensive, multi-

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
	Data analysis confirms that internalization and mastery of reading, comprehension, and writing represents a primary identified academic need for RMCS's unduplicated pupil population. While CAASPP results affirm that RMCS students perform above state and district ELA proficiency levels overall — with 68% of students scoring proficient or above and the school earning a Green Dashboard rating 44 points above standard — disaggregated data confirms that unduplicated pupils benefit most from intentional, structured, and individualized literacy support across all three domains: reading, comprehension, and writing. RMCS has responded with a comprehensive, multi-tiered instructional approach grounded in the Montessori philosophy that authentic literacy is developed through meaningful engagement with language, literature, and self-expression — and that every child, given the right environment and support, is capable of becoming a confident, capable reader and writer. **Scope:**	frequent data-informed intervention, individualized practice, and sustained family partnership. This goal is implemented on a schoolwide basis because literacy development is a continuous, developmental progression that spans every grade level and every Montessori learning environment. Providing these actions schoolwide ensures that unduplicated pupils are supported within their natural learning community — not isolated or stigmatized — while receiving the additional resources, attention, and individualization their needs require. Specific actions addressing this need include: Frequent Data Analysis and Instructionally Responsive Teaching: Teachers and learning specialists conduct regular, systematic analysis of student literacy data to identify individual strengths, gaps, and growth trajectories across reading, comprehension, and writing. Data review cycles inform lesson design, grouping decisions, intervention priorities, and family communication — ensuring that instruction is always responsive to where each student is, not where the calendar says they should be. This data-driven culture is embedded in RMCS's professional practice and reflects the Montessori commitment to observing and responding to the individual child. Reading Acceleration Program: The Reading Acceleration Program provides structured, targeted literacy support for students from Transitional Kindergarten through Lower Elementary, with particular focus on students performing below grade level. The program	source data system that provides timely, actionable information at the student, classroom, and school levels: IXL Data: IXL provides real-time, standards-aligned data on individual student ELA performance across reading, comprehension, vocabulary, grammar, and writing skills. Teachers and school leaders review IXL data on a regular basis to track mastery, identify persistent gaps, adjust instruction, and ensure that unduplicated pupils are making consistent progress toward grade-level proficiency. IXL's diagnostic and reporting tools allow RMCS to monitor both breadth and depth of literacy skill development across all grade levels. easyCBM Local Assessment: All enrolled students participate in easyCBM benchmark assessments administered at multiple points

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
		delivers systematic, sequential reading instruction designed to build phonemic awareness, decoding skills, fluency, and comprehension in a manner consistent with Montessori language development principles. Prior year implementation confirmed the program's effectiveness, and it will continue in 2026–27 as a cornerstone of RMCS's early literacy strategy. Montessori Writing Program: Successfully piloted in 2025–26, the Montessori Writing Program produced measurable gains in student writing development across all grade levels. The program is grounded in the Montessori language arts sequence and emphasizes the development of voice, structure, vocabulary, and written expression through purposeful, student-centered writing experiences. Given the strength of pilot year outcomes, the program will expand to full school-wide implementation in 2026–27, ensuring that every student benefits from a cohesive, developmentally aligned writing curriculum. Learning Specialist Support — Individual and Small Group Sessions: RMCS's learning specialists provide targeted, individualized literacy instruction through both one-on-one and small group sessions designed to address specific skill gaps in reading, comprehension, and writing. Sessions are informed by current assessment data, coordinated with classroom teachers, and calibrated to each student's developmental level and learning profile. Specialized support hours have been increased based on prior year outcomes and will be further expanded in 2026–27	throughout the school year, with a culminating assessment in May. easyCBM tracks overall academic growth in ELA and provides a consistent, school-wide measure of student progress over time. Prior year data demonstrated an overall ELA growth rate of 85% across the student population, affirming the effectiveness of current instructional strategies. easyCBM results are used to inform intervention planning, measure the impact of specialized support, and document growth for unduplicated pupils specifically. CAASPP State Assessment: Annual CAASPP results provide an external, standards-based measure of ELA proficiency and serve as the primary summative indicator of progress toward this goal. RMCS tracks overall proficiency rates, individual student scores, and year-over-year cohort growth to assess

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		to ensure consistent, high-impact intervention for every student who needs it. Tutoring Support: Structured tutoring is available to students requiring additional reinforcement beyond classroom instruction and learning specialist sessions. Tutoring provides a consistent, relationship-based opportunity for students to practice and internalize literacy skills in a low-pressure, individualized setting — reflecting the Montessori value of meeting each child where they are and supporting their progress at their own pace. IXL ELA Platform: IXL is implemented schoolwide as a targeted, data-driven tool for individualized reading, comprehension, and writing skills practice. Teachers use IXL diagnostics to identify each student's specific areas of need, assign standards-aligned practice, and monitor progress in real time. Engagement strategies refined through prior year implementation ensure that students interact with IXL in ways that are motivating, purposeful, and directly connected to classroom learning goals. IXL data is reviewed regularly to inform instructional adjustments and intervention planning. Immediate Intervention Protocol: RMCS activates a proactive, immediate intervention protocol as soon as any student shows signs of struggle in reading, comprehension, or writing. Teachers, learning specialists, student services staff, and families are brought into coordinated partnership without delay, ensuring that targeted support is timely, sustained, and responsive to the student's	the sustained impact of all literacy-focused actions. Year-over-year cohort growth in fifth and sixth grade — with fifth grade reaching 87% proficiency and sixth grade growing from 46% to 70% — confirms that RMCS's literacy strategies are producing durable, measurable results. RMCS's commitment is to sustain and accelerate this growth across all grade levels in 2026–27. California School Dashboard: The Dashboard's Green ELA rating — 44 points above standard with 69% of students proficient or above — provides annual, publicly reported confirmation that RMCS's literacy program is performing at a high level relative to state and county benchmarks. RMCS monitors Dashboard indicators annually as part of its ongoing commitment to transparency and accountability.

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		evolving needs. No student is allowed to fall further behind before intervention is provided — a commitment that reflects both RMCS's equity values and its Montessori belief in the capacity of every child to succeed. Family Education and Partnership: RMCS actively partners with families as essential contributors to their child's literacy development. Through the new Parent Education and Support Series launching in 2026–27, families receive practical strategies for supporting reading, comprehension, and writing at home — including daily reading habits, vocabulary development, and techniques for fostering a love of language and storytelling. Regular, individualized communication between teachers, learning specialists, and families ensures that parents of unduplicated pupils are informed, engaged, and equipped to reinforce the school's instructional efforts every day. This family-school partnership is a defining feature of the Montessori approach and a proven accelerator of student literacy growth.	Learning Specialist Progress Monitoring: Learning specialists maintain individual student progress records documenting skill development, response to intervention, and growth over time across reading, comprehension, and writing. These records are reviewed collaboratively with classroom teachers and school leadership on a regular basis, ensuring that support is responsive, coordinated, and continuously refined based on current student data. Writing Assessment and Portfolio Documentation: Student writing development is assessed through teacher-evaluated writing samples and portfolio documentation aligned to the Montessori Writing Program's developmental progression. Writing assessments provide qualitative and quantitative evidence of growth in voice, structure, vocabulary, and written

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			expression, and are used to inform individualized instruction and communicate progress to families. Family Engagement Data: Participation in literacy-focused parent education sessions and consistency of home reading and writing practice are monitored to assess the reach and effectiveness of family partnership efforts, ensuring that the families of unduplicated pupils are actively engaged and supported as partners in their child's literacy development throughout the year.
2.1	**Action:** Faculty Professional Development **Need:** Data analysis and ongoing school-based observation confirm that unduplicated pupils benefit most from intentional, individualized support in developing the Attributes of Successful Learners as defined by the Authentic American Montessori School framework. While academic proficiency data captures important dimensions of student progress, RMCS recognizes that unduplicated pupils — including socioeconomically	RMCS addresses the individualized development needs of unduplicated pupils through a coordinated, schoolwide professional development framework that strengthens the capacity of every faculty member and specialist to recognize and respond to the full range of student strengths, needs, and growth areas. This goal is implemented on a schoolwide basis because the development of the Attributes of Successful Learners is not confined to a single classroom, grade level, or student group — it is the shared responsibility of every adult at RMCS, embedded in every interaction, every lesson, and every aspect of the school's Montessori environment. A	RMCS monitors the effectiveness of professional development and attribute-centered support actions through a comprehensive framework that measures both adult implementation and student outcomes: Faculty Participation in Professional Development: RMCS tracks the percentage of faculty and

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	disadvantaged students and those requiring additional services — often face barriers that extend beyond academic content mastery. These barriers may include challenges with self-regulation, confidence, intrinsic motivation, social responsibility, and personal agency — all of which are foundational attributes that, when developed, directly accelerate academic achievement and long-term success. RMCS has responded by investing in the professional capacity of every adult in the building to identify, nurture, and support these attributes in every student, with particular intentionality toward unduplicated pupils who may require additional encouragement, individualization, and relationship-centered support to fully access and benefit from the Montessori environment. **Scope:**	schoolwide approach ensures that unduplicated pupils experience consistent, high-quality, attribute-centered support regardless of which classroom they are in or which staff member they are working with. Specific actions addressing this need include: Professional Development in Classroom Leadership and Montessori Environment Preparation: Faculty participate in targeted professional development focused on the art and science of Montessori classroom leadership — including how to prepare and maintain an environment that invites willing participation, purposeful work, and independent engagement. Teachers deepen their understanding of how a well-prepared Montessori environment directly supports the development of independence, autonomy, and intrinsic motivation in all students, and learn specific strategies for adapting the environment to meet the needs of unduplicated pupils who may require additional scaffolding or differentiation to thrive within it. Professional Development in Individualized Student Support: Faculty and specialists receive direct training and collaborative support in identifying each student's unique developmental profile across the eight Attributes of Successful Learners and designing individualized strategies to strengthen areas of growth. This includes training in observation techniques rooted in Montessori practice, differentiated instructional approaches, and the use of student data to inform personalized support plans. Learning specialists, the school	specialists participating in all scheduled professional development activities, with a goal of 100% participation across all sessions. Participation data is reviewed by school leadership after each professional development event to confirm full engagement and to identify any faculty members requiring additional support or follow-up. This metric ensures accountability for professional development implementation and confirms that the investment in adult capacity is reaching every member of the school community. Quality and Consistency of Professional Development Implementation: Beyond participation rates, RMCS monitors the quality and fidelity of professional development implementation through classroom observations, instructional coaching feedback, and collaborative reflection

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		psychologist, and the student services and intervention team participate as active professional learning partners, ensuring that classroom teachers have immediate access to expertise and collaborative problem-solving when individualized needs arise. Professional Development in Student Mental Wellbeing and Social-Emotional Learning: Faculty receive targeted professional development in student mental health and wellness, social skill development, and trauma-informed, relationship-centered practice. This training equips teachers and support staff to recognize early signs of social-emotional struggle, respond with developmentally appropriate and restorative strategies, and create classroom communities where every student — including unduplicated pupils — feels safe, known, and capable. This investment in adult capacity directly supports RMCS's Blue Dashboard rating for zero suspensions and zero expulsions and sustains the school's culture of peace and mutual respect. Speech Pathologist Partnership and Language Development Support: The school's speech pathologist works in direct partnership with classroom teachers to identify and support students with language development needs — including unduplicated pupils who may face barriers in oral language, reading comprehension, or written expression that affect their academic confidence and participation. Professional development informed by the speech pathologist's expertise strengthens teacher capacity to embed language support strategies into daily Montessori	sessions. School leadership conducts regular walkthroughs to assess the degree to which professional development content is being applied in classroom practice — particularly in the areas of individualized student support, environment preparation, and social-emotional learning strategies. Student Attribute Development Observation and Documentation: Teachers and specialists use structured Montessori observation practices to document individual student progress across the eight Attributes of Successful Learners throughout the school year. These observations provide qualitative evidence of growth in confidence, independence, intrinsic motivation, social responsibility, and other attributes — and inform ongoing adjustments to individualized support strategies for unduplicated pupils specifically.

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		lessons and interactions, ensuring that language development is addressed proactively and consistently across the school day. School Psychologist Consultation and Professional Learning: The school psychologist provides ongoing consultation and professional development support to faculty and leadership, deepening the school's collective capacity to understand and respond to the cognitive, behavioral, and emotional dimensions of student development. This partnership ensures that RMCS's approach to supporting unduplicated pupils is grounded in current research, developmentally informed, and responsive to the complexity of individual student needs. Faculty gain practical strategies for building student confidence, persistence, and perseverance — attributes that are both Montessori outcomes and documented predictors of academic success. Student Services and Intervention Team Integration: The student services and intervention team is fully integrated into RMCS's professional learning community, participating in collaborative data review, case consultation, and professional development alongside classroom teachers. This integration ensures that intervention is coordinated, proactive, and seamlessly connected to classroom instruction — so that unduplicated pupils receive consistent support across all settings and all adults working with them are aligned in their approach and expectations. Building Student Confidence, Persistence, and Perseverance: Faculty professional development	Behavioral and School Climate Data: RMCS monitors suspension, expulsion, and behavioral incident data as direct indicators of the effectiveness of professional development in classroom leadership, social-emotional learning, and restorative practice. RMCS's Blue Dashboard rating for zero suspensions and zero expulsions affirms that professional development investments in these areas are producing measurable school climate outcomes and will continue to be monitored as a key effectiveness indicator. Academic Outcome Data: Student academic performance data — including CAASPP results, easyCBM growth scores, and IXL progress data — serves as an indirect but important measure of the effectiveness of professional development in supporting unduplicated pupils. Improvements in

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		includes specific strategies for recognizing and responding to students who struggle with confidence, persistence, or perseverance — attributes that are particularly critical for unduplicated pupils who may have experienced academic setbacks or carry beliefs about their own capability that limit their engagement and effort. Teachers learn to use encouragement, meaningful challenge, and mastery-based feedback to rebuild and strengthen these attributes in every student, creating a classroom culture where effort is honored, growth is celebrated, and every child believes in their own capacity to succeed. Collaborative Professional Learning Community: Faculty and specialists engage in ongoing, structured collaborative professional learning throughout the year — including shared data review, lesson study, peer observation, and reflective practice — to ensure that professional development is not a one-time event but a sustained, embedded feature of RMCS's school culture. This collaborative professional learning community strengthens the consistency and quality of implementation across all classrooms and ensures that the strategies and insights gained through professional development are actively applied in daily practice with students.	academic proficiency, growth trajectories, and individual student performance among unduplicated pupils confirm that strengthened teacher capacity is translating into better outcomes for the students who need it most. Student Services and Intervention Data: The student services and intervention team tracks the number of students referred for additional support, the timeliness of intervention activation, and the outcomes of individualized support plans over time. This data provides a direct measure of the effectiveness of the team's integration into the professional learning community and confirms that early identification and coordinated response protocols are functioning as designed. Family Engagement and Satisfaction: Family feedback and participation in school events, parent

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			education sessions, and individual conferences are monitored as indicators of the degree to which professional development in family partnership and communication is strengthening the school-family relationship — particularly for the families of unduplicated pupils who may require additional outreach, support, and engagement.
2.2	**Action:** Faculty & Student Participation in Mental Wellbeing Program **Need:** Data analysis, school-based observation, and the growing complexity of individual student and family needs confirm that individualized support for personal wellbeing represents a critical and distinct identified need for RMCS's unduplicated pupil population. Socioeconomically disadvantaged students and those requiring additional services frequently encounter barriers to wellbeing that extend beyond the academic environment — including challenges with self-image, emotional regulation, sense of belonging, and personal agency — all of which directly affect their ability to engage meaningfully in learning, build positive relationships, and access the full promise of the Montessori educational experience. RMCS recognizes that a student	RMCS addresses the personal wellbeing needs of unduplicated pupils through a coordinated, schoolwide approach that develops the mental health skills, emotional resilience, and sense of belonging of both students and the adults who serve them. This goal is implemented on a schoolwide basis because personal wellbeing is not an isolated intervention — it is a culture. The Montessori philosophy holds that a peaceful, respectful, and nurturing school environment is the precondition for all learning and development, and that every adult and every student in the community contributes to and benefits from that environment. A schoolwide approach ensures that unduplicated pupils experience consistent, relationship-centered, wellbeing-supportive interactions across every classroom, every specialist session, and every aspect of the school day — not only during designated intervention periods. Specific actions addressing this need include:	RMCS monitors the effectiveness of wellbeing-focused actions through a comprehensive, multi-source framework that measures student engagement, program reach, school climate outcomes, and individual student progress: Participation in Wellbeing Activities and Programs: RMCS tracks student and family participation in all wellbeing-related activities, programs, and services — including individual and group sessions with the school psychologist, speech pathology services, peace education

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	who does not feel well, safe, or valued cannot learn at their highest level — and that investing in the mental health and personal wellbeing of every student, with particular intentionality toward unduplicated pupils, is not supplemental to the school's academic mission. It is essential to it. **Scope:**	Student Services and Intervention Team — Wraparound Wellbeing Support: The student services and intervention team provides proactive, coordinated wraparound support for students whose personal wellbeing needs require a multi-dimensional response. This includes early identification of students showing signs of emotional distress, disengagement, or social difficulty; immediate activation of individualized support plans; and sustained follow-up to ensure that interventions are working and that students are progressing toward greater emotional health and school connectedness. The team maintains close communication with families, ensuring that wellbeing support extends beyond the school day and that families of unduplicated pupils are informed, engaged partners in their child's personal development. School Psychologist — Direct Student Support and Wellbeing Services: The school psychologist provides individualized and small group wellbeing support directly to students, with priority attention to unduplicated pupils identified as requiring additional social-emotional or mental health support. Services include individual counseling sessions, social skills development, emotional regulation coaching, and crisis support as needed. The school psychologist works in close collaboration with classroom teachers, student services staff, and families to ensure that wellbeing support is coordinated, consistent, and responsive to each student's evolving needs. This direct service model ensures that no student	activities, restorative practice circles, community-building events, and parent education sessions. Participation data is reviewed regularly by school leadership to ensure that programs are reaching all students, with particular attention to participation rates among unduplicated pupils. The goal is full and equitable access to wellbeing support for every student who needs it. School Climate and Behavioral Data: Suspension, expulsion, and behavioral incident data are monitored as primary indicators of school climate and the effectiveness of restorative and wellbeing-centered practices. RMCS's Blue Dashboard rating for zero suspensions and zero expulsions establishes a strong baseline that the school is committed to maintaining and will continue to monitor as a

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		navigates personal challenges without a knowledgeable, caring adult in their corner. Speech Pathologist Support for Communication and Social Confidence: The school's speech pathologist provides targeted support for students whose communication challenges — including expressive and receptive language difficulties — affect their sense of confidence, belonging, and meaningful participation in the classroom and school community. For unduplicated pupils in particular, communication barriers can compound feelings of isolation or inadequacy, making speech pathology support a critical component of RMCS's holistic wellbeing strategy. The speech pathologist collaborates with teachers and the student services team to ensure that language support is embedded throughout the school day and that every student has the tools to express themselves, connect with peers, and participate fully in their learning community. Montessori Peace Education and Community Building: RMCS's Montessori peace curriculum is a structured, intentional component of every classroom's daily experience. Through peace education, students develop the vocabulary, skills, and practices of conflict resolution, empathy, respectful communication, and community care. Peace education directly cultivates a sense of belonging and meaningful participation — two of the most powerful protective factors for student mental health and wellbeing. For unduplicated pupils who may struggle with self-image or social connection, the peace curriculum provides a consistent, affirming framework for understanding	key public accountability measure. Chronic Absenteeism Data: Attendance patterns are monitored as an indirect but significant indicator of student wellbeing and sense of belonging. Students who feel connected, safe, and valued at school attend more consistently. RMCS's 14.2% reduction in chronic absenteeism — including a 14% reduction among socioeconomically disadvantaged students — affirms that wellbeing investments are contributing to stronger school connectedness and will continue to be tracked as a wellbeing effectiveness metric. School Psychologist and Student Services Case Data: The school psychologist and student services team maintain individual student records documenting the nature, frequency, and outcomes of wellbeing support provided. This data is

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		their place in the community and their capacity to contribute positively to it. Restorative Practices and Relationship-Centered Discipline: RMCS implements restorative practices school-wide as the foundation of its approach to student behavior and community accountability. Rather than punitive responses to behavioral challenges, restorative practices focus on repairing relationships, building understanding, and strengthening the student's sense of responsibility to themselves and their community. This approach has contributed directly to RMCS's Blue Dashboard rating for zero suspensions and zero expulsions — a powerful, publicly reported indicator that RMCS's wellbeing-centered school culture is producing exceptional school climate outcomes. For unduplicated pupils, restorative practices ensure that behavioral challenges do not result in exclusion, stigma, or loss of instructional time, but rather in deeper connection, greater self-awareness, and strengthened community belonging. Teacher Wellbeing Development and Capacity Building: RMCS invests in the personal wellbeing of its teachers and staff, recognizing that adults who are emotionally healthy, self-aware, and relationally skilled are the most powerful wellbeing resource available to students. Professional development in mental health awareness, trauma-informed practice, and self-care equips faculty to model healthy emotional habits, respond to student distress with calm and competence, and sustain the empathetic, relationship-centered teaching presence that the Montessori model	reviewed collaboratively with school leadership on a regular basis to assess the reach and impact of direct wellbeing services, identify students requiring escalated support, and confirm that intervention protocols are being activated promptly and effectively. Teacher and Staff Observation and Documentation: Teachers and specialists use structured Montessori observation practices to document individual student progress in social-emotional development, sense of belonging, meaningful participation, and personal agency throughout the school year. These observations provide qualitative evidence of wellbeing growth and inform ongoing adjustments to individualized support strategies for unduplicated pupils. Family Feedback and Engagement Data: Family

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		requires. A faculty that prioritizes its own wellbeing is better positioned to support the wellbeing of every student — particularly those who are most vulnerable. Fostering Sense of Belonging and Meaningful Participation: RMCS deliberately designs structures and experiences that foster every student's sense of belonging, meaningful participation, and contribution to the school community. This includes multi-age classroom communities where older students mentor younger ones, collaborative project work that values every student's contribution, leadership opportunities embedded in daily classroom life, and school-wide community gatherings that celebrate individual and collective achievement. For unduplicated pupils, these structures are particularly powerful — providing consistent, affirming experiences of being valued, needed, and capable within a community that knows them well. Family Partnership in Student Wellbeing: RMCS actively partners with families as essential contributors to their child's personal wellbeing. Through the Parent Education and Support Series launching in 2026–27, families receive practical strategies for supporting emotional strength, resilience, and a positive sense of self at home. Regular, individualized communication between the school psychologist, student services team, teachers, and families ensures that the families of unduplicated pupils are informed, engaged, and equipped to reinforce the school's wellbeing efforts in the home environment. This family-school partnership is a defining feature of the Montessori	participation in wellbeing-focused parent education sessions, individual conferences with the school psychologist or student services team, and schoolwide community events are monitored as indicators of the depth and reach of RMCS's family partnership efforts. Family feedback is actively solicited and used to refine wellbeing programs and ensure that the needs and perspectives of unduplicated pupils' families are reflected in the school's approach. Student Self-Report and Wellbeing Indicators: Where developmentally appropriate, student voice and self-report data — gathered through classroom-based reflection practices, community meeting discussions, and individual check-ins — provide direct insight into students' feelings about themselves, their capabilities, their relationships, and their sense of belonging at

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		approach and a critical factor in sustaining student wellbeing over time. Immediate Wellbeing Intervention Protocol: RMCS activates an immediate wellbeing intervention protocol as soon as any student — and in particular any unduplicated pupil — shows signs of emotional distress, social difficulty, or declining engagement. The school psychologist, student services team, classroom teacher, and family are brought into coordinated partnership without delay, ensuring that the student receives timely, targeted, and sustained support. This proactive protocol reflects RMCS's commitment to ensuring that no student's wellbeing needs go unaddressed and that the school's support is always timely, coordinated, and in place before challenges have the opportunity to deepen — because every student at RMCS deserves to feel held, supported, and confidently on a path toward their own success.	RMCS. This data informs the school psychologist's and teachers' understanding of individual student wellbeing and contributes to a comprehensive picture of program effectiveness.
2.3	**Action:** Montessori Personal Development Curriculum **Need:** Data analysis, classroom observation, and ongoing student support documentation confirm that improvement in engagement and agency in learning represents a critical and distinct identified need for RMCS's unduplicated pupil population. Unduplicated pupils — including socioeconomically disadvantaged students and those requiring additional services — frequently present with challenges in executive functioning, self-	RMCS addresses the engagement and agency needs of unduplicated pupils through a coordinated, schoolwide approach that develops executive functioning skills, personal learning habits, persistence, and the capacity to both lead and support learning within the Montessori community. This goal is implemented on a schoolwide basis because engagement and agency are not skills that can be developed in isolation or through sporadic intervention — they are cultivated over time, across every classroom, every relationship, and every learning experience. The Montessori environment is uniquely designed to develop these capacities through the structure of the prepared environment, the freedom of the	RMCS monitors the effectiveness of engagement and agency development actions through a comprehensive, multi-source framework that captures both observable student behaviors and documented progress across the Attributes of Successful Learners: Classroom Concentration and Engagement

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	directed learning, persistence through difficulty, and personal accountability that directly limit their ability to fully access and benefit from the Montessori learning environment. When a student lacks confidence in their own agency, struggles to initiate and sustain purposeful work, or has not yet developed the self-regulatory habits that independent learning requires, their academic engagement and achievement are measurably affected. RMCS has responded with a comprehensive, intentional set of actions designed to develop every student's capacity for self-reflection, self-direction, and meaningful participation in their own learning — because a student who understands themselves as a capable, contributing learner is a student who succeeds. **Scope:**	work cycle, and the expectation that every student takes meaningful ownership of their learning journey. A schoolwide approach ensures that unduplicated pupils experience consistent, reinforcing messages about their own capability and agency from every adult and within every context of the school day. Specific actions addressing this need include: Structured Self-Reflection Practices: Teachers facilitate regular, structured self-reflection experiences that invite students to honestly and constructively examine their own strengths, areas of growth, learning habits, and progress toward personal and academic goals. Self-reflection is embedded into the rhythm of the Montessori work cycle through individual conferences, student-led goal-setting conversations, learning journal practice, and end-of-cycle reflection routines. For unduplicated pupils, these structured opportunities to develop self-awareness and self-assessment skills are particularly powerful — building the metacognitive habits that enable students to understand themselves as learners, advocate for their own needs, and take increasing ownership of their progress over time. Executive Functioning Development: RMCS implements targeted, developmentally aligned strategies to build executive functioning skills — including planning, task initiation, time management, organization, cognitive flexibility, and impulse control — across all grade levels and within the natural flow of the Montessori work period. Teachers and specialists identify students	Tracking: Teachers conduct regular, structured observations of student concentration and engagement during the Montessori work cycle, documenting each student's ability to select purposeful work, sustain focused effort, complete tasks independently, and transition effectively between activities. This observation data — rooted in the Montessori tradition of careful, systematic child observation — provides a direct and ongoing measure of student engagement and agency development. Data is reviewed individually and collectively to identify students requiring additional support and to track progress over time, with particular attention to the engagement trajectories of unduplicated pupils. Attributes of Successful Learners Progress Documentation: Teachers and specialists maintain structured documentation

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		whose executive functioning challenges are limiting their engagement and academic progress and provide individualized coaching, environmental supports, and scaffolded practice to strengthen these capacities. For unduplicated pupils, explicit executive functioning support is a critical bridge between their current level of self-regulation and the independent, self-directed learning that the Montessori environment makes possible. Personal Habit Development and Work Cycle Accountability: RMCS supports every student in developing the personal habits of a successful Montessori learner — including care of the environment, consistent work selection and completion, purposeful use of the work cycle, and respectful engagement with materials and community members. Teachers work individually with students to identify habit goals, track progress, and celebrate growth in these foundational behaviors. For unduplicated pupils, explicit habit development support ensures that the expectations of the Montessori environment are accessible, achievable, and experienced as a source of pride and accomplishment rather than frustration or failure. Persistence and Growth Mindset Cultivation: Faculty implement deliberate, evidence-based strategies to develop persistence, resilience, and a growth mindset in all students — with particular focus on unduplicated pupils who may have internalized limiting beliefs about their own capability or who have experienced repeated academic setbacks. These strategies include	of each student's progress across the eight Attributes of Successful Learners throughout the school year. This documentation captures qualitative and quantitative evidence of growth in cognitive thinking skills, confidence and competence, independence, autonomy, intrinsic motivation, ability to handle external authority, social responsibility, and stewardship and good citizenship. Progress records are reviewed in individual student conferences, shared with families, and used to inform ongoing instructional and support decisions. For unduplicated pupils, Attribute progress documentation provides a holistic, developmentally grounded picture of growth that complements academic outcome data. Individual Student Conference Records: Records of individualized teacher-student

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		specific encouragement practices that honor effort over outcome, meaningful challenge calibrated to each student's zone of proximal development, mastery-based feedback that connects hard work to real results, and classroom community norms that celebrate persistence and normalize struggle as part of the learning process. Students learn that difficulty is not a signal to stop — it is an invitation to grow. Student Leadership and Peer Support Opportunities: RMCS's Montessori multi-age environment creates natural, daily opportunities for students to lead, mentor, and support the learning of others — a powerful accelerator of personal agency, confidence, and sense of contribution. Older students serve as models and guides for younger students; students who have mastered a concept are invited to teach it to a peer; and collaborative work structures invite every student to contribute their strengths to a shared endeavor. For unduplicated pupils, these leadership and peer support experiences are transformative — shifting their identity from passive recipient of help to active contributor and leader within the community, which deepens engagement, builds confidence, and strengthens their commitment to their own academic success. Individualized Student Conferences and Goal-Setting: Teachers conduct regular individualized conferences with each student to review progress, celebrate strengths, identify growth areas, and collaboratively set short-term and long-term learning goals. These conferences are a defining feature of the Montessori model and a critical tool	conferences — including goal-setting documentation, progress check-ins, and reflection summaries — are maintained throughout the year and provide direct evidence of each student's developing capacity for self-reflection, self-direction, and personal accountability. Conference records are particularly valuable for tracking the agency development of unduplicated pupils over time and for ensuring that every student is receiving consistent, individualized attention and support. Executive Functioning Progress Monitoring: Students identified as requiring targeted executive functioning support are monitored through individualized progress records maintained collaboratively by classroom teachers and specialists. These records document growth in specific executive functioning skills — including planning, task

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		for developing student agency — because when a student participates in setting their own goals and tracking their own progress, they develop a genuine sense of ownership over their learning that no external reward system can replicate. For unduplicated pupils, individualized conferences also provide a consistent, private space to address personal challenges, receive encouragement, and experience the affirming relationship with a caring adult that research identifies as one of the most powerful protective factors for student engagement and persistence. Attributes of Successful Learners — Explicit Instruction and Community Integration: The eight Attributes of Successful Learners are explicitly taught, discussed, and celebrated as a shared community framework at RMCS. Students learn the language of the attributes, reflect on their own development within each attribute, and are recognized for growth in independence, intrinsic motivation, social responsibility, cognitive thinking skills, and all other dimensions of the framework. This explicit integration of the attributes into school culture ensures that unduplicated pupils have a clear, affirming vocabulary for understanding their own growth and a shared community identity as developing, capable, and successful learners. Specialist and Student Services Collaboration: Learning specialists, the school psychologist, speech pathologist, and student services and intervention team collaborate closely with classroom teachers to identify unduplicated pupils whose engagement and agency challenges require additional individualized support. Specialist	initiation, time management, and self-regulation — and are reviewed regularly to assess the impact of targeted strategies and adjust support as needed. Behavioral and School Climate Data: Suspension, expulsion, and behavioral incident data are monitored as indicators of the effectiveness of agency, persistence, and restorative practice strategies. RMCS's Blue Dashboard rating for zero suspensions and zero expulsions affirms that the school's engagement and agency-centered approach is producing a positive, inclusive school climate — and will continue to be tracked as a key effectiveness measure. Academic Outcome Data: Student academic performance data — including CAASPP proficiency results, easyCBM growth scores, and IXL progress — serves as a critical

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		partners contribute targeted strategies, behavioral support plans, and direct student services that complement classroom instruction and ensure that every student's barriers to engagement are addressed from multiple angles simultaneously. Intervention is activated immediately when a student's engagement or agency shows signs of decline, ensuring that support is proactive rather than reactive. Family Partnership in Agency Development: RMCS actively partners with families to extend agency and engagement development into the home environment. Through the Parent Education and Support Series, families receive practical strategies for fostering independence, persistence, growth mindset, and personal accountability in their children at home — reinforcing the school's instructional efforts and ensuring that the habits and dispositions cultivated at RMCS are practiced and valued in every area of the student's life. Regular communication between teachers, specialists, and families ensures that the families of unduplicated pupils are informed partners in their child's agency development journey.	measure of the degree to which improved engagement and agency is translating into academic achievement for unduplicated pupils. Year-over-year cohort growth, individual student score trajectories, and overall proficiency rates are monitored to confirm that agency development investments are producing measurable academic outcomes for the students who need them most. Family Engagement and Feedback Data: Participation in agency-focused parent education sessions, response rates to school outreach, and family feedback on student engagement and independence at home are monitored to assess the reach and effectiveness of family partnership efforts. Family perspectives on their child's developing agency, persistence, and confidence provide valuable qualitative data that complements school-

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			based observation and assessment. Student Self-Report and Reflection Data: Where developmentally appropriate, student self-assessment data — gathered through structured reflection tools, learning journal entries, goal-tracking records, and individual conferences — provides direct insight into each student's growing capacity for self-awareness, self-direction, and personal accountability. This student voice data is reviewed by teachers and specialists as a component of the comprehensive monitoring framework and contributes to a full, student-centered picture of engagement and agency development over time.
3.1	**Action:** Family Volunteering **Need:** Data analysis and ongoing classroom assessment confirm that unduplicated pupils benefit significantly from additional time in	RMCS addresses the need for additional skills practice time for unduplicated pupils through a structured, schoolwide family volunteer program that invites, welcomes, and trains families to serve as active, capable support partners within the Montessori classroom. This action is implemented on a schoolwide basis because the presence of	RMCS monitors the effectiveness of the family volunteer skills practice program through a focused, multi-source data framework that measures both the reach of volunteer

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
	structured, individualized skills practice across academic domains. While RMCS's Montessori environment is designed to provide every student with meaningful, self-directed work time, unduplicated pupils — including socioeconomically disadvantaged students and those requiring additional services — frequently benefit most from increased opportunities for guided, hands-on practice with a supportive adult present. Additional practice time directly accelerates skill internalization, builds academic confidence, and reinforces the mastery-based progression that is central to the Montessori model. RMCS has identified family volunteers, trained and welcomed into the Montessori classroom, as a powerful, community-centered resource for expanding individualized skills practice time for unduplicated pupils and all students — strengthening both student outcomes and the school-family partnership simultaneously. **Scope:**	trained family volunteers enriches the learning environment for every student — expanding the ratio of supportive adults to students during the work cycle, increasing the availability of individualized attention and guided practice, and creating a vibrant, community-centered classroom culture that reflects the Montessori value of collaborative, multigenerational learning. While all students benefit from the presence of trained volunteers, unduplicated pupils receive prioritized access to volunteer-supported skills practice, ensuring that the students with the greatest need for additional practice time receive it consistently and meaningfully. Specific actions addressing this need include: Family Volunteer Recruitment and Welcome: RMCS implements a proactive, schoolwide family volunteer recruitment effort beginning at the start of the school year, with administrators, teachers, and student support staff actively inviting and encouraging families to participate in the classroom volunteer program. Recruitment efforts are designed to be inclusive and accessible — reaching families across all backgrounds, schedules, and levels of prior familiarity with the Montessori model — and communicate clearly that every family has something valuable to contribute to the learning community. Volunteer recruitment is conducted through multiple channels including in-person outreach, the new School-Family Communication Platform, written communications, phone calls, and parent education sessions, ensuring that no family is overlooked or uninformed about the opportunity to participate.	engagement and its impact on unduplicated pupil outcomes: Volunteer Hour Tracking — Unduplicated Pupil Focus: Volunteer hours are tracked through the new School-Family Communication Platform, with data disaggregated to identify the hours of volunteer-supported skills practice directed specifically toward unduplicated pupils. This metric provides a direct, quantifiable measure of the additional practice time that unduplicated pupils are receiving as a result of the volunteer program and confirms that trained volunteers are being deployed in targeted, equitable, and purposeful ways. School leadership reviews volunteer hour data regularly to ensure that unduplicated pupils are receiving consistent, meaningful support and to identify any gaps in coverage that require adjustment.

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
		Volunteer Safety Clearance and Onboarding: All family volunteers complete RMCS's required safety clearance process prior to entering the classroom, ensuring that every student — and in particular every unduplicated pupil — is protected by a consistent, rigorously maintained standard of campus safety. RMCS communicates the purpose and importance of the clearance process clearly and personally to every prospective volunteer, framing it as a meaningful expression of the community's shared commitment to student safety and well-being. Streamlined onboarding support is provided to help families navigate the clearance process efficiently, removing barriers to participation and ensuring that motivated volunteers are welcomed into the classroom as quickly as possible. Montessori Classroom Volunteer Training: Prior to entering the classroom, family volunteers receive structured training in how to support students within the Montessori environment — including how to engage with students during skills practice, how to use supportive language that builds independence and confidence rather than dependence, how to work with Montessori materials appropriately, and how to follow the guide's direction in supporting individual students and small groups. This training is essential to ensuring that volunteer support is aligned with Montessori pedagogy and that the additional practice time provided to unduplicated pupils is high-quality, developmentally appropriate, and consistent with the school's instructional approach. Trained volunteers become genuine extensions of	Volunteer Participation Rates: RMCS tracks the number of families actively participating in the classroom volunteer program, both school-wide and disaggregated by grade level, to monitor the reach and accessibility of the program across the full school community. Participation rate data is reviewed regularly to assess the effectiveness of recruitment, onboarding, and retention efforts and to identify grade levels or family populations where additional outreach and support may be needed to increase engagement. Academic Skills Progress Data: The impact of volunteer-supported additional practice time on unduplicated pupil academic outcomes is monitored through existing assessment data — including easyCBM benchmark results, IXL skills practice data, and classroom-based progress monitoring — to confirm that increased practice

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
		the teaching team — capable, informed, and purposefully deployed in service of student learning. Targeted Skills Practice Support for Unduplicated Pupils: Classroom guides strategically deploy trained volunteers to provide additional, individualized skills practice support to unduplicated pupils during the Montessori work cycle. Volunteers work alongside identified students in one-on-one and small group settings, supporting reading fluency, math fact practice, writing skills, language development, and other academic skill areas as directed by the classroom guide. This targeted deployment ensures that unduplicated pupils receive meaningful additional practice time that is directly connected to their current learning goals and monitored for impact by the classroom teacher. The presence of a trained, caring adult providing consistent, guided practice is a powerful accelerator of skill internalization and academic confidence for students who need it most. New School-Family Communication Platform — Volunteer Coordination and Hour Tracking: RMCS will launch a comprehensive new School-Family Communication Platform in 2026–27 that centralizes volunteer sign-up, scheduling, position descriptions, requirements, and hour tracking in a single, user-friendly system. This platform ensures that volunteer coordination is efficient, transparent, and accessible for all families — removing the logistical barriers that may have limited participation in prior years and providing school leadership with real-time data on volunteer	time is translating into measurable skill growth. Academic data for unduplicated pupils who have received consistent volunteer-supported practice is reviewed in comparison to prior year baselines to assess the contribution of the volunteer program to overall academic progress. Classroom Guide Feedback and Deployment Records: Classroom guides maintain records of volunteer deployment during the work cycle, documenting which students received volunteer-supported skills practice, the frequency and duration of support, and the specific skill areas addressed. Guide feedback on the quality and impact of volunteer support is gathered regularly and used to refine volunteer training, improve deployment strategies, and ensure that the support provided to unduplicated pupils is consistently aligned with

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
		engagement across the school. The platform's hour tracking capability provides RMCS with accurate, reliable data for monitoring the reach and consistency of volunteer-supported skills practice, with particular attention to the hours directed toward unduplicated pupil support. Ongoing Volunteer Appreciation and Community Recognition: RMCS actively recognizes and celebrates the contributions of family volunteers throughout the school year, affirming their impact on student learning and reinforcing their sense of belonging and meaningful participation in the school community. Recognition efforts include personal acknowledgment from teachers and school leadership, community celebration at school events, and regular communication to volunteers about the specific difference their presence is making for students. This culture of appreciation sustains volunteer engagement over time and encourages families who have not yet volunteered to step forward — continuously expanding the pool of trained, committed volunteers available to support unduplicated pupils and all students throughout the year.	their current learning needs and instructional goals. Volunteer Training Completion Data: RMCS tracks the percentage of active volunteers who have completed required Montessori classroom training, ensuring that all volunteers supporting unduplicated pupils are fully prepared to provide high-quality, pedagogically aligned skills practice. Training completion data confirms that the volunteer program maintains consistent standards of quality and that every student supported by a volunteer is receiving informed, appropriate, and effective assistance.
3.2	**Action:** Increased Family Feedback **Need:** Research and best practice in family engagement consistently confirm that unduplicated pupils — including socioeconomically disadvantaged students and those requiring additional services — are best served when their families feel genuinely heard, meaningfully included, and actively	RMCS addresses the family feedback and voice needs of unduplicated pupils through a comprehensive, schoolwide system of quantitative and qualitative survey methods, designed to reach as many families as possible across a variety of formats, languages, timing windows, and levels of accessibility. This action is implemented on a schoolwide basis because a culture of genuine feedback, transparency, and responsiveness benefits every family and strengthens the entire school community. When families at all levels of	RMCS monitors the effectiveness of its family feedback actions through a comprehensive framework that measures both the reach of feedback collection efforts and the quality and impact of the school's response to what families share:

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	consulted in the decisions and directions of the school community. A critical and often underaddressed need for unduplicated families is the assurance that their voices, perspectives, experiences, and concerns are not only welcomed but actively sought, carefully considered, and visibly reflected in school practices and programming. Families of unduplicated pupils may face additional barriers to traditional forms of school participation — including language access, work schedules, prior educational experiences, and varying levels of comfort engaging with school systems — that can result in their perspectives being underrepresented in school feedback and decision-making processes. RMCS has identified the development of a comprehensive, multi-modal, and intentionally inclusive family feedback system as an essential action for ensuring that the voices of unduplicated families are captured equitably, that their experiences of the school's programs and services are understood accurately, and that the school's continuous improvement efforts are genuinely responsive to the families it is most obligated to serve. **Scope:**	the school see that their input is actively sought and meaningfully acted upon, trust deepens, partnership strengthens, and the school's ability to serve every student — and in particular its most vulnerable students — improves. A schoolwide feedback system also ensures that the voices of unduplicated families are not isolated or treated as a separate concern, but are woven into the full fabric of the school's continuous improvement process — giving their perspectives equal weight, visibility, and influence in shaping the RMCS experience. Specific actions addressing this need include: Annual Comprehensive Family Survey — Quantitative and Qualitative: RMCS administers a comprehensive annual family survey that gathers both quantitative ratings and qualitative narrative responses across all major dimensions of the school experience — including academic program quality, communication effectiveness, family partnership opportunities, school climate and culture, student wellbeing support, Montessori program understanding, and overall family satisfaction. The survey is carefully designed to be clear, accessible, and respectful of families' time, and includes open-ended questions that invite families to share their experiences, suggestions, and priorities in their own words. Survey results are disaggregated by student subgroup — including unduplicated pupil families — to ensure that the perspectives and experiences of these families are specifically identified, analyzed, and addressed in the school's improvement planning.	Survey Participation Rates — Overall and Disaggregated: RMCS tracks participation rates for all family feedback surveys, disaggregated by student subgroup including unduplicated pupil families, to confirm that feedback efforts are reaching the families most critical to hear from. Participation rate data is reviewed after each survey cycle to assess the accessibility and reach of current methods and to identify subgroups that may require additional outreach, language support, or alternative feedback formats to ensure equitable representation. RMCS's goal is to achieve broad and representative participation across all family populations, with particular attention to maximizing response rates among unduplicated families. Qualitative Feedback Analysis — Themes and Trends: Qualitative

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
		Mid-Year Pulse Survey: In addition to the annual comprehensive survey, RMCS will administer a shorter, focused mid-year pulse survey to gather timely feedback on family partnership, communication quality, and program satisfaction at a point in the year when adjustments can still be made to benefit current students. The mid-year pulse survey provides RMCS with actionable, real-time data that allows the school to respond to emerging concerns, refine ongoing programs, and demonstrate to families — including unduplicated families — that their feedback produces visible, timely results. This responsiveness is itself a powerful driver of continued family engagement and trust. New Family and TK Welcome Series Feedback: Families participating in the New Family Montessori Welcome and Orientation Series will be invited to provide structured feedback at the conclusion of each session and at the end of the series, capturing their experience of the onboarding process, their growing understanding of the Montessori philosophy, and the areas where they would benefit from additional information or support. This feedback is particularly important for ensuring that RMCS's newest families — who may include a significant proportion of unduplicated pupils' families — feel genuinely welcomed, adequately informed, and confidently partnered with the school from the very beginning of their RMCS journey. Parent Education Series Session Feedback: Following each session in the expanded 2026–27 Parent Education Series, families will be invited to	narrative responses from all feedback instruments are systematically reviewed and analyzed by school leadership to identify recurring themes, specific concerns, areas of strength, and actionable suggestions for improvement. Qualitative data from unduplicated families is specifically coded and analyzed to ensure that their experiences and perspectives are given appropriate weight in the school's improvement planning process and that no significant concern raised by this population is overlooked or unaddressed. Year-Over-Year Satisfaction Trends: Annual survey data is tracked over time to identify trends in family satisfaction, partnership quality, communication effectiveness, and program experience across all subgroups. Year-over-year trend data provides RMCS with a

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
		provide immediate feedback on session content, relevance, accessibility, and delivery — as well as suggestions for future topics. This session-level feedback ensures that the Parent Education Series remains continuously responsive to family needs and that programming decisions are guided by the actual experiences and priorities of participating families. Feedback from unduplicated families will be specifically reviewed to ensure that the series is accessible, culturally responsive, and genuinely useful for the families who have the most to gain from deep school partnership. Upper Elementary Family Feedback — Targeted Outreach: Given the identified challenge of Upper Elementary family engagement in 2025–26, RMCS will implement targeted feedback outreach specifically designed to reach and hear from Upper Elementary families — including those who may not regularly participate in school events or respond to standard communication channels. This may include brief, accessible feedback tools shared through the student-led communication process, direct outreach from classroom guides, and individualized conversations with families of students who are experiencing academic or developmental challenges. Feedback gathered through this targeted outreach will directly inform the redesign of Upper Elementary family engagement strategies and ensure that the voices of Upper Elementary unduplicated families are represented in school improvement planning. Multilingual and Accessible Survey Design: All family feedback tools will be offered in the primary languages of RMCS families, with plain language	longitudinal view of its progress in strengthening family partnership and allows the school to assess whether specific improvement actions are producing the intended shift in family experience and perception — particularly among unduplicated families whose satisfaction and engagement are key indicators of the school's equity commitments. Mid-Year Pulse Survey Response and Action Tracking: Results from the mid-year pulse survey are reviewed promptly by school leadership, with specific actions identified and assigned in response to family feedback within a defined timeframe. Action tracking data confirms that mid-year feedback is producing timely, visible responses and that the school's commitment to responsiveness is being fulfilled consistently and transparently.

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		formatting and multiple response options — including digital, paper, and verbally assisted formats — to ensure that barriers of language, literacy, or technology do not prevent any family from participating. RMCS is committed to ensuring that the feedback system is as accessible to its most marginalized families as it is to those who navigate school communication with ease — because the perspectives of unduplicated families are among the most important the school can receive. Feedback Response and Communication — Closing the Loop: RMCS is committed to demonstrating to families that their feedback is not collected and filed, but actively read, genuinely considered, and visibly acted upon. Following each major feedback cycle, school leadership will communicate to families the themes heard, the actions taken in response, and the changes implemented as a result of family input. This closing-the-loop communication is a critical component of building trust with unduplicated families in particular — demonstrating that the school values their voice, takes their concerns seriously, and is continuously improving in direct response to their experience and guidance. School-Family Communication Platform — Integrated Feedback Tools: The new School-Family Communication Platform launching in 2026–27 will include integrated feedback and survey tools that make it easier than ever for families to share their perspectives quickly, conveniently, and at any point throughout the school year. The platform's accessibility and user-	Feedback Loop Communication Documentation: RMCS documents and tracks all instances of closing-the-loop communication with families — including the themes shared, the actions announced, and the changes implemented in response to family feedback. This documentation provides evidence of the school's commitment to genuine responsiveness and confirms that family feedback is producing real, observable improvements in school programs, communication, and partnership practices. Parent Education Series and New Family Welcome Series Participation and Feedback Scores: Session-level participation data and feedback scores from the Parent Education Series and New Family Montessori Welcome Series are tracked across all sessions to assess reach, accessibility, and perceived value.

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
		friendly design will lower barriers to participation for unduplicated families and provide RMCS with a consistent, centralized system for collecting, organizing, and analyzing family feedback data across all survey methods and timing windows.	Participation and satisfaction data are disaggregated by family subgroup to confirm that unduplicated families are engaging with these programs at equitable rates and finding them genuinely useful and responsive to their needs. Upper Elementary Family Engagement Data: Participation rates in Upper Elementary family feedback efforts, family meetings, and student-led sessions are tracked specifically to monitor progress in addressing the identified Upper Elementary engagement challenge. This data is reviewed regularly by school leadership to assess whether redesigned engagement strategies are producing measurable improvement in Upper Elementary family participation and voice — and to inform further refinements as needed throughout the year.

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
			School-Family Communication Platform Engagement Data: Platform usage data — including survey completion rates, feedback submission frequency, and family login and engagement metrics — provides RMCS with real-time insight into the accessibility and effectiveness of its integrated digital feedback tools. Platform data is reviewed regularly to identify families who may not be engaging with digital feedback channels and to ensure that alternative feedback options are proactively offered to ensure no family voice is missed.

Limited Actions

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

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

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

N/A

Additional Concentration Grant Funding

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

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

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	420501.56	76969	18.304%	0.000%	18.304%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$524,848.62	$0.00	$0.00	$0.00	$524,848.62	$504,160.62	$20,688.00

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	Attendance	Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools		$105,738.13	$0.00	$105,738.13				$105,738.13	100
1	1.2	Integrated Math Development	Students with Disabilities English Learners Foster Youth	No		English Learners Foster Youth	All Schools		$99,140.48	$5,312.00	$104,452.48				$104,452.48	
1	1.3	Reading & Writing Support Staff	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$68,164.16	$0.00	$68,164.16				$68,164.16	
2	2.1	Faculty Professional Development	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$28,483.95	$100.00	$28,583.95				$28,583.95	
2	2.2	Faculty & Student Participation in Mental Wellbeing Program	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$92,211.07	$0.00	$92,211.07				$92,211.07	
2	2.3	Montessori Personal Development Curriculum	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$82,426.50	$15,000.00	$97,426.50				$97,426.50	
3	3.1	Family Volunteering	Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	All Schools		$13,521.96	$0.00	$13,521.96				$13,521.96	
3	3.2	Increased Family Feedback	All Students with Disabilities English Learners	No		English Learners Foster Youth	All Schools		$14,474.37	$276.00	$14,750.37				$14,750.37	

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
			Foster Youth Low Income			Low Income										

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
420501.56	76969	18.304%	0.000%	18.304%	$105,738.13	100.000%	125.146 %	**Total:**	$105,738.13
								LEA-wide Total:	$105,738.13
								Limited Total:	$0.00
								Schoolwide Total:	$105,738.13

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**	Attendance	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$105,738.13	100
1	**1.2**	Integrated Math Development			English Learners Foster Youth	All Schools	$104,452.48	
1	**1.3**	Reading & Writing Support Staff			English Learners Foster Youth Low Income	All Schools	$68,164.16	
2	**2.1**	Faculty Professional Development			English Learners Foster Youth Low Income	All Schools	$28,583.95	
2	**2.2**	Faculty & Student Participation in Mental Wellbeing Program			English Learners Foster Youth Low Income	All Schools	$92,211.07	
2	**2.3**	Montessori Personal Development Curriculum			English Learners Foster Youth Low Income	All Schools	$97,426.50	
3	**3.1**	Family Volunteering			English Learners Foster Youth Low Income	All Schools	$13,521.96	

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 (%)
3	3.2	Increased Family Feedback			English Learners Foster Youth Low Income		$14,750.37	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$490,073.37	$425,508.75

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**	Attendance	No Yes	$104,767.53	86482.16
1	**1.2**	Integrated Math Development	No	$98,323.85	83841.67
1	**1.3**	Reading & Writing Support Staff	No	$44,032.12	55721.32
2	**2.1**	Faculty Professional Development	No	$27,000.00	24911.86
2	**2.2**	Faculty & Student Participation in Mental Wellbeing Program	No	$88,696.27	74214.08
2	**2.3**	Montessori Personal Development Curriculum	No	$94,196.68	79714.50
3	**3.1**	Family Volunteering	No	$13,128.11	13128.11
3	**3.2**	Increased Family Feedback	No	$19,928.81	7495.05

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)
75176	$104,767.53	$86,482.16	$18,285.37	100.000%	100.000%	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**	Attendance	Yes	$104,767.53	86482.16	100	100

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)
	75176		0.000%	$86,482.16	100.000%	100.000%	$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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