LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ross Valley Charter School

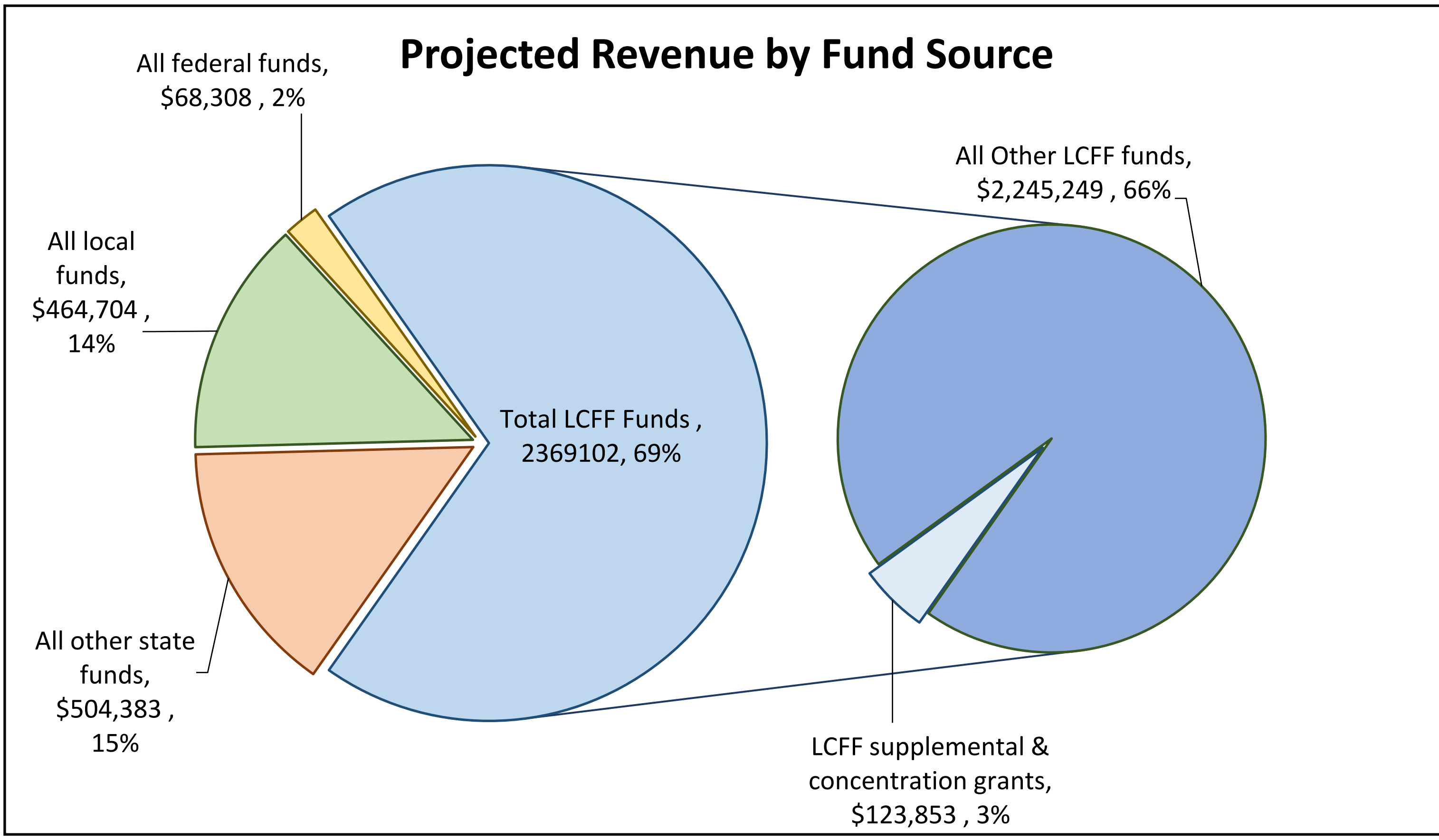
CDS Code: 21770650135350

School Year: 2026-2027

LEA contact information: Becky Hausammann, School Director, becky.hausammann@rossvaeelycharter.org

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

Budget Overview for the 2026-2027 School Year

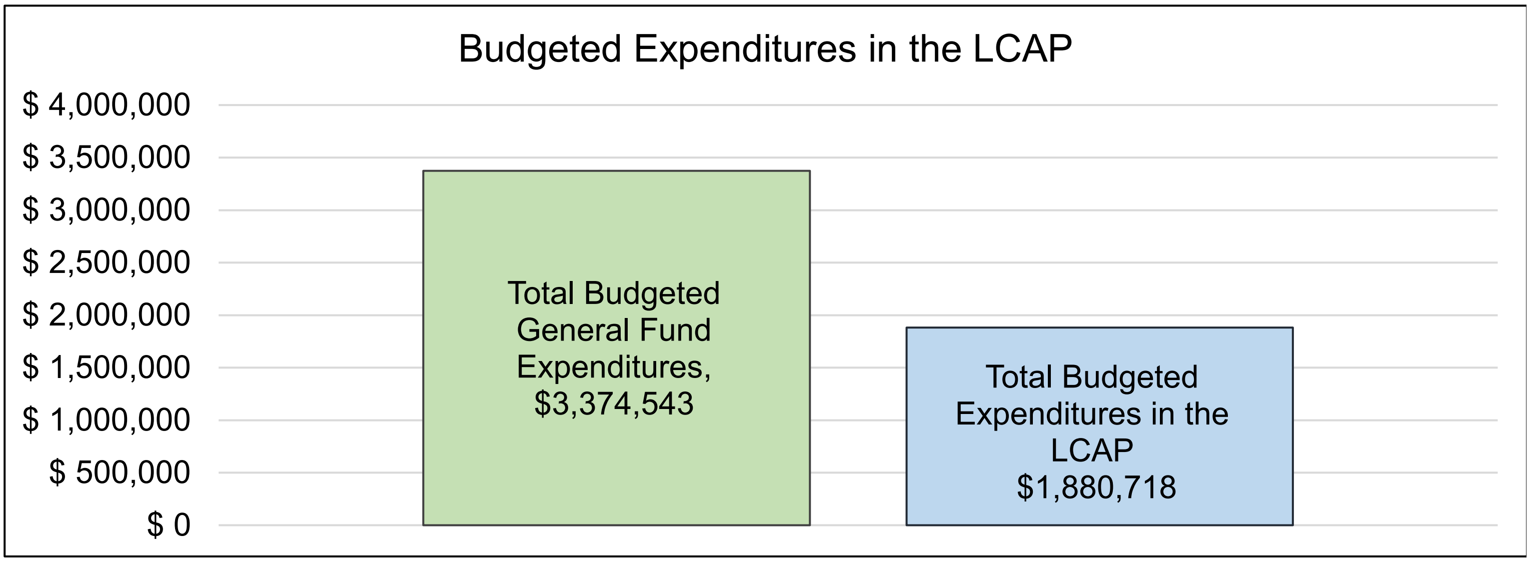


This chart shows the total general purpose revenue Ross Valley Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ross Valley Charter School is $3,406,497.00, of which $2,369,102.00 is Local Control Funding Formula (LCFF), $504,383.00 is other state funds, $464,704.00 is local funds, and $68,308.00 is federal funds. Of the $2,369,102.00 in LCFF Funds, $123,853.00 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 2026-2027. 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 $3,374,543.00 for the 2026-2027 school year. Of that amount, $1,880,718.00 is tied to actions/services in the LCAP and $1,493,825.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

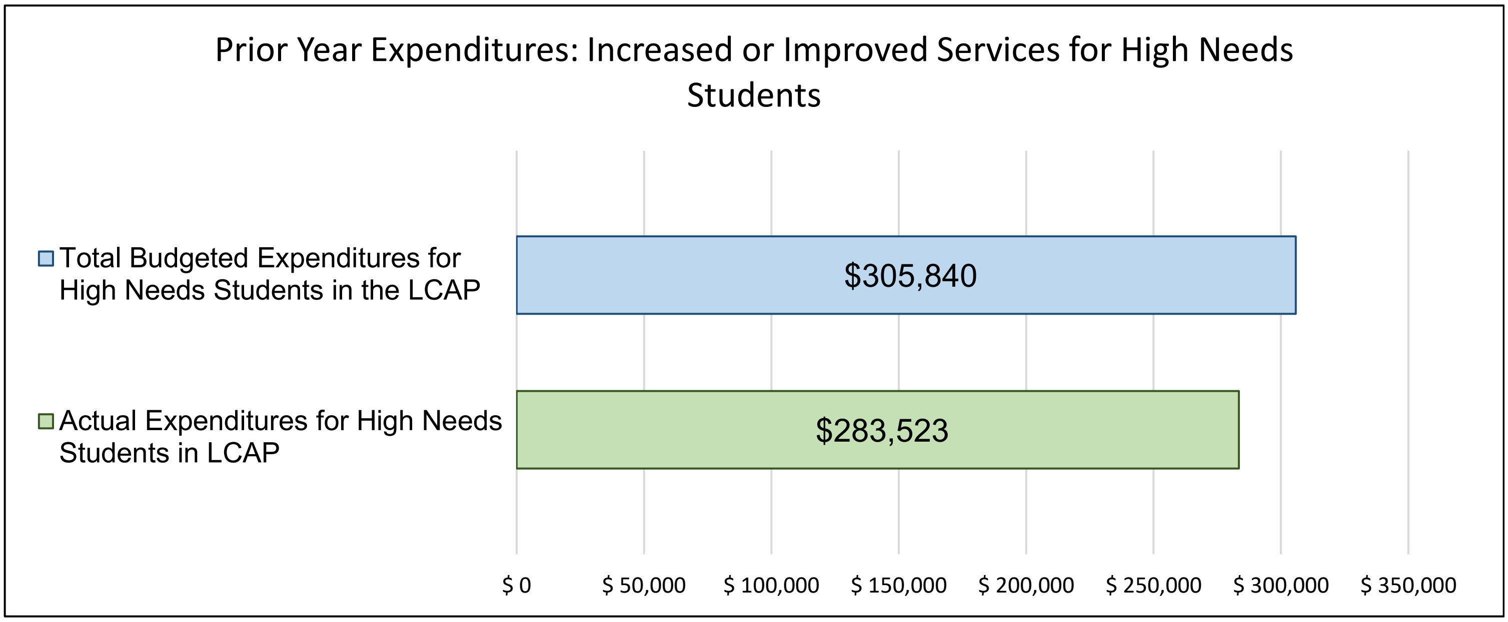
Expenditures not included in the LCAP include facilities and occupancy costs, utilities, insurance, technology infrastructure, administrative and operational services, transportation, food services, maintenance, and other costs necessary to operate and maintain the school

Increased or Improved Services for High Needs Students in the LCAP for the 2026-2027 School Year

In 2026-2027, Ross Valley Charter School is projecting it will receive $123,853.00 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 $397,886.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-2026



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 2025-2026, Ross Valley Charter School's LCAP budgeted $305,840.00 for planned actions to increase or improve services for high needs students. Ross Valley Charter School actually spent $283,523.00 for actions to increase or improve services for high needs students in 2025-2026. The difference between the budgeted and actual expenditures of $22,317.00 had the following impact on Ross Valley Charter School's ability to increase or improve services for high needs students:

The estimated actual LCFF Supplemental and Concentration Grant funding was $124,419. The school expended more than this amount on contributing actions and fully implemented all planned services and supports described in the LCAP.

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	Becky Hausammann, School Director	Becky.hausammann@rossvalleycharter.org

Plan Summary 2026-2027

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 School's (RVC) mission is to provide a public school option that leverages a progressive education model emphasizing deep inquiry and exploration, hands-on experiences, and active learning approaches that prepare students to collaborate effectively, think critically, solve problems, and become lifelong learners and culturally competent members of a diverse global community.

RVC's educational model is grounded in a set of foundational practices that emphasize multi-age learning, inquiry, collaboration, and student agency. Students learn in multi-age classrooms that foster long-term relationships, peer leadership, and individualized support. Instruction is organized around transdisciplinary, project-based learning experiences that integrate multiple subject areas and provide opportunities for deep exploration, critical thinking, and real-world problem solving. Teachers create learning environments that emphasize student choice, differentiation, authentic assessment, and collaboration while supporting the academic, social-emotional, and physical development of every child. Through service learning, cultural competency, and strong school-community partnerships, students develop an understanding of their role as caring and responsible members of an interconnected world. These foundational practices support the school's commitment to educating the whole child while preparing students with the knowledge, skills, and dispositions necessary for success in school and beyond.

RVC strives to develop students who are independent and confident learners, collaborative problem solvers, effective communicators, creative and adaptive thinkers, caring community members, and individuals who persevere through challenges. Students are encouraged to take ownership of their learning, embrace curiosity, think critically, communicate effectively, and contribute positively to their school and community. At the same time, the school maintains a strong focus on foundational academic skills, ensuring students develop strong literacy, mathematics, science, and critical thinking skills that prepare them for future success.

During the 2025–26 school year, RVC served 196 students in grades TK–5. The student population included approximately 25.5% Socioeconomically Disadvantaged students, 9.2% English Learners, and 12.2% students receiving special education services. The school also served students identified as foster youth and students experiencing homelessness. The student population was racially and ethnically diverse, with 55.6% identifying as White, 24.5% as Hispanic or Latino, 11.2% as Two or More Races, and 8.7% representing other racial and ethnic groups. RVC remains committed to fostering a diverse, inclusive, and equitable learning environment that reflects the broader community and supports all students in reaching their full potential.

The purpose of this Local Control Accountability Plan (LCAP) is to address the School Plan for Student Achievement (SPSA) for the Ross Valley Charter School which is the Schoolwide Program; herein referred to as the LCAP. The Charter School's plan is to effectively meet the ESSA Requirements in alignment with the LCAP and other federal, state and local programs. The Charter School completed a comprehensive needs assessment of the entire school which included an analysis of verifiable state data and local performance data used to measure student outcomes as evidenced in the annual update portion of the LCAP. The needs assessment process included meeting parents, classified staff, teachers and administrators to identify areas of opportunity for the students and groups of students who are not achieving standard mastery and to identify strategies which will be implemented in the LCAP to address those areas of opportunity. Each goal includes actions and services that address the needs of all students and significant subgroups which include evidence-based strategies that provide opportunities for all children, methods and instructional strategies, and particular focus on students at risk of not meeting the State academic standards

Ross Valley Charter School does not receive Equity Multiplier funding.

Reflections: Annual Performance

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

A review of the 2025 California School Dashboard and local measures indicates that Ross Valley Charter continues to demonstrate strengths in fostering a supportive and engaging learning environment while identifying opportunities to improve academic outcomes for all students. Dashboard results highlight positive progress in areas related to student engagement and attendance, reflecting the school's commitment to student well-being, connectedness, and school participation. At the same time, performance in English Language Arts, Mathematics, and English Learner Progress points to the need for continued focus on academic achievement, differentiated support, and equitable outcomes across student groups. Ross Valley Charter will use these results to guide continuous improvement efforts, strengthen instructional practices, and ensure that all students have access to the academic, social-emotional, and enrichment opportunities needed to succeed.

2025 Dashboard Performance

English Language Arts (ELA): Performance declined minimally by 4.1 points schoolwide, moving into the Green performance level, but sit at 45.5 points above standard. Disaggregated data reveals a 20.4 point decline among Hispanic students, while White students maintained by -0.3 points. Students with disabilities declined by 18.8 points, but remain 0.8 points above standard.

Mathematics: Mathematics performance declined by 9.9 points overall but remained in the Green performance level, with students performing 16.7 points above standard. While overall performance remains strong, subgroup data indicates areas requiring continued attention. Socioeconomically Disadvantaged students experienced a 33-point decline, and Hispanic and White students also showed decreases in performance. These results highlight the importance of ongoing progress monitoring, targeted intervention, and differentiated instructional supports to ensure all student groups continue to make academic progress and have equitable access to high levels of achievement.

English Learner Progress: English Learner Progress showed a positive increase of 16.5 percentage points, with 35.3% of English Learners making progress toward English language proficiency. This growth reflects the impact of ongoing efforts to support multilingual learners through designated and integrated English Language Development instruction. While the improvement is encouraging, Ross Valley Charter will continue to strengthen language acquisition supports, refine instructional practices, and provide targeted interventions to ensure English Learners continue making progress toward English proficiency and academic success.

Chronic Absenteeism: Ross Valley Charter has continued to demonstrate strong performance in student attendance and engagement. The Chronic Absenteeism rate declined by 9.2 percentage points, resulting in a Green performance level and outperforming the state average of 17.1%. Positive trends were evident across multiple student groups, including declines of 2.1 percentage points for Hispanic students, 6.8 percentage points for Socioeconomically Disadvantaged students, 12.5 percentage points for White students, and 22.2 percentage points for Students with Disabilities. These improvements reflect the school's ongoing commitment to fostering student connection, engagement, and well-being. Through a supportive school culture, meaningful learning experiences, enrichment opportunities, and a focus on social-emotional development, Ross Valley Charter continues to create an environment where students feel connected, supported, and motivated to attend school regularly.

Suspensions: Suspension rates remained at 0%, maintaining the highest performance level of Blue and continuing to outperform the state average of 2.9%. Hispanic students maintained a 0% suspension rate, and no suspensions were recorded for English Learners, Students with Disabilities, White students, or students identifying with Two or More Races. These results reflect Ross Valley Charter's continued commitment to fostering a positive and supportive school environment. The school's emphasis on restorative practices, positive behavior supports, and social-emotional learning continues to promote positive student behavior, strengthen relationships, and create a school culture where students feel connected, supported, and engaged in their learning.

Local Indicators: All local indicators were met, reflecting Ross Valley Charter School's strong performance across key state priority areas. A notable area of success is the school's continued commitment to its progressive, whole-child educational model, which fosters student engagement, meaningful learning experiences, and strong relationships among students, staff, and families. Through its emphasis on collaboration, student voice, social-emotional development, and community partnerships, RVC cultivates a supportive and inclusive learning environment where students thrive academically, socially, and emotionally while families remain active partners in the educational process.

Lowest Performing Student Groups

This LCAP includes required actions to address the need for improvement due to the Red indicators on the 2023 Dashboard per below:

- English Language Arts all students (see Goal 2, Action 2.3 Academic Support)
- Mathematics all students (see Goal 2, Action 2.3 Academic Support)

Learning Recovery Emergency Block Grant (LREGB)

RVCS does not have unexpended LREGB funds.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Families	Families provided input through multiple engagement opportunities throughout the year. Feedback was gathered during a mid-year LCAP meeting held on February 13, 2026, through a family survey administered in May 2026, and during the LCAP Public Hearing held on June 11, 2026. These opportunities allowed families to share perspectives on school programs, student needs, and priorities for continuous improvement.
Students	Student input was gathered through the Spring 2026 student survey administered in May 2026. The survey provided students with an opportunity to share their perspectives on school climate, safety, engagement, relationships with adults and peers, and their overall school experience. Survey results were reviewed and considered as part of the development of the LCAP and the identification of priorities for continuous improvement.
Teachers, administrators, and school personnel	Input from teachers, administrators, and other school personnel was gathered during staff meetings held in April and May 2026. During these meetings, staff reviewed student achievement and school climate data, discussed areas of strength and need, and provided feedback on programs, services, and priorities to support student success and inform the development of the LCAP.
Community Council	Input was gathered from the Community Council during meetings held on April 22, 2026, and May 22, 2026. Council members reviewed school performance data, discussed progress toward school goals, and provided feedback on priorities, programs, and services to support student achievement, school climate, and continuous improvement efforts.
SELPA Administration	Consultation with the SELPA Program Specialist supported the school's continued focus on providing appropriate services, accommodations, and inclusive learning opportunities for students with disabilities

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

The development of the adopted LCAP was informed by feedback gathered from families, students, teachers, administrators, school personnel, the Community Council, the Governing Board, and special education partners. Educational partners emphasized the importance of maintaining a strong focus on academic achievement, social-emotional learning, student well-being, family engagement, and a positive school culture. This feedback helped shape the continued priorities and actions included in the LCAP.

Teachers, Administrators, and School Personnel: Feedback gathered during staff meetings on April 22 and May 20, 2026, reinforced the importance of maintaining strong social-emotional learning supports, including Everyday Speech, counseling services, and opportunities to monitor student well-being through student surveys. Staff also identified mathematics as a priority area for improvement, supporting increased professional development, the implementation of a new mathematics curriculum, additional intervention supports, and continued strategies to support English Learners in mathematics. Staff further emphasized the importance of supporting new teachers in inquiry-based learning and continuing collaborative efforts to address chronic absenteeism and school refusal.

Students: Student survey results highlighted the importance of maintaining a safe, supportive, and engaging learning environment. Student feedback informed the continued emphasis on social-emotional learning, school connectedness, enrichment opportunities, and student well-being throughout the LCAP.

Families and Community Council: Feedback from families and the Community Council emphasized the value of the school's welcoming culture, inclusive events, and opportunities for volunteer involvement. Families also expressed a desire for more streamlined communication regarding school events and activities, leading to a continued focus on family engagement and effective communication practices. Feedback further supported ongoing efforts related to student wellness, nutrition education, and allergy awareness.

Governing Board: During its May 14, 2026 meeting, the Governing Board reviewed the LCAP and expressed support for maintaining the current goals and actions. Board feedback affirmed the continued focus on academic achievement, student well-being, family engagement, and continuous improvement while recognizing that the development of the next three-year LCAP cycle will provide an opportunity to revisit long-term priorities and strategic goals.

The public hearing and board adoption was held on June 11, 2026 and the board adopted this revised LCAP on September 10, 2026.

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% Data Year: 2022-23 Data Source: CAASPP	All students: 72.6% Hispanic: 40.0% White: 86.3% Two or More: 63.63% SWD: 61.5% SED: 50.0% EL: 21.4% Data Year: 2023-24 Data Source: CAASPP	% Met or Exceeded All students: 66.66% Hisp: 23.81% White: 85.71% Two or More:45.45% SWD: 42.86% SED: 26.08% EL: 9.09% Data Year: 2024-25	75% met/exceeded for all students and subgroups	All students: 4.96% Hispanic: -13.69% White: 16.07% Two or More: -29.55% SWD: -15.96% 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	% Met or Exceeded All students: 56.56% Hisp: 19.05% White: 74.60% SWD: 21.43% SED: 30.43% EL: 0% Data Year: 2024-25	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% Data Year: 2025-26 Data Source: Local Data	100% of teachers and the School Director engaged in professional development	Maintained
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% Data Year: 2025-26 Data Source: Local Data	100% of teachers engaged in professional development	Maintained
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% *Data Year: 2025-26*	100% of teachers including EL teachers are properly credentialed	Maintained
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% *Data Year: 2025-26*	100% of students have access to materials	Maintained
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% *Data Year: 2025-26*	100% of students have access to CCSS instruction and materials	Maintained
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	35.3% of English learners made at least one level of growth or maintained at the highest level *Data Year: 2024-25*	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 Data Year: 2023-24 Data Source: DataQuest	4.2% RFEP Data Year: 2024-25 Data Source: DataQuest	In Progress *Data Year: 2025-26*	10%	N/A
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% *Data Year: 2025-26*	100%	100%
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% *Data Year: 2025-26*	100% of materials are reviewed annually by School Director and teachers to ensure they are aligned with CCSS	100%

Goal Analysis for 2025-2026

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.

During the 2025–26 school year, Ross Valley Charter School (RVC) implemented all eight Goal 1 actions substantially as planned, sustaining its commitment to CCSS-aligned instruction in ELA and mathematics across grades TK–5. Notable successes included a successful Simplified Math pilot in grades 2–5, continued strength with the Fundations and Heggerty foundational literacy programs in TK–3, and a new leveled spelling and morphology program in grades 4–5. Professional development reinforced inquiry-based learning, CCSS alignment in social studies and science, and strategies to support English Learners in mathematics. Comprehensive intervention was a particular strength, delivered through high-dose sessions three to four times per week and supplemented with University of Florida Foundations Literacy Institute resources.

The most substantive differences between planned and actual implementation were the identification of a TK–1 math curriculum gap—because Simplified Math begins in grade 2, the school is now seeking an aligned program for the lower grades—and a reduction in time available for math intervention that resulted from prioritizing high-frequency literacy support. In the interim, teachers across all grades supplemented math instruction with additional skill practice.

Persistent challenges included scaffolding teacher-designed inquiry units so English Learners can access content, scheduling intervention sessions, and refining vocabulary and spelling instruction in grades 4–5. RVC addressed these challenges primarily through sustained, targeted professional development rather than changes to the actions themselves.

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

The actions associated with Goal 1 were implemented substantially as planned during the 2025–26 school year. Minor expenditure variances occurred across several actions due to staffing efficiencies, timing of professional development activities, and lower-than-anticipated implementation costs. However, these differences did not result in any reduction of services or changes to the scope of planned actions. Students continued to receive access to standards-aligned curriculum, targeted interventions, English Learner supports, progress monitoring, and inquiry-based learning opportunities as intended. Therefore, no material differences existed between the budgeted and actual implementation of Goal 1 actions.

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

The Goal 1 actions have proven effective in maintaining the conditions necessary for high-quality, standards-aligned instruction, while academic outcome data indicate that continued refinement is needed to close persistent achievement gaps. Structural actions related to professional development, teacher credentialing and appropriate assignment, access to standards-aligned materials, and English Learner access to CCSS instruction were fully implemented, with all associated metrics meeting their targets. These actions ensured that every student was taught by an appropriately credentialed teacher using CCSS-aligned resources.

Outcomes on pupil achievement metrics were more mixed. Schoolwide ELA performance on CAASPP remained above the original baseline but declined from the prior year, and mathematics performance fell below baseline. Results across student subgroups were uneven, with continued gaps for Hispanic, Socioeconomically Disadvantaged, English Learner, and Students with Disabilities groups. These results suggest that while the curriculum, intervention, and professional development actions are appropriately designed, their impact on measurable student achievement has not yet been fully realized.

English Learner progress showed encouraging movement, with the share of English Learners making at least one level of growth increasing year over year, though it remains below the established target. Comprehensive intervention and the high-dose literacy model appear promising and warrant continued investment.

Overall, the actions are effective in sustaining strong instructional conditions, but their effectiveness in driving achievement gains—particularly in mathematics and among historically underserved subgroups—will require deeper differentiation and sustained progress monitoring.

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.

Reflection on the 2025–26 school year did not result in changes to the overall goal, metrics, or target outcomes for Goal 1, which remain appropriate for measuring student achievement and academic growth. Based on a review of student performance data and educational partner feedback, Ross Valley Charter School will continue refining instructional practices, intervention supports, and services for English Learners to ensure students receive the support needed to meet grade-level standards. The school will maintain its focus on differentiated instruction, targeted intervention, progress monitoring, and high-quality learning experiences while continuing to review program effectiveness and make adjustments through its continuous improvement process.

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.	$753,602	N
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.	$92,360	N
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	N
1.4	EL Intervention	Provide support to English-language learning students from classroom teachers and specialized intervention utilizing the LearnUp curriculum.	$105,630	N
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).	$62,361	N
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.	$62,361	Y
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.	$335,525	Y
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.	$156,760	N

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	10 parents serve Data Year: 2025-26 Data Source: Local Data	7+ parents serve on Community Council	N/A
2.2	Family engagement: Families serve on the Governing Board	3 parents serve Data Year: 2023-24 Data Source: Local Data	3 parents serve Data Year: 2024-25 Data Source: Local Data	2 parents on governing board	2+ parents will serve on the Governing Board	-1 parent on governing board

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	97% agree or strongly agree that Ross Valley Charter welcomes parents' contributions and actively seeks to involve parents. Data Year: 2025-26 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.	+2%
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	Committee meets on an as needed bases and gives input on topics related to D&I Data Year: 2025-26 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	Maintained
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 Data Year: 2024-25 Data Source: Local Data	Partnered with Kids IRL Marin to offer 2 in person parent education about tech/screens Data Year: 2025-26 Data Source: Local Data	At least one Parent Education event related to cultural competency will be provided each school year	2 Parent Education Events
2.6	Family Participation in School Engagement Opportunities: Percentage of families of English learners, low-income students, students with disabilities, and foster youth who participate in at least two school-sponsored family engagement opportunities during the school year.	New Metric Baseline to be established in 2026-2027	N/A	N/A	Maintain or increase the percentage of families in each identified student group participating in at least two school-sponsored family engagement opportunities from the 2026–27 baseline.	N/A

	Data Source: sign-in/participation records					

Goal Analysis 2025-2026

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.

During the 2025–26 school year, Ross Valley Charter School (RVC) implemented all four actions associated with Goal 2 substantially as planned, sustaining its commitment to meaningful family engagement and participation in the governance and operation of the school. Implementation proceeded consistently with the planned scope of services, and the few differences between plan and practice reflected refinements in outreach approach rather than departures from the actions themselves.

Soliciting family feedback was carried out as planned, with a fall survey distributed in October to gather input on family priorities and a spring survey distributed in May. The school continued its efforts to reduce barriers to involvement by holding all Community Council meetings both in person and on Zoom and by having the Outreach Coordinator echo key school messages in Spanish via WhatsApp to better reach Spanish-speaking families.

Board recruitment was a particular success. The school added three new parent board members in fall 2025, and five of six Governing Board members are now current parents, strengthening family representation in school governance well beyond the planned target. Community Council recruitment also continued, with parent-to-parent outreach proving the most effective strategy.

The most persistent challenges were reaching all families and achieving a higher survey response rate, identifying meeting times that encourage stronger Community Council participation, and continuing to refine recruitment messaging to sustain engagement.

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

The actions associated with Goal 2 were implemented substantially as planned during the 2025–26 school year. Minor expenditure variances occurred among individual actions due to normal fluctuations in participation levels and implementation costs. These differences did not impact the scope or quality of services provided. Family engagement activities, outreach efforts, and opportunities for participation in school governance and advisory groups were delivered as intended. Therefore, no material differences existed between the budgeted and actual implementation of Goal 2 actions.

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

The Goal 2 actions have been effective in strengthening family participation in the governance and operation of Ross Valley Charter School, while family-feedback data indicate that outreach and communication efforts continue to need refinement. The actions related to recruitment for the Community Council and the Governing Board have been especially effective. Family participation on the Community Council has consistently met its target, and parent representation on the Governing Board has grown substantially, with a majority of board members now current parents. This demonstrates that the school's recruitment strategies—particularly parent-to-parent outreach—are working as intended to embed families in school governance.

Efforts to reduce barriers to involvement also showed effectiveness. Offering Community Council meetings in both in-person and virtual formats and sharing key messages with Spanish-speaking families through additional channels expanded access and supported broader participation across the school community.

Results on the family-feedback metric were more mixed. The share of families agreeing that the school welcomes their contributions and actively seeks their input declined from the established baseline and remained below target, suggesting that while engagement structures are strong, families' perceptions of responsiveness have not yet fully reflected those efforts.

Overall, the actions are effective in advancing family participation and representation, but their effectiveness in improving families' sense of being heard—and in reaching all families and raising survey response rates—will require continued attention to communication, timing, and outreach.

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.

Reflection on the 2025–26 school year affirmed that current family engagement and governance structures continue to provide meaningful opportunities for stakeholder participation and feedback. Ross Valley Charter School will continue implementing existing outreach, communication, and engagement strategies while monitoring participation and feedback to ensure families remain informed and connected to the school's decision-making processes.

For the coming year, Metric 2.6 has been added to more specifically measure participation in school engagement opportunities among families of English learners, low-income students, students with disabilities, and foster youth, with baseline data to be established in 2026–27. Action 2.2 has also been updated to more explicitly address the promotion of family participation in school engagement opportunities, including ensuring families are informed of upcoming events through ParentSquare and other outreach methods.

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	$10,400	N
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. RVC will promote family participation in school engagement opportunities, including Back-to-School Night and opportunities related to programs and services for students with disabilities, with intentional efforts to engage families of English learners, low-income students, students with disabilities, and foster youth. Families will be informed of these opportunities through ParentSquare and other outreach methods.	$97,123	N
2.3	Community Council Recruitment	Holding an open call to families for the Community Council and other volunteer opportunities	$5,200	N
2.4	Board Recruitment	The RVC Governing Board will have at least two-parent guardian board members	$0.00	N

Goals and Actions

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	Facility in Good Repair	90% or above in Good repair	Maintained
3.2	Students will identify on a school survey that they engage in curriculum that is meaningful to them.	92% either mostly agree or agree 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	90.7% either mostly agree or 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	84.0% mostly agree or agree completely with the statement "I learn about topics and subjects that are important to me in my classes." Data Year: 2025-26 Data Source: Student Survey	At least 90% of students will identify on a school survey that they engage in curriculum that is meaningful to them.	-8.0%
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	84.3% either mostly agree or agree completely with the statement "I have strong, safe, and healthy relationships with other students at my school." Data Year: 2025-26 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.	-8.7

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." Data Year: 2023-24 Data Source: Student Survey	97.4% either mostly agree or agree completely with the statement "I have a strong, safe, and healthy relationship with my teacher." Data Year: 2024-25 Data Source: Student Survey	93.3% either mostly agree or agree completely with the statement "I have a strong, safe, and healthy relationship with my teacher." Data Year: 2025-26 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 teachers.	-1.7%
3.5	School attendance rate	93.26% Data Year: 2023-24 Data Source: P2	95.6% Data Year: 2024-25 Data Source: P2	95.2% Data Year: 2024-25 Data Source: P1	94.5% attendance averaged over all grades.	+1.94%
3.6	Chronic Absenteeism rates for all students and all numerically significant subgroups	All Students: 29.6% EL: 42.5% SED:44.6% SWD: 44.8% Hispanic or Latino: 39.1% Two/More Races: 25.0% White: 25.2% Data Year: 2022-23 Data Source: Dashboard	All Students: 17.6% EL: 22.2% SED: 25.0% SWD: 25.9% Hispanic: 12.5% Two or More Races: 13.0% White: 19.4% Data Year: 2023-24 Data Source: CA Dashboard	All Students: 8.5% EL: 13% SED: 18.2% SWD: 3.7% Hispanic: 10.4% Two or More Races: 8% White: 6.9% Data Year: 2024-25 Data Source: CA Dashboard	10% or lower Chronic Absenteeism for all students and all numerically significant subgroups	All students: - 21.1% EL: -29.5% SED: -26.4% SWD: -34.4% Hispanic: -28.7% Two or More Races: -17% White: -18.3%
3.7	Pupil Suspension rate for all students and all numerically significant subgroups	All Students: 0.0% EL: 0.0% SED: 0.0% SWD: 0.0% Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Data Year: 2022-23 Data Source: Dashboard	All Students: 1.3% EL: 0.0% SED: 0.0% SWD: 0.0% Hispanic: 0.0% Two or More Races: 4.0% White: 1.4% Data Year: 2023-24 Data Source: School	All Students: 0.0% EL: 0.0% SED: 0.0% SWD: 0.0% Hispanic: 0.0% Two or More Races: 0.0% White: 0.0% Data Year: 2024-25 Data Source: Dashboard	0% suspension rate for all students and all numerically significant subgroups	All Students: 0.0% EL: 0.0% SED: 0.0% SWD: 0.0% Hispanic: 0.0% Two or More Races: 0.0% White: 0.0%
3.8	Pupil Expulsion rate for all students and all numerically significant subgroups	All Students: 0% Data Year: 2022-23 Data Source: DataQuest	In Progress	All Students: 0% Data Year: 2024-25 Data Source: DataQuest	0% expulsion rate for all students and all numerically significant subgroups	Maintained

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	In Progress	100% Data Year: 2025-26 Data Source: Local Data	100% of thematic inquiry units will be assessed to ensure inclusion of multiple resources that represent diverse experiences	Maintained

Goal Analysis 2025-2026

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.

During the 2025–26 school year, Ross Valley Charter School (RVC) implemented the actions associated with Goal 3 substantially as planned, sustaining its commitment to meaningful, culturally responsive curriculum delivered in a safe and inclusive environment. Most actions proceeded consistently with the planned scope of services, while a few reflected substantive adjustments in emphasis or frequency that are described below.

The school made strong progress supporting inclusive content and curriculum. Staff and teachers met frequently to share materials and best practices for inclusive teaching and to support one another as questions and concerns arose. The mindfulness-based social-emotional learning action expanded beyond the original plan: in response to greater student need driven by teacher referrals and parent requests, the school increased the time its counselor was on campus. Attendance monitoring was also a success, supported by strong communication among the school team and consistent outreach and resource referrals to families.

Two actions reflected substantive differences from the plan. The cultural competency education action shifted somewhat in focus—parent education centered on community approaches to technology use at home and school, in partnership with Screen Sense and Kids IRL, with efforts made to connect that focus back to cultural competency. The Diversity and Inclusion Committee continued to function on an as-needed basis rather than meeting on the regular schedule originally planned.

The most persistent challenges were holding regular Diversity and Inclusion Committee meetings and addressing attendance for a small number of students experiencing school resistance.

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

The actions associated with Goal 3 were implemented substantially as planned during the 2025–26 school year. Expenditures closely aligned with budgeted amounts across all actions, including Inclusive Content and Curriculum, Mindfulness-Based Social Emotional Learning, Cultural Competency Education, Diversity and Inclusion initiatives, and Attendance Monitoring. Minor expenditure differences were attributable to normal implementation and operational variations and did not impact the scope or quality of services provided. As a result, no material differences existed between the budgeted and actual implementation of Goal 3 actions, and students continued to receive the planned supports and services intended to promote belonging, well-being, and engagement.

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

The Goal 3 actions have been highly effective in fostering a safe, supportive school environment, with several climate and engagement metrics meeting or exceeding their targets. Attendance-related actions were particularly successful: the schoolwide attendance rate met its target, and chronic absenteeism improved dramatically, falling well below the prior baseline and meeting the schoolwide target. The proactive communication, tiered support, and family outreach embedded in the attendance monitoring action appear to be working as intended, though English Learner and Socioeconomically Disadvantaged students remain above the target and warrant continued focus.

The actions supporting a positive climate also proved effective. School facilities remained in good repair, exceeding the target, and the suspension rate returned to zero across all students and subgroups. Student-reported relationships with teachers exceeded target, reflecting the strength of the school's relationship-centered, social-emotional approach and the expanded availability of counseling support.

Results on student-reported peer relationships and meaningful curriculum were more mixed. The share of students reporting strong, safe, and healthy peer relationships declined from baseline and remained below target, and the share reporting that they engage in meaningful curriculum slipped slightly, though it continued to meet target. The inconsistent schedule of the Diversity and Inclusion Committee likely limited the effectiveness of the school's broader cultural competency and inclusion efforts.

Overall, the actions are effective in sustaining a safe, engaged climate, while peer relationships and consistent inclusion programming remain areas for continued attention.

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.

Reflection on the 2025–26 school year did not result in any changes to the goal, metrics, target outcomes, or actions associated with Goal 3. The school will continue implementing its existing strategies to promote student well-being, belonging, safety, and engagement, including social-emotional learning, culturally responsive practices, attendance monitoring, and activities that foster an inclusive school community. Ross Valley Charter School will continue to monitor student outcome data and educational partner feedback to inform continuous improvement efforts and ensure that programs and supports remain responsive to student needs.

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	$80,000	N
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	$113,156	N
3.3	Cultural Competency Education	Provide parent education and staff education on cultural competency	$0.00	N
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	N
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 administrator to discuss possible challenges and solutions the family encounters.	$6,240	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-2027

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$123,853	$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
5.52%	%	$	5.52%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
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 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	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 confidently because the assessments are better aligned than those we used previously.	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

	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		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 on each student's needs and ready supports to fill gaps and access grade level content. Scope: LEA-wide	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) 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
N/A	N/A	N/A	N/A

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.

Not 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.

Ross Valley Charter School is a single school LEA with an unduplicated pupil percentage less than 55 and does not receive concentration grant add on.

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

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 1,729,879.00	$ 1,605,816.00

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	Common Core-aligned curriculum and instruction	No	$ 798,343	$ 713,295
1	2	CCSS Professional Development	No	$ 77,060	$ 68,925
1	3	CCSS Materials aligned for EL	No	$ -	$ -
1	4	EL intervention	No	$ 76,558	$ 76,558
1	5	EL Strategies PD	No	$ 63,081	$ 55,151
1	6	Progress Monitoring	Yes	$ 63,081	$ 55,151
1	7	Comprehensive Intervention	Yes	$ 242,759	$ 228,372
1	8	Inquiry Based Learning	No	$ 159,514	$ 159,514
2	1	Parent Feedback	No	$ 15,365	$ 15,124
2	2	Reducing Involvement Barriers	No	$ 85,426	$ 85,426
2	3	Community Council Recruitment	No	$ 7,682	$ 7,960
2	4	Board Recruitment	No	$ -	$ -
3	1	Inclusive Content and Curriculum	No	$ 65,060	$ 65,060
3	2	Mindfulness-based SEL Curriculum	No	$ 69,448	$ 68,778
3	3	Cultural Competency Education	No	$ -	$ -
3	4	Diversity and Inclusion Committee	No	$ -	$ -
3	5	Attendance Monitoring	No	$ 6,502	$ 6,502

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 124,419	$ 305,840	$ 283,523	$ 22,317	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed 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	6	Progress Monitoring	Yes	$ 63,081	$ 55,151	0.000%	0.000%
1	7	Comprehensive Intervention	Yes	$ 242,759	$ 228,372	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 2,151,097	$ 124,419	0.000%	6%	$ 283,523	0.000%	13%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	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 %)
2026-27	$ 2,245,249	$ 123,853	5.52%	0.000%	5.52%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 1,862,118	$ 6,240	$ -	$ 12,360	$ 1,880,718	$ 1,845,818	$ 34,900

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	Common Core-aligned curriculum and instruction	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 753,602	$ -	$ 753,602	$ -	$ -	$ -	$ 753,602	0.000%
1	2	CCSS Professional Development	All	No	LEA-wide	All	All Schools	Ongoing	$ 80,000	$ 12,360	$ 80,000	$ -	$ -	$ 12,360	$ 92,360	0.000%
1	3	CCSS Materials aligned for EL	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
1	4	EL intervention	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 105,630	$ -	$ 105,630	$ -	$ -	$ -	$ 105,630	0.000%
1	5	EL Strategies PD	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 62,361	$ -	$ 62,361	$ -	$ -	$ -	$ 62,361	0.000%
1	6	Progress Monitoring	All	Yes	LEA-wide	N/A	All Schools	Ongoing	$ 62,361	$ -	$ 62,361	$ -	$ -	$ -	$ 62,361	0.000%
1	7	Comprehensive Intervention	All	Yes	LEA-wide	N/A	All Schools	Ongoing	$ 335,525	$ -	$ 335,525	$ -	$ -	$ -	$ 335,525	0.000%
1	8	Inquiry Based Learning	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 156,760	$ -	$ 156,760	$ -	$ -	$ -	$ 156,760	0.000%
2	1	Parent Feedback	All	No	LEA-wide	N/A	All Schools	Ongoing		$ 10,400	$ 10,400	$ -	$ -	$ -	$ 10,400	0.000%
2	2	Reducing Involvement Barriers	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 97,123	$ -	$ 97,123	$ -	$ -	$ -	$ 97,123	0.000%
2	3	Community Council Recruitment	All	No	LEA-wide	N/A	All Schools	Ongoing		$ 5,200	$ 5,200	$ -	$ -	$ -	$ 5,200	0.000%
2	4	Board Recruitment	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	1	Inclusive Content and Curriculum	All	No	LEA-wide	N/A	All Schools	Ongoing	$ 80,000	$ -	$ 80,000	$ -	$ -	$ -	$ 80,000	0.000%
3	2	Mindfulness-based SEL Curriculum	All	No	LEA-wide	All	All Schools	Ongoing	$ 112,456	$ 700	$ 113,156	$ -	$ -	$ -	$ 113,156	0.000%
3	3	Cultural Competency Education	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	4	Diversity and Inclusion Committee	All	No	LEA-wide	N/A	All Schools	Ongoing	$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
3	5	Attendance Monitoring	All	No	LEA-wide	N/A	All Schools	Ongoing		$ 6,240	$ -	$ 6,240	$ -	$ -	$ 6,240	0.000%
									$ -	$ -	$ -	$ -	$ -	$ -	$ -	0.000%
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2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 2,245,249	$ 123,853	5.52%	0.000%	5.52%	$ 397,886	0.000%	17.72%	Total:	$ 397,886
								LEA-wide Total:	$ 397,886
								Limited Total:	$ -
								Schoolwide Total:	$ -

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	6	Progress Monitoring	Yes	LEA-wide	N/A	All Schools	$ 62,361	0.000%
1	7	Comprehensive Intervention	Yes	LEA-wide	N/A	All Schools	$ 335,525	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
							$ -	0.000%
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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

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).