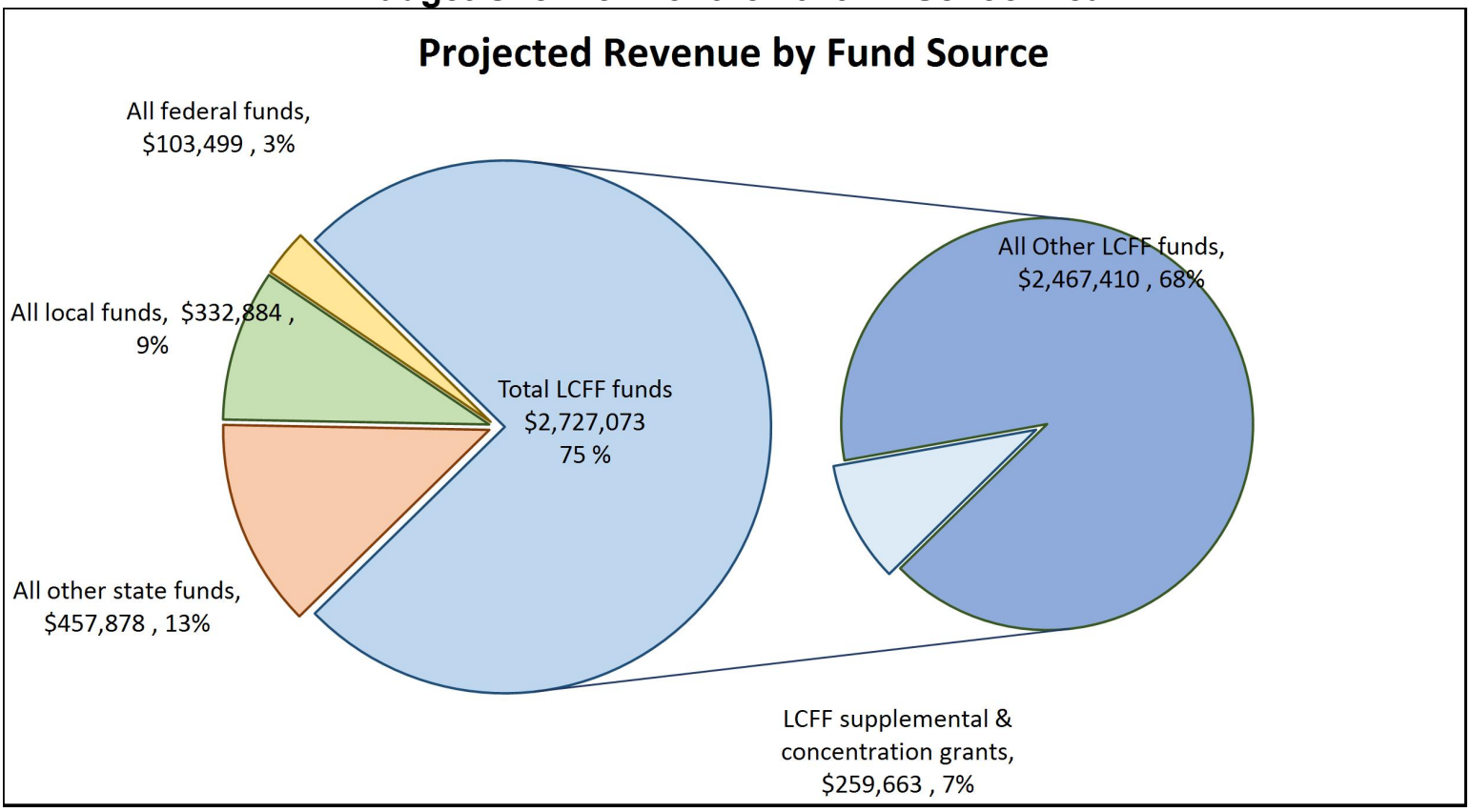
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Redding STEM Academy
CDS Code: 45104540132944
School Year: 2026-27
LEA contact information:
Tom Vanderpool and Tiffany Dorroh
Principal/ Directors
tvanderpool@rstem.org
530-275-5480

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

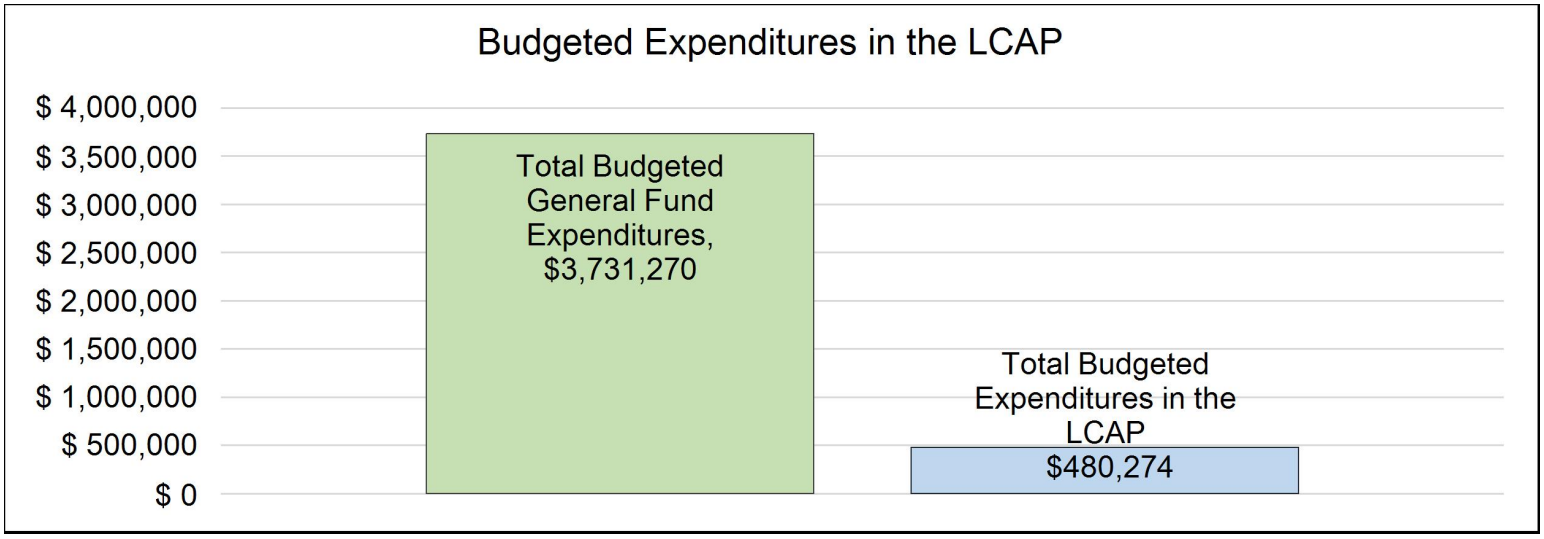


This chart shows the total general purpose revenue Redding STEM Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Redding STEM Academy is $3,621,334, of which $2727073 is Local Control Funding Formula (LCFF), $457878 is other state funds, $332884 is local funds, and $103499 is federal funds. Of the $2727073 in LCFF Funds, $259663 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 Redding STEM Academy 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: Redding STEM Academy plans to spend $3731270 for the 2026-27 school year. Of that amount, $480274 is tied to actions/services in the LCAP and $3,250,996 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

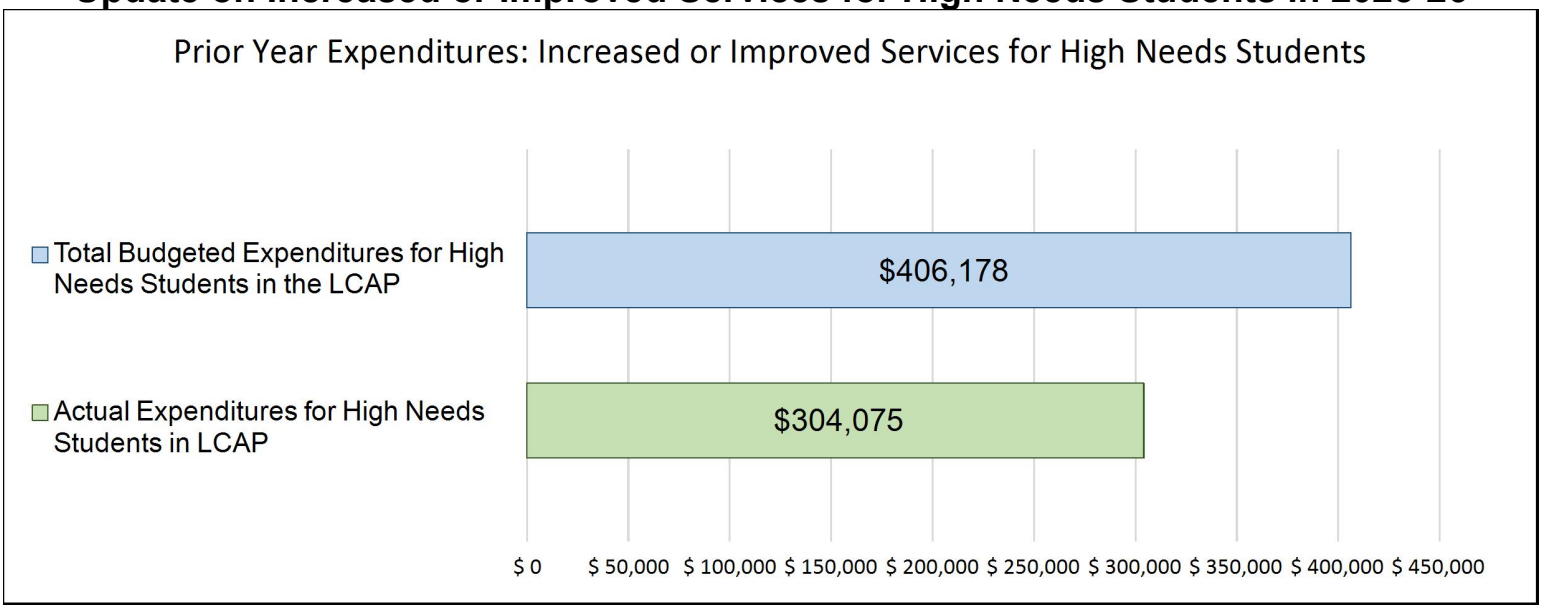
The expenditures not appearing in the LCAP are primarily the core expenditures relating to instruction; salaries, benefits, supplies and curriculum, operating expenses relating to the site; occupancy, utilities, and the general services that are contracted for in order to operate a Charter school.

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

In 2026-27, Redding STEM Academy is projecting it will receive $259663 based on the enrollment of Foster Youth, English learner, and low-income students. Redding STEM Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Redding STEM Academy plans to spend $348307 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 Redding STEM Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Redding STEM Academy 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, Redding STEM Academy's LCAP budgeted $406178 for planned actions to increase or improve services for high needs students. Redding STEM Academy actually spent $304075 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $102,103 had the following impact on Redding STEM Academy’s ability to increase or improve services for high needs students:

Changes in supplemental concentration funding as well as staffing changes contributed to the difference between the initial LCAP budget, and the actual expenditures incurred throughout the year. Goals were met in previous years which minimized the impact to services in the current year. The core goals for the year were implemented and the services provided stayed consistent throughout the year.

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
Redding STEM Academy	Tom Vanderpool and Tiffany Dorroh Principal/ Directors	tvanderpool@rstem.org and tdorroh@rstem.org 530-275-5480

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.

Redding STEM Academy is a site based, TK-8 charter school in Redding, California. The school's mission is to develop curious and academically skilled young people who aspire to be principled and compassionate leaders. Through a rigorous TK-8 college preparatory, personalized learning program, with a focus in science, technology, engineering and math, Redding STEM Academy affords its students the experiences, skills, and values that will prepare them for citizenship, high school, college, and global competition in the 21st century. Our programs strive to create students who are self-motivated, competent, lifelong learners.
The school currently serves 230 students. Of those students, 59.9% qualify for free or reduced lunch, 0.4% are English language learners, 1.3% are foster youth and 16.5% are students with disabilities. Chronic absenteeism will continue to be a focus goal for the LCAP, as will the suspension rate. The school was in ATSI because there was a higher percentage of students with disabilities that were chronically absent in the 2022-23 school year. However, the 2023-24 Dashboard data shows that this is no longer an issue so the school is no longer in ATSI. The school's language arts scores on the CAASPP and on internal assessments have improved over time but math scores have remained relatively stagnant. Math will be an academic growth goal for the LCAP. School climate, including reducing the suspension rate will continue to be a goal for the LCAP. The Learning Recovery Emergency Block Grant will be used to support these efforts as identified by the needs assessment.

Reflections: Annual Performance

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

LOCAL INDICATORS
I-Ready assessments show growth in language arts. Math assessments have shown mixed results and continue to be an area for improvement.

Reading
16/17 17/18 18/19 19/20 20/21 21/22 22/23 23/24 24/25
>1 Below 26.6% 27.0% 19% 18% 15% 17% 14% 21% 22%
<1 Below 27.3% 23.9% 25%. 22% 22% 27% 24% 17% 20%
On / Above 46.0% 52.2% 56% 60% 63% 55% 60% 62% 59%

Math
16/17 17/18 18/19 19/20 20/21 21/22 22/23 23/24 24/25
>1 Below 20.9% 18.7% 13% 11% 10% 15% 16% 20% 23%
<1 Below 34.5% 29.9% 40% 36% 42% 37% 38% 40% 41%
On / Above 44.6% 51.5% 47% 53% 49% 48% 45% 41% 37%

CAST Data 21-22 22-23 23-24 24/25
Standard Met/Exceeded 32.61% 46.51% 47.6% 62.4% Green 4.8%increase
Standard Not Met 15.22% 9.3% 14.3%

RSTEM students in fifth and eighth grades have shown significant improvement in science concepts since beginning work with the STEMScopes curriculum in conjunction with Project Lead the Way and other science concepts being taught within the classroom and the science lab.

CA DASHBOARD DATA

Progress in English Language Arts
2018 - 4.5 points below standard - Increased 4.1 Points - Green
2019 - 1.8 points below standard - Increased 2.6 Points - Green
2020 - No Data available due to COVID-19
2021 - 16.9 point increase; distance from standard not calculated due to COVID.
2022 - 1.2 points above standard
2023 - .9 points below standard - maintained with -2.1 - Yellow
2024 - 6.8 points below standard - Decline 5.8 Points - Orange
2025- 7.6 points below standard - Decline .8 points - Orange

Progress in Math
2018 - 15.8 points below standard - Increased 17.7 Points - Green
2019 - 23.8 points below standard - declined 8 Points - Yellow
2020 - No Data available due to COVID-19
2021 - 6.58 point increase; distance from standard not calculated due to COVID.
2022 - 27.6 points below standard
2023 - 17 points below standard - increased 10.6 points - Green
2024 - 29.6 points below standard - declined 12.6 points - Orange
2025- 43.7 points below standard - declined 14.1 points - Orange

2025 Dashboard, RSTEM language arts scores and math scores were orange. Language Arts showed average growth and Math was moderate growth in terms of student growth from previous years scores. No student groups were in the red category. Overall, the school has improved academically over the past six years due in large part to the intervention that was developed in the previous LCAP. LCAP and Title 1 Interventions appear to be effective for the school as a whole. Chronic absenteeism is now in the green category along with Science scores. 69.5% of RSTEM students improved their Science score from the previous year.

On the 2024 Dashboard, RSTEM language arts scores and math scores were yellow. When looking at student groups; all student groups were in the yellow category for language arts and math. No student groups were in the red category. Overall, the school has improved academically over the past six years due in large part to the intervention that was developed in the previous LCAP. LCAP and Title 1 Interventions appear to be effective for the school as a whole. Language arts has remained consistent despite the influences of COVID. Math growth has been inconsistent. We have done an analysis of the data to determine what the root cause may be. We believe our students lack fluency in their foundational math skills which is affecting their overall math ability. This is being addressed this LCAP.

In the 2023-24 school year, RSTEM implemented two new strategies for intervention. The first was organizing study hall times for middle schoolers so they have the opportunity for both math and reading intervention twice a week for 40 minutes. The second was the adoption of Spring Math in our kindergarten through sixth grade classes. This program is a class-wide intervention program that builds math fluency based on summative as well as formative assessments. The RSTEM team is hopeful that targeting these foundational skills will improve students' math skills over time. Additionally, lessons on resiliency, hope, and executive functioning skills are being taught in various grade levels based on data from student surveys.

In 2022-23 RSTEM was in ATSI because chronic absenteeism continued skyrocketing in 2021-22 due to COVID illnesses and quarantines. Multiple student groups were identified for ATSI: Hispanic students, students with two or more races and students with disabilities. All three groups struggled with chronic absenteeism in 21-22. The school hired a paraprofessional to monitor attendance more closely and reach out to families who are struggling with attendance issues. In 2023, the Dashboard showed a 10% increase in the attendance rate overall; however, our students with disabilities were in the red category. The 2024 dashboard shows that attendance has improved. The strategies we have adopted for the LCAP seem to be effective. It will continue to be a focus goal for the LCAP. RSTEM will continue to send home information to parents about the importance of student attendance and will continue with acknowledging students who have good attendance, as well as creating experiences that help students feel connected and excited about coming to school.

School-wide Chronic Absenteeism
2018 - 8.3% chronically absent - Declined 3.9% Green
2019 - 6.7% chronically absent - Declined 1.6% Green
2021 - 25.7 percent - increased 19 percent due to COVID shutdowns and quarantines.
2022 - 30.4% due to COVID shutdowns and quarantines.
2023 - 20.3% chronically absent - Declined 10% Yellow
2024 - 12.2% chronically absent - Declined 8.1% Yellow
2025- 7.8 % Declined 4.4% Green

Chronic Absenteeism: 18-19 21-22 22-23 23-24 24-25
Hispanic NA 29% NA NA 5%
2 or more races 11.1% 35.3% 20.9% O 14.6% Y 8.6%
Students with Disabilities 8.8% 22.5% 24.4% R 13% Y 7.1%
Socio-economically Dis. 10.1% 35.9% 26.1% Y 17% Y 10%

In 2023, the school was identified for ATSI because of the chronic absenteeism for students with disabilities. In 2024 the school is no longer in ATSI.

School-wide Suspension Rate
2017 - 5.3% - Decreased 2% Yellow
2018 - 2% - Decreased 3.3% Green
2019 - 3.7% - Increased 1.7% Orange
2020 - .8% - Decreased 2.9%
2021 - No data due to COVID-19.
2022 - 3.2% - Increased 2.2%
2023 - 3.6% - Increased .4% Orange
2024 - 3.2% - Decreased .3% Yellow
2025- 5.4% - increased 2.1% Red

Suspension Rate: 18-19 21-22 22-23 23-24 24-25
Hispanic Students NA 9.7% NA NA NA
2 or more races 0% 0% 2.2% O 2.4% Y NA
Students with Disabilities 5.9% 5% 4.3% Y 4% Y NA
Socio-economically Dis. 4.5% 3.1% 5.8% R 3.9% Y NA

School climate will continue to be a focus for RSTEM. The school has been working on its restorative practices through PBIS using MTSS

(Multi-tiered Systems of Support) in order to find ways to instruct and discipline students without suspending them. One way the school has addressed this is by reviewing the PBIS strategies that focus on positive reinforcements and following a process whereby students have an opportunity to learn from their mistakes. The school's social-emotional team has been strategically addressing students with behaviors and emotional needs on campus. The team is using Kelvin to survey students and find out what the needs are. Through this data, they are able to support students in small groups, class-wide lessons, and individual supports. The team is working with students who have big behaviors to help them find other ways to express themselves and bring resolution to their struggles without distracting others. The school has adopted the SEL program "Character Strong" and is finding that this helps students learn ways to work through their feelings in a healthy way.

The Learning Recovery Emergency Block Grant (LREBG) will be used to hire paraprofessionals to support students who are struggling with math and language arts skills as indicated in the needs assessment.

Reflections: Technical Assistance

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

Not applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Site Council/Parent Advisory Committee	Because RSTEM is a small charter school, the LCAP is the focus for the Site Council/Parent Advisory Committee. In 2025-26 the committee met and reviewed the LCAP and related documentation on 11/14, 1/16, 3/13. Parents were able to meet on campus. School data and the dashboard were shared with them. The mid-year LCAP report was shared with them. They helped with deciding which LCAP goals and actions to focus on to support all student learning and particularly any student groups who are struggling for the new LCAP. The group agreed that the proposed goals and actions matched the needs of students on campus.
School Board	On 1/21/26 the SARC and Safety Plan were presented. 2/25/26 the mid-year LCAP report was approved by the board. Throughout the year, the Dashboard data was reviewed, as well as internal I-Ready assessment data. The parent, staff and student input from the various surveys were discussed in subsequent meetings and LCAP goals and actions were discussed and updated. The board agreed that the goals match the needs of the students.
Parents	A survey was sent on 4/30/26 to encourage parent feedback and to give them a place to share their ideas for the LCAP. Multiple reminders were sent. In 2024, 61 families responded to the survey. Many of those families had multiple RSTEM students. This accounted for 39% of the school population.

Educational Partner(s)	Process for Engagement
	In 2025, 43 families responded to the survey. Many of those families had multiple RSTEM students. This accounted for 26% of the school population. In 2026, 58 families responded to the survey. Many of those families had multiple RSTEM students. This was an increase in 15 responses from the previous year.
Students	In the spring of 2026, a survey was sent out to the 3rd through 8th graders on . They gave feedback regarding how they feel about school and improvements that could be made to help with the development of the LCAP and the state priorities. 125 students responded to the survey. The data from the different student groups was analyzed and reported on in the state priorities report.
Teachers	Staff meetings/collaborations were held on 8/15, 9/5, 9/19, 10/3, 10/24, 11/7, 12/5, 1/09, 1/23, 2/6, 3/13, 3/27, 4/17, 5/1, and 5/15,. LCAP goals were reviewed. Academic data and survey data were reviewed, and ideas for LCAP goals were shared.
Support Staff	A survey was sent to support staff on 3/13/26. 12 out of 13 paraprofessionals responded. The director presented new LCAP goals at the paraprofessional meeting and received feedback.
Administrators	The co directors met throughout the creation of the LCAP goals to discuss the goals and actions for the new LCAP.
El Dorado SELPA	An email was sent to the SELPA representative to ask for input on the school's LCAP. She sent a response letting us know the SELPA's priorities regarding LCAP development.

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

Site council:
2023-24
Chronic Absenteeism: A parent recommended that school staff post articles regarding the importance of students attending school in their newsletters on a regular basis was proposed. They also recommended explaining that there is an opportunity to get an independent study

when students are out over a period of time. These ideas were considered when developing this goal to address the ATSI needs for our students with disabilities. Action: 1.1, 1.2
Opportunities for all students: A Site Council Member asked if the school could use ELOP funds for off site after school opportunities. The group talked about the value of the after-school ELOP clubs. Action: 1.10. 1.11
General Feedback: The atmosphere on campus is positive overall. Parents like the new clubs on campus and are pleased to see the student interactions and growth on campus. The site council helped with deciding which LCAP goals and actions. The group agreed that the proposed goals and actions matched the needs of students on campus.
2025-26
General Feedback: The atmosphere on campus continues to be positive overall. Parents are pleased to see that there were more after school club this year and more students participated in clubs. The group agreed that the proposed goals and actions matched the needs of students on campus.
2024-25
Attendance: The site committee mentioned that the monthly assemblies where classes are acknowledged for their good attendance seems to be successful. They also encouraged the school to continue offering independent studies for students who are out multiple days.
General Feedback: Parents continue to appreciate the ELOP clubs. They would like to see more clubs for Kinder through third grade. The clubs that have been offered have been really engaging.
2025-26
Attendance: The site committee provided feedback on strengthening communication with families about the importance of daily attendance and supported implementing positive attendance incentives- student drawing for lunch with the directors, recognition programs- whole class pizza party for the classroom with the highest total attendance.

School Board:
2023-24
School Culture: The board would like to expand evening opportunities for students and families to connect. Action: 1.12
General Feedback: The board agreed that the school is making progress. They think that the goals and actions support student needs on campus and approved the LCAP in June.

2024-25
School Culture: The board is happy with the opportunities that families have had to connect with the school and are hopeful for the future.

2025-26
School Culture: The board acknowledged the effective use of data to guide decision making and allocate resources strategically. They specifically recognized progress in closing achievement gaps, expanding intervention supports, and enhancing after-school and enrichment programs aligned to student needs.

Parents:
2023-24
General Feedback: Parent surveys were mostly positive. The parents value the school staff, Academy intervention, after school clubs and sports, and are overall satisfied with their child's experience at RSTEM. Several parents were concerned about student discipline and the behavior of some students. Action: 1.3, 1.4, 1.5, 1.6, 1.7, 1.10, 1.11, 1.12, 1.13, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

2024-25
Parents continue to be satisfied overall with their child's experience at RSTEM. Several parents continue to be concerned about student discipline and the behavior of some students. Action: 1.6, 1.7, 1.10, 1.11, 1.12, 1.13, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7

2025-26
Parents commended the school for fostering a welcoming, inclusive, and student centered environment. They noted improvements in student social/emotional growth, academic growth, increased participation in school activities, and stronger relationships among students, staff, and families. Communication between parent and teacher and some of the app platforms will be an area to target for improvement.

Students:
2023-24
General Feedback: Students in student council reported that they thought the goals were good and still fit the needs of the school.
Intervention: They talked about the importance of the Academy intervention time. Four of them had been in Academy when they were younger and no longer needed that support because they are at or above grade level. The whole group agreed that it was a good thing to continue Academy. Action: 2.3, 2.4
School culture: They really like the new ELOP clubs and the sports program. They hope these will continue into the future. Action: 1.10, 1.11, 1.12

2024-25
School culture: Students continue to appreciate the ELOP clubs and the sports program. They hope these will continue into the future. Action: 1.10, 1.11, 1.12

2025-26
School culture: students appreciated the expanding enrichment opportunities such as Academy, clubs, sports programs, whole school events, motivational assemblies and sports activities. Action: 1.10, 1.11, 1.12

Teachers:
2023-24
Intervention: Teachers shared that the data shows that Academy is an effective time for students to receive small group intervention in math and reading. Action: 2.3, 2.4
Academics: Teachers are wondering if the students would benefit from a comprehensive writing and grammar program? It was suggested that a metric be put into Goal 2 regarding developing a plan for writing. They are hopeful that Spring Math, the newly adopted intervention program, will help students with their math skills. Action: 2.2, 2.8
Social/Emotional: Teachers see the value in "Character Strong" which is teaching students to be good citizens. There is some concern about having less paraprofessionals on campus (due to the ending of ESSER money), and they have asked if it might be possible to continue having an SEL support person for the future. Action: 1.3, 1.4, 1.5, 1.6, 1.7
School Culture: Teachers are seeing the need to rework the school-wide PBIS expectations in light of the new recess law (SB 291). Action: 1.6
General Feedback: When the goals and actions were reviewed, teachers agreed that they fit the needs of the student body.

2024-25
Academics: The teachers have chosen a new writing program for K-3 and 4-8. They appreciate the opportunity to have a voice in which direction the school is going academically.
Social/Emotional: The team was wondering if the students will satiate on the "Character Strong" curriculum over time. They are reviewing other programs to see if they will be more engaging.
School Culture: The new PBIS strategies seem to be working for most students. The overall feel of the campus is positive though there were some major behavior infractions in the middle school earlier in the year.

2025-26
Academics: Two new writing programs have been implemented and the teachers have reported progress is being made in this area. Spring Math is fully implemented and growth is being shown in student iReady scores.
Social/Emotional: Character Strong curriculum is still being implemented. Small groups have been targeted to work with our at risk behavior counselor and a new at risk behavior support person was added to the staff.
School Culture: the impact of restorative practices PBIS, social-emotional learning initiatives(Invictus, executive functioning, Kinder life skills), and expanded student support services in promoting a safe and respectful campus culture.

Support Staff:
2023-24
Social/Emotional: Support staff, including classroom aides, recess aides, office staff, and the social emotional support staff, shared that the PBIS strategies need to be fine tuned. Some of the consequences that used to be helpful have lost some of their effectiveness. Action: 1.3, 1.4, 1.5, 1.6, 1.7
General Feedback: The support staff reviewed the LCAP goals and actions and agreed that they were appropriate and fit the needs of the students.

2024-25
Social Emotional: The PBIS strategies seem to be working for most students, but there is some concern about small group of dysregulated students who can make it difficult for others to learn. There are those who would like stricter consequences for repeat offenders.

2025-26
The support staff reviewed the LCAP goals and actions and agreed that they were appropriate and fit the needs of the students. Support staff is still concerned that a small group of students are not responding to PBIS strategies.

Administrators:
2023-24
Academics: In February the vice principal mentioned that Criterion may not be the most reliable resource for assessing writing. Action: 2.8
School Culture: The administrative team sees a need to support teachers in the classroom for students who struggle with their emotions. A social-emotional support person will be a benefit to school culture. Action: 1.3, 1.4, 1.5, 1.6, 1.7
General Feedback: The goals and actions were comprehensive and hit many of the areas that will support positive student outcomes.
2025-26

Academics: 2 writing curriculums implemented this year grades 3-8. S
School Culture: An at risk behavior assistant was hired to support students that became dysregulated at school.
General Feedback: The goals and actions were comprehensive and hit many of the areas that will support positive student outcomes.

2025-26
SELPA:
General feedback: The programs put into place for general education students will align with the needs of special education students as they are also part of the general education program. Action: 2.1, 2.2, 2.3, 2.4, 2.5, 2.7, 3.1, 3.3, 3.4

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	RSTEM will maintain a safe, positive, and productive learning environment where students are meaningfully engaged in academics as well as a wide variety of co-curricular activities. Through positive interventions and supports (PBIS), students will learn to be good citizens who choose to stay engaged in the learning process and come to school daily. Attendance rates will improve, chronic absenteeism will decrease, and the suspension rates will decrease.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed because there are students who struggle with being engaged with school. Chronic absenteeism has been an issue for the past three years. Even though absenteeism is improving, this last year, RSTEM was flagged for ATSI and had red on the CA Dashboard for students with disabilities being chronically absent; additionally, students who are socioeconomically disadvantaged were identified in the red category for the suspension rate. The team believes that students who have social-emotional support during the school day, combined with engaging activities during and after school are often more likely to come to school and participate in class. LREBG funds were expended to support staff in getting trained in trauma informed practices, evidence based supports that address barriers to student learning, and literacy and math professional development. Metrics were added for Percentage of English learner pupils who make progress toward English proficiency, or any subsequent assessment of English proficiency, English learner reclassification rate, Middle school dropout rates, Pupil expulsion rates, School attendance rates to meet the criteria for state priorities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	The number of students who state they have been bullied on the student survey will decrease yearly by three percent.	73.4 percent of students stated they were neutral or were not bullied.	78 percent of students stated that they were neutral or had not been bullied in 2024-25.	60 percent of students stated that they were neutral or had not been bullied in 2025-26.	80 percent of students will state either "neutral" or they were were not bullied on the	decreased 13.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					annual student survey.	
1.2	The chronic absenteeism rate school-wide will improve by 2.75 percent per year.	RSTEM students were in the yellow category on the 2023 Ca Dashboard with a chronic absenteeism rate of 20.3%.	RSTEM was in the yellow category for the 2024 Dashboard. The chronic absenteeism rate was 12.2%.	RSTEM was in the green category for the 2025 Dashboard. The chronic absenteeism rate was 7.8%.	RSTEM students will be in the yellow category on the Dashboard with a chronic absenteeism rate of 12.3%.	Decreased by 4.4%
1.3	The chronic absenteeism rate for students with disabilities (a group identified for ATSI and in the red category on the Dashboard) will improve by 3 percent per year	Students with disabilities were in the red category on the 2023 Ca Dashboard with a chronic absenteeism rate of 24.4%.	RSTEM was in the yellow category for the 2024 Dashboard. The chronic absenteeism rate for students with disabilities was 13%.	RSTEM was in the green category for the 2025 Dashboard. The chronic absenteeism rate for students with disabilities was 10%.	Students with disabilities will be in the yellow category on the dashboard with a chronic absentism rate of 12.4%	Decreased by 10%
1.4	The percentage of students who are suspended from school will decrease by .4 percent yearly.	RSTEM students were in the orange category for the 2023 Dashboard because 3.6% of students were suspended.	RSTEM was in the yellow category for the 2024 Dashboard. The suspension rate was 3.2%	RSTEM was in the red category for the 2024 Dashboard. The suspension rate was 5.4%	RSTEM students will be in the green category for the 2027 Dashboard with 2.4% of students being suspended.	Increased by 2.1%
1.5	The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.	Socio-economically disadvantaged students were in the red category for the 2023 Dashboard because 5.8% of them were suspended.	Socio-economically disadvantaged students were in the yellow category for the 2024 Dashboard. The suspension rate for this group was 3.9%.	Socio-economically disadvantaged students were in the orange category for the 2024 Dashboard. The suspension rate for this group was 5.5%.	Socioeconomically disadvantaged students will be in the yellow category for the 2027 Dashboard with 3.55% of them being suspended.	Increased by 1.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	The number of students participating in sports will increase by 4 each year.	In the fall of 2023 cross country - 25 boys/girls boys basketball team - 12 girls basketball team- 10 soccer - 15 students (co-ed) Coed basketball- 4 girls/ 7 boys Total extra curricular sports- 73	2024-25 cross country-29 boys/10 girls soccer-9 boys/2 girls volleyball-1 boy/11 girls flag football-14 boys/1 girl 4/5 bball- 8 girls/7 boys Girls bball- 12 girls Boys bball- 12 boys Total sports- 116	2025-2026 Cross Country 2 Soccer 10 Volleyball 9 Flag Football 15 4/5 Basketball 12 Girls Basketball 9 Boys Basketball 11 Softball 12 Total sports- 80	81 students will participate in sports each year.	Decreased by 36 students
1.7	The number of students participating in extracurricular after school activities (ELOP) will increase by 5 each year. Extracurricular activities will include sports, robotics, art, STEM and other activities yet to be determined.	Student participation will be tracked more closely next year. 2024-25 will be the base line year for monitoring how many students participate in ELOP clubs.	in 2024-25, 171 K-8 students participated in extra curricular programs like ELOP clubs and the sports program. This is 68% of the student population.	in 2025-26, 211 K-8 students participated in extra curricular programs like ELOP clubs and the sports program. This is 84% of the student population.	65% of RSTEM students will participate in extra-curricular activities offered by the school.	Goal exceeded
1.8	Percentage of English learner pupils who make progress toward English proficiency, or any subsequent assessment of English proficiency, will not have a performance color or be in the blue on the California dashboard.	Fewer than 11 students, no performance color was given on the CA dashboard.	Fewer than 11 students, no performance color was given on the CA dashboard.	Fewer than 11 students, no performance color was given on the CA dashboard.	Fewer than 11 students, no performance color was given on the CA dashboard.	Goal met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	English learner reclassification rate- all EL students will take the ELPAC	RSTEM has 1 EL student.	Student participated in ELPAC	Student participated ELPAC	100% participation in ELCAP	goal met
1.10	Middle school dropout rates	RSTEM had 0 middle school dropouts	RSTEM had 0 middle school dropouts	RSTEM had 0 middle school dropouts	RSTEM had 0 middle school dropouts	goal met
1.11	Pupil expulsion rates	RSTEM had 0 student expelled from school	RSTEM had 0 student expelled from school	RSTEM had 0 student expelled from school	RSTEM had 0 student expelled from school	goal met
1.12	School attendance rates	RSTEM average daily attendance rate is over 92%	RSTEM average daily attendance will maintain 92%	RSTEM average daily attendance will maintain 92%	RSTEM average daily attendance will maintain 92%	This is a maintenance goal

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.

In 2024-25 the plans for goal 1 were fully implemented with the exception of the PBIS paraprofessional whose role shifted at the beginning of the year with the changes in PBIS discipline strategies due to the implementation of the new "recess law". Rather than having one PBIS paraprofessional, the school has added time to multiple paras schedules to monitor recess behavior and intervene before incidents occur on the playground. This added yard duty time will be included in this revised 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.

The only material difference between budgeted expenditures and the actual expenditures was regarding the PBIS paraprofessional (Measurement 1.3) whose role is no longer needed because of the adjustments to the PBIS plan due to changes made by the recess law SB 291. Paraprofessional time was added to monitor recess time. This time will be added to the new actions.

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

The data regarding goal 1 demonstrates that the actions taken were effective. Attendance increase, chronic absenteeism decreased, the suspension rate was reduced, and there was a reduction in students who felt bullied. Each of the actions supported student engagement and community connection.

1.1 Back-to-school Orientation Presentations: Attendance rates did increase. The school-wide chronic absenteeism rate has continued to improve. This is an effective goal.

1.2 A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences: Attendance rates did increase. The school-wide chronic absenteeism rate has continued to improve. This is an effective goal.

1.3 Paraprofessionals will be hired to assist on the playground for relational and social-emotional support: Student report less bullying and less students were suspended this year. This points to the effectiveness of this goal in promoting a positive school climate.

1.4 The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades: Student report less bullying and less students were suspended this year. This points to the effectiveness of this goal in promoting a positive school climate.

1.5 Social-emotional Support Person to do whole class and small group instruction for social/emotional learning: Student report less bullying and less students were suspended this year. This points to the effectiveness of this goal in promoting a positive school climate.

1.6 Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time:Student report less bullying and less students were suspended this year. This points to the effectiveness of this goal in promoting a positive school climate.

1.7 This year the teachers taught anti-bullying and SEL lessons after the survey was sent. Next year we will do this differently. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall. PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program: Student report less bullying and less students were suspended this year. This points to the effectiveness of this goal in promoting a positive school climate.

1.8 Purchase of Project Lead the Way Curriculum and Makerspace materials: Students stayed engaged in the learning process and came to school daily. Attendance rates improved and chronic absenteeism decreased. This was an effective action.

1.9 The sports coordinator will advertise to encourage participation for each sport: Students stayed engaged in the learning process and came to school daily. Attendance rates improved and chronic absenteeism decreased. This was an effective action.

1.10 A robotics teacher will develop or join in a local competition: Students stayed engaged in the learning process and came to school daily. Attendance rates improved and chronic absenteeism decreased. This was an effective action.

1.11 A variety of after school clubs will be run by school staff for TK-8th grade students using the ELOP funds: Students stayed engaged in the learning process and came to school daily. Attendance rates improved and chronic absenteeism decreased. This was an effective action.

1.12 A variety of after school field trips during the evenings and weekends using ELOP funds: Students stayed engaged in the learning process and came to school daily. Attendance rates improved and chronic absenteeism decreased. This was an effective action.

1.13 In order to gain more parent input, communicate in newsletter the importance of parent responses to the spring survey. Send out Bloomz reminders the week leading up to parent survey: This was a partially effective action. Next year, in addition to sending out Bloomz messages, parent participation will be incentivized.

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.

Action 1.3 regarding the PBIS para professional will be altered to reflect the extra para professionals who have been hired to address and mitigate student behaviors at morning and lunch recess.

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	Back-to-school Orientation Presentations	An attendance presentation will be recorded and shared at "Back-to-school Orientation" for the first through eighth grade families regarding the importance of student attendance. Administrators will speak directly to TK and K families that evening. This will require 4 hours for each administrator.	$617.00	Yes
1.2	A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences.	A classified employee will follow ups with attendance issues and provide support to families with needs outside of a typical school day or classroom environment.	$6,500.00	Yes
1.3	Paraprofessionals will be hired to assist on the playground for relational and social-emotional support.	One or two yard duty will work during morning and/or lunch recesses five days a week for a maximum of two hours a day in order to support students who are struggling with their behaviors.	$14,750.00	Yes
1.4	The school psychologist (.2 FTE) will be available for mental health support	.2 FTE school psychologist for tier 1 and tier 2	$28,843.03	Yes

Action #	Title	Description	Total Funds	Contributing
	for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.			
1.5	Social-emotional Support Person to do whole class and small group instruction for social/emotional learning.	Hire an intern or PPS candidate or a school counselor 3 days a week for $26 dollars an hour	$57,034.00	Yes
1.6	Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time.	1 credentialed, or trained classified staff member will do intensive reflective work for two thirty minute sessions weekly (as needed) with students who commit serious or persistent behavior violations.	$16,538.00	Yes
1.7	Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall.	3 staff in service days on PBIS and the implementation of the PBIS plan. Incentives will be given to students who receive rocket awards and character cards.	$2,851.00	Yes

Action #	Title	Description	Total Funds	Contributing
	PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program.			
1.8	Purchase of Project Lead the Way Curriculum and Makerspace materials	PLTW is the STEM curriculum utilized by the charter school. Makerspace is the hands-on art lab created by the charter school. Prop 28 funding will be used to staff and ensure proper supplies for the Maskerspace.	$19,068.00	Yes
1.9	The sports coordinator will advertise to encourage participation for each sport.	PE teacher .1 FTE	$6,818.00	Yes
1.10	A robotics teacher will develop or join in a local competition.	A certificated teacher will run an after school robotics club using ELOP funds.	$1,219.00	No
1.11	A variety of after school clubs will be run by school staff for TK-8th grade students using the ELOP funds.	School staff will run 5-6 week sessions of after school clubs. The rate for highly qualified teachers is $60 an hour and for other staff it is $35 an hour.	$36,196.00	No
1.12	A variety of after school field trips during the evenings and weekends using ELOP funds	Certificated teachers will be encouraged to promote after school classroom and all school field trips using ELOP funds.	$18,727.00	No
1.13	In order to gain more parent input, communicate in newsletter the importance of parent	Annual cost for Bloomz to communicate with families.	$1,560.00	No

Action #	Title	Description	Total Funds	Contributing
	responses to the spring survey. Send out Bloomz reminders the week leading up to parent survey.			
1.14	Full time TK para professional	LREBG ACTION: A paraprofessional was used to assist the TK classroom with trauma informed practices, socio-emotional learning, and other evidence based supports that address barriers to student learning.	$12,653.00	No Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Based on I-Ready Diagnostics in Math and LA, Smarter Balanced Assessments, the percentage of students meeting proficiency or making significant progress toward proficiency in Language Arts, Math, and Science will improve yearly. Math will be a special focus area where students will make more progress than in previous years compared to Language Arts. All R-STEM students will utilize Chromebooks to access individualized instructional software appropriate to their grade level. Students will utilize learning software to improve learning outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was shared with the site council, parent club, student council, teachers, and paraprofessionals. All of these groups agree that the personalized learning RSTEM provides students is key to the success of all student groups. The Academy Intervention program is a particular benefit to students who struggle including those from low socioeconomic status and foster youth. The data also shows that no student groups were in the orange or the red on the California Dashboard in math or language arts. Each group agreed that these goals and actions will target the needs of all students on campus, and that they will be an invaluable service for the school's unduplicated students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	The number of students at or above grade level in Reading will improve by 2% on I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will	3-8 Reading Spring 2024 Exceeded or Met Standard: 61%	3-8 Reading Spring 2025 Exceeded or Met Standard: 58%	3-8 Reading Spring 2026 Exceeded or Met Standard 78.8%	3-8 Reading Exceeded or Met Standard: 67% Greater than 1 year below:	Met or exceeded increased 17.8% Greater than 1 year increased .2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	drop by 2 percent per year	Greater than 1 year below: 21%	Greater than 1 year below: 22%	Greater than 1 year below: 21.2%	15%	
2.2	The percentage of students on or above grade level in Language Arts will improve by 2% on Smarter Balances assessments. The number of students who did not meet standard will decrease by 2 percent each year.	ELA CAASPP Spring 2023 Exceeded or Met Standard: 54.23% Did not meet standard: 21.13%	ELA CAASPP Spring 2024 Exceeded or Met Standard: 53.38% Did not meet standard: 23.31%	ELA CAASPP Spring 2025 Exceeded or Met: 48% Did not meet standard 26%	ELA CAASPP Exceeded or Met Standard: 61% Did not meet standard: 15%	Met or exceeded increased 6.77% Greater than 1 year increased 4.87%
2.3	The number of students on or above grade level in Math will improve by 3% on internal I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year	3-8 Math Spring 2024 Exceeded or Met Standard: 39% Greater than 1 year below: 20%	3-8 Math Spring 2025 Exceeded or Met Standard: 36% Greater than 1 year below: 23%	3-8 Math Spring 2026 Exceeded or Met Standard 90% Greater than 1 year below: 10%	3-8 Math Exceeded or Met Standard: 45% Greater than 1 year below: 14%	Met or exceeded increased 51% Greater than 1 year decreased 10%
2.4	The percentage of students on or above grade level in Math will improve by 3% on Smarter Balances assessments. The number of students who did not meet standard will decrease by 2 percent each year.	Math CAASPP Spring 2023 Exceeded or Met Standard: 44% Did not meet standard: 26%	Math CAASPP Spring 2024 Exceeded or Met Standard: 36% Did not meet standard: 36%	Math CAASPP Spring 2025 Exceeded or Met Standard 36% Did not meet standard: 27%	Math CAASPP Exceeded or Met Standard: 55% Did not meet standard: 20.5%	Met or exceeded decreased 8% Not met increased 1%
2.5	The percentage of Socioeconomically Disadvantaged students	ELA CAASPP Spring 2023	ELA CAASPP Spring 2024	ELA CAASPP Spring 2025	ELA CAASPP Exceeded or Met Standard:	ELA Met or exceeded decreased 10.78%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on or above grade level in Language Arts and Math will improve by 3% on Smarter Balances assessments.	Exceeded or Met Standard: 51.28 percent Math CAASPP Spring 2023 Exceeded or Met Standard: 36.71 percent	Exceeded or Met Standard: 50.60 percent Math CAASPP Spring 2023 Exceeded or Met Standard: 33.73 percent.	Exceeded or Met Standard 40.5% Math CAASPP Spring 2025 Exceeded or Met Standard: 34% percent.	60 percent Math CAASPP Exceeded or Met Standard: 47 percent	Math Met or exceeded decreased 2.71%
2.6	The number of math skills K-6 classes show mastery in using the Spring Math class-wide intervention program will increase by one skill per year.	The number of skills mastered at the end of April 2024 are: K- 4 skills 1- 5 skills 2- 3 skills 3- 4 skills 4- 6 skills 5- 3 skills 6- 4 skills	The number of skills mastered at the end of April 2025 are: K- 7 skills 1- 4 skills 2- 2 skills 3- 2 skills 4- 3 skills 5- 6 skills 6- 2 skills	The number of skills mastered at the end of April 2026 are: K- 5 skills 1- 5 skills 2- 2 skills 3- 2 skills 4- 3 skills 5- 5 skills 6- 3 skills	The number of skills mastered: K- 6 skills 1- 5 skills 2- 3 skills 3- 4 skills 4- 5 skills 5- 5 skills 6- 4 skills	K- increased 1 skill 1- steady at 1 skill 2- decreased 1 skill 3- decreased 2 skills 4- decreased 2 skills 5- increased 2 skills 6- decreased 1 skill In the future, it might be good to look at growth for the cohorts; rather than simply growth at grade levels.
2.7	All student will have their own Chromebook and blended learning software which is tailored to their skill level in math, reading (and science in grades 6-8). Softare will include Lexia	All students had their own Chromebook and blended learning software which was tailored to their skill level in math, reading, and science in grades 3-8. Software includes	All students had their own Chromebook and blended learning software which was tailored to their skill level in math, reading, and	All students had their own Chromebook and blended learning software which was tailored to their skill level in math, reading, and	All students had their own Chromebook and blended learning software which was tailored to their skill level in math, reading, and	Fully implemented and sustainable.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, Zingy Learning, and others	Lexia Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, and others.	science in grades 3-8. Software includes Lexia Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, and others.	science in grades 3-8. Software includes Lexia Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, and others.	science in grades 3-8. Software includes Lexia Learning, ST Math, I-Ready Reading, Reflex, I-Ready math, and others.	
2.8	The percentage of students on or above grade level in Science will improve by 2% per year on Smarter Balances assessments. The number of students who did not meet standard will remain below 15 percent.	Science Test CAST Spring 2023 Exceeded or Met Standard: 46.5 percent Nearly Met Standard 44.2 percent Did not meet standard: 9.2 percent	Science Test CAST Spring 2024 Exceeded or Met Standard: 47.62 percent Nearly Met Standard 38.1 percent Did not meet standard: 14.29 percent	Science Test CAST Spring 2025 Exceeded or Met Standard: 59% Nearly Met Standard 39% Did not meet standard: 2%	Science Test CAST Exceeded or Met Standard: 52 percent Nearly Met Standard 44.2 percent Did not meet standard: 9.2 percent	Met or exceed increased 12.5% Nearly met decreased 5.2% Not met decreased 7.2%
2.9	The teachers will look for writing curriculum, identify rubrics for K-8 writing assessments, and will build a school-wide assessment plan.	No school-wide writing rubrics, curriculum or assessment plan is being followed on campus.	Curriculum for K-3 and 4-8 are being purchased for next school year.	Mystery writing curriculum was purchased and implemented for K-3 and Essentials to writing was purchased and implemented in grades 4-8.	Writing curriculum will be purchased and implemented. A plan for writing assessments will be established.	Curriculum has been purchased and implemented.

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.

In 2025-26 the plans for goal 2 were fully implemented. Every student had a Chromebook and the school provided the educational programs that were needed for individualize growth. Data was monitored and teachers provided intervention for students who were struggling based on the assessment results. Writing curriculum was purchased and implemented K-8.

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

There were no material differences between budgeted expenditures and the actual expenditures. Staff salaries and other costs did increase, so expenses increased slightly, but all of the planned services were fully implemented.

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

The actions related to goal 2 were effective. Although the CAASPP math and language arts scores had a slight decrease, the data across all grade levels showed growth and improvement in the IReady assessments. Additionally, there has been a high rate of attrition in the higher grade levels over the past four years. It is the teams belief that if these actions had not been put into place, more students would be struggling academically. There were no groups in the red category in math, language arts or science on the Dashboard.

2.1 Update Chromebooks annually and buy headphones: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.2 Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.3 Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.4 A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.5 The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.6 The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.7 Title I aides will provide small group pull out and push in intervention throughout the school year: This goal is effective as it provides personalized intervention services to all students. The metrics show that students maintained their academic skills.

2.8 Writing curriculum will be explored, purchased and implemented by the staff: This goal was met and will be unnecessary to report for future LCAP actions.

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

The writing curriculum goal will be removed and the wording in the metrics will be updated to reflect changes in CAASPP, CAST, Spring Math, and I-ready Diagnostic reporting. There will be no changes to the goal or metrics for the coming year as these practices have produced good results for our student population. Target outcomes will be adjusted when writing next years LCAP to give a realistic target for the coming years.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Update Chromebooks annually and buy headphones	One to two classroom sets of Chromebook will be purchased yearly, depending on need.	$14,517.00	Yes
2.2	Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.	Annual subscriptions for intervention (but not limited to): I-Ready, Lexia, ST Math, Spring Math, and any additional as needed	$24,900.00	Yes
2.3	Teachers will be available before school to provide Tier 2 intervention to students for 40	9 teachers + 40 instructional minutes four days a week for three 4 nine week sessions. This is a part of their employment agreement. It is equivalent to .06 FTE for each teacher.	$54,097.00	Yes

Action #	Title	Description	Total Funds	Contributing
	minutes per day four days a week via the Academy Program.			
2.4	A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.	.60 FTE intervention teacher	$71,901.00	Yes
2.5	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.	.2 FTE of school administrator	$8,900.00	Yes
2.6	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.	.25 FTE registrar	$23,500.00	Yes
2.7	Intervention aides will provide small group pull out and push in	LREBG ACTION: One teacher and two paraprofessionals will use intervention programs and strategies to support students who are struggling with reading, writing,	$28,000.00	No

Action #	Title	Description	Total Funds	Contributing
	intervention throughout the school year.	math, or other academic skills as determined by student data and teacher input. 60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. LREBG Funds supporting this action: $12,653 in 2025-2026		
2.8	Writing curriculum will be explored, purchased and implemented by the staff.	Research various writing curricula and go through the process of adoption.	$19,021.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	All RSTEM students will have access to a broad course of study emphasizing California State Standards and will be taught by highly qualified staff. All curriculum will be aligned to California Standards. All facilities will be maintained to a high standard.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 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.

This goal has been developed as a foundation to all student learning. Members the school community agreed that this goal and these actions need to be included in order to ensure that the school's mission and vision are followed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Focus: Broad Course of Study / Alignment with CA Standards All student K-8 will have access to a broad course of study including language arts, math, history, science, art, and physical education.	All students TK-8 have access to a broad course of study including language arts, math, history, science, art, and physical education. All students have had science lab activities twice a week. Where all students participated in	All students TK-8 have access to a broad course of study including language arts, math, history, science, art, and physical education. All students have had science lab activities twice a	All students TK-8 have access to a broad course of study including language arts, math, history, science, art, and physical education. All students have had science lab activities twice a	All students TK-8 have access to a broad course of study including language arts, math, history, science, art, and physical education. All students have had science lab activities twice a	This is a maintenance goal.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Students will all have science lab activities weekly. All students will participate in Project Lead The Way STEM activities. 1st through 8th grade students will participate in STEAM actives weekly, via the Makerspace Art Lab.	Project Lead The Way STEM activities. All students will participate in STEAM activities, via the Makerspace Art Lab. We have hired a Makerspace Coordinator to facilitate these lessons. We added TK and K to the Makerspace rotation	week. Where all students participated in Project Lead The Way STEM activities. All students will participate in STEAM activities, via the Makerspace Art Lab.	week. Where all students participated in Project Lead The Way STEM activities. All students will participate in STEAM activities, via the Makerspace Art Lab.	week. Where all students participated in Project Lead The Way STEM activities. All students will participate in STEAM activities, via the Makerspace Art Lab. We have hired a Makerspace Coordinator to facilitate these lessons. We added TK and K to the Makerspace rotation	
3.2	Focus: Highly Qualified Staff R-STEM will have 100% of its teachers fully credentialed in their teaching area by 2026-27. Data will be reflected in the CALSAAS website.	In 2023-24, all teachers at R-STEM are credentialed per California credentialing requirements. One teacher is an intern. Two teachers are clearing their preliminary credentials. Two teachers are from out-of-state and started the year with a temporary county credential. They were both given CA credentials in the early	In 2024-25, 100% of RSTEM teachers are credentialed per California credentialing requirements. Three teachers have their preliminary credentials and are participating in induction. All the other teachers have clear credentials and are	In 2025-26, 11 out of 12 of RSTEM teachers are credentialed per CA credentialing requirements. One teacher was qualified to be an intern and is currently enrolled in the credential program.	RSTEM will have 100% of its teachers fully credentialed in their teaching area by 2026-27. Data will be reflected in the CALSAAS website.	3 teachers who were interns or on temporary credentials are now fully credentialed.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		fall. We had no GELAPS and short-term staff permits. Overall, we would like to continue lowering the percentage of teachers on internships.	appropriately placed.			
3.3	Focus: facilities will be maintained to a high standard Facilities will be maintained to a high Standard. All questions on the Facilities Inspection Tool will reflect good or excellent condition.	In 2023-24 AC/heating units were installed in all of the buildings. The TK-1st grade classrooms were painted and new flooring installed. A playground was installed for Tk and kindergarten students. The school was in good repair according to the FIT inspection tool.	In 2024-25 the school was in good repair according to the FIT inspection tool. During the summer, rooms 7 and 8 were repainted and new flooring was put in. The middle school moved into these rooms.	In 2025-26 the school was in good repair according to the FIT inspection tool. During the summer, the parking lot area was landscaped with walking paths, new irrigation, and new plants. Dry rot was replaced around the trim of classrooms and repainted. 3 unhealthy trees were removed and extensive tree trimming removed branches that were touching buildings.	Facilities will be maintained to a high Standard. All questions on the Facilities Inspection Tool will reflect good or excellent condition.	This is a maintenance goal.

Goal Analysis [2025-26]

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

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

There were no substantive differences to the planned actions and actual implementation.

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

The funds for these actions are paid for using LCFF rather than supplemental concentration funds. There were no material differences between estimated and actual expenditures.

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

The actions were effective in providing students with a broad course of study with highly qualified staff in a building that was suitable for learning.

3.1 All students will have access to a broad course of study: This is an effective goal as it is foundational to providing students with a quality education. It was met and is ongoing.

3.2 Facilities Inspection Tool will be utilized to ensure the facilities are in good repair: This is an effective goal and serves the purpose of providing a safe facility for students to learn in. It was met and is ongoing.

3.3 Training in PLTW, Math, Science, and CA Standards: This is an effective goal as it ensures that teachers are trained to provide students with a quality education. It was met and is ongoing.

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

There will be no changes made to the goals, metrics, outcomes or actions for the coming year because the goals support the mission and vision of the school and are foundational to providing a good education for students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	All students will have access to a broad course of study.	100% teachers will participate in and implement adopted CORE Curriculum as evidenced by participation in ongoing training and classroom walkthroughs (Math, English Language Arts and Next Generation Science Standards). 100% aligned to California Standards. 100% Teachers trained in the State Standards, NGSS and Project Lead The Way.	$2,414.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	The school will rent facilities for classroom instruction. The Facilities Inspection Tool will be utilized to ensure the facilities are in good repair	Rent and use of the Facilities maintained in good repair as evidenced by Facilities Inspection Tool	$1,200.00	No
3.3	Training in PLTW, Math, Science, and CA Standards	Teachers will attend NGSS / PLTW / Math / California Standard aligned training and 2 staff inservice days and 1 hour per month during collaboration meetings	$8,450.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$259,663	$18,662

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
10.524%	0.334%	$8,596.55	10.858%

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:** Back-to-school Orientation Presentations **Need:** The socioeconomically disadvantaged students have been chronically absent. These actions are to engage those students. **Scope:**	Chronic absenteeism has been an issue since 2020. This action will inform the parents and school-wide population about the need to attend school regularly. 60% of our population is socioeconomically disadvantaged. This is the easiest way to reach all of the families.	1.2The chronic absenteeism rate school-wide will improve by 2.75 percent per year. 1.3The chronic absenteeism rate for students with disabilities (a group identified for ATSI and in the red category on the Dashboard) will

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		improve by 3 percent per year
1.2	**Action:** A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences. **Need:** The socioeconomically disadvantaged students have been chronically absent. These actions are to engage those students. **Scope:** LEA-wide	Chronic absenteeism has been a school-wide issue since 2020. This action will help our team connect with families before they become chronically absent to find out what needs they may have in getting their students to school regularly.	1.2The chronic absenteeism rate school-wide will improve by 2.75 percent per year. 1.3The chronic absenteeism rate for students with disabilities (a group identified for ATSI and in the red category on the Dashboard) will improve by 3 percent per year
1.3	**Action:** Paraprofessionals will be hired to assist on the playground for relational and social-emotional support. **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. **Scope:** LEA-wide	RSTEM students were in the red category for the 2025 Dashboard because 5.4% of students were suspended. Socio-economically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. The PBIS person will be able to do restorative chats and rethinking sheets with students which will help build better relationships.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.4	**Action:** The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.	RSTEM students were in the red category for the 2025 Dashboard because 5.4% of students were suspended. Socio-economically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. Data from	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. **Scope:** LEA-wide	SEL screeners will help staff identify students with specific needs so that those skills can be addressed and built.	1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.5	**Action:** Social-emotional Support Person to do whole class and small group instruction for social/emotional learning. **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. **Scope:** LEA-wide	RSTEM students will benefit from a social emotional support person/ school counselor who will help in developing social skills so that they learn how to be good citizens at school and in the wider community.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.6	**Action:** Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time. **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were	RSTEM students were in the red category for the 2025 Dashboard because 5.4% of students were suspended. Socio-economically disadvantaged students were in the red category for the 2025 Dashboard because 5.5% of them were suspended. Helping students learn to become more reflective about the social skills they need will help them choose to become better community members	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are

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
	suspended. These actions are to engage those students. **Scope:** LEA-wide		suspended from school will decrease by .75 percent yearly.
1.7	**Action:** Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall. PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program. **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. These actions are to engage those students. **Scope:** LEA-wide	More that 25% of RSTEM students shared in the spring survey that the students at the school are not respectful to each other. Roughly the same percentage say that they have been bullied this year. The staff will work to train students to be kinder and to have the skills to encourage each other.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.8	**Action:** Purchase of Project Lead the Way Curriculum and Makerspace materials **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were	Engaging STEM lessons can motivate students to engage with school. Students may think twice before engaging in a suspendible offense if they want to participate in these hands on activities.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (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
	suspended. These actions are to engage those students. **Scope:** LEA-wide		group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.9	**Action:** The sports coordinator will advertise to encourage participation for each sport. **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. These actions are to engage those students. **Scope:** LEA-wide	Sports and other clubs can motivate students to engage with school. Students may think twice before engaging in a suspendible offense if they want to be on a sports team.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.
1.14	**Action:** Full time TK para professional **Need:** Socioeconomically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. **Scope:** LEA-wide	RSTEM students were in the red category for the 2025 Dashboard because 5.4% of students were suspended. Socio-economically disadvantaged students were in the orange category for the 2025 Dashboard because 5.5% of them were suspended. The PBIS person will be able to do restorative chats and rethinking sheets with students which will help build better relationships.	1.4 The percentage of students who are suspended from school will decrease by .4 percent yearly. 1.5 The percentage of socioeconomically disadvantaged students (a group that was identified in the red category on the Dashboard) who are suspended from school will decrease by .75 percent yearly.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.1	**Action:** Update Chromebooks annually and buy headphones **Need:** 60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. **Scope:** LEA-wide	60% of our population come from socioeconomically disadvantaged families. Chromebooks allow them to access curriculum that is differentiated for their needs. Students have shown steady growth over the years, in part, because they are taught reading and math skills at their level.	All student will have their own Chromebook and blended learning software which is tailored to their skill level in math, reading (and science in grades 6-8). Softare will include Lexia Learning, ST Math, I-Ready Reading, I-Ready math, and others
2.2	**Action:** Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity. **Need:** 60% of our population come from socioeconomically disadvantaged families. This support will help all students access the curriculum. **Scope:** LEA-wide	60% of our population come from socioeconomically disadvantaged families. Chromebooks allow them to access software that differentiates for their needs in math and reading skills. Students have shown steady growth over the years, in part, because they are taught reading and math skills at their level.	All student will have their own Chromebook and blended learning software which is tailored to their skill level in math, reading (and science in grades 6-8). Softare will include Lexia Learning, ST Math, I-Ready Reading, I-Ready math, and others
2.3	**Action:** Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program. **Need:**	Academy intervention time, when teachers work with small groups of struggling students in math and reading, allows teachers to target foundational skills that students demonstrate they are missing on their diagnostic tests. Students for socioeconomically disadvantaged families have shown steady growth over the years, in part,	Academy intervention time, when teachers work with small groups of struggling students in math and reading, allows teachers to target foundational skills that students demonstrate they

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
	60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. **Scope:** LEA-wide	because they are taught reading and math skills at their level.	are missing on their diagnostic tests. Students for socioeconomically disadvantaged families have shown steady growth over the years, in part, because they are taught reading and math skills at their level.
2.4	**Action:** A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it. **Need:** 60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. **Scope:** LEA-wide	Academy intervention time, when teachers work with small groups of struggling students in math and reading, allows teachers to target foundational skills that students demonstrate they are missing on their diagnostic tests. Students for socioeconomically disadvantaged families have shown steady growth over the years, in part, because they are taught reading and math skills at their level. The intervention teacher will use data to help coordinate lessons for students who are struggling.	2.1 The number of students at or above grade level in Reading will improve by 2% on I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year 2.2 The percentage of students on or above grade level in Language Arts will improve by 2% on Smarter Balances assessments. 2.3 The number of students on or above grade level in Math will improve by 3% on internal I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year 2.4 The percentage of students on or above grade level in Math will

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
			improve by 3% on Smarter Balances assessments.
2.5	**Action:** The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff. **Need:** 60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. **Scope:** LEA-wide	The administrator will be available to support students, families and staff in the process of determining the services that may need to be offered to support students' academic and/or social emotional growth. The administrator will make sure highly qualified staff are hired and trained to meet student needs.	2.1 The number of students at or above grade level in Reading will improve by 2% on I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year 2.2 The percentage of students on or above grade level in Language Arts will improve by 2% on Smarter Balances assessments. 2.3 The number of students on or above grade level in Math will improve by 3% on internal I-Ready Diagnostics and the number of students who are greater than 1 year below grade level will drop by 2 percent per year 2.4 The percentage of students on or above grade level in Math will improve by 3% on Smarter Balances assessments.
2.6	**Action:** The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both	60% of our population come from socioeconomically disadvantaged families. Chromebooks allow them to access software that differentiates for their needs in math and reading skills. Students have shown steady growth over	All student will have their own Chromebook and blended learning software which is tailored to their skill level in math, reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the before school intervention program, as well as school day intervention. **Need:** 60% of our population come from socioeconomically disadvantaged families. This support will help struggling students learn their foundational academic skills. **Scope:** LEA-wide	the years, in part, because they are taught reading and math skills at their level.	(and science in grades 6-8). Softare will include Lexia Learning, ST Math, I-Ready Reading, I-Ready math, and others

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

Services for foster youth, English learners, hispanic students, students with 2 or more races and low-income students are being increased or improved via before school intervention, in class small group and 1:1 intervention, enhancing the technology needed better reach these students, and by providing social emotional learning support as needed.

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		15 to 1
Staff-to-student ratio of certificated staff providing direct services to students		15 to 1

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	2,467,410	259,663	10.524%	0.334%	10.858%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$362,431.03	$89,843.00	$0.00	$28,000.00	$480,274.03	$337,845.00	$142,429.03

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	Back-to-school Orientation Presentations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$617.00	$0.00	$617.00				$617.00	
1	1.2	A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,500.00	$0.00	$6,500.00				$6,500.00	
1	1.3	Paraprofessionals will be hired to assist on the playground for relational and social-emotional support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$14,750.00	$0.00	$14,750.00				$14,750.00	
1	1.4	The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$28,843.03	$28,843.03				$28,843.03	
1	1.5	Social-emotional Support Person to do whole class and small group instruction for social/emotional learning.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$57,000.00	$34.00	$57,034.00				$57,034.00	
1	1.6	Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Students with disabilities ...	Ongoing	$14,238.00	$2,300.00	$16,538.00				$16,538.00	
1	1.7	Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$545.00	$2,306.00	$2,851.00				$2,851.00	

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
		PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program.														
1	1.8	Purchase of Project Lead the Way Curriculum and Makerspace materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$19,068.00	$3,888.00	$15,180.00			$19,068.00	
1	1.9	The sports coordinator will advertise to encourage participation for each sport.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,818.00	$0.00	$6,818.00				$6,818.00	
1	1.10	A robotics teacher will develop or join in a local competition.	All	No			All Schools	Ongoing	$1,219.00	$0.00		$1,219.00			$1,219.00	
1	1.11	A variety of after school clubs will be run by school staff for TK-8th grade students using the ELOP funds.	All	No			All Schools	Ongoing	$36,196.00	$0.00		$36,196.00			$36,196.00	
1	1.12	A variety of after school field trips during the evenings and weekends using ELOP funds	All	No			All Schools	Ongoing	$1,000.00	$17,727.00		$18,727.00			$18,727.00	
1	1.13	In order to gain more parent input, communicate in newsletter the importance of parent responses to the spring survey. Send out Bloomz reminders the week leading up to parent survey.	All	No			All Schools	Ongoing	$0.00	$1,560.00	$1,560.00				$1,560.00	
1	1.14	Full time TK para professional	All Students with Disabilities English Learners Foster Youth Low Income unduplicated student groups	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,653.00	$12,653.00				$12,653.00	
2	2.1	Update Chromebooks annually and buy headphones	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$14,517.00	$14,517.00				$14,517.00	
2	2.2	Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		Ongoing	$0.00	$24,900.00	$24,900.00				$24,900.00	
2	2.3	Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$54,097.00	$0.00	$54,097.00				$54,097.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$71,901.00	$0.00	$71,901.00				$71,901.00	
2	2.5	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$8,900.00	$0.00	$8,900.00				$8,900.00	
2	2.6	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$23,500.00	$0.00	$23,500.00				$23,500.00	
2	2.7	Intervention aides will provide small group pull out and push in intervention throughout the school year.	All	No			All Schools	Ongoing	$28,000.00	$0.00				$28,000.00	$28,000.00	
2	2.8	Writing curriculum will be explored, purchased and implemented by the staff.	All	No			All Schools	Ongoing	$500.00	$18,521.00	$500.00	$18,521.00			$19,021.00	
3	3.1	All students will have access to a broad course of study.	All	No			All Schools	Ongoing	$2,414.00	$0.00	$2,414.00				$2,414.00	
3	3.2	The school will rent facilities for classroom instruction. The Facilities Inspection Tool will be utilized to ensure the facilities are in good repair	All	No			All Schools	Ongoing	$1,200.00	$0.00	$1,200.00				$1,200.00	
3	3.3	Training in PLTW, Math, Science, and CA Standards	All	No			All Schools	Ongoing	$8,450.00	$0.00	$8,450.00				$8,450.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
2,467,410	259,663	10.524%	0.334%	10.858%	$348,307.03	0.000%	14.116 %	**Total:**	$348,307.03
								LEA-wide Total:	$348,307.03
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Back-to-school Orientation Presentations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$617.00	
1	**1.2**	A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,500.00	
1	**1.3**	Paraprofessionals will be hired to assist on the playground for relational and social-emotional support.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,750.00	
1	**1.4**	The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,843.03	

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 (%)
		screeners for 4th-8th grades.						
1	1.5	Social-emotional Support Person to do whole class and small group instruction for social/emotional learning.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,034.00	
1	1.6	Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,538.00	
1	1.7	Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall. PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,851.00	
1	1.8	Purchase of Project Lead the Way Curriculum and Makerspace materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,888.00	
1	1.9	The sports coordinator will advertise to encourage participation for each sport.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,818.00	
1	1.14	Full time TK para professional	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,653.00	
2	2.1	Update Chromebooks annually and buy headphones	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$14,517.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.2	Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.	Yes	LEA-wide	English Learners Foster Youth Low Income		$24,900.00	
2	2.3	Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,097.00	
2	2.4	A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$71,901.00	
2	2.5	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,900.00	
2	2.6	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$513,580.00	$522,376.01

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**	Back-to-school Orientation Presentations	Yes	$617.00	662.73
1	**1.2**	A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences.	Yes	$6500	5333.60
1	**1.3**	Paraprofessionals will be hired to assist on the playground for relational and social-emotional support.	Yes	14719	14576.73
1	**1.4**	The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.	Yes	$113213	144214.97
1	**1.5**	Social-emotional Support Person to do whole class and small group instruction for social/emotional learning.	Yes	36380	33879.01
1	**1.6**	Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school, after school, or Friday school behavioral intervention time.	Yes	$6799	12602.27
1	**1.7**	Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for	Yes	2851	3405.06

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)
		teachers and classified staff in the fall. PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program.			
1	1.8	Purchase of Project Lead the Way Curriculum and Makerspace materials	Yes	$19,068.00	5200.71
1	1.9	The sports coordinator will advertise to encourage participation for each sport.	Yes	$6818	6818.63
1	1.10	A robotics teacher will develop or join in a local competition.	No	$1,219.00	1554.7
1	1.11	A variety of after school clubs will be run by school staff for TK-8th grade students using the ELOP funds.	No	$36,196.00	16414.98
1	1.12	A variety of after school field trips during the evenings and weekends using ELOP funds	No	$18,727.00	20266.83
1	1.13	In order to gain more parent input, communicate in newsletter the importance of parent responses to the spring survey. Send out Bloomz reminders the week leading up to parent survey.	No	$1,560.00	2300.00
2	2.1	Update Chromebooks annually and buy headphones	Yes	$14,517.00	20944.64
2	2.2	Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.	Yes	24900	21048.00
2	2.3	Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program.	Yes	54097	53982.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.4	A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.	Yes	$58405	70834.01
2	2.5	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.	Yes	$29203	8760.67
2	2.6	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.	Yes	$22632	23053.51
2	2.7		No	14049	27278.20
2	2.8	Writing curriculum will be explored, purchased and implemented by the staff.	No Yes	19021	17196.87
3	3.1	All students will have access to a broad course of study.	No	$2616	2414.33
3	3.2	The school will rent facilities for classroom instruction. The Facilities Inspection Tool will be utilized to ensure the facilities are in good repair	No	$319.00	1182.96
3	3.3	Training in PLTW, Math, Science, and CA Standards	No	$9154	8450.00

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)
312672	$406,178.00	$304,075.45	$102,102.55	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Back-to-school Orientation Presentations	Yes	$617.00	662.73		
1	1.2	A classified employee will monitor attendance and send out attendance letters to all students with 3 or more absences.	Yes	$5,000.00	333.60		
1	1.3	Paraprofessionals will be hired to assist on the playground for relational and social-emotional support.	Yes	$14,355.00	14576.73		
1	1.4	The school psychologist (.2 FTE) will be available for mental health support for students experiencing social-emotional trauma that impedes learning and will administer social emotional screeners for 4th-8th grades.	Yes	$56,775.00	28843.03		
1	1.5	Social-emotional Support Person to do whole class and small group instruction for social/emotional learning.	Yes	$18,299.00	33879.01		
1	1.6	Behavioral intervention Academy or Friday School: Students with serious or persistent behavior violations will be invited to before school,	Yes	$15,492.00	12602.27		

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)
		after school, or Friday school behavioral intervention time.					
1	1.7	Teachers will teach anti-bullying and SEL lessons in every classroom. A message of kindness will be part of the PBIS training for teachers and classified staff in the fall. PBIS interventions will continue on the playground. All new staff will be taught about the PBIS program.	Yes	$8,156.00	2543.00		
1	1.8	Purchase of Project Lead the Way Curriculum and Makerspace materials	Yes	$3,888.00	4693.02		
1	1.9	The sports coordinator will advertise to encourage participation for each sport.	Yes	$8,446.00	6818.63		
2	2.1	Update Chromebooks annually and buy headphones	Yes	$14,517.00	20944.64		
2	2.2	Intervention software and curriculum will be purchased to improve learning outcomes. Students will use the software with fidelity.	Yes	$17,141.00	21048.00		
2	2.3	Teachers will be available before school to provide Tier 2 intervention to students for 40 minutes per day four days a week via the Academy Program.	Yes	$118,172.00	53982.60		
2	2.4	A .60 FTE Intervention Teacher will be available to coordinate before school intervention, to provide Tier 2 pull out intervention, and to provide social / emotional learning support for students who need it.	Yes	$71,901.00	70834.01		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.5**	The school administrator (.2 FTE) will be available for intervention, IEPs, SSTs, 504s, and all other meetings and to hire / evaluate intervention staff.	Yes	$27,994.00	8760.67		
2	**2.6**	The school registrar (.25 FTE) will be available for tech support for software installation, maintenance of hard, and data input for both the before school intervention program, as well as school day intervention.	Yes	$25,425.00	23053.51		
2	**2.8**	Writing curriculum will be explored, purchased and implemented by the staff.	Yes	0.00	500.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2572760	312672	0.00	12.153%	$304,075.45	0.000%	11.819%	$8,596.55	0.334%

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).

California Department of Education
November 2024