LCFF Budget Overview for Parents

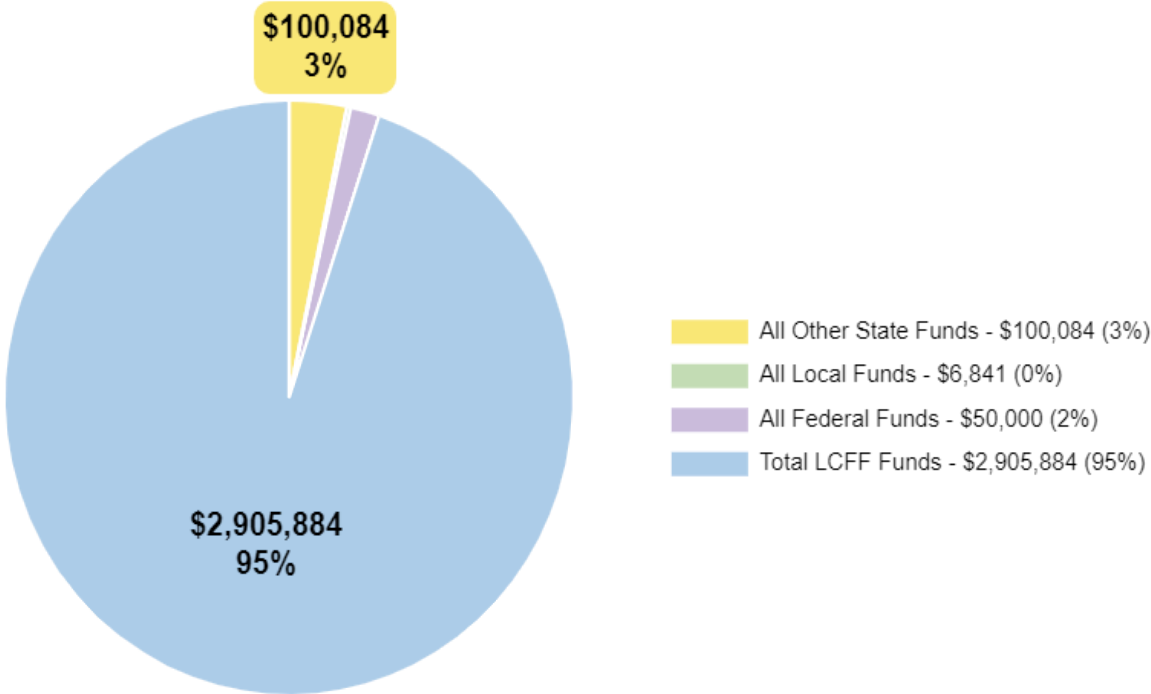Local Educational Agency (LEA) Name: River Valley Charter
CDS Code: 37681893731072
School Year: 2024-25
LEA Contact Information: Seth Phelps | seth.phelps@riveralleyhigh.org | 619-390-2579

School districts receive funding from different sources: state funds under the Local Conmprove services for high needs studentstrol 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 2024-25 School Year
Projected Revenue by Fund Source

$100,084
3%

$2,905,884
95%

All Other State Funds - $100,084 (3%)
All Local Funds - $6,841 (0%)
All Federal Funds - $50,000 (2%)
Total LCFF Funds - $2,905,884 (95%)

Source	Funds	Percentage
All Other State Funds	$100,084	3%
All Local Funds	$6,841	0%
All Federal Funds	$50,000	2%
Total LCFF Funds	$2,905,884	95%

Breakdown of Total LCFF Funds

$92,559
3%

$2,813,325
92%

- LCFF S/C Grants - $92,559 (3%)
- All Other LCFF Funds - $2,813,325 (92%)
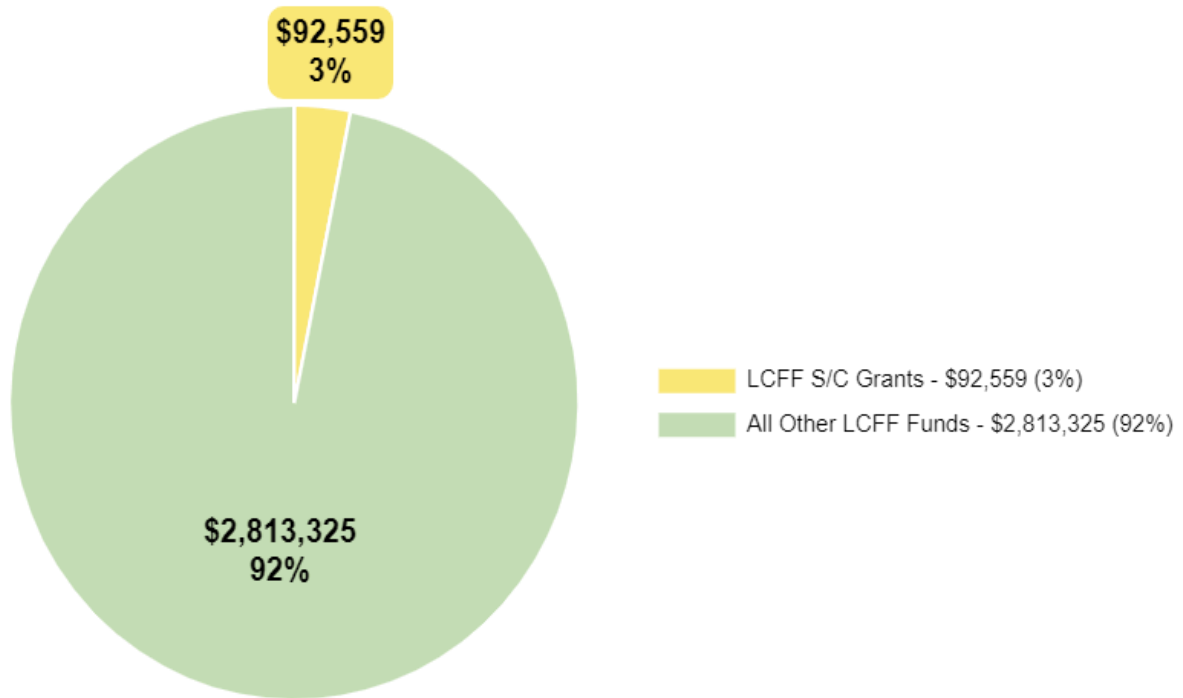
Source	Funds	Percentage
LCFF S/C Grants	$92,559	3%
All Other LCFF Funds	$2,813,325	92%

These charts show the total general purpose revenue River Valley Charter expects to receive in the coming year from all sources.

The total revenue projected for River Valley Charter is $3,062,809, of which $2,905,884 is Local Control Funding Formula (LCFF), $100,084 is other state funds, $6,841 is local funds, and $50,000 is federal funds. Of the $2,905,884 in LCFF Funds, $92,559 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

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 funds to serve students.

Budgeted Expenditures in the LCAP

This chart provides a quick summary of how much River Valley Charter plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

River Valley Charter plans to spend $3,258,022 for the 2024-25 school year. Of that amount, $279,156 is tied to actions/services in the LCAP and $2,978,866 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

The budgeted expenditures that are not included in the LCAP will be used for the following: Special Education expenses, Personnel expenses, Maintenance and Operations, and Fees paid to RVCS' charter authorizer and other contracted vendors and services.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, River Valley Charter is projecting it will receive $92,559 based on the enrollment of foster youth, English learner, and low-income students. River Valley Charter must describe how it intends to increase or improve services for high needs students in the LCAP. River Valley Charter plans to spend $261,156 towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2023-24

Prior Year Expenditures: Increased or Improved Services for High Needs Students
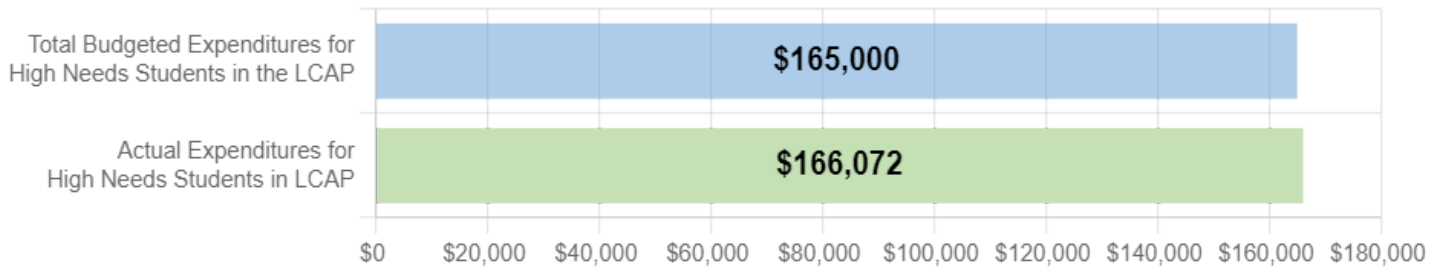
This chart compares what River Valley Charter budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what River Valley Charter estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2023-24, River Valley Charter's LCAP budgeted $165,000 for planned actions to increase or improve services for high needs students. River Valley Charter actually spent $166,072 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Valley Charter	Seth Phelps Dean	seth.phelps@riveralleyhigh.org 619-390-2579

Goals and Actions

Goal

Goal #	Description
Goal 1	RVCS will strive to meet the needs of all students. River Valley will maintain a high level of pupil outcomes and achievement for all students through standards based instruction, access to a wide range of courses and learning resources, and data-driven goal setting and actions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	NWEA MAP Growth Assessment: Math	60% of students tested at or above mean grade level RIT score	Scores below from the MAP Growth Math K-12 assessment given Spring 2022 to all students not enrolled in Integrated Math courses at RVCS. Grade = # of students at/above Grade-level RIT out of total # tested; % at/above Grade-level RIT 7th = 12/21; 57% 8th = 15/22; 68% 9th = 3/5; 60% 10th = 7/9; 78% 11th =	% of students tested at or above mean grade level RIT score: 7th: 59% 8th: 68% 9th: 87% 10th: 75% 11th: 92% 12th: 80%	2023/24 % of students tested at or above mean grade level RIT score: 7th: 58% 8th: 67% 9th: 72% 10th: 100%* 11th: 87% 12th: 82% *10th grade scores based on PSAT in lieu of MAPS Data Average of all grade level scores=77.6% Average excluding 10th grade= 73.2%	66% of students will test at or above mean grade level RIT

			4/6; 67% 12th = 33/33; 100%			
2	NWEA MAP Growth Assessment: Reading	90% of students tested at or above mean grade level RIT score	Grade-level Mean RIT Scores from the Spring 2022 administration- ELA Grade = # of students at/above Grade-level RIT out of total # tested; % at/above Grade-level RIT 7th = 19/25; 76% 8th = 21/27; 78% 9th = 34/41; 83% 10th = 39/40; 98% 11th = 31/34; 91% 12th = 41/43; 95%	% of students tested at or above mean grade level RIT score: 7th: 69% 8th: 76% 9th: 80% 10th: 94% 11th: 93% 12th: 95%	2023/24 % of students tested at or above mean grade level RIT score: 7th: 69% 8th: 71% 9th: 78% 10th: 85%* 11th: 65% 12th: 89% Average of all grade level scores=76.1%	95% of students will test at or above mean grade level RIT
3	CA Dashboard Chronic Absenteeism Indicator	5.8% (Orange Performance Level on CA Dashboard)* *Based on most recent available data (Dashboard Status Year 2019)	RVCS had a Chronic Absenteeism Count of 13/293 students for a rate of 4.4% in the 2020-2021 school year.	19.4% (62 students)	2023/24 11.4% (70 students)	Decrease Chronic Absenteeism Rate to 3% as indicated on the CA Dashboard
4	CA Dashboard College and Career Readiness Indicator	72.7% Prepared 14.5% Approaching Prepared 12.7% Not Prepared Based on most recent available data (Dashboard Status Year 2020)	Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard.	Not reported in 2022 (per California Dashboard).	2023/24 59.9 points above standard. Declined 3.2 points. State average is 13.6 points below standard.	90% Prepared 10% Approaching/Not Prepared

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Although RVCS currently offers a wide range of academic courses, the actual implementation of Action 1 was not fully realized, as the 2023/24 school year was used to evaluate the current academic courses offered and to begin planning for the implementation of new courses in the coming school years. Upon reviewing assessment data from the 2022/23 school year, two sections of math support were added as a means of providing increased support to students struggling in the subject. As a result of the addition of the math support classes, as well as analysis of assessment data, reading support in the scope of Action 3 was not implemented. After a reassessment of the campus technology needs for the 2023/24 school year, as well as lower than projected enrollment, the increase in access to educational technology was not implemented to the extent that was originally planned.

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.

$50,000 was originally slated for Action 1, Access to Courses, but that action was not fully realized, and therefore the funds were not spent. For Action 2, the $10,000 originally estimated was based on an estimate of the cost to employ a math tutor part-time on campus. However, upon analyzing assessment results from the prior year, RVCS decided to add two Math Support classes. The difference in budgeted expenditures and estimated actual expenditures for this action is due to the additional personnel costs to teach these courses. As a result of the addition of the math support classes, as well as analysis of assessment data, reading support in the scope of Action 3 was not implemented, as can be seen in the $10,000 difference between the budgeted expenditures and the estimated actual expenditures for this action. , Of the $100,000 that was estimated for Action 4, Increase Access to Educational Technology, only $24149 was utilized. The difference in budgeted expenditures and estimated actual expenditures is a result of lower than projected enrollment and reassessment of the technology needs of the campus for the 2023/24 school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

There has been overall positive growth toward reaching Goal 1 over the past 3 years. However, as the actions in this goal were not implemented in 2023/24 to the degree planned in the 2023/24 LCAP, direct implications of the actions are not apparent when reviewing the metrics. For example, there was no substantial increase in access to courses in 2023/24, but the College and Career Readiness indicator for RVCS reads 59.9 points above standard, whereas the state average is 13.6 points below the standard. Action 3 was not implemented, and the scope of Action 4 was reduced significantly. Action 2, expanding math support, will be better evaluated at the end of the 2024/25 school year, but the metrics for this goal show that the desired outcome of 66% of students testing at or above grade level RIT has been reached. In sum, the outcomes for each of the metrics in this goal have shown positive growth toward meeting the academic needs of all students, with the exception of Metric 2, NWEA MAPS Growth Reading RIT Scores, which have not met the goal originally set.

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

As a new LCAP cycle is beginning, this goal, as well as the actions within, are being rewritten for the 2024/25 LCAP with the intent of providing more focus on offering a wide range of courses and learning resources as a goal of itself, as well as reevaluating pupil outcomes and academic achievement. The NWEA MAP Growth assessment for math in English will continue to be used as a tool for measuring student achievement, and the outcomes of those assessments for the 2023/24 school year will become the baseline as we move forward with the new LCAP for 2024/25. Also, changes being made to the courses offered both on campus and through the fully online independent study program are going to be implemented over the next 3-5 years. This is a result of reviewing the current course catalog, and coming to the decision that adding new courses alone would not increase or improve access on the level required to foster growth and change, and that a review of and reevaluation of the course catalog is the first step towards meeting this goal. Being a small Charter School, limited resources in time, funding, and personnel necessitate decisions on which programs or actions to fully implement throughout the school year. Math support and intervention were very successful towards

meeting this goal during the 2023/24 school year, but other actions were not fully implemented. RVCS views Goal 1 as being met in its current iteration, but each of these actions and metrics will be re-circulated into future LCAPs as necessary.

Goal

Goal #	Description
Goal 2	Campus/Academic Culture River Valley will maintain a culture of learning and enrichment that encourages the academic and personal development of all students through engagement in the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Implementation of Academic Standards.	Currently instructors are able to measure academic progress as they deem necessary for each course taught. There is no standard/universal local benchmark requirement for classes at RVCS.	All English and Math courses implemented MAPS Growth Assessments twice in 2021/22--once in the fall and once in the spring. In addition, all Science and History courses continue to implement standards based assessments, although alignment to an assessment/benchmark calendar has not taken full effect.	During the 2022/23 school year, English and Math Courses administered MAPS Growth Assessments in the fall and spring. Science courses will be using data from the 2022/23 CAST results to formalize a future academic benchmark sequence and calendar. As the sizes of RVCS' history program is prohibitive of a universal benchmark adoption, instructors in each course have implemented assessments throughout each semester as a way to gauge student performance.	2023/24 Every course has had at least one Standards based progress indicator during the 23-24 school year.	100% of courses will use local Standard Based Progress Indicators(benchm as a metric for gauging academic progress and involvement at least twice per year, per course.
2	Attrition Rate as % per grade	The class of 2021 totaled 44	The class of 2022 totaled 48	The class of 2023 totaled 38	2023/24 The class of 2024	Reduce attrition rate for

	levels 9-12.	graduates, whereas the 9th grade enrollment data for that cohort suggests that of the 70 students initially enrolled, 31% exited the school before graduating (out of state relocation accounted for).	graduates, whereas the 9th grade enrollment data for that cohort suggests that of the 57 students initially enrolled, 16% exited the school before graduating (out of state relocation accounted for).	graduates, whereas the 9th grade enrollment data for that cohort suggests that of the 62 students initially enrolled, 40% exited the school before graduating (out of state relocation accounted for).	totaled 44 graduates, whereas the 9th grade enrollment data for that cohort suggests that of the 47 students initially enrolled, 21% exited the school before graduating (out of state relocation accounted for).	the class of 2023-24 by 10%.
3	Favorable rating as percentage on local climate surveys (Academic Culture).	Results from the LCAP Perspective Survey in May of 2021 (local climate survey) indicate that in the areas of academic, social, and mental health support for students and families, 61% of respondents rated RVCS' attention to this area as favorable.	Results from the LCAP Perspective Survey in June of 2022 (local climate survey) indicate that in the areas of academic, social, and mental health support for students and families, 75% of respondents rated RVCS' attention to this area as favorable.	Results from the LCAP Perspective Survey in May of 2023 (local climate survey) indicate that in the areas of academic, social, and mental health support for students and families, 92% of respondents rated RVCS' attention to this area as favorable.	2023/24 Results from the LCAP Perspective Survey in May of 2024 (local climate survey) indicate that in the areas of academic, social, and mental health support for students and families, 93% of respondents rated RVCS' attention to this area as favorable.	Results of a local climate survey regarding academic, social, and mental health support for students and families will yield a rating of 90% favorable among parents and family respondents.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The actions in Goal 2 were not carried out to the extent of the plan proposed on the 2023/24 LCAP, but the desired outcomes and the increase in student success have been favorable. The most impacting reasons for the modification to the actions of this goal were the change in personnel as RVCS hired a new academic counselor due to the prior counselor vacating the position in September of 2023, and the creation and hiring of the Dean position. Below is a description of how these personnel changes impacted the actions of Goal 2. Action #1 Create Online Learning Center (Create an online student/learning hub accessed through the RVCS website). Steps have been taken toward the creation of an Online Learning Center, however, as the process is still in the initial stages, there is nothing substantial to report in terms of the success or implementation of this action. The Dean position was created with projects/actions such as this in mind, but as this is the first year of this position, other student support needs took priority. Action #2 Increase/Promote Attendance and Work

Completion (Promote attendance and work completion through programs aimed at empowering learning and self-motivation) As with Action 1 above, the Dean position was created in part to help students find their paths to success. Throughout the 2023/24 school year, the Dean has worked with both enrolled and incoming students and families to offer support and guidance in how to successfully navigate an independent study program. Action #3 Create Student/Teacher/ Parent Advisory Committee (Create and Implement Advisory Committee to encourage and support students and families who are struggling with meeting their academic needs/goals). As with the previous actions of Goal 2, personnel changes have altered the implementation of this action. This action was carried out, albeit in a different manner than originally planned. The Principal, Dean, Academic Counselor, and Campus Supervisor have been engaging in meetings with students and parents throughout the 2023/24 school year in an effort to provide guidance and resources to students and families in need of support. Action #4 Increase Post-Secondary Guidance (Increase access to post-secondary information and options. 4.1 Halls of Knowledge Workshops 4.2 Guest Speakers from Industry and Educational Institutions 4.3 Alumni round table discussions 4.4 College Tours). This action was created in collaboration with the prior Academic Counselor, who vacated the position in September of 2023. River Valley's newly hired Academic Counselor has been using the 2023/24 school year to build connections with students and families, and as such, has taken a different approach to this action. The major substantive differences between planned actions and actual implementation of these actions is the discontinuation of the Halls of Knowledge Workshops and the Alumni Round table Discussions (for the time being). Action #5 Professional Development for Instructors (Instructors will engage in Professional Development biennially (every 2 years) with a focus on each discipline/subject area they are currently teaching). Teachers (and support staff) have engaged in professional development during the 2023/24 school year.

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.

Action #1 Create Online Learning Center (Create an online student/learning hub accessed through the RVCS website). Full creation / implementation of an online learning center was not possible for the 2023/24 school year. However, a portion of the salary for the Dean is being applied here, as the Dean has taken initial steps towards the creation of an online learning center. Action #2 Increase/Promote Attendance and Work Completion (Promote attendance and work completion through programs aimed at empowering learning and self-motivation) As with Action 1 above, the Dean position was created in part to help students find their paths to success, with 1/7 of the Dean's salary being applied to this action. Create Student/Teacher/ Parent Advisory Committee (Create and Implement Advisory Committee to encourage and support students and families who are struggling with meeting their academic needs/goals). As with the previous actions of Goal 2, personnel changes have altered the implementation of this action. This action was carried out, albeit in a different manner than originally planned. The Principal, Dean, Academic Counselor, and Campus Supervisor have all dedicated time throughout the school year to meet with students, families, and as a team, which warrants the application of a portion of each of their salaries toward Action 3. Increase Post-Secondary Guidance (Increase access to post-secondary information and options. 4.1 Halls of Knowledge Workshops 4.2 Guest Speakers from Industry and Educational Institutions 4.3 Alumni round table discussions 4.4 College Tours). This action was created in collaboration with the prior Academic Counselor, who vacated the position in September of 2023. River Valley's newly hired Academic Counselor has been using the 2023/24 school year to build connections with students and families, and as such, has taken a different approach to this action. The major substantive differences between planned actions and actual implementation of these actions is the discontinuation of the Halls of Knowledge Workshops and the Alumni Round table Discussions (for the time being), with the original planned expenditure of this action being more than the actual expenditures for the scope of the action as it was implemented in 2023/24. Professional Development for Instructors (Instructors will engage in Professional Development biennially (every 2 years) with a focus on each discipline/subject area they are currently teaching). There is a difference between Budgeted Expenditures and Estimated Actual Expenditures for this action due to the decision to have an allotment available for Professional Development should the opportunity/need arise throughout the school year. For 2023/24, teachers were aware of budget constraints, and sought free Professional Development when possible. Therefore, each year will have a different overall expenditure for Professional Development.

As can be seen from the first prompt of this goal analysis (description), the personnel change of hiring a new Academic Counselor and the creation of the Dean position have both had substantial impacts on the implementation of the actions in Goal 2. Although the exact implementation of the actions may have changed, the outcome for each of these actions is targeted towards student success, which can be seen in the desired outcomes of this goal. All academic courses at River Valley Charter School are standards based, and are administering at least one standards based progress indicator during the school year. Although this does not reach the initial three year target of having each academic course administer a standards based progress indicator (benchmark) twice a year, it is substantial progress from the 2021/22 baseline. Although the data measured in Metric 2 (attrition rate) reveals that the goal of reducing the attrition rate for the class of 2023/24 by 10% was met, there is more information that corroborates the success of the actions for Goal 2 that cannot be quantified as simply. Many students graduating in the class of 2023/24 were students that have had substantial impacts on their educational journeys due to the covid-19 pandemic. Many of these students have been in multiple educational settings/schools, and have experienced learning loss to various degrees. Actions 2, 3, and 4 (with the changes reviewed in the first prompt of this goal analysis (description)) have had a substantial impact on the retention and therefore graduation of students who might have otherwise struggled and disenrolled in order to find a school with less stringent graduation requirements. Overall, even though the actions for Goal 2 have changed, the desired outcome of maintaining a culture of learning and enrichment that encourages the academic and personal development of all students through engagement in the school community has been met.

As RVCS is beginning a new cycle for the 2024/24 LCAP, this Goal, (the 2023/24 iteration) will not appear on the 2024/25 LCAP. However, The metrics and actions will be reworked into the goals for the next LCAP cycle. Specifically, 2024/25 Goal 1, which focuses on effective implementation and communication of both academic and social expectations for RVCS students. Within that goal, Action 3 is to improve student progress reporting, and Action 4 is to provide junior counseling. Both of these actions will yield more quantifiable results than previous years, allowing for the administrative team, and specifically the academic counselor, to track progress towards meeting this goal more effectively.

Goal

Goal #	Description
Goal 3	Campus Infrastructure and Learning Environment River Valley will maintain campus facilities that provide a safe, welcoming, and respectful environment for all students, parents, and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
1	Favorable rating as percentage on local climate surveys (access to technology/resources)	Results from the LCAP Perspective Survey (local climate survey)--Spring 2021 74% of responses	Results from the Student Technology Use Survey (local climate survey)--June 2022 81% of responses	Results from the Student Technology Use Survey (local climate survey)--May 2023 96% of responses	2023/24 Results from the Student Technology Use Survey (local climate survey)--May 2024 93% of	95% of student responses on a local climate survey will indicate that RVCS is providing the necessary

		indicated Highest and Mid-Range priority for providing more or improved access to on-campus technology and resources.	indicated Highest and Mid-Range priority for providing more or improved access to on-campus technology and resources.	indicated Highest and Mid-Range success regarding access to on-campus technology and resources.	responses indicated Highest to Mid-Range success regarding access to on-campus technology and resources.	infrastructure on campus to meet the education technology and resource needs of all students.
2	Stakeholder Engagement as indicated by communication and participation	LCAP Perspective Survey (local climate survey) engagement data (May 2021): 93 responses (39 students and 54 parents). Of the student responses, 7th grade=10% 8th grade= 8% 9th grade=18% 10th grade=21% 11th grade=18% 12th grade= 25%	LCAP Perspective Survey (local climate survey) engagement data (June 2022): 40 responses (14 students and 26 parents). Of the student responses, 7th grade=14% 8th grade= 7% 9th grade=28% 10th grade=7% 11th grade=35% 12th grade= 7%	LCAP Perspective Survey (local climate survey) engagement data (May 2023): 50 responses (29 students and 31 parents). Of the student responses, 7th grade=7% 8th grade= 17% 9th grade=20% 10th grade=10% 11th grade=21% 12th grade= 24%	2023/24 LCAP Perspective Survey (local climate survey) engagement data (May 2024): 33 responses (18 students and 15 parents). Of the student responses, 7th grade=40% 8th grade= 27% 9th grade=13% 10th grade=13% 11th grade=13% 12th grade= 13%	Engagement/parti in local climate survey in Spring will yield a tripling of parent/family respondents, as well as raise the number of student participants to 80% of the student population.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Action #1 Increase Information Access Re-structure and update the RVCS website to increase accessibility to academic, social, and athletic events, resources, and opportunities. This action is the beginning stages of implementation. Changes to the website have been made, but a complete restructuring in the form that was originally planned was not carried out due to budget restrictions. Action #2 Establish Community Learning Center (CLC) Allocate space on campus for a Community Learning Center (CLC) to host students for small group and one-on-one tutoring, act as a student/family resource center, and to encourage the stakeholder involvement in the educational goals of all students. 2.1 Increase student and family equitable access to technology/online resources through monthly Tech Cafe workshops focused on educational technology used by RVCS. Part one of this action has been piloted in various spaces on campus (as available), with the final decision being to make the Media Center into a Community Learning Center that will fulfill the mission of part 2 of this action. All other changes to the actions in Goal 3 are not substantive, but material, as can be seen below.

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.

Action #1 Increase Information Access Material differences between Budgeted Expenditures and Estimated Actual Expenditures are a result of a review and redirection of the effectiveness of the RVCS website in comparison to the many other forms of media communication utilized. Rather than expend funds to outsource the website changes, the Dean and Campus Supervisor have begun working on changes to the website in a way that will complement RVCS' other forms of communication. Action #2 Establish Community Learning Center (CLC) With 2023/24 bringing enrollment fluctuations (lower than desired initial enrollment, but higher than anticipated enrollments throughout the school year), A single space on campus was not a viable option for a Community Learning Center at this time. The initial budgeted expenditures for this action Included furnishing the physical space of a learning center. However, no singular pace on campus was able to be fully dedicated to the learning center, so the material difference between the budgeted expenditures and the estimated actual expenditures reflects the choice to not purchase new materials, and instead to utilize spaces and materials on campus to pilot the Learning Center and its effectiveness. The estimated actual expenditure for this action is solely for personnel costs. Action #4 Implement Structured Non-Academic Events Plan Material differences between Budgeted Expenditures and Estimated Actual Expenditures for Action 4 are a result of budget constraints. The action was still carried out, although the events took place after school, during lunch, and on non-school days, with the majority of the personnel involved volunteering their time, which resulted in the material difference between the budgeted expenditures and estimated actual expenditures for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Action #1 Increase Information Access Increased access to information for students and families, as well as educators and support staff is an ongoing action. The RVCS website is one of many platforms that educational partners can use to access school information. Although this action was not carried out to its full original intent, information access has increased through other means (learning management systems, email, print media, social media, etc.). The desired outcome for the 2023/24 school year in comparison to the actual outcomes reveals that although families that respond to the survey feel that they do have access to information, there is still a need for more participation in surveys each year in order to yield more usable data. Action #2 Establish Community Learning Center (CLC) The establishment of a Community Learning Center has begun, and will be more fully realized in the 2024/25 school year. During the 2023/24 school year, various spaces on campus were used as an impromptu learning center. Activities in said learning centers included tutoring, parent consultations, group activities such as Robotics and Aeronautics lectures, student news and media creation, and meetings of various educational partner groups. The benefits seen on campus are not quantifiable based on the metrics currently in place, but looking at the overall work completion and success of students utilizing the spaces, It can be stated that this action was effective in reaching the desired outcomes of Goal 3. Action #3 Implement Stakeholder Communication Network The communication application/program that was utilized for the 2023/24 school year did not meet the needs of River Valley's Educational Partners, and therefore its usage will be discontinued for the 2024/25 school year. Action #4 Implement Structured Non-Academic Events Plan This action has been extremely effective in creating a learning environment/community where students feel empowered to learn, and families feel comfortable in asking questions and seeking guidance. The structured non-academic events were originally planned to take place as part of the school day, but due to budget constraints, these activities took place either during lunch, after school, or on weekends. Although the metrics in Goal 3 do not account for attendance at activities and events, survey results show that educational partners are feeling more engaged in the school this year, and looking forward to next year, there is already a strong contingent of families taking part in building the school community for 2024/25 and beyond.

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

Campus infrastructure and learning environment are areas that RVCS and its educational partners are constantly striving to improve. Many students and families choose River Valley because of the small campus and safe, welcoming learning environment. In light of this, this goal will no longer be utilized in its current form, but the actions will continue to be implemented as standard practice in the constant and continual improvement of the educational experience for River Valley's educational partners. The goals for the 2024/25

LCAP are a result of reviewing the metrics and outcomes for Goal 3, as the actions and steps taken within are prerequisites for the desired outcomes for the 2024/25 LCAP goals.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results
- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the	Copy and paste verbatim from the 2023–24 LCAP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
				2023–24 LCAP Annual Update.	

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired 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, desired 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.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
River Valley Charter	Seth Phelps Dean	seth.phelps@riveralleyhigh.org 619-390-2579

Plan Summary 2024-25

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

As a charter school authorized by the Lakeside Union School District, RVCS is an independent study school that serves approximately 230 students in grades 7-12. Our schedule is based on a college model in which students attend each core class twice a week for 70 minutes each day, taking electives, and completing extensive independent study work outside of class on the remaining days. Class sizes range from 10 to 19 students so as to maximize instructional time. The remainder of student instructional time is taken up with extensive independent study assignments, electives, athletics, and numerous opportunities for individual tutoring. RVCS also offers a fully online independent study program in which students have more flexibility than our hybrid program, yet still maintain the academic and social support of their on-campus peers. Students learn to plan and manage their heavy study schedules and are well prepared for the time management challenges of college. A highly qualified teaching staff provides an enriched, standards based instruction to small classes with opportunities for individual tutoring every week. Students at RVCS must take four years of Mathematics, Social Science, Science, and English courses in order to graduate from our school. We strive to have 100% of our graduates meet the AG requirements upon graduation. The rigorous academics coupled with an extensive support system give students the preparation they need to be successful in college and the workplace. As an independent study school, River Valley has worked these last 27 years cultivating an educational program steeped in rigor and aimed at fostering skills necessary for succeeding in today's world. The primary purpose of RVCS's instructional model is to prepare students for college. The central components to RVCS's instructional program are to provide equitable access to a rigorous course of study and the need to motivate and inspire students so they can acquire the necessary knowledge and skills to achieve post-secondary success.

Reflections: Annual Performance

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

River Valley Charter School has seen significant progress in some areas of the CA Dashboard, and is aware of areas that need to be improved for the 2024/25 school year and beyond. There are a few areas where data is not sufficient to make a valid comparison, such as access to a broad course of study and the local climate survey, Both of which are showing standards not met for 2022 due to the data not being uploaded to the dashboard before the deadline. As the CA Dashboard reflects, 2023 the data was submitted, and the standards were met. Chronic absenteeism dropped by 8% from 2022 to 2023, although the graduation rate declined by roughly 8%. Whether or not the students between these two categories overlap cannot be determined at this time with the data available. Other notable data is in the academic performance area, where River Valley's English Language Arts performance declined from 63.1 points above standard to 29.2 points above standard from 2022 to 2023. Likewise, math performance also shows a decrease from 32.3 points above standard in 2022 to 5.5 points above standard in 2023. Although the decrease in percentage is not favorable, River Valley is still well ahead of the state in both subject areas, With the state being 13.6 points below standard for English Language Arts in 2023, and Mathematics being 49.1 points below the standard in 2023. Overall, the dashboard data shows that although there was a decrease in academic performance and graduation rate, River Valley still maintains a program of academic excellence which scores well above the state average, but may see attrition from the program who cannot meet the high standards and or rigorous graduation requirements. Chronic Absenteeism: 2022: 19.4% chronically absent 2023 11.4% chronically absent Graduation Rate: 2022: 88.9% graduated 2023 81.6% graduated Access to a Broad Course of Study: 2022: standard not met 2023: standard met Suspension Rate: 2022: very low, 0% suspended 2023 maintained, 0% suspended Basics: Teachers, Instructional Materials, Facilities: 2022: standard met 2023 standard met Parent and Family Engagement: 2022: standard met 2023 standard met Local Climate Survey: 2022: standard not met 2023 standard met Academic Performance: English Language Arts: 2022: 63.1 points above standard 2023: 29.9 points above standard Mathematics: 2022: 32.3 points above standard 2023: 5.5 points above standard

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
1. RVCS Staff (Teachers, Administration, and Support Staff)	River Valley consists of a small staff, and as such, engaging the teaching and support staff and discussions of the LCAP and its goals happens both formally and informally throughout the school year. At monthly staff meetings, teachers and some support staff discuss strengths and weaknesses, and ideas and needs that will help our students to meet their educational goals. out of these discussions come to the beginning of potential goals for the LCAP, and for other long-term planning purposes. each semester, a more focused goal planning meeting is held with the teachers, principal, Dean, counselor, campus supervisor, and media center coordinator. In these meetings, goals and metrics are discussed, and a general consensus is met as to how to prioritize, and when to implement the goals. Throughout the year informal discussion also takes place, mostly with the staff bringing ideas and concerns to the principal, campus supervisor, or dean of students. These ideas are explored, and brought up during the monthly staff meetings as appropriate.
2. RVCS Students	Oftentimes the inception of the idea that teachers or other staff members bring to monthly staff meetings comes from discussions in the class, and ideas or observations from the students. River Valley encourages students to continually strive for improvement in their campus community, which allows them to bring ideas forward if they see a means of improvement for the school, or the education of their peers. The dean of students works closely with the ASB class, soliciting input on ideas that could improve the school in the short and long-term, allowing students to use this class as a forum to share their ideas from their peers throughout campus. Students are also encouraged to fill out a yearly survey that gauges the school's success and areas of need regarding the previous years, and plans for moving forward (LCAP Perspective Survey).
3. Parents of RVCS Students	River Valley success is heavily dependent upon family and parent engagement. Parents and/or Guardians have a multitude of opportunities to be involved in the school at various levels. Three seats on the RVCS has board of directors are held by parents of current students each year, and these parents represent the parent/guardian/family population of the school in the formal board meeting setting during which policy is discussed and ultimately implemented as appropriate. In addition to the three parents who sit on the school board, RVCS also heavily relies on the Parent-Teacher Organization for feedback at monthly meetings. The dean of students sits in on these meetings, and relays this information to the principal, and other appropriate leadership team members. Parents are also heavily involved in a less formal manner, as they are encouraged engaging discussion with River Valley teachers and support staff, as well as the principal, dean of students, and other administrative personnel. Parents also

receive a survey yearly that is used to gauge their viewpoint of the successes and areas of need for the current as well as upcoming school year.

River Valley's LCAP is the result of a collaborative effort between students, educators, and families that is ongoing throughout each school year. This collaboration comes in the form of informal discussions, formalized one-on-one or small group meetings, regularly scheduled staff meetings, monthly PTO meetings, monthly board of directors meetings, and surveys sent to the families, students, and staff.

Goals and Actions

Goal

Goal #	Description	Type of Goal
Goal 1	Create a plan for effective implementation and communication of both academic and social expectations amongst students, families, and staff. This includes consistent and defined expectations between and among all educational partners and groups in their communication, interaction, and implementation of all school practices.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement and Family Engagement, Priority 5: Student Engagement, Priority 6: School Climate

An explanation of why the LEA has developed this goal.

Students and families often choose River Valley for the small school size, allowing for involvement and it sense of community that they did not find in other educational environments. In both formal (surveys and scheduled meetings) as well as informal (discussions, observations, and other communications), it has been noted that the methods of communication and involvement to and with students, parents, and staff are not as effective as prior to the covid19 pandemic. Students and families feel that there needs to be more opportunities for curricular activities, targeted student and parent support focused on student success, and a more purposefully implemented student conduct and time management plan for students during their school day.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Chronic Absenteeism (identified as a percentage)	Chronic Absenteeism: 11.4% Chronically Absent (2023 Dashboard)			Chronic Absenteeism: <10%	
2	Number of referrals in Jupiter Ed (learning management system)	2023/24 82 general referrals 413 Academic Concerns--of which 213 are			Decrease number of referrals by 30%	

		missing work referrals			

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.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Provide Study Hall	Students who are on campus during their independent study time will be assigned to a study hall in which they will be monitored and supported and their completion of academic work.	$30,000.00	Yes
Action #2	Improve Email/Communication Practices	Communication of expectations, student performance, concerns, and praise will follow guidelines set forth by the administrative team and school board.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
Action #3	Improve Student Progress Reporting	Students, parents, teachers, and administrative staff will follow guidelines for reporting student progress (both academic and social) in a consistent and timely manner.	$25,000.00	Yes
Action #4	Provide Increased Junior Counseling	Focused counseling for juniors and parents/guardians of juniors.	$6,156.00	Yes

Goal

Goal #	Description	Type of Goal
Goal 2	Provide access to a wide range of courses and learning resources.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 7: Course Access, Priority 8: Pupil Outcomes

An explanation of why the LEA has developed this goal.

Providing access to a wide range of courses and learning resources can be a challenging on a small campus. RVCS stives to provide access to and support for classes that are relevant, challenging, and in line with the needs of the current student demographic.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	Number of Advanced Placement and honors courses offered.	2 AP courses 7 Honors Courses			3 AP courses 10 Honors Courses	
2	Number of high school courses offered through the hybrid program	52 courses offered			55 courses offered, with an additional catalog of community college and online courses.	
3	Total Enrollment	231			275	

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.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Update Course Catalog	Create a catalog of courses that can be taken within and in addition to the hybrid course offerings on campus.	$24,000.00	No
Action #2	Offer Online Elective Options	As a way to offer a wider variety of courses, students in hybrid program will have access to online only courses.	$24,000.00	No

Goal

Goal #	Description	Type of Goal
Goal 3	River Valley will maintain a high level of pupil outcomes and achievement for all students.	Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic, Priority 2: Implementation of State Standards, Priority 4: Student Achievement

Although students attending RVCS have scored above the average of the state overall in ELA and Mathematics, scores in both of these disciplines have decreased from 2022 to 2023 for students at River Valley overall. As an indication of a greater need to increase academic performance for all grade levels, RVCS has developed this goal as a way to track progress as new approaches to academic accountability are implemented.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1	CA Dashboard Indicators ELA	59.9 points above standard			65 points above standard	
2	CA Dashboard Indicators Academic Performance Mathematics	5.5 points above standard			10 points above standard	
3	NWEA MAP Growth Assessment: Reading	2023/24 % of students tested at or above mean grade level RIT score: 7th: 69% 8th: 71% 9th: 78% 10th: 85%* 11th: 65% 12th: 89% Average of all grade level scores=76.1%			% of students testing at or above mean grade level RIT score: 7th: 75% 8th: 76% 9th: 82% 10th: 89%* 11th: 70% 12th:95%	
4	NWEA MAP Growth Assessment: Math	2023/24 % of students tested at or above mean grade level RIT score: 7th: 58% 8th: 67% 9th: 72% 10th: 100%* 11th: 87% 12th: 82% *10th grade scores based on PSAT in lieu of MAPS Data Average of all grade level scores=77.6% Average excluding 10th grade= 73.2%			% of students testing at or above mean grade level RIT score: 7th: 65% 8th: 72% 9th: 76% 10th: 75 11th: 93% 12th: 87%	
5	The percentage of	85%			90%	

	students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University since enrollment in 9th grade.					
6	The percentage of students who have passed an advanced placement examination with a score of 3 or higher.	2024 AP scores have not yet been released at the time of this writing. For 2023 52% of 11th and 12th grade students passed one or more AP Exam with a score of 3 or higher.			55%	

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.

Goal Analysis

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

A description of any substantive differences in planned actions and actual implementation of these actions.

[Intentionally Blank]

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.

[Intentionally Blank]

An explanation of how effective the specific actions were in making progress toward the goal.

[Intentionally Blank]

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

[Intentionally Blank]

Actions

Action #	Title	Description	Total Funds	Contributing
Action #1	Improve Academic Support and Intervention	Instructional and support staff will provide targeted support for identified students.	$50,000.00	Yes
Action #2	Graduation Plan and Progress	Students and parents/guardians will work with the school counselor, principal, and dean of students to create and follow a graduation plan.	$40,000.00	Yes
Action #3	Create and Implement On-Campus Study Guidelines	Staff will ensure that students work only in designated study spaces while on campus engaging in their Independent Study work.	$30,000.00	No
Action #4	Ensure Access to Learning Materials	Students, parents, and staff will work together to ensure that each students has access to the necessary learning materials and support.	$25,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2024-25

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$92,559.00	$0.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
0.00%	0.00%	$0.00	3.29%

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 #(s)	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
Goal 1 Action 1	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	RVCS will provide tutoring and academic support by providing study hall classes for students working on campus on their regular independent study days. Study halls will also be built into the schedules of students who have gaps in their schedules. The intent of the study halls is to provide a structured learning environment for students to work on assigned work with the goal of increasing work completion.	Number of referrals for missing/underperforming work in Jupiter Ed.
Goal 1 Action 3	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	As an independent study school, students' school attendance is based on work completion. In order for parents and students to know when a student is struggling or in need of assistance in completing assigned IS work, a formalized plan has been developed to track student progress reporting to help improve the speediness of intervention supports we can provide to the student.	Number of referrals for missing/underperforming work in Jupiter Ed.
Goal 1 Action 4	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	The majority of students attending RVCS choose to attend either a two or four year college as part of their post-secondary plan. In order to ensure students and parents are making the most informed decision regarding these plans, the RVCS School Counselor meets with every junior to review the remaining graduation requirements the student needs to make to apply to college. This provides the counselor the opportunity to	The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University since enrollment in 9th grade.

		discuss the college application process and the availability of grants and scholarships that are available to each student based upon their individual circumstances. Additionally, this same process is used for students who opt to enter trade school, the work force, or the military.	
Goal 3 Action 1	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	These last three years have seen a significant need to provide students access to supports to mitigate the learning loss experienced due to the pandemic. Having tried various strategies to address students' academic needs, RVCS increased the instructional time in math to address the deficiencies experienced by many of our middle school students. Low performing students are placed in a math class for two periods per scheduled class day. These students learn the same grade-level content as their peers, but they have double the time to work on remediating the skills necessary to achieve academic success in math. In addition to receiving help from their teachers during their scheduled tutoring hours, all students have on-campus access to a math tutor for 15 hours each week, as well as access to 24/7 online tutoring in all subject areas.	CA Dashboard Indicators for ELA and Math. MAPS Growth Assessments in math and reading. Work completion percentages.
Goal 3 Action 2	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	In order to ensure students are meeting River Valley's high school graduation requirements, students are required to take four years of English, Math, History, and Science, two years of a language other than English, one year of a Fine Art, two years of Physical Education, and one year of elective courses. River Valley students are eligible to dual enroll and take community college courses to meet high school graduation requirements. To ensure students are meeting the expected course of study to graduate, the faculty and	The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University since enrollment in 9th grade.

		administration worked to identify courses students can take at a community college in lieu of taking a course on campus to ensure the student will graduate meeting the UC a-g requirements.	
Goal 3 Action 4	This action addresses the needs of all students, and therefore will provide support and resources to all unduplicated groups.	RVCS recognizes that each group of students new to River Valley has diverse learning needs that cannot always be addressed using resources and learning materials already owned by the school. Teachers have access to purchase learning materials based on the identified needs of the student groups with whom they are working. As a middle and high school, RVCS sees the gaps in learning that students are experiencing, and using assessment data, the teachers and administration work to provide access to learning resources to meet the students' academic needs.	CA Dashboard Indicators for ELA and Math, MAPS Growth Assessments in math and reading.

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 #(s)	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.

N/A

Staff-to-student ratios by type of	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent

school and concentration of unduplicated students		
Staff-to-student ratio of classified staff providing direct services to students	0	0
Staff-to-student ratio of certificated staff providing direct services to students	0	0

2024-25 Total Planned Expenditures Table

LCAP Year	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 (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2024-25	$2,905,884.00	$92,559.00	3.19%	0.00%	3.19%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-Personnel
Totals	$279,156.00	$0.00	$0.00	$0.00	$279,156.00	$213,156.00	$66,000.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
1	1	Provide Study Hall	All	Yes	LEA-Wide	Low Income, Foster Youth, English Learners	LEA-Wide	Ongoing
1	2	Improve Email/Communication Practices	All	No	LEA-Wide			Ongoing
1	3	Improve Student Progress Reporting	All	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing
1	4	Provide Increased Junior Counseling	All	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing
2	1	Update Course Catalog	All	No	LEA-Wide			3 Years
2	2	Offer Online Elective Options	All	No	LEA-Wide		LEA-Wide	3 years

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span
3	1	Improve Academic Support and Intervention	All	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing
3	2	Graduation Plan and Progress	All	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing
3	3	Create and Implement On-Campus Study Guidelines	All	No	LEA-Wide		LEA-Wide	Ongoing
3	4	Ensure Access to Learning Materials	All	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	Ongoing

Goal #	Action #	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	$30,000.00	$0.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0.00%
1	2	$20,000.00	$5,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0.00%
1	3	$20,000.00	$5,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0.00%
1	4	$6,156.00	$0.00	$6,156.00	$0.00	$0.00	$0.00	$6,156.00	0.00%
2	1	$20,000.00	$4,000.00	$24,000.00	$0.00	$0.00	$0.00	$24,000.00	0.00%
2	2	$2,000.00	$22,000.00	$24,000.00	$0.00	$0.00	$0.00	$24,000.00	0.00%
3	1	$40,000.00	$10,000.00	$50,000.00	$0.00	$0.00	$0.00	$50,000.00	0.00%
3	2	$35,000.00	$5,000.00	$40,000.00	$0.00	$0.00	$0.00	$40,000.00	0.00%
3	3	$25,000.00	$5,000.00	$30,000.00	$0.00	$0.00	$0.00	$30,000.00	0.00%
3	4	$15,000.00	$10,000.00	$25,000.00	$0.00	$0.00	$0.00	$25,000.00	0.00%

2024-25 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)
$2,905,884.00	$92,559.00	3.19%	0.00%	3.19%	$279,156.00	0.00%	9.61%

Totals by Type	Total LCFF Funds
Total:	$279,156.00
LEA-wide Total:	$279,156.00
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	Provide Study Hall	Yes	LEA-Wide	Low Income, Foster Youth, English Learners	LEA-Wide	$30,000.00	0.00%
1	3	Improve Student Progress Reporting	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	$25,000.00	0.00%
1	4	Provide Increased Junior Counseling	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	$6,156.00	0.00%
3	1	Improve Academic Support and Intervention	Yes	LEA-Wide	Low-Income, Foster Youth,	LEA-Wide	$50,000.00	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 (%)
					English Learners			
3	2	Graduation Plan and Progress	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	$40,000.00	0.00%
3	4	Ensure Access to Learning Materials	Yes	LEA-Wide	Low-Income, Foster Youth, English Learners	LEA-Wide	$25,000.00	0.00%

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals	$291,500.00	$174,137.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Access to Courses	No	$50,000.00	$0.00
1	2	Expand Math Support	Yes	$10,000.00	$32,454.00
1	3	Implement Reading Support	No	$10,000.00	$0.00
1	4	Increase Access to Educational Technology	Yes	$100,000.00	$24,149.00
2	1	Professional Development for Instructors	No	$25,000.00	$2,415.00
2	2	Increase Post-Secondary Guidance	Yes	$20,000.00	$12,312.00
2	3	Create Student/Teacher/Parent	Yes	$2,500.00	$35,069.00

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
		Advisory Committee			
2	4	Increase/Promote Attendance and Work Completion	Yes	$2,500.00	$17,215.00
2	5	Create Online Learning Center (OLC)	No	$8,000.00	$2,500.00
3	1	Implement Structured Non-Academic Events Plan	Yes	$30,000.00	$19,590.00
3	2	Implement Stakeholder Communication Network	No	$3,500.00	$3,150.00
3	3	Establish Community Learning Center (CLC)	Yes	$15,000.00	$17,215.00
3	4	Increase Information Access	Yes	$15,000.00	$8,068.00

2023-24 Contributing Actions Annual Update Table

Totals	6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
Totals	$92,559.00	$165,000.00	$166,072.00	($1,072.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Action Title	Contributed to Increased or Improved Services?	Last Year's Total 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	2	Expand Math Support	Yes	$0.00	$32,454.00	0.00%	0.00%
1	4	Increase Access to Educational Technology	Yes	$100,000.00	$24,149.00	0.00%	0.00%
2	2	Increase Post-Secondary Guidance	Yes	$20,000.00	$12,312.00	0.00%	0.00%
2	3	Create Student/Teacher/Parent Advisory Committee	Yes	$0.00	$35,069.00	0.00%	0.00%
2	4	Increase/Promote Attendance and Work Completion	Yes	$0.00	$17,215.00	0.00%	0.00%
3	1	Implement Structured Non-Academic Events Plan	Yes	$30,000.00	$19,590.00	0.00%	0.00%
3	3	Establish Community Learning Center (CLC)	Yes	$0.00	$17,215.00	0.00%	0.00%
3	4	Increase Information Access	Yes	$15,000.00	$8,068.00	0.00%	0.00%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover - Percentage (Input Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,905,884.00	$92,559.00	0.00%	3.19%	$166,072.00	0.00%	5.72%	$0.00 - No Carryover	0.00% - No Carryover

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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

- ○ **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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) (California Legislative Information) 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.

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.

- o Include a discussion of relevant challenges and successes experienced with the implementation process.

- o 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.

  - o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

  - o 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.

  - o 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.

  - o 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

- 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.

- 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.

- 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.

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 of 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).