LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ross Valley Charter School
CDS Code: 21770650135350
School Year: 2025-26
LEA contact information:
Page Hersey
School Director
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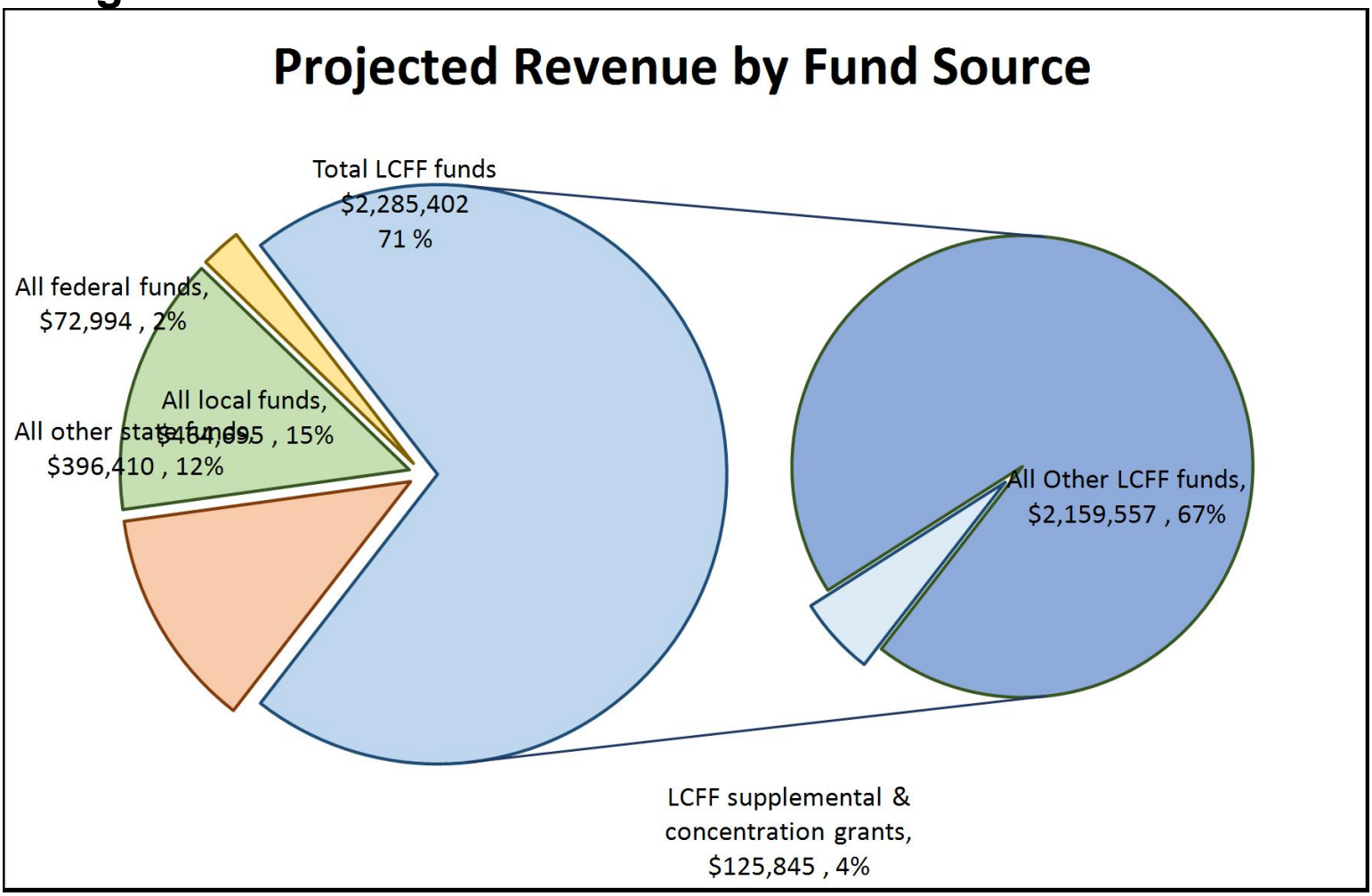
415-534-6970

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

Budget Overview for the 2025-26 School Year

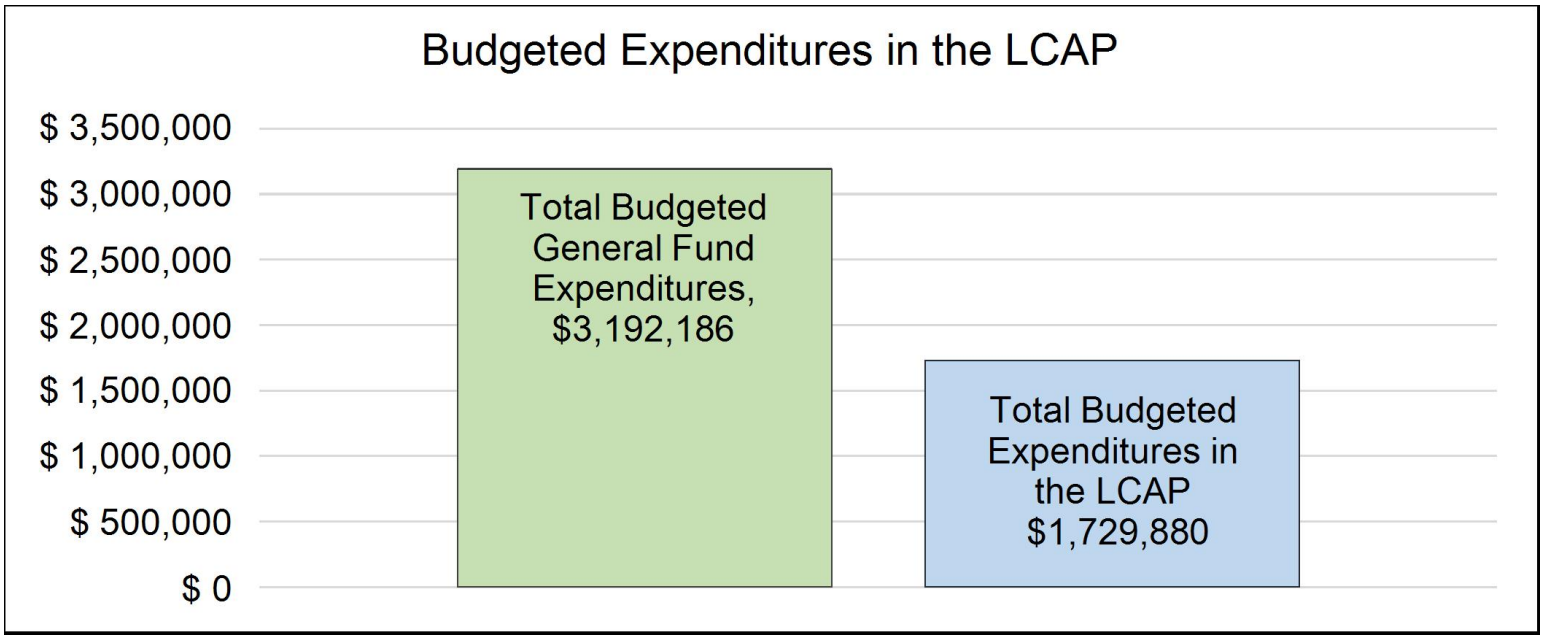


This chart shows the total general purpose revenue Ross Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Valley Charter School is $3,219,502, of which $2,285,402 is Local Control Funding Formula (LCFF), $396,410 is other state funds, $464,695 is local funds, and $72,994 is federal funds. Of the $2,285,402 in LCFF Funds, $125,845 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Ross Valley Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

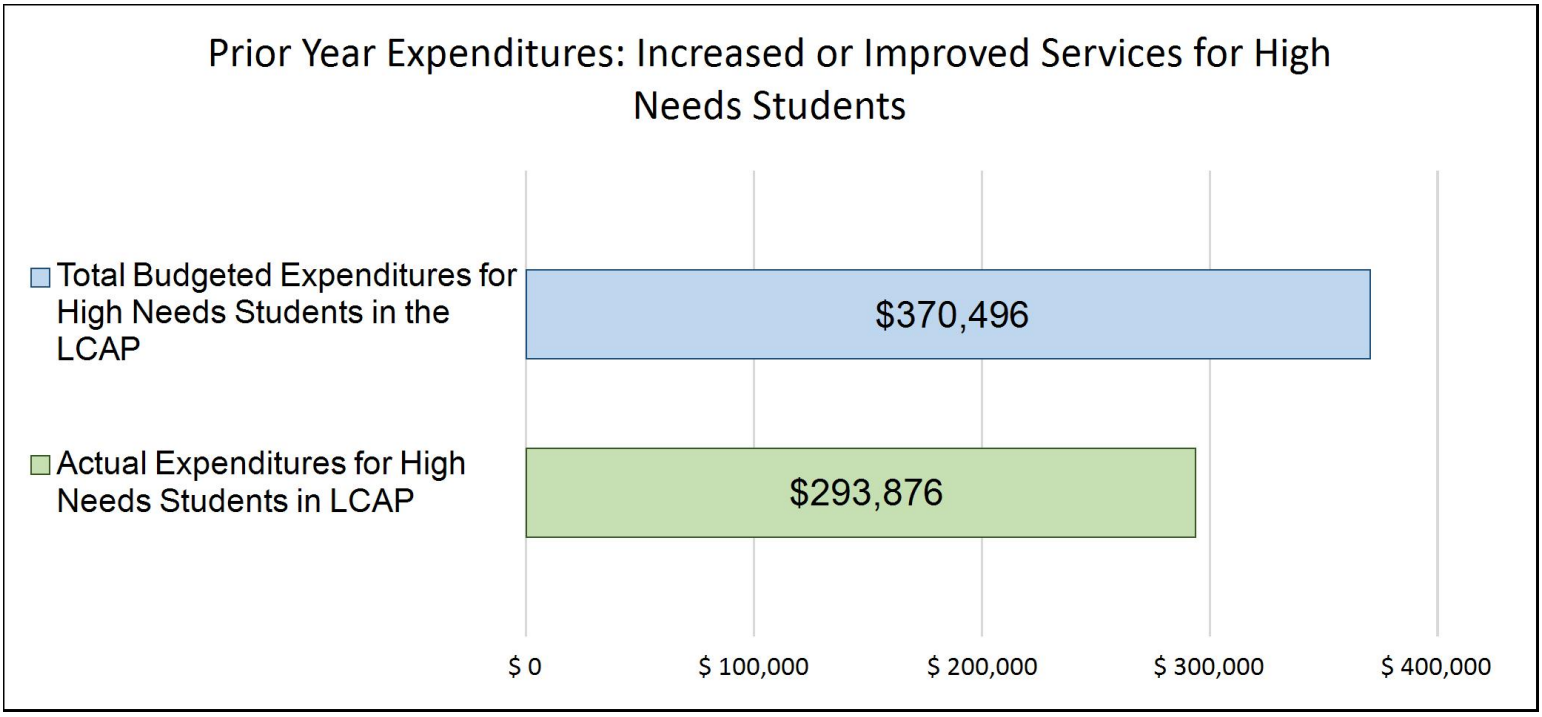
The text description of the above chart is as follows: Ross Valley Charter School plans to spend $3,192,186 for the 2025-26 school year. Of that amount, $1,729,880 is tied to actions/services in the LCAP and $$1,462,306 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

In 2025-26, Ross Valley Charter School is projecting it will receive $125,845 based on the enrollment of foster youth, English learner, and low-income students. Ross Valley Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Ross Valley Charter School plans to spend $305,840 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Ross Valley Charter School's LCAP budgeted $370,496 for planned actions to increase or improve services for high needs students. Ross Valley Charter School actually spent $293,876 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $76,620 had the following impact on Ross Valley Charter School’s ability to increase or improve services for high needs students:

We received less funding than projected for high needs students. We received $120,868 in LCFF Supplemental/Concentration funds and spent $293,876 on contributing actions. The actions were implemented as planned, utilizing some additional fund sources.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Ross Valley Charter School	Page Hersey School Director	page.hersey@rossvalleycharter.org 415-534-6970

Plan Summary [2025-26]

General Information

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

Ross Valley Charter continues the 20-year tradition of the Ross Valley School District's Multi-Age Program (MAP). Two decades ago, a group of parents and the Ross Valley School District created an Alternative Education Program, organized under Ed Code 58500 called the Multi-Age Program ("MAP"). The Program grew and matured over the subsequent years, providing a progressive education alternative to the students of Ross Valley.

In April 2015, the RVSD school board voted to discontinue MAP's status as an Alternative Education program. Creating a charter school is the best way to ensure that free, multi-age, progressive education remains available to the many Ross Valley families who desire it for their children. Ross Valley Charter was approved by the State Board of Education in January 2016 and renewed for another five years in 2021.

Our Mission:
Ross Valley Charter provides a public school option that leverages a progressive education model emphasizing deep inquiry and exploration, hands-on, immersion-based experiences, and active learning-by- doing approaches to prepare students to collaborate effectively in teams, think critically, seek information to solve problems, and be lifelong learners and culturally competent members of our diverse global community.

Our Core Beliefs:

Students learn best when constructing their own knowledge in a social context that offers rich and challenging content, collaboration with fellow students and parents, and teachers acting as facilitators of this process. Student voice, choice, and engagement are critical to supporting student agency and knowledge construction.

A thriving and joyful learning community has inclusive decision -making structures that foster teacher and parent engagement, collaboration, and shared ownership of the committed work of graduating students who are critical thinkers and creative problem solvers prepared for the 21st Century.

Foundational Practices:
Multi-age Classes—Two grade levels will be together in one class, allowing teachers and children to enjoy a two-year relationship, and giving students the opportunity to alternate being the younger and older student in their class.

Trans-disciplinary Curriculum—Curriculum will rely heavily on project- and problem-based learning, long-term units of study integrating many curricular areas, going in depth and examining a topic from many angles, and increasing students' engagement and interest.

Deep Learning Through the Gift of Time—Students will be given long blocks of time in which to work on projects. Teachers will have long weekly meetings in which to collaborate, discuss student progress, and engage in professional development.

Educating the Whole Child—The focus will not be just on academic growth, but also physical and social- emotional development.

Connected Community—Students, teachers, staff, and parents will all be considered integral parts of the school community. Teachers will focus on developing a strong community within the classroom as well as within the whole program, and will encourage students to see their role as a member of the larger community as well.

Authentic Assessment—Students' ongoing classwork and projects will be assessed to show academic growth and progress toward Common Core State Standards, which reflect the importance of 21st Century skills such as problem solving, collaboration, and communication.

Collaboration and Collective Responsibility—Students will have many opportunities to work with a partner or small group. Teachers will spend time working together weekly to plan curriculum and events.

Differentiation—With two grade levels in one classroom, teachers will focus on individual learning progress, customizing instruction and guidance to accommodate students' needs.

Cultural Competency—Students will learn about people from different cultures and backgrounds throughout history and contemporary society. Teachers and students will model appreciation for differences and inclusion of all members of the school community.

Choice—Students will have many opportunities to make choices about what they will learn, how they will learn it, what materials they will use, and how they will present their learning.

Service Learning—Each class will do at least one service-learning project per year that the students help to identify, plan, and carry out.

Our Students:
We strive for RVC graduates to embody the following attributes:
Independent and Confident—RVC students will approach situations with confidence and drive. They will be self- motivated and take initiative for their own learning. They will be comfortable taking risks. They will understand themselves as learners. They will learn how to own responsibility for their own learning, develop curiosity about the world, and know how to find information to satisfy their curiosity.

Collaborative Problem Solvers—RVC students will have interpersonal skills enabling them to work productively with a partner or group. They will be perceptive listeners and consider others' ideas. They will integrate multiple perspectives. They will apply what they've learned, and seek new information, in order to solve unfamiliar problems.

Effective Communicators—RVC students will read, write, speak, and listen with confidence and compassion. They will have strong skills to express themselves accurately and clearly. They will know that different situations call for different behaviors and modes of communication.

Creative and Adaptive Thinkers—RVC students will know that there are many ways of approaching a situation. They will explore multiple possibilities and go beyond seeking a single right answer. They will apply what they've learned, look for patterns, exercise their imaginations, and develop innovative solutions. They will have confidence to try something, have it fail, learn from it, then try something different. They will remain curious.

People who Persevere—RVC students will embrace challenges. They will be willing to work through difficult situations and problems. They will recognize the benefits that come from persisting, and will experience satisfaction from working hard and achieving their goals. They will understand that learning is a lifelong pursuit. They will be motivated to be lifelong learners.

Caring Community Members—RVC students will take responsibility for their own behavior. They will be kind and compassionate to others in the concentric circles of their world: themselves, their families, their friends, their classmates, their school, their community, and the world beyond them. They will have a sense of belonging and recognize our interconnectedness.

Solid in Foundational Academic Skills—RVC students will be strong readers and enjoy reading for pleasure and to seek information. They will be able to write well for purposes of conveying information, giving their opinion, and telling a story. They will have excellent math and science skills and will be able to apply them appropriately in novel problem situations

RVC is working to enroll a student population that is somewhat more ethnically and socio-economically diverse than the population in the Ross Valley School District. We believe that students from underserved communities in Ross Valley will particularly benefit from the progressive education approach of RVC. In fact we have more than doubled our target enrollment for English Learners and Free or Reduced Price Meal recipients and serve approximately 29.9% unduplicated pupils. In 2024-25, RVC served 198 diverse TK-5th grade students with 26% identified as Socioeconomically Disadvantaged and 12% as English Learners (ELs). Additionally, 12% of RVC students qualify for special education services. 58% of RVC students identify as White, 24% as Hispanic or Latino, and 10% as Two or More Races. As part of our commitment to Cultural Competency, we believe it is important to educate our students in a diverse student community.

How We Serve Students

The curriculum in our multi-age classrooms is flexible and open-ended enough to address the wide range of developmental abilities, learning styles, and interests of students while meeting Common Core State Standards. Creativity, adaptability, imagination, and working collaboratively are all be called upon to create songs, skits, poetry, dance, art, games, and other performance-based representations of students' knowledge. Students teach each other on a regular basis, so they need to know their subject matter well. Teachers collaborate on curriculum and instruction practices to ensure consistency throughout the program. RVC teachers interact with children based on the understanding that they are active seekers of information and not passive absorbers of knowledge.

Teachers expect children to work to construct their own meaning and understanding of information and make connections. The teachers create an environment that supports students in making choices and decisions so that they are actively engaged in their learning. This leads them to be invested and to realize the power and joy of learning, contributing to an interest in lifelong learning. RVC teachers function as highly motivated guides, facilitators, and coaches. They act more as a "guide on the side" than a "sage on the stage." They support student learning by presenting students with a question, problem, or situation to work on together, puzzle it out, research, make mistakes, and continue trying.

Teachers provide support and resources, ask questions, and encourage dialogue. They also facilitate discussions regarding process and collaborative skills. Teachers encourage students to question and wonder about things, seek information, make connections, and support each other. Teachers are on the lookout for students with a special interest in a topic that they might like to pursue individually, and help to make time available for that pursuit.

The teachers' educational goals include fostering the students' creativity and curiosity, self-reliance, social responsibility, artistic expression, critical thinking, and collaboration skills. The RVC's curriculum, philosophy, and instructional methodology encourage the students to behave responsibly and appropriately in the classroom, at home, and in the community.

The teachers often use Project- Based Learning ("PBL"), a teaching method in which students gain knowledge and skills by working for an extended period to investigate and respond to a complex question, problem, or challenge.

The differentiated, child-centered approach used at Ross Valley Charter has been designed to ensure that the learning style of each individual student is incorporated into the learning process. RVC's integrated instructional approach, which includes inquiry- based learning, targeted instruction, and social/emotional learning, allows teachers to create a differentiated and personalized learning program based on individual student profiles, including those of special needs populations (English Learners, Gifted, At-Risk of Low Achieving, Low Socioeconomic, and Special Education). To this end, teachers implement individualized instruction based on data-driven assessments. The underlying belief that all students are capable of thriving academically, socially, and emotionally guide RVC's approach to having a solid platform of support for each learner.

RVC teachers use the CA ELD Standards. These standards are not intended to replace the Common Core State Standards for ELA but instead to amplify the language knowledge, skills, and abilities of those Common Core State Standards that are critical for ELs to simultaneously be successful in school while they are developing English. RVC teachers receive professional development focused on the CA ELD Standards to ensure EL students are receiving the support they need in class.

On the 2024 California School Dashboard, no student groups were identified as Red for chronic absenteeism, and our school earned a Yellow performance indicator for Hispanic students. There were not enough English Learners to generate a performance indicator for chronic absenteeism. Our school earned a Blue rating for suspension rate for Hispanic, Socioeconomically Disadvantaged, and White students, and those were the only subgroups that had enough population to register a rating.

This plan addresses ways to improve our school and student outcomes for English Learners and Hispanic/Latino students in particular, based on a needs assessment and identification of resource inequities.

This school does not qualify for Equity Multiplier Funding.
This school has no unexpended Learning Recovery Emergency Block Grant Funds.

Reflections: Annual Performance

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

Based on our review of the 2024 California School Dashboard as well as local data, we have identified the following areas of success as well as continuing challenges:

Our academic performance, as measured by student CAASPP results, has been rated as Green overall for math and Blue overall for ELA. Our students performed 49.6 points above standard on the ELA exam which was an improvement of 29.8 points from the previous year, and the White student subgroup, the only subgroup which was large enough to register a performance level, also earned a Blue designation on the CA Dashboard by scoring 79.5 points above standard which was an improvement of 35.1 points from the previous year. Our students performed 26.7 points above standard on the math exam which was an improvement of 6.8 points from the previous year, and the White student subgroup earned a Blue performance level by scoring 58 points above standard which was an increase of 20.8 points from the previous year.

We attribute many of those gains to our focused PD on the Science of Reading and our implementation of a new literacy curriculum. We've also focused PD time on inquiry-based learning, ensuring our staff is confident and supported in delivering strong inquiry-based lessons. The California Dashboard reveals that 18.8% of our English Learners progressed at least one ELPI level and we would like to improve that. We believe the combination of new literacy curriculum and focus on Science of Reading is a good start, and our team has regularly collaborated during PD time to share best practices for teaching English Learners. Our teachers strategically use data to form small groups to support students who need more personalized instruction and they routinely ask students to explain their answers and reasoning to provide fuller, more complete responses. Additionally, our support teachers are focused on providing high-quality instruction to EL students. Our Resource Specialist now uses the new literacy materials in sessions and the intervention teacher uses Learn Up which is aligned to the literacy program. The curriculum is highly engaging for several reasons including that the resources are varied and allow students to select genres that are of interest to them, the curriculum is multi-sensory, and the lessons are consistently structured and predictable. In addition to the engagement boost, the curriculum is effective because it allows for regular assessment points that produce concrete data points for each student. We are excited about the internal data we've reviewed and we believe the combination of teacher training and effective curricular materials will lead to improved student achievement in literacy.

Our school climate continues to be a bright spot because our students feel safe and supported, and the California Dashboard also makes that clear. Our suspension rate declined back down to 0% after 1.3% of students were suspended the previous year. That 0% suspension rate earned our school a Blue performance level overall as well as a Blue rating for all three subgroups of students with a significant number of students: Hispanic, Socioeconomically Disadvantaged, and White students. We asked our families in a spring survey how likely they were to recommend our school to another family and more than 89% responded with a score of either 4 or 5 (1 = Not At All, 5 = Highly Likely).

In recent years, our school struggled with chronic absenteeism, and the rate of students who chronically miss school was one of the largest challenges our school faced. Our chronic absenteeism rate peaked in the last two years (29.6% in the 2021-22 school year and 29.1% in the 2022-23 school year) but our efforts to improve school attendance paid off in the 2023-24 school year. On the California Dashboard, our schoolwide rating is Yellow for chronic absenteeism overall because 17.6% of our students were chronically absent, an 11.5% decline from the previous year. Our three numerically significant student subgroups earned either an Orange (Socioeconomically Disadvantaged students: 25% chronically absent) or Yellow (Hispanic: 12.5% chronically absent and White: 19.4% chronically absent) performance level. In order for our school to achieve the impact we would like and for our inquiry-based model to be effective, we know our students need to spend more time in school learning and engaging with the content and their peers. We're pleased that our increased focus on developing and using systems to proactively and reactively address student attendance have resulted in stronger student attendance this year.

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.

Ross Valley Charter is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

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

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
Families	Families provided input during a mid-year annual LCAP meeting on February 13, 2025. We surveyed families in May 2025. We held a Public Hearing about the LCAP on June 9, 2025.
Students	We surveyed students in May 2025.
Teachers, administrators, and school personnel	We sought input from the staff in staff meetings on April 2, 2025, April 16, 2025 and May 14, 2025.
Community Council	We sought input from the Community Council on April 22, 2025 and May 22, 2025.
Governiing Board	Our Board approved the LCAP on June 12, 2025.

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

Families named our inquiry-based model and our Expos are particularly powerful and meaningful, and they are excited for our school to continue developing teachers through PD and collaboration to bolster those efforts. They also appreciated our school's focus on SEL, noting that our school meets students where they are emotionally and that we are inclusive. They were pleased that our inclusive content and curriculum as well as our mindfulness-based SEL program will continue to be priorities in the coming years. They shared that they thought our parent outreach efforts, particularly for Spanish-speaking families, improved this year, and they encouraged us to continue those efforts to expand parent involvement and participation at school events.

Families have encouraged us to consider ways to increase engagement through community events. They have asked us to increase the number and variety of events we offer as well as find times of the year and times of the day that are most likely to allow families to participate. For example, we expect to adjust the timing of the Parent Coffee events by shifting them a little earlier so that families who drop their children off in the morning can stick around for a few minutes to meet the leaders and other families informally, rather than asking them to return mid-morning. Although some families are interested in more fundraising opportunities, others simply want school-based events that have no fundraising components at all because they want more opportunities for families and students to connect in fun spaces.

Our staff discussed the challenges we face supporting families of EL students and increasing engagement from those families. The staff advocated for our Parent Outreach Coordinator to reach out to staff with similar roles at area schools to share best practices. The staff also noted that some communication channels have been ineffective reaching all families including families of EL students. For example, ParentSquare doesn't reach everyone, so we are going to utilize WhatsApp because that's something many of our families prefer.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will be taught in alignment with the California Common Core State Standards to become proficient readers and writers of the English language as well as proficient mathematicians.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal covers State Priorities 1, 2, 4, and 8. This goal is critical to ensure that all our students not only have the best materials but also the highest quality instruction so that they all have the opportunity to succeed.

RVC has a well-developed, content-rich curriculum that is consistent with the expectations in the Common Core State Standards for English Language Arts and Literacy. Our literacy approach serves the needs of all readers, from emerging to fluent, in grades TK-5. Our alignment with the expectations of the CCSS ensures that students gain adequate exposure to a range of fiction and nonfiction texts and comprehension tasks. Students advancing through the grades read grade-appropriate and increasingly complex texts, as outlined in the CCSS, and further develop skills and understandings mastered in preceding grades. Their writing also progresses as they go through the grades and they practice several genres of writing each year. Our math resources are also aligned to CCSS standards and expectations, and we pride ourselves on using an inquiry-based approach that is engaging and rigorous for students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: % meeting/exceeding standards for all students and all significant subgroups	All students: 61.7% Hispanic: 37.5% White: 69.64% Two or More: 75.00% SWD: 58.82% SED: 41.67% EL: 8.33%	All students: 72.6% Hispanic: 40.0% White: 86.3% Two or More: 63.63% SWD: 61.5%		75% met/exceeded for all students and subgroups	All students: +10.9% Hispanic: -2.5% White: +16.66% Two or More: -11.37% SWD: +2.68%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-23 Data Source: CAASPP	SED: 50.0% EL: 21.4% Data Year: 2023-24 Data Source: CAASPP			SED: +8.33% EL: + 13.07%
1.2	CAASPP Math: % meeting/exceeding standards for all students and all significant subgroups	All students: 60.63% Hispanic: 43.48% White: 66.67% Two or More: 66.67% SWD: 58.83% SED: 39.13% EL: 16.66% Data Year: 2022-23 Data Source: CAASPP	All students: 61.9% Hispanic: 40.0% White: 74.5% Two or More: 45.45% SWD: 30.8% SED: 46.7% EL: 14.3% Data Year: 2023-24 Data Source: CAASPP		75% met/exceeded for all students and subgroups	All students: + 1.27% Hispanic: - 3.48% White: +7.83% Two or More: - 21.21% SWD: -28.03% SED: + 6.57% EL: -2.36%
1.3	All teachers and school director engaged in professional development in CCSS-aligned best practices in both ELA and math curriculum and instruction highlighting needs of all subgroups.	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data		100% of teachers and the School Director engaged in professional development	0%
1.4	All teachers engaged in professional development in best practices to improve academic achievement	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data		100% of teachers engaged in professional development	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	among ELs, using high quality EL strategies (such as GLAD)					
1.5	% of total and EL teachers credentialed and appropriately assigned	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-2025 Data Source: Local Data		100% of teachers including EL teachers are properly credentialed	0%
1.6	All pupils will have access to standards-aligned materials	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data		100% of students have access to materials	0%
1.7	EL students access to CCSS	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data		100% of students have access to CCSS instruction and materials	0%
1.8	% of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score, or maintain the highest level	45% Data Year: 2022-23 Data Source: California Dashboard	18.8% of English learners made at least one level of growth or maintained at the highest level Data Year: 2023-24 Data Source: CA Dashboard English Learner Progress Indicator		50% or more of all English Learners demonstrate at least one level of growth on the ELPAC assessment or maintain the highest level	-26.2%
1.9	EL Reclassification Rate	7.4% RFEP	4.2% RFEP		10%	-3.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: DataQuest	Data Year: 2024-25 Data Source: DataQuest			
1.10	Access to a broad course of study to include students with exceptional needs and unduplicated pupils	100% Data Year: 2023-24 Data Source: Local Data	100% Data Year: 2024-25 Data Source: Local Data		100%	0%
1.11	Materials will be reviewed annually by School Director and teachers to ensure that they are aligned with CCSS	100% Data Year: 2023-24 Data Source: Local Data	100% reviewed Data Year: 2024-25 Data Source: Local Data		100% of materials are reviewed annually by School Director and teachers to ensure they are aligned with CCSS	0%

Goal Analysis [2024-25]

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

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

The actions designed to support achievement of the goal were implemented as planned. We are proud of the professional development we offered this year because it focused on two of our priorities: our inquiry-based instructional model and our support of English Learners. In the first half of the year, our teachers engaged in PD that focused on inquiry-based learning and in the second half of the year our staff focused on developing strategies for supporting EL students. After they learned those instructional methods, we provided consistent opportunities for teachers to share, with their colleagues, the strategies they incorporated in classroom instruction, so our teachers not only developed skills in PD sessions, they regularly revisited what was learned in those sharing sessions and encouraged their colleagues to use similar strategies in their own classrooms. Our intervention teacher found that our transition to utilizing the LearnUp curriculum to support her small group efforts was particularly impactful because of how much more accessible and engaging it is for students. She noted that not only were the materials engaging, they were varied and allowed for the regular collection and analysis of student data, giving her ample opportunities to provide immediate feedback to students.

One of the biggest challenges we encountered this year was with aligning teacher-led learning communities with slightly different classroom configurations. Teachers tend to re-use our effective inquiry-based lessons from year to year, but since our classrooms are typically mixed grade levels and they changed a little this year compared to previous years, teachers needed to adjust the units. In order to ensure the revisions would be appropriate for students in different grade levels, it was important our teachers knew and shared how they planned to revise the inquiry-based lessons. The logistics of ensuring teachers met with colleagues who taught students who were one or two grade levels younger and one or two grade levels older was particularly challenging. A second challenge had to do with the sheer number of students who the teachers wish could receive small group language instruction. The intervention teacher who successfully implemented the LearnUp curriculum notes that the materials can only powerfully be used in groups as small as 1 or 2 students due to the intense amount of support and feedback it requires, so she is unable to provide intervention services to all the students who could benefit from them.

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

There was a material difference for the 1.7 Comprehensive Intervention action because classroom aides were recategorized to other aide lines. There was a material difference for the 1.8 Inquiry Based Learning action because a role increased to FTE.

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

Our Common Core Aligned Curriculum and Instruction, CCSS Professional Development, Progress Monitoring, Comprehensive Intervention, and Inquiry Based Learning actions were effective in making progress toward the goal as evidenced by our CAASPP data, internal data about teacher preparation, and parent survey data. Between the 2022-23 school year and 2023-24 school year, an additional 10.9% of students met or exceeded standards on the CAASPP ELA exam and an additional 1.27% of students met or exceeded standards on the CAASPP math exam. Like in previous years, 100% of our materials were reviewed by our School Director and teachers to ensure they were aligned with the CCSS, 100% of students had access to standards aligned materials, 100% of our teachers were credentialed and properly assigned, and 100% of teachers engaged in professional development in CCSS-aligned best practices in ELA and math curriculum. In our spring family survey asking how motivated their child was to learn at school, only 4.2% of parents recorded a score of 1 or 2 where 1 meant not motivated at all and 5 meant completely motivated. A full 51.1% of parents scored that question a 5, indicating their child is completely motivated. When asked how well the school is preparing their child for the next academic year, 83.0% recorded a score of 4 or 5 where 1 meant not at all and 5 meant fully prepared.

Our CCSS Materials Aligned for EL, EL Intervention and EL Strategies PD actions were partially effective in making progress toward the goal as evidenced by our CAASPP data, ELPAC data, and internal data about teacher preparation. Though 100% of teachers engaged in professional development to improve academic achievement among ELs using high quality EL strategies, 100% of EL teachers were credentialed and appropriately assigned, and 100% of EL students had access to CCSS materials, our most recent academic achievement was mixed. Only 18.8% of ELs made at least one level of growth or maintained at the highest level on the ELPAC in the 2023-24 school year, our EL reclassification rate was only 4.2% (compared to 7.4% in the previous year), and our CAASPP math exam results show that only 14.3% of our EL students met or exceeded the standard in 2023-24 (compared to 16.66% the previous year). One bright spot in that data that points to how our increased focus on providing high quality instruction and materials is that our CAASPP ELA results for EL students improved significantly: 21.4% of EL students met or exceeded the standard compared to 8.33% the previous year.

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice. The following actions are being updated based on feedback from our educational partners.

1.4 EL Intervention - We are specifying that the LearnUp curriculum will be used by our intervention teacher because of the success she and her students had with the engaging, data-driven materials.

1.7 Comprehensive Intervention - Whereas we previously noted that our intervention program would provide support for students to reach grade level standards in ELA and math, our intervention teacher has noted how intensive the literacy support has been and it has limited her ability to provide math support. Next year, she will focus most of her time on ELA support because of our push to improve the literacy skills of our struggling students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Common Core-Aligned Curriculum and Instruction	Teachers will use CCSS, IEP goals, school-adopted curriculum materials and develop their own materials to teach ELA and math.	$798,343.00	No
1.2	CCSS Professional Development	All teachers and School Director engage in professional development in CCSS-aligned best practices in both ELA (English Language Arts) and math curriculum and instruction highlighting needs of all subgroups.	$77,060.00	No
1.3	CCSS Materials Aligned for EL	Provide broad range of high-quality, standards aligned instructional resources that facilitate English Learner's access to core curriculum and expand their knowledge of the world. Provide curriculum and unit development aligned to both CCSS and ELD (English Language Development) standards.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention utilizing the LearnUp curriculum.	$76,558.00	No
1.5	EL Strategies PD	All teachers and School Director shall engage in professional development in scaffolding and best practices to improve academic achievement among ELs using specific EL strategies (such as GLAD).	$63,081.00	No
1.6	Progress Monitoring	Monitor student progress in English language reading, writing, speaking, and math. This will be done using a combination of SBAC Interim Assessments, and internal assessments.	$63,081.00	Yes
1.7	Comprehensive Intervention	Provide a comprehensive intervention program for students who require support to reach grade level standards in ELA and Math, with the primary focus being on supporting ELA achievement.	$242,759.00	Yes
1.8	Inquiry Based Learning	Teachers will continue using the inquiry arc as the primary thematic inquiry tool and will be provided with professional development to promote best practices.	$159,514.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Families, including families representative of all subgroups, will be an integral part of the RVC community and will participate in the governance and operation of the school. Families will view RVC as receptive to their input and involvement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal covers State Priorities 3 and 6. This goal is critical to ensure that we prioritize the partnership between our school and our families. We plan to regularly solicit feedback, encourage active participation in school committees, and ensure families have an active role in the governance of our school.

Parent involvement and the parents' role as co-learners are important components of RVC and provide the backbone for the sense of community in our school. Parents are viewed as critical stakeholders and co-learners (along with teachers and administrators) in the education of the students, and parents are given a voice in RVC policy setting and decision-making.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family engagement: Families serve on Community Council	7 parents serve Data Year: 2023-24 Data Source: Local Data	9 parents serve Data Year: 2024-25 Data Source: Local Data		7+ parents serve on Community Council	2 more parents serve
2.2	Family engagement: Families serve on the Governing Board	3 parents serve Data Year: 2023-24	3 parents serve Data Year: 2024-25		2+ parents will serve on the Governing Board	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Data	Data Source: Local Data			
2.3	Family feedback: Input is solicited and welcomed	95% agree or strongly agree that Ross Valley Charter welcomes parents' contributions and actively seeks to involve parents. Data Year: 2023-24 Data Source: Parent Survey	89% agree or strongly agree that Ross Valley Charter welcomes parents' contributions and actively seeks to involve parents. Data Year: 2024-25 Data Source: Parent Survey		95%+ agree or strongly agree that RVC welcomes parents' contributions and actively seeks the input of parents before making important decisions.	-6%
2.4	Monthly Diversity and Inclusion meetings	Several parents provide consultative advice for diversity initiatives, but monthly meetings did not happen. Data Year: 2023-24 Data Source: Local Data	Committee had 2 meetings early in the year and added a couple new members, still gives input on topics related to D&I Data Year: 2024-25 Data Source: Local Data		Diversity and Inclusion Meetings will occur monthly with at least one teacher representative and School Director; and will report to the governing board on school diversity goal progress annually	N/A
2.5	Parent Education event related to cultural competency	6 sessions of Peace Coach training Data Year: 2023-24 Data Source: Local Data	Partnered with Kids IRL Marin to offer online parent education about tech/screens		At least one Parent Education event related to cultural competency will be provided each school year	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Data Year: 2024-25 Data Source: Local Data			

Goal Analysis [2024-25]

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

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

The actions designed to support achievement of the goal were implemented as planned. In order to better understand how we can drive increased parent engagement on our campus, we empowered our Outreach and Enrollment Coordinator to develop strong relationships with our families and encourage more families to engage in school committees and to support families. She works full-time at the school and is bilingual, so that has been an improvement from previous years when similar staff members were only able to work part-time.

Although we carried out the actions as planned, we struggled to gain much traction with families. We have noticed that one of the primary ways we communicate with our families, ParentSquare, has been mostly ineffective when we've tried to reach our EL and low-income families. To address that challenge, our Outreach and Enrollment Coordinator started using WhatsApp and a Google voice number that families can text in order to better connect with them. Our parent surveys were returned by only about 25% of our families and our Community Council continues to be served by a small, core group of families.

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

There were no material differences in spending for any of these actions.

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

Our Parent Feedback, Reducing Involvement Barriers, Community Council Recruitment, and Board Recruitment actions were partially effective as evidenced by attendance at family events and family survey data. Due to limited participation, we were unable to host monthly diversity and inclusion meetings; the Diversity and Inclusion Committee met bi-monthly this year and welcomed only a couple new members. Parental participation on our Governing Board held steady at 3 parents serving this year just like last year, and participation grew on the Community Council from 7 parents serving in the 2023-24 school year to 9 parents serving this year. Although we made concerted efforts to engage with our families and ask them how they would like to support the school, only 89% agreed or strongly agreed on our spring survey

that our school welcomes parents' contributions and actively seeks to involve parents, marking a 6% decrease from the 95% of parents who agreed or strongly agreed with that statement a year ago.

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice. The following actions are being updated based on feedback from our educational partners.

2.2 Reducing Involvement Barriers - Rather than asking our School Director and other school-based designees to reach out to families, we will task our full-time and bilingual Outreach and Enrollment Coordinator to take the lead on encouraging parental involvement. That change is being made both so that there's a central person who can focus on those efforts instead of distributing the load across several staff members who may not reach out as effectively and because she is bilingual and building relationships with our EL and low-income families, and those are families we are especially hopeful will increase their engagement at our school.

2.4 Board Recruitment - We have been pleased that 3 parents served on the Board this year, but one position is likely opening and and instead of settling for only 2 parents remaining, we expect to fill that vacant spot with another parent.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Feedback	Soliciting parent/guardian feedback through regular surveys	$15,365.00	No
2.2	Reducing Involvement Barriers	The School Director, and designees, will work with families and committees to identify barriers to prevent involvement and inclusion and will implement a plan to overcome these barriers	$85,426.00	No
2.3	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities	$7,682.00	No
2.4	Board Recruitment	The RVC Governing Board will have at least two-parent guardian board members	$0.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will engage in curriculum that is meaningful to them in a safe and inclusive environment. RVC will prioritize efforts to develop cultural competency across our constituent groups: teachers, staff, parents and students, and provide resources and opportunities that foster diversity, equity and inclusion within our classrooms and as a school community.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal covers State Priorities 1, 5, 6, 7, and 8. This goal is critical to ensure that all community members have a strong sense of belonging and are included in the continued growth of the school. Students who engage in a meaningful curriculum in a safe and inclusive environment are much more likely to meet our academic expectations, so we believe it is important to support the academic and social-emotional growth of our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	School facilities are in good repair	91.26% Good rating Data Year: 2023-24 Data Source: FIT Report	97.66% Good rating Data Year: 2024-25 Data Source: FIT Report		90% or above in Good repair	N/A
3.2	Students will identify on a school survey that they	92% either mostly agree or agree	90.7% either mostly agree or		At least 90% of students will	-1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	engage in curriculum that is meaningful to them.	completely with the statement "I learn about topics and subjects that are important to me in my classes." Data Year: 2023-24 Data Source: Student Survey	agree completely with the statement "I learn about topics and subjects that are important to me in my classes." Data Year: 2024-25 Data Source: Student Survey		identify on a school survey that they engage in curriculum that is meaningful to them.	
3.3	Students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	93% either mostly agree or agree completely with the statement "I have strong, safe, and healthy relationships with other students at my school." Data Year: 2023-24 Data Source: Student Survey	89.8% either mostly agree or agree completely with the statement "I have strong, safe, and healthy relationships with other students at my school." Data Year: 2024-25 Data Source: Student Survey		At least 95% of students will identify on a school survey that they have strong, safe, and healthy relationships with their peers.	-3.2%
3.4	Students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	95% either mostly agree or agree completely with the statement "I have strong, safe, and healthy relationship with my teacher."	97.4% either mostly agree or agree completely with the statement "I have a strong, safe, and healthy relationship with my teacher."		At least 95% of students will identify on a school survey that they have strong, safe, and healthy relationships with their teachers.	+2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-24 Data Source: Student Survey	Data Year: 2024-25 Data Source: Student Survey			
3.5	School attendance rate	93.26% Data Year: 2023-24 Data Source: P2	95.6% Data Year: 2024-25 Data Source: P2		94.5% attendance averaged over all grades.	+2.34%
3.6	Chronic Absenteeism rates for all students and all numerically significant subgroups	All Students: 29.1% English Learner: 39.1% Socioeconomic Disadvantaged:40.67% Students with Disabilities: 53.1% Hispanic or Latino: 25.9% Two/More Races: 25.0% White: 30.7% Data Year: 2022-23 Data Source: DataQuest	All Students: 17.6% EL: 22.2% SED: 25.0% SWD: 25.9% Hispanic: 12.5% Two or More Races: 5.6% White: 19.4% Data Year: 2023-24 Data Source: School Accountability Report Card		10% or lower Chronic Absenteeism for all students and all numerically significant subgroups	All students: -11.5% EL: -16.9% SED: -15.67% SWD: -27.2% Hispanic: -13.4% Two or More Races: -19.4% White: -5.6%
3.7	Pupil Suspension rate for all students and all numerically significant subgroups	1.3% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: School		0% suspension rate for all students and all numerically significant subgroups	-1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Accountability Report Card			
3.8	Pupil Expulsion rate for all students and all numerically significant subgroups	0% Data Year: 2022-23 Data Source: DataQuest	0% Data Year: 2023-24 Data Source: School Accountability Report Card		0% expulsion rate for all students and all numerically significant subgroups	0%
3.9	Each thematic inquiry unit will be assessed to ensure inclusion of multiple resources that represent diverse experiences.	100% Data Year: 2023-24 Data Source: Local Data	100% assessed Data Year: 2024-25 Data Source: Local Data		100% of thematic inquiry units will be assessed to ensure inclusion of multiple resources that represent diverse experiences	0%

Goal Analysis [2024-25]

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

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

The actions designed to support achievement of the goal were mostly implemented as planned. Our student attendance has improved and chronic absenteeism has decreased, and we credit some of that success with frequent communication between our administration, teachers, and families and intentional follow-through with students who are missing a lot of school. We have improved our implementation of independent study, making families aware of that option so they know in advance how to help their students plan for and complete work when they are traveling. That's helped with our attendance and chronic absenteeism rates because families were not taking advantage of those independent study opportunities as frequently in the past. Our administration team regularly discusses how to support our chronically student students and reaches out to meet with families and schedule SSTs to discuss attendance challenges and work to identify solutions. Our Cultural Competency Education was limited this year and primarily focused on the school refreshing parent newsletters and sending them home.

Those efforts related to attendance and chronic absenteeism have been powerful, but monitoring and responding to chronic absenteeism has taken more time and effort than we anticipated. We believed we would develop and successfully implement a formal tiered system of support this year, but due to the challenges of designing and implementing something formal, the system we followed was more informal and relied on discussions between the administrative team and teachers. Our Diversity and Inclusion Committee did not meet as regularly as we anticipated, either. Though a few parents are active and contribute their time and expertise to classroom lessons, the committee itself only meets bi-monthly as opposed to the planned monthly meetings we expected.

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

There were no material differences in spending for any of these actions.

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

Our Inclusive Content and Curriculum and Mindfulness-Based SEL actions were effective in making progress toward the goal as evidenced by survey data. Our student survey data showed that 89.8% of our students either mostly agree or agree completely that they have strong, safe, and healthy relationships with other students at the school. Additionally, 91.5% of students said they feel they either belong somewhat or completely belong at school. Our parent survey data revealed similar data because more than 85% of parents responded with a 4 or 5 (1 = Not At All, 5 = Extremely Well) when asked how well they think their child's social and emotional needs are being met at the school. When parents were asked how much respect they think students at the school have for staff, more than 91% responded with a 4 or 5 (1 = No Respect, 5 = Complete Respect) and when asked how much respect they think the staff has for students, more than 95% responded with a 4 or 5. Further supporting the effectiveness of those actions, our suspension rate and expulsion rate were both 0%.

Our Cultural Competency Education and Diversity and Inclusion Committee actions were effective in making progress toward the goal as evidenced by our parent survey data. More than 87% of parents, when asked how much of a sense of belonging their child feels at the school responded with a score of 4 or 5 (1 = None, 5 = Extreme Belonging). Additionally, 100% of our thematic inquiry units were assessed to ensure inclusion of multiple resources that represent diverse experiences, and the parents on our Diversity and Inclusion Committee volunteer to improve classroom lessons with an eye toward inclusive concepts.

Our Attendance Monitoring action was effective in making progress toward the goal as evidenced by our attendance rate and chronic absenteeism rate. Our attendance rate improved to 95.6% this year (up from 93.26% the previous year) and our chronic absenteeism rate dropped to 17.6% last year (down from 29.1% the previous year).

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

The school is not making any changes to the planned goal, metrics, or desired outcomes for the coming year based on the reflections on prior practice. The following actions are being updated based on feedback from our educational partners.

3.3 Cultural Competency Education - We are partnering with Kids IRL Marin Screen Sense organization because they can lead parent education related to screen usage for students. We will advertise those events in our school newsletters.

3.4 Diversity and Inclusion Committee - Parents are interested in partnering with the Community Council to connect with more families and encourage them to be more actively involved at the classroom level.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Inclusive Content and Curriculum	Staff and teachers will be supported to use inclusive teaching materials, methods, and language	$65,060.00	No
3.2	Mindfulness-Based SEL	School will continue to develop and implement its mindfulness based social emotional curriculum and provide mental health support to students	$68,448.00	No
3.3	Cultural Competency Education	Provide parent education and staff education on cultural competency	$0.00	No
3.4	Diversity and Inclusion Committee	Staff and families will be invited to attend regular meetings of the Diversity & Inclusion Committee to discuss topics, raise concerns and create opportunities	$0.00	No
3.5	Attendance Monitoring	The school will proactively encourage student attendance through regular communication with students and families as well as through the creation of positive incentives for attendance. The school will monitor attendance with data and design and implement a tiered system of support for families whose students miss school. Early interventions will include phone calls home, but if a student's attendance rate dips to the point that they become a candidate for becoming chronically absent, the family will meet with an	$6,502.00	No

Action #	Title	Description	Total Funds	Contributing
		administrator to discuss possible challenges and solutions the family encounters.		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$125,845	$0

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
6.064%	0.000%	$0.00	6.064%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Progress Monitoring **Need:** Among other skills, Ross Valley Charter's students are expected to develop solid foundational academic skills, develop as effective communicators, and collaborate to solve problems. 14.3% of English Learners and 46.7% of Socioeconomically Disadvantaged students	RVC recently implemented a new set of curricular resources meant to better align with the Science of Reading because we expect that research-supported approach will principally help Socioeconomically Disadvantaged students and English Learners to make for more engaging, productive lessons, but are provided on a schoolwide basis because all students will benefit. The reading assessments that are aligned to the new curricular materials allow us to monitor the progress of our students more frequently and	1.1 CAASPP ELA % meeting/exceeding standards for all students and all significant subgroups 1.2 CAASPP Math % meeting/exceeding standards for all students and all significant subgroups

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Met or Exceeded Standards in Math and 21.4% of English Learners and 50.0% of Socioeconomically Disadvantaged students Met or Exceeded Standards in ELA according to CAASPP data. We can see there is a need for progress monitoring and academic intervention to ensure we have accurate data on each student's needs and ready supports to fill gaps and access grade level content. **Scope:** LEA-wide	confidently because the assessments are better aligned than those we used previously.	1.4 All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD) 1.8 % of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score, or maintain the highest level
1.7	**Action:** Comprehensive Intervention **Need:** Among other skills, Ross Valley Charter's students are expected to develop solid foundational academic skills, develop as effective communicators, and collaborate to solve problems. 14.3% of English Learners and 46.7% of Socioeconomically Disadvantaged students Met or Exceeded Standards in Math and 21.4% of English Learners and 50.0% of Socioeconomically Disadvantaged students Met or Exceeded Standards in ELA according to CAASPP data. We can see there is a need for progress monitoring and academic intervention to ensure we have accurate data	RVC recently implemented a new set of curricular resources meant to better align with the Science of Reading because we expect that research-supported approach will principally help Socioeconomically Disadvantaged students and English Learners to make for more engaging, productive lessons, but are provided on a schoolwide basis because all students will benefit. The literacy materials that we use in small group interventions are highly engaging, and we expect that our intervention services will support the needs of Socioeconomically Disadvantaged and English Learner subgroups because we will be able to utilize small group interventions as well as strategic push-in opportunities.	1.1 CAASPP ELA % meeting/exceeding standards for all students and all significant subgroups 1.2 CAASPP Math % meeting/exceeding standards for all students and all significant subgroups 1.4 All teachers engaged in professional development in best practices to improve academic achievement among ELs, using high quality EL strategies (such as GLAD)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	on each student's needs and ready supports to fill gaps and access grade level content. **Scope:** LEA-wide		1.8 % of all English Language Learners demonstrate at least one level of growth on the ELPAC assessment, as compared to the prior year's score, or maintain the highest level

Limited Actions

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

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

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

Additional Concentration Grant Funding

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

NA

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,075,273	125,845	6.064%	0.000%	6.064%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,641,929.00	$74,950.00	$0.00	$12,000.00	$1,728,879.00	$1,641,929.00	$86,950.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Common Core-Aligned Curriculum and Instruction	All	No			All Schools	Ongoing	$798,343.00	$0.00	$798,343.00	$0.00	$0.00	$0.00	$798,343.00	
1	1.2	CCSS Professional Development	All	No			All Schools	Ongoing	$65,060.00	$12,000.00	$65,060.00	$0.00	$0.00	$12,000.00	$77,060.00	
1	1.3	CCSS Materials Aligned for EL	English Learners	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
1	1.4	EL Intervention	English Learners	No			All Schools	Ongoing	$76,558.00	$0.00	$76,558.00	$0.00	$0.00	$0.00	$76,558.00	
1	1.5	EL Strategies PD	English Learners	No			All Schools	Ongoing	$63,081.00	$0.00	$63,081.00	$0.00	$0.00	$0.00	$63,081.00	
1	1.6	Progress Monitoring	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$63,081.00	$0.00	$63,081.00	$0.00	$0.00	$0.00	$63,081.00	
1	1.7	Comprehensive Intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$242,759.00	$0.00	$242,759.00	$0.00	$0.00	$0.00	$242,759.00	
1	1.8	Inquiry Based Learning	All	No			All Schools	Ongoing	$159,514.00	$0.00	$159,514.00	$0.00	$0.00	$0.00	$159,514.00	
2	2.1	Parent Feedback	All	No			All Schools	Ongoing	$15,365.00	$0.00	$15,365.00	$0.00	$0.00	$0.00	$15,365.00	
2	2.2	Reducing Involvement Barriers	All	No			All Schools	Ongoing	$85,426.00	$0.00	$85,426.00	$0.00	$0.00	$0.00	$85,426.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	Community Council Recruitment	All	No			All Schools	Ongoing	$7,682.00	$0.00	$7,682.00	$0.00	$0.00	$0.00	$7,682.00	
2	2.4	Board Recruitment	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.1	Inclusive Content and Curriculum	All	No			All Schools	Ongoing	$65,060.00	$0.00	$65,060.00	$0.00	$0.00	$0.00	$65,060.00	
3	3.2	Mindfulness-Based SEL	All	No			All Schools	Ongoing	$0.00	$68,448.00	$0.00	$68,448.00	$0.00	$0.00	$68,448.00	
3	3.3	Cultural Competency Education	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.4	Diversity and Inclusion Committee	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	
3	3.5	Attendance Monitoring	All	No			All Schools	Ongoing	$0.00	$6,502.00	$0.00	$6,502.00	$0.00	$0.00	$6,502.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,075,273	125,845	6.064%	0.000%	6.064%	$305,840.00	0.000%	14.737 %	**Total:**	$305,840.00
								LEA-wide Total:	$305,840.00
								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	**1.6**	Progress Monitoring	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,081.00	
1	**1.7**	Comprehensive Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$242,759.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,566,520.00	$1,540,207.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Common Core-Aligned Curriculum and Instruction	No	$719,723.00	$745,633
1	**1.2**	CCSS Professional Development	No	$72,537.00	$72,537
1	**1.3**	CCSS Materials Aligned for EL	No	$0.00	$0
1	**1.4**	EL Intervention	No	$73,522.00	$73,517
1	**1.5**	EL Strategies PD	No	$57,457.00	$56,478
1	**1.6**	Progress Monitoring	Yes	$57,547.00	$60,999
1	**1.7**	Comprehensive Intervention	Yes	$312,949.00	$232,877
1	**1.8**	Inquiry Based Learning	No	$90,271.00	$112,748
2	**2.1**	Parent Feedback	No	$15,288.00	$15,290
2	**2.2**	Reducing Involvement Barriers	No	$23,307.00	$25,229
2	**2.3**	Community Council Recruitment	No	$7,644.00	$7,644

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	Board Recruitment	No	$0.00	$0
3	**3.1**	Inclusive Content and Curriculum	No	$62,537.00	$63,517
3	**3.2**	Mindfulness-Based SEL	No	$67,425.00	$67,425
3	**3.3**	Cultural Competency Education	No	$0.00	$0
3	**3.4**	Diversity and Inclusion Committee	No	$0.00	$0
3	**3.5**	Attendance Monitoring	No	$6,313.00	$6,313

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$120,868	$370,496.00	$293,875.97	$76,620.03	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Progress Monitoring	Yes	$57,547.00	$60,998.99		
1	1.7	Comprehensive Intervention	Yes	$312,949.00	$232,876.98		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,019,180	$120,868	0.000%	5.986%	$293,875.97	0.000%	14.554%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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