LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)

CDS Code: 15101571530500

School Year: 2025-26

LEA contact information:

Don Beene

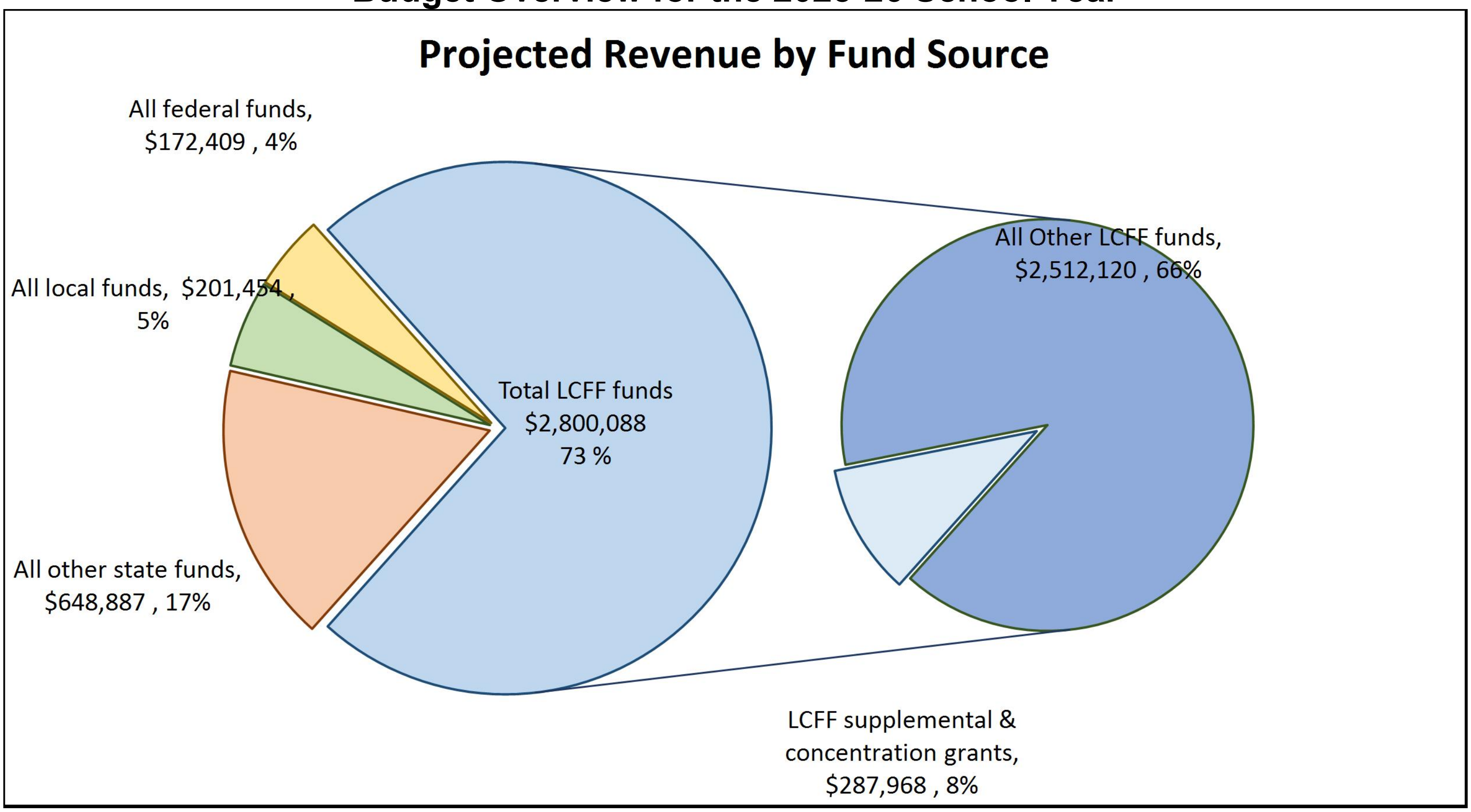
Superintendent

superintendent@rcrealms.org

760-375-1010

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

Budget Overview for the 2025-26 School Year



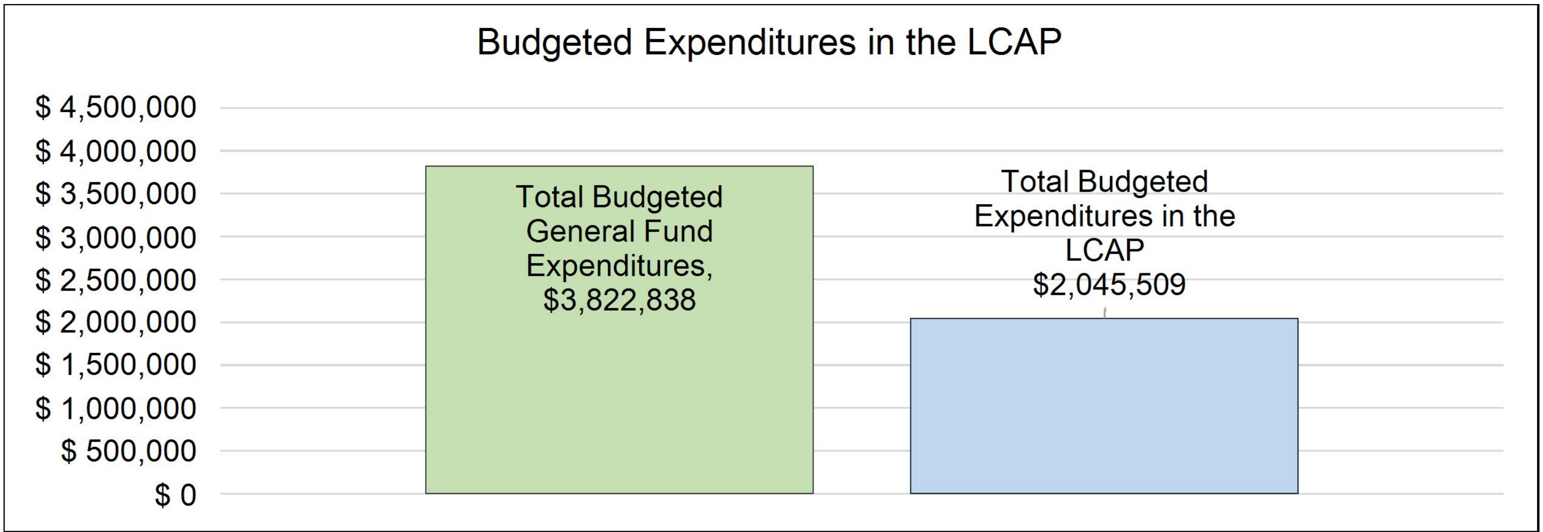
This chart shows the total general purpose revenue Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is $3,822,838, of which $2800088 is Local Control Funding Formula (LCFF), $648887 is other state funds, $201454 is local funds, and $172409 is federal funds. Of the $2800088 in

LCFF Funds, $287968 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 Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend $3822838 for the 2025-26 school year. Of that amount, $2045509 is tied to actions/services in the LCAP and $1,777,329 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

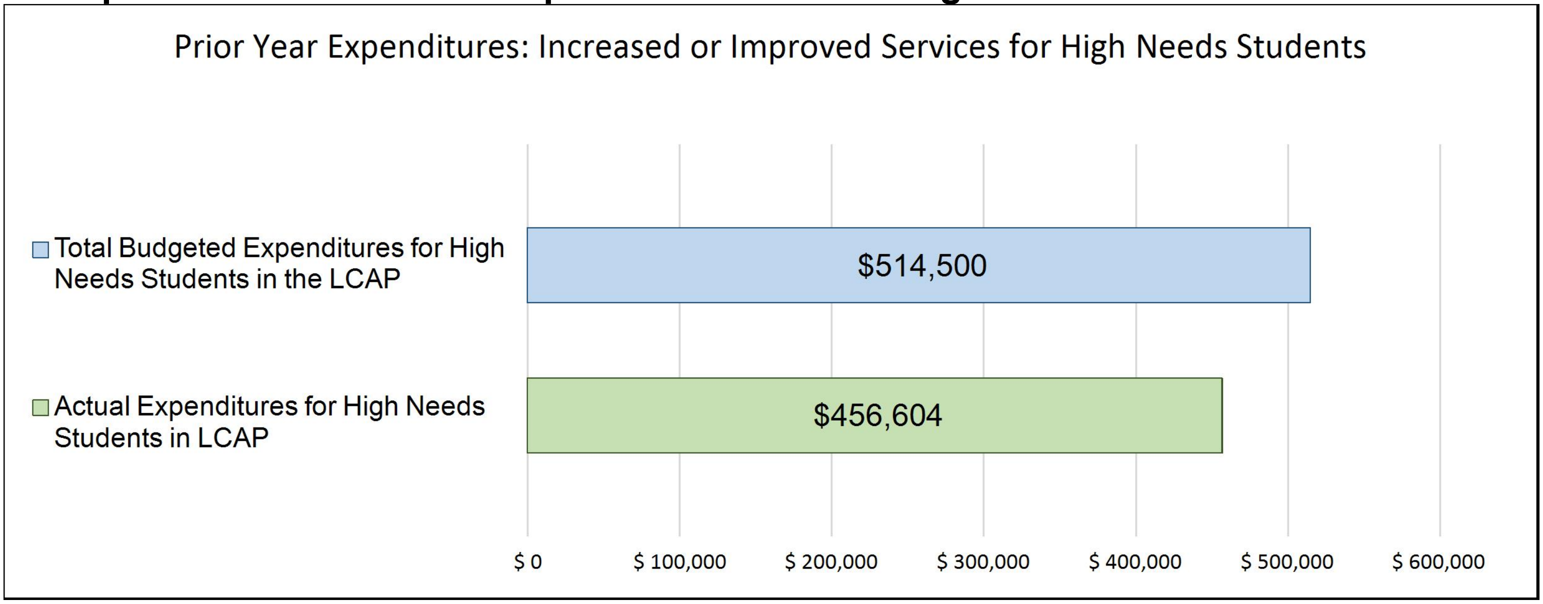
Expenditures not in the LCAP include operational expenditures such as staff salaries and benefits, supplies, and services required to maintain operations. This also includes other state and local funds.

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

In 2025-26, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is projecting it will receive $287968 based on the enrollment of foster youth, English learner, and low-income students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) must describe how it intends to increase or improve services for high needs students in the LCAP. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) plans to spend $288,000 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)'s LCAP budgeted $514500 for planned actions to increase or improve services for high needs students. Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) actually spent $456,604 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $57,896 had the following impact on Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)’s ability to increase or improve services for high needs students:

The difference did not impact the actions and services and the overall increased or improved services for high needs students in 2024-25. The charter still managed to meet the required estimated percentage to increase or improve services for high need students.

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
Ridgecrest Elementary Academy for Language, Music, and Science (REALMS)	Don Beene Superintendent	superintendent@rcrealms.org 760-375-1010

Plan Summary [2025-26]

General Information

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

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) is a vibrant learning community nestled in the heart of Ridgecrest, California. Serving as a beacon of educational excellence, REALMS is dedicated to providing a holistic educational experience that integrates rigorous academic standards with rich, diverse cultural programming. Our commitment extends beyond just academic development, embracing the unique musical, language, and scientific talents of each student.

Founded in 2019, REALMS began with the vision of creating a learning environment that champions both traditional academic subjects and specialized programs in language, music, and science. Today, REALMS caters to about 245 students ranging from transitional kindergarten through sixth grade. Our campus, located near the bustling China Lake Naval Air Weapons Station, draws a dynamic mix of military and civilian families, contributing to the diverse fabric of our school community.

The school employs over 30 dedicated educators and staff committed to fostering a nurturing and challenging educational environment. Each classroom is equipped with individual access to technology, ensuring that each child receives the tailored support necessary for their educational journey.

As we look to the future, REALMS remains steadfast in its commitment to excellence, innovation, and community engagement. We continue to enhance our programs and facilities to meet the evolving needs of our students and to ensure that we provide a safe, inclusive, and stimulating environment where every student can thrive. Our Local Control and Accountability Plan (LCAP) reflects this enduring commitment to our students and the broader Ridgecrest community, outlining our strategic priorities and the steps we will take to achieve them.

Reflections: Annual Performance

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

2023 Dashboard Analysis

Realms Charter School has reviewed the 2023 California School Dashboard and identified key performance indicators that will remain unchanged throughout the 2024-2027 LCAP cycle. This reflection highlights schools and student groups that received the lowest performance level (Red) on one or more state indicators.

Student groups receiving a Red Performance Indicator include:
School-wide: ELA & Chronic Absenteeism
Student Groups: ELA-Socioeconomically Disadvantaged; Chronic Absenteeism-Socioeconomically Disadvantaged; Suspension Rate-Hispanic, White

Actions to Address Areas of Concern
The charter school is supporting student groups performing in the Red performance level in ELA by the following actions in Goal #1: Action 1.1 Instructional Materials-Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language; Action 1.4 Professional Development and Support-Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management; Action 1.5 Assessments-Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, iReady, and DIBELS.

The charter school is also supporting student groups performing in the Red performance level in Chronic Absenteeism and Suspensions by the following actions in Goal #2: Action 2.4 Student Support Center-The Student Support Center will be located in the main building and serve as a place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service. The Student Support Center will house an onsite staff member for direct support as well as a first aid and health station. The goal of the Student Support Center is to address specific student issues that prevent them from learning within the classroom environment; and Action 2.5 School Attendance Review Team (SART)-REALMS will establish a positive school attendance review team (SART) to collaborate with families to increase student attendance. Funding will help pay for outside resources and off-set staffing costs for this established team which will bring people and resources together to review, identify, and respond to attendance issues with the ultimate goal of increasing student academic engaged time.

REALMS has diligently reviewed its annual performance as detailed by the 2023 California School Dashboard. This evaluation is vital to our ongoing development of the Local Control and Accountability Plan (LCAP), which aims to enhance educational outcomes and address the specific needs of our diverse student body.

Performance Highlights and Specific Challenges:
During that year, REALMS has encountered significant challenges, particularly in the areas of Chronic Absenteeism and English Language Arts (ELA), which received a 'Red' performance color, indicating critical areas for improvement. Chronic absenteeism slightly increased to 50.2%, underscoring the need for stronger community-school partnerships to ensure regular attendance. As a school, our ELA scores were 79.6 points below standard, which declined by 4.5 points from the 2022 Dashboard. On a positive note, Mathematics displayed a 'Yellow' performance color, with a significant increase of 31.1 points, suggesting that recent curriculum enhancements and focused teacher training are yielding positive results.

In-Depth Look at Student Group Performance:
Addressing the low performance (red indicator) of specific student groups is a cornerstone of our strategy to improve overall school performance. During the 2022-23 school year, our socioeconomically disadvantaged students were identified as the group receiving the lowest performance levels on state indicators, particularly in ELA and Chronic Absenteeism. These insights are particularly concerning as they reflect disparities that could hinder the potential of our students.

In terms of Suspensions, our Hispanic and White students received the lowest performance (red) level on the CA School Dashboard with 12.5% and 17.7%, respectively, suspended at least one day. This indicates a need to focus on student safety and social-emotional wellbeing.

In Mathematics, although there was an overall improvement, the subgroup analysis reveals that our Hispanic students, while showing some progress with an increase of 28.6 points, still remain 93.9 points below the standard. This indicates a clear need for targeted interventions to address these gaps.

To better support our underperforming student groups in ELA, REALMS is implementing several targeted strategies:

- Enhanced Professional Development: Focusing on equipping our educators with the tools and knowledge to better support socioeconomically disadvantaged students, Hispanic, White, and all learners. (see Action 1.4)
- Curriculum Adjustments: Refining our ELA and Math curriculums to better meet the needs of our diverse student population. (see Action 1.1)

To better support our underperforming student groups in Chronic Absenteeism and Suspensions, REALMS is implementing several targeted strategies:

- Parent and Community Engagement: Increasing efforts to involve parents and the community in the educational process, which is critical for understanding and mitigating the factors contributing to chronic absenteeism and low academic achievement. (see Action 2.3)
- Student Support Center: A place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service (see Action 2.4)

The annual performance review provides us with both a reflection of our current capabilities and a directive for future improvement. By focusing on the specific needs of our student groups, REALMS is committed to transforming our educational practices to foster an environment where every student has the opportunity to succeed. This dedicated approach not only addresses immediate academic challenges but also aligns with our broader mission to cultivate a nurturing, inclusive, and academically challenging environment.

2024 Dashboard Analysis
An analysis of the most current 2024 Dashboard shows the following overall performance on state indicators included on the Dashboard.

Chronic Absenteeism for Students With Disabilities (red)

Student Groups in Red (2023) & Current Status (2024)
A review of current Dashboard data (2024) for student groups with a Red performance level on the 2023 Dashboard, indicates the following:
socioeconomically disadvantaged (SED) students in 2023 were Red in ELA and Chronic Absenteeism
SED in 2024 were Yellow with an increase of 20.1 points and were Yellow in Chronic Absenteeism with a decline of 11.1%
Hispanic students in 2023 were Red in Suspensions
Hispanic student Suspensions in 2024 were Green, declining 11%
White students in 2023 were Red in Suspensions
White student Suspensions in 2024 were Orange, declining 8.4%

Local Data Analysis
The district's local data including, NWEA Normative Assessments, indicate that students across all grade levels are making some progress, but have not met the respective grade level goals (points to goal shown in parentheses).

Spring 2025 Results

NWEA ELA Results:
K 147 (-6)
1st 170 (-1)
2nd 178 (-7)
3rd 180 (-17)
4th 200 (-4)
5th 194 (-16)
6th 204 (-11)

NWEA Math Results:
K 154 (-3)
1st 172 (-4)
2nd 185 (-4)
3rd 192 (-9)
4th 207 (-3)
5th 211 (-7)
6th 209 (-13)

Some notable successes the district is proud of include improved Dashboard indicators for SED, Hispanic, and White students in Chronic Absenteeism and suspensions. All Student group also improved to yellow across all Dashboard indicators.

Some challenges the district will focus on during the next year include continuing to focus on ways to address Chronic Absenteeism for all students, particularly for Students with Disabilities, who continued to be Red on the 2024 Dashboard.

REALMS does not have unexpended LREBG funds for the 2025-26 school year.

Reflections: Technical Assistance

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

REALMS is not eligible for Differentiated Assistance based on the 2024 CA School Dashboard.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A. REALMS is not eligible for Comprehensive Support and Improvement (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.

N/A. REALMS is not eligible for Comprehensive Support and Improvement (CSI).

Monitoring and Evaluating Effectiveness

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

N/A. REALMS is not eligible for Comprehensive Support and Improvement (CSI).

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
Parents	Parents have many opportunities for engaging in the development of the LCAP, including participation in the Parent Teacher Organization where the LCAP was presented and an opportunity for input and discussion was provided. The School Site Council also engaged parents in discussion and led to many ideas that were incorporated into the LCAP. Parents also had opportunities to voice their thoughts during the mid-year update that was presented to the Governing Board as well as the end-of-year public hearing of the Governing Board which is open to all community members.
Students	Student input came from many discussions with administrators and teachers about the school and its various programs. Students also have taken surveys to determine their sense of safety and connectedness to REALMS.
Teachers	Teachers have opportunities to provide input for the LCAP, including taking part in Parent Teacher Organization and School Site Council meetings. Teachers also participate in staff meetings every other week in which the team openly discuss items that have found a place in the LCAP. There are no local bargaining units at REALMS.
Principal(s)	The Assistant Superintendent of Instruction has had an open door policy allowing parents, students, and staff members to discuss any topic at any time during the course of the school year. These informal discussions have also informed decisions on a number of the items that appear in the LCAP.

Educational Partner(s)	Process for Engagement
Administrator(s)	The Superintendent, like the Assistant Superintendent of Instruction, has an open door policy that facilitates a constant and relevant flow of information that is used to inform large parts of the LCAP. Also, the superintendent has attended local community functions and meetings with organizations such as the community college, the Chamber of Commerce, the Rotary Club, and Association of California School Administrators (ACSA) that allowed for conversations that impacted parts of the LCAP.
Other School Personnel	Other school personnel, such as the fiscal analyst, human resource technician, office coordinator, executive administrative assistant, food technician, and facilities staff have all had opportunities to share input on the goals and actions of the LCAP through Leadership Team meetings and school surveys. The Governing Board members have received mid-year updates and will be able to provide input during the LCAP Public Hearing prior to its adoption.
SELPA Administration	SELPA Administration met with REALMS on April 9, 2025, to discuss the successes and concerns found during the special education plan process. SELPA Administration provided feedback regarding high-leverage strategies and possible actions.

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

The LCAP was influenced by the feedback of numerous stakeholders during the course of the year. Especially useful were the discussions of the members of the School Site Council and Parent Teacher Organization. Each group had members voicing their thoughts about the three goals as well as the need for stronger public relations so that more people in the community grow to know about REALMS and all that it has to offer the children of the community. Our educational partners support the three goals and actions set to make progress towards them. Specifically, these are:

Goal #1: REALMS will fully implement all elements of the charter school petition, improve student outcomes, and achieve a five-year charter renewal.
-- Actions, all supported by our teacher and administrative partners, to make progress towards achieving Goal 1 include: Instructional Materials, ELD Supports, Academic Intervention and Enrichment Programs, Professional Development and Support, and Additional Assessments

Goal #2: REALMS will actively seek opportunities to increase enrollment and engage students and families in order to improve attendance as well as develop and implement an effective, broad-based plan to recruit and retain students and families.

-- Actions, all supported by our school site council and site administration, to promote engagement in Goal 2 include: Social-Emotional Interventions and Support, Communication with Educational Partners, School Community Involvement, Student Support Center, School Attendance Review Team, and Public Relations

Goal #3: REALMS will seek, support, and retain highly qualified, talented staff to meet the needs of our students and families.
-- One action was included to meet the conditions of learning for Goal 3, which was School Staffing. This action was based on input and feedback from by all educational partner groups.

Each goal has a specific set of metrics and methods of measurement to analyze progress each year. These metrics listed, our current standing (baseline), and our 3-year target have been shared with educational partners who will receive updates on progress twice annually.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will fully implement all elements of the charter school petition, improve student outcomes, and achieve a five-year charter renewal.	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 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

REALMS has strategically chosen to prioritize the goal of fully implementing all elements of the charter school petition, improving student outcomes, and securing a five-year charter renewal. This decision is deeply rooted in our commitment to providing high-quality education and is aligned with the insights derived from the latest Dashboard data, along with other locally collected data.

The 2023 California School Dashboard revealed specific areas where REALMS needs to focus more intensely. For instance, the Dashboard highlighted that REALMS faced significant challenges with Chronic Absenteeism, and English Language Arts, both marked with a 'Red' status, and Mathematics marked with 'Yellow'. Moreover, subgroups such as socioeconomically disadvantaged students and English learners exhibited lower performance, signaling an urgent need for targeted interventions.

These data points are critical as they directly impact our school's ability to meet the rigorous standards set forth in our charter petition, particularly in the areas of academic achievement and school management. Achieving satisfactory outcomes in these areas is essential not only for our students' success but also for the renewal of our charter.

In identifying this goal, REALMS engaged in comprehensive consultations with a broad spectrum of educational partners, including teachers, parents, school administrators, and community members. These discussions provided valuable insights into the needs and expectations of our school community, emphasizing the importance of aligning our operational strategies with our educational commitments as outlined in our charter.

Furthermore, these consultations highlighted a collective desire for stability and continuous improvement in our school's operations, which are critical to building trust and ensuring the long-term viability of our educational programs.

In pursuing this broad goal, REALMS is committed to promoting transparency and fostering a deep understanding among all stakeholders about the necessity and rationale behind this decision. By aligning our strategic efforts with the specific areas identified through data analysis and community feedback, we are not only addressing immediate needs but also setting a sustainable path toward long-term success.

Achieving this goal will enable REALMS to uphold the commitments made in our charter petition, demonstrate measurable improvements in student outcomes, and secure a five-year charter renewal. This is essential not just for compliance with educational standards but for affirming our dedication to providing every student with the best possible educational experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Percent of students with access to standards-aligned instructional materials in all subjects Source: Local Indicators, Local Data LCFF Priority: 1(b)	2023-24 School Year: 100% of students have access to standards-aligned instructional materials in all subjects	2024-25 School Year: 100% of students have access to standards-aligned instructional materials in all subjects		2026-27 School Year: Maintain 100% of students have access to standards-aligned instructional materials in all subjects	No change
1.2	Site facilities in "good" repair Source: Local Indicators, Facility Inspection Tool (FIT) LCFF Priority: 1(c)	2023-24 School Year: REALMS scored "Exemplary" on the FIT protocol	2024-25 School Year: REALMS scored "Exemplary" on the FIT protocol		2026-27 School Year: REALMS will score in the "Very Good" or better	No change
1.3	Level of implementation of state-adopted content Source: Local Indicator Self-Reflection Tool	2024 Self-Reflection Scores ELA-4 ELD-4 Mathematics-4 NGSS-3	2025 Self-Reflection Scores ELA-4 ELD-4 Mathematics-4 NGSS-4		2027 Self-Reflection Scores ELA- 5 ELD- 5 Mathematics- 5 NGSS- 4	The only change was with the NGSS where we moved from a 3 to a 4 due to PLTW

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority: 2(a)	History-3 Total Implementation Score: 18/25 (72%)	History-3 Total Implementation Score: 19/25 (76%)		History- 4 Total Implementation Score: 23/25 (92%)	being taught by all teachers this year.
1.4	Percentage of compliance of implementation of ELD aligned to ELA Academic Standards Source: Local Data, Daily Schedule Review LCFF Priority: 2(b)	2023-24 School Year: 100% compliance with required time	2024-25 School Year: 100% compliance with required time		2026-27 School Year: Maintain 100% compliance with required time	No change
1.5	Distance from Standard (DFS) on Statewide Assessments of ELA and Math Percent Met/Exceeded on CA Science Test (CAST) Source: CA School Dashboard, CAASPP System LCFF Priority: 4(a)	2023 CA School Dashboard ELA - DFS (Level) All Students: -79.6 (red) Socioeconomically Disadvantaged: -76.6 (red) English Learners: -85.5 (n/a) Hispanic: -84.5 (orange) Math - DFS (Level) All Students: -79.6 (yellow) Socioeconomically Disadvantaged: -76.3 (yellow) English Learners: -103 (n/a)	2024 CA School Dashboard ELA - DFS (Level) All Students: -58.5 (Yellow) Socioeconomically Disadvantaged: -56.6 (Yellow) English Learners: -65.5 (n/a) Hispanic: -55.9 (Yellow) Math DFS (Level) All Students: --63 (Yellow) Socioeconomically Disadvantaged: -66.1 (Yellow)		2023 CA School Dashboard ELA - DFS (Level) All Students: -50 (Yellow) Socioeconomically Disadvantaged: -50 (Yellow) English Learners: -55 (Yellow) Hispanic: -55 (Yellow) Math - DFS (Level) All Students: -50 (Yellow) Socioeconomically Disadvantaged: -50 (Yellow)	2024 CA School Dashboard ELA - DFS All Students: +21.1 Socioeconomically Disadvantaged: +20.1 English Learners: +20 Hispanic: +28.6 Math - DFS All Students: +16.7 Socioeconomically Disadvantaged: +10.3 English Learners: +46 Hispanic: +31.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: -93.9 (orange) CAST - Met/Exceeded All Students: 17.39% Socioeconomically Disadvantaged: 8.33% English Learners: N/A Hispanic: 21.43%. CHECK THIS DATA	English Learners: 57 (n/a) Hispanic: 62.2 (Yellow) CAST - Met/Exceeded All Students: 22.22% Socioeconomically Disadvantaged: 25% English Learners: N/A Hispanic: N/A		English Learners: -65 (Yellow) Hispanic: -65 (Yellow) CAST - Met/Exceeded All Students: 35% Socioeconomically Disadvantaged: 25% English Learners: 35% Hispanic: 35%	CAST - Met/Exceeded All Students: +4.83% Socioeconomically Disadvantaged: +16.7 % English Learners: N/A Hispanic: N/A
1.6	Percent of students making progress towards English language proficiency Source: CA School Dashboard LCFF Priority: 4(e)	2023 CA School Dashboard English Learner Progress Indicator EL: 40% making progress	2024 CA School Dashboard English Learner Progress Indicator No Data due to low number of ELs enrolled.		2026 CA School Dashboard English Learner Progress Indicator EL: 50% making progress	N/A
1.7	Percentage rate of students reclassified as English Proficient Source: KiDS, DataQuest (if available) LCFF Priority: 4(f)	2022-23 Estimated Reclassification (RFEP) Rate: 27.3%	2024-25 Reclassification (RFEP) Rate: 0.0%		2026 Estimated Reclassification (RFEP) Rate: 40%	This dropped to 0% from the estimated baseline of 27.3%. This drop was due to the small numbers of EL students and those being in lower elementary classes and not

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						yet ready to be RFEP.
1.8	Percentage of students having access to and enrolled in broad course of study. Source: Local Indicator Self-Reflection Tool LCFF Priority: 7(a)	2023-24 School Year: 100% of students having access to and enrolled in broad course of study.	2024-25 School Year: 100% of students having access to and enrolled in broad course of study.		2026-27 School Year: Maintain 100% of students having access to and enrolled in broad course of study.	No change
1.9	Percentage of unduplicated students enrolled able to access programs and services Source: Local Indicator Self-Reflection Tool LCFF Priority: 7(b)	2023-24 School Year: 100% of unduplicated students having access to all available programs and services.	2024-25 School Year: 100% of unduplicated students having access to all available programs and services.		2026-27 School Year: Maintain 100% of unduplicated students having access to all available programs and services.	No change
1.10	Percentage of students with disabilities enrolled able to access programs and services Source: Local Indicator Self-Reflection Tool LCFF Priority: 7(c)	2023-24 School Year: 100% of students with disabilities enrolled able to access programs and services	2024-25 School Year: 100% of students with disabilities enrolled able to access programs and services		2026-27 School Year: 100% of students with disabilities enrolled able to access programs and services	No change
1.11	Benchmark assessment results on local school-wide assessments	Spring 2024 Results NWEA ELA Results: K 155	Spring 2025 Results		Spring 2027 Benchmark Results at or above the 50th	NWEA ELA Results: K 147 (-8) 1st 170 (+5)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Local Assessment Data (e.g., NWEA, iReady) LCFF Priority: 8	1st 165 2nd 172 3rd 179 4th 199 5th 191 6th 203 NWEA Math Results: K 158 1st 173 2nd 185 3rd 192 4th 206 5th 203 6th 215	NWEA ELA Results: K 147 1st 170 2nd 178 3rd 180 4th 200 5th 194 6th 204 NWEA Math Results: K 154 1st 172 2nd 185 3rd 192 4th 207 5th 211 6th 209		percentile for all student groups Reading/ELA Expected Outcomes K 153 1st 171 2nd 185 3rd 197 4th 204 5th 210 6th 215 Math Expected Outcomes: K 157 1st 176 2nd 189 3rd 201 4th 210 5th 218 6th 222	2nd 178 (+6) 3rd 180 (+1) 4th 200 (+1) 5th 194 (+3) 6th 204 (+1) NWEA Math Results: K 154 (-4) 1st 172 (-1) 2nd 185 (+0) 3rd 192 (+0) 4th 207 (+1) 5th 211 (+8) 6th (-6)

Goal Analysis [2024-25]

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

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

REALMS achieved renewal of a 5 year charter petition! As this one part of the goal was very large and time consuming, REALMS was able to meet this part of the goal with the support of many staff members. At the beginning of the school year, REALMS was not sure that anything more than a 2 year renewal would be possible at best. However, through a redesignation of the charter renewal language and the improved results in student performance as recorded on the CDE Dashboard, REALMS was able to secure a 5 year charter petition.

All elements of the charter petition were also fully implemented without any substantive differences in planned actions and actual implementation of these actions for Goal #1. Along with the success of the 5 year charter renewal, also came the challenge of creating a

Fiscal Stabilization Plan to balance the budget for the next 3 multi-year projections. This plan required the elimination of $500,000 of deficit spending and required the elimination of several teaching and classified positions, changes to the health and welfare benefits of staff, and an impact to the salaries of numerous staff. These changes were difficult but necessary to balance the budget and achieve the charter renewal.

Action 1.1 Instructional Materials-Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language. $55,000. There were no substantive differences in the planned action implementation. This action was effective toward meeting the goal of improving student outcome by providing adequate books and technology to address student needs and provide intervention as needed to scaffold learning.

Action 1.2 Supplemental ELD Support-Supplemental ELD curriculum for designated and integrated ELD enrichment is used in all grade level classes. $2500. There were no substantive differences in the planned action implementation. This action was partly effective in meeting the goal of improving student outcomes, in that our small number of EL students had all the ELD supplemental materials made available to them. It seemed to be partly ineffective in that not every student showed the amount of growth expected and no students were reclassified as RFEP during this year.

Action 1.3 Academic Intervention and Enrichment Programs-After-school and/or summer programs to support students' academic needs and academic enrichment. Extra-curricular courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions. $276,000. There were no substantive differences in the planned action implementation. This action was effective in meeting the goal of implementing all elements of the charter petition. Through this action, REALMS met its ELOP obligation to provide enrichment and intervention activities for students before and after the regular school day, which is an additional 2 hours per day during the school year plus 30 non-school days during the summer.

Action 1.4 Professional Development and Support-Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management. $123,000. There was a substantive difference in the planned action implementation. REALMS spent only a fraction of the budgeted amount on professional development. The action was effective in meeting the goal of improving student outcomes via teacher professional development in Thinking Maps. This training had immediate practical application in the classrooms for the benefit of student thinking and writing. Other staff also had professional development opportunities this year, which was not always true in the past for certain job categories.

Action 1.5 Assessments-Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, iReady, and DIBELS. $17,000. There were no substantive differences in the planned action implementation. This action was effective in meeting the goal of implementing all elements of the charter school petition, improving student outcomes, and achieving a five-year charter renewal. Assessment data was used to demonstrate student growth and improvement, data which was used as part of the charter petition to help achieve renewal. Another part of this goal is to improve student outcomes. One area of measurement of student outcomes is the CAASPP and CAST annual assessments that are reported out. REALMS' CDE Dashboard continued to show student performance improvement with improved distance from standard (DSF) in every area of English Language Arts (ELA). Dashboard data reflects the following improved DFS for ELA: All Students: +21.1, Socioeconomically Disadvantaged: +20.1, English Learners: +20, Hispanic: +28.6. The following improved DFS are in Math: All Students: +16.7, Socioeconomically Disadvantaged: +10.3, English Learners:

+46, Hispanic: +31.7. Finally, the data reflecting the improved DSF for the fifth grade Science test (CAST) - Met/Exceeded: All Students: +4.83%, Socioeconomically Disadvantaged: +16.7 %, English Learners: N/A, Hispanic: N/A.

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

Action 1.1 Instructional Materials- There was no material difference between the budgeted expenditures of $55,000 and estimated actual expenditures of $60,000. The increase of $5,000 was largely due to the purchase of a new Spanish language curriculum school wide.

Action 1.2 Supplemental ELD Support-There was no material difference between the budgeted expenditures of $2,500 and estimated actual expenditures of $2500. This was for the purchase of an EL online program that was used during dedicated ELD instruction across the grade levels.

Action 1.3 Academic Intervention and Enrichment Programs- There was a material difference between the budgeted expenditures of $276,000 and estimated actual expenditures of $486,481. This considerable difference of $210, 481 was largely due to staff costs combined during the school year plus the 30 non-school days.

Action 1.4 Professional Development and Support had a material difference between the budgeted expenditure of $123,000 and estimated Actual Expenditure of $34,000. This did not have any significant impact on improved services as all staff members were able to have professional development relative to their job description. Teaching had multiple professional development trainings throughout the year in Thinking Maps, and that training was implemented immediately in the classrooms.

Action 1.5 Assessments-There was no material difference between the budgeted expenditures of $17,000 and estimated actual expenditures of $16,000. Our of the assessment materials were purchased and utilized to monitor student progress over time.

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

Action 1.1 Instructional Materials-Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language. This action was effective toward meeting the goal of improving student outcome by providing adequate books and technology to address student needs and provide intervention as needed to scaffold learning as measured by Metric 1.1, percent of students with access to standards-aligned instructional materials in all subjects.

Action 1.2 Supplemental ELD Support-Supplemental ELD curriculum for designated and integrated ELD enrichment is used in all grade level classes. This action was partly effective in meeting the goal of improving student outcomes, in that our small number of EL students had all the ELD supplemental materials made available to them. It seemed to be partly ineffective as measured by Metric 1.7, Percentage of students making progress towards English proficiency, in that not every student showed the amount of growth expected and no students were reclassified as RFEP during this year. In the upcoming year, improvement in EL student group scores in NWEA Math and ELA could be used to analyze effectiveness of the supplemental ELD instruction.

Action 1.3 Academic Intervention and Enrichment Programs-After-school and/or summer programs to support students' academic needs and academic enrichment. Extra-curricular courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions. This Action was partly ineffective as measured by Metric 1.11, benchmark assessment results on local school-wide assessments, in which NWEA results showed slight increases when compared with last year in ELA and no change or decreased scores in Math compared to last year.

Action 1.4 Professional Development and Support-Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management. The action was effective as measured by Metric 1.5, distance from standard (DFS) on statewide assessments of ELA and MAth, where REALMS had an increase in performance in every subgroup in both ELA and Math. This metric demonstrates the action was effective in meeting the goal of improving student outcomes via teacher professional development in Thinking Maps. This training had immediate practical application in the classrooms for the benefit of student thinking and writing.

Action 1.5 Assessments-Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, iReady, and DIBELS. This action was effective in meeting the goal of implementing all elements of the charter school petition, improving student outcomes, and achieving a five-year charter renewal. Assessment data was used to demonstrate student growth and improvement, data which was used as part of the charter petition to help achieve renewal. This Action was partly ineffective as measured by Metric 1.11, benchmark assessment results on local school-wide assessments, in which NWEA results showed slight increases when compared with last year in ELA and no change or decreased scores in Math compared to last year.

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

Reflecting on our practices this year has helped us to see areas where we need to improve in order for students to have access and success in standards-aligned courses. We will be focusing on providing more professional development Action 1.4), especially from the textbook publishers to have a better working knowledge of all of the instructional materials (Action 1.1) available to teachers and how to most effectively utilize them for maximizing student achievement. We will also continue KCSOS professional development (Action 1.4), with a focus on writing and training in the use of Thinking Maps to enhance students' thinking and writing skills. From the results of our standardized assessments (Action 1.5), it is clear that we need to work as a team of staff and parents to address the ongoing need for interventions to bring students up to grade level. We will be focusing time and fiscal resources on both Tier 1 and Tier 2 intervention strategies (Action 1.3), and will get professional development for staff (Action 1.4) in support of those efforts. Finally, having achieved a 5 year charter renewal, that particular aspect of goal one will not need to be focused on moving forward.

We also made the following changes to related metrics in Goal 1. Metrics used to monitor effectiveness of Actions 1.3 and 1.4 were changed to include only Metrics 1.5 and 1.11.

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	Instructional Materials	Teachers will use CCSS and state-aligned instructional materials to deliver instruction, extension, and intervention supports for ELA, Math, ELL, Science, Art, Music, and Modern Language.	$55,000.00	No
1.2	Supplemental ELD Supports	Supplemental ELD curriculum for designated and integrated ELD enrichment is used in all grade level classes.	$2,500.00	Yes
1.3	Academic Intervention and Enrichment Programs	After-school and/or summer programs to support students' academic needs and academic enrichment. Extra-curricular courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions. REALMS will staff these programs with at least the following personnel: one administrator, one clerical staff, one food server, 5 paraprofessionals, 1 yard duty, and 1 contractor.	$276,000.00	Yes
1.4	Professional Development and Support	Provide professional development for staff as needed to support instruction in all subject areas and grades to support both new curriculum adoption and development of teaching resources. The focus will include high-quality first instruction, extension, intervention, and classroom management. Providing professional learning opportunities for staff will require substitute teachers, travel reimbursement, and the costs of the professional learning trainings and workshops.	$98,675.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Assessments	Students will participate in a variety of assessments to monitor progress and provide formative/summative data to teachers to plan instruction, intervention, and extension. Assessments will include, but are not limited to, NWEA, CAASPP Interim Benchmarks, SIPPS, iReady, and DIBELS.	$17,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will actively seek opportunities to increase enrollment and engage students and families in order to improve attendance as well as develop and implement an effective, broad-based plan to recruit and retain students and families.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

REALMS has set forth the goal to actively seek opportunities to increase enrollment and engage students and families, alongside developing a comprehensive plan to recruit and retain students and their families. This goal is pivotal to sustaining our school's vitality and enhancing our educational impact.

The 2023 California School Dashboard indicated a significant challenge with Chronic Absenteeism, marked with a 'Red' status, indicating that over 50% of our students were chronically absent. This level of absenteeism not only affects student learning outcomes but also reflects potential issues in student and family engagement. Furthermore, the Dashboard highlighted areas of concern in academic performance that can be directly affected by inconsistent attendance, such as lower scores in English Language Arts and Mathematics for certain student subgroups.

In determining the focus of this goal, REALMS engaged in extensive discussions with our educational partners, including parents, community leaders, and educational experts. These discussions emphasized the importance of a robust engagement strategy that extends beyond the classroom to involve families and the community. Feedback from these stakeholders consistently pointed to the need for a more inclusive and comprehensive approach to engagement that addresses barriers to regular attendance and participation.

To address these challenges, REALMS recognizes the need to not only increase our student body but also to ensure that once students and families join our community, they remain engaged and invested. This goal involves creating targeted outreach programs that highlight the unique benefits of our educational model, particularly our focus on language, music, and science, to attract new families. Additionally, it entails the implementation of retention strategies such as family support services, community events, and regular communication to build a strong, supportive school community.

By transparently communicating the reasons behind this goal and the strategies involved in achieving it, REALMS aims to foster a deeper understanding and commitment among all stakeholders. This transparency ensures that our community understands the direct link between engagement, attendance, and academic success, and the critical role that increased enrollment plays in sustaining our school's diverse and dynamic environment.

In pursuing this goal, REALMS is dedicated to not only enhancing our enrollment figures but also deepening our engagement with students and families, thereby creating a more vibrant, inclusive, and successful educational community. This dual approach will serve to improve attendance rates, enhance academic performance, and ensure a stable and thriving school environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Number of Parents in Attendance to Weekly Assemblies Source: Local Data, School Check-in System LCFF Priority: 3(a) Parent Input	2023-24 School Year: On average, 12 parents are in attendance each week at the assemblies	2024-25 School Year: On average, 20 parents are in attendance each week at the assemblies		By the 2026-27 school year, we intend to have an average of 36 parents/guardians per week at the assemblies	Approximately 8 more parents attended weekly assemblies this year than did last year.
2.2	Percentage of Parents of Unduplicated Students involved in Advisory Committees (PTO, ELAC, SSC) Source: Local Data, Sign-In Sheets LCFF Priority: 3(b) Unduplicated Parent Input	2023-24 School Year: Currently, we have 20% of our advisory committee parents/families that represent our unduplicated pupils	2024-25 School Year: Currently, we have 20% of our advisory committee parents/families that represent our unduplicated pupils		By the 2026-27 school year, we intend to have 40% of our advisory committee parents/families that represent our unduplicated pupils	No change
2.3	Rate of parents/guardians of	2023-24 School Year: 100% parent participation and input	2024-25 School Year:		Maintain 100% participation	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SWD participating in the IEP meeting Source: IEP Meeting Documentation LCFF Priority: 3(c) SWD Parent Input	at meetings for students with disabilities	100% parent participation and input at meetings for students with disabilities			
2.4	Attendance Rate Source: KiDS, Local SIS LCFF Priority: 5(a)	2023-24 School Year: All Students - 93.8% Socioeconomically Disadvantaged - 93.4% English Learners - 94.2% Students with Disabilities - 91.9%	2024-25 School Year: All Students - 91.99% Socioeconomically Disadvantaged - 91.7% English Learners - 91.6% Students with Disabilities -91.4%		2026-27 School Year: 95% or better for all student groups	Compared to the baseline, Attendance rate dropped this year in all groups All students - 1.81% SED -1.7% EL -2.6% SWD -0.5%
2.5	Chronic Absenteeism Rate Source: CA School Dashboard LCFF Priority: 5(b)	2023 CA Dashboard: All Students: 50.2% (Red) Socioeconomically Disadvantaged: 61.3% (Red) White: 40% (Orange) English Learners: 42.1% (N/A)	2024 CA Dashboard: All Students: 43.4% (Yellow) Socioeconomically Disadvantaged: 50.3% (Yellow) White: 39% (Orange) English Learners: 52.6%		2026 Dashboard: All Students: 20% (Yellow) Socioeconomically Disadvantaged: 20% (Yellow) White: 10% (Green) English Learners: 12% (N/A)	All Students: -6.8% SED: -11% White: -1% EL: +10.5%
2.6	Suspension Rate Source: CA School Dashboard	2023 CA Dashboard: All Students: 12.8% (Orange) Hispanic: 12.5% (Red)	2024 CA Dashboard: All Students: 4.3% (Yellow)		2026 CA Dashboard: All Students: 3% (Green)	All Students: -8.4% Hispanic: -11% White: -8.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LCFF Priority: 6(a)	White: 17.7% (Red) Socioeconomically Disadvantaged: 10.9% (Orange) Students with Disabilities: 22.9% (Orange)	Hispanic: 1.5% (Green) White: 9.3% (Orange) Socioeconomically Disadvantaged: 4.9% (Yellow) Students with Disabilities: 7.5% (Orange)		Hispanic: 3% (Green) White: 5% (Yellow) Socioeconomically Disadvantaged: 2% (Green) Students with Disabilities: 6% (Yellow)	Socioeconomically Disadvantaged: -5.9% Students with Disabilities: -15.4%
2.7	Expulsion Rate Source: CDE DataQuest, Local Data LCFF Priority: 6(b)	2023-24 School Year: 0% of students were expelled	2024-25 School Year: 0% of students were expelled		2026-27 School Year: Maintain 0% of students were expelled	No change
2.8	Survey of Safety and Connectedness Source: LCFF Priority: 6(c)	2023-24 School Year Percent of students who report that they: • enjoy going to school-38% • feel safe-75% • get along with classmates-75% • satisfied with their teacher-75%	2024-25 School Year Percent of students who report that they agree or strongly agree: 1)I feel like it is easy to talk with Teachers/Staff at this school, Fall 77%, Spring 53% 2) I feel like my teachers and school staff care about me, Fall 78%, Spring 58% 3) If I am absent, I feel like there is a		By 2026-27, percent of students who report that they: 1) Feel like it is easy to talk with Teachers/Staff at this school Spring 75% 2) Feel like teachers and school staff care about them Spring 75%	N/A New survey used with new baseline and new 3-year target

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			teacher or some other adult at school who will notice my absence, Fall 71%, Spring 62% 4) I regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities, No Responses 5)There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class, No Responses 6) I feel like I belong when I am at school, Fall 59%, Spring 52%. 7) Choose reasons for missing school in the past 30 days: #1 Illness #2 Vacation #3 Didn't get enough sleep		3) If absent, students feel like there is a teacher or some other adult at school who will notice their absence, Spring 75% 4) Regularly attend and participate in school-sponsored events, such as school dances, sporting events, student performances, or other school activities Spring 50% 5)There are lots of chances for students at this school to get involved in sports, clubs, and other school activities outside of class Spring 50% 6) Feel like they belong when at school Spring 60%.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					7) Choose reasons for missing school in the past 30 days: #1 Illness #2 Medical #3 Transportation issues	

Goal Analysis [2024-25]

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

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

Goal 2 outlines 6 actions that support the goal to actively seek opportunities to increase enrollment and engage students and families in order to improve attendance as well as develop and implement an effective, broad-based plan to recruit and retain students and families. 5 of the 6 actions (2.1, 2.2, 2.3, 2.4, 2.5) were fully implements as planned.

Action 2.1: Social Emotional Interventions and Supports-After-school and/or summer programs to support students' social-emotional needs and academic enrichment. Courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions. $45,000 There were no substantive differences in the planned action implementation. This action plan was realized through the variety of afterschool programs and materials available to students to help them enjoy the balance of their time at school until picked up by their families.

Action 2.2: Communication with Educational Partners-Families will be notified of volunteer opportunities and events through teacher and school announcements in print or digital formats. Digital platforms for communicating with families may include: REALMS website, ParentSquare, Facebook Page, etc. $7,000 There were no substantive differences in the planned action implementation. Parent received ongoing communications throughout the year in mostly digital, but also paper notices about all events that occurred during the school year. The creation of a digital calendar this year helped parents have greater advanced notice about events and student programs.

Action 2.3: School Community Involvement-Involve parents and community organization members as a key components of the Charter School’s and students’ success through regular communication, participation, and continuous improvement to school-community relations. This action pays for materials and staffing to host various activities and events with the intent of increasing involvement. $5,000 There were

no substantive differences in the planned action implementation. REALMS offered numerous opportunities for parents to be involved in school activities, including grade level family activities and campus beautification mornings numerous times throughout the year. REALMS also invited parents and community members to a coffee and donut event to celebrate the 5 year charter renewal announcement.
.
Action 2.4: Student Support Center-The Student Support Center will be located in the main building and serve as a place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service. The Student Support Center will house an onsite staff member for direct support as well as a first aid and health station. The goal of the Student Support Center is to address specific student issues that prevent them from learning within the classroom environment. $152,000 There were no substantive differences in the planned action implementation. During this first year of providing a Student Support Center, we were very pleased with the overall positive impact that it had on student well being, staff moral, and administrative support. Students used the SSC throughout the day as a place where they could calm down and refocus on returning to class and their schoolwork. Teachers appreciated having a place where they could ask students to temporarily go to when their classroom behaviors were escalating and disruptive to learning. The administrative team appreciated that the SSC staff served as intermediaries to address many of the small issues that had previously been addressed by the front office or administrators. The student support center definitely had a positive impact on lowering the suspension rate for SED students as it provided a location for students to de-escalate when their behaviors may otherwise have lead to suspendable offenses.

Action 2.5: School Attendance Review Team (SART)-REALMS will establish a positive school attendance review team (SART) to collaborate with families to increase student attendance. Funding will help pay for outside resources and off-set staffing costs for this established team which will bring people and resources together to review, identify, and respond to attendance issues with the ultimate goal of increasing student academic engaged time. $160,000 There was a substantive difference in the planned action implementation. The SART never came into existence this school year. With the new administrative roles and staff members, focus on the 5 year charter petition, and teacher shortage related issues, the student attendance review team did not get established. The intention is still to create a SART to address the ongoing attendance issues, including staffing of a part time School Resource Officer (SRO) to support occasional home health checks and as an incentive to students being at school. REALMS needs to continue to look for research-based approaches to address this issue to support students in coming to school each day to improve academic success. Due to incentives created and implemented this year, attendance improved slightly over last year, but Chronic Absenteeism continues to be a concern that will need a more focused plan for next year.The money that was allocated toward this action was used toward the purchase of technology so that more students will be able to have technology for home use for remediation and intervention software to close the achievement gap.

Action 2.6: Public Relations-We will engage in activities that inform the greater Ridgecrest community about REALMS, enrollment opportunities, and educational events hosted by the school. Funds will be used to seek various opportunities to partner with the community and receive feedback to improve the student experience. $17,500 There were no substantive differences in the planned action implementation. REALMS ran several advertisements in local newspapers throughout the year, as well as posting banners outdoors, and posting information on social media an print media about our Transitional Kindergarten Open House. Administration also participated as members of Rotary Club and made a presentation about REALMS. Staff also participated in community events at the local fairgrounds and community college.

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

Action 2.1 Social Emotional Interventions and Support-There was no material difference between the budgeted expenditures of $45,000 and estimated actual expenditures of $43,000. The online counseling services were utilized by many students throughout the school year.

Action 2.2 Communication with Educational Partners- There was no material difference between the budgeted expenditures of $7,000 and estimated actual expenditures of $5,000. This action item largely focused on social media and other staff costs to have ongoing communication with our numerous educational partners.

Action 2.3 School Community Involvement- There was no material difference between the budgeted expenditures of $5,000 and estimated actual expenditures of $2,200. The slight difference in spending was the result of planning less opportunity for community involvement events than initially planned.

Action 2.4 Student Support Center There was a material difference between the budgeted expenditures of $152,000 and estimated actual expenditures of $45,800. As this was the first year of creating and implementing a Student Support Center, the budgeted expenditures were far higher than they needed to be, so the budget did not accurately reflect the costs. Also, due to the expenditure of carryover money from the previous year, the new number more accurately aligns with the overall budget for available fiscal resources.

Action 2.5 School Attendance Review Team-There was a material difference between the budgeted expenditures of $160,000 and estimated actual expenditures of $30,500. In addition to not fully implementing this action as no School Resource Officer was hired, we never got the school attendance review team up and running. Also, due to the expenditure of carryover money from the previous year, the new number more accurately aligns with the overall budget for available fiscal resources.

Action 2.6 Public Relations-There was a material difference between the budgeted expenditure of $17,500 and estimated actual expenditures of $500. This material difference was again largely due to not spending time and resources to fill a public relations position and focus on developing REALMS brand.

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

The specific actions for Goal #2 were largely effective, as demonstrated by REALMS continuing increase in enrollment year on year. Two years ago REALMS attendance was about 186, last year it was 224, and this year it was about 245. These increased numbers are the results of a concerted effort at advertising in print and social media, greater community involvement and recognition of REALMS as a school of choice in town, and creating a school culture where parents and students want to be. The action that was ineffective was Action 2.5 School Attendance Review Team, which was not given the time to develop the team and focus on improving student attendance. Instead the focus was on using Independent Study contracts to ensure learning was taking place for absent students.

Action 2.1 Social Emotional Interventions and Support- The online counseling services were utilized by many students throughout the school year. This action was partially effective as measured by Metric 2.8, Survey of Safety and Connectedness, in which more than half the students answered positively, although the numbers dropped from the Fall to Spring surveys.

Action 2.2 Communication with Educational Partners-This action item largely focused on social media and other staff costs to have ongoing communication with our numerous educational partners. This action was effective in meeting the goal as measured by Metric 2.1, number or parents in attendance to weekly assemblies, where we saw a rise in participation by about 66%. Although the numbers of parents are still small, this positive upward trend shows the action is improving communication.

Action 2.3 School Community Involvement- This action was ineffective in meeting the goal as measured by Metric 2.4, attendance rate, where KIDS reflected a drop in attendance in all subgroups and was effective as measured by Metric 2.1, number of parents in attendance to weekly assemblies. REALMS will strive to increase parent participation as it will continue to have a positive impact on student attendance.

Action 2.4 Student Support Center-This action was effective in making progress toward the goal as measured by Metric 2.6, suspension rate, where the data reflects a drop in suspension rates for all students and for each subgroup of students.

Action 2.5 School Attendance Review Team-This action was partially ineffective in making progress toward the goal as measured by Metric 2.5 Chronic Absenteeism. SED students experienced a drop in chronic absenteeism (-11%), while ELs experienced an increase in chronic absenteeism (+10.5%).

Action 2.6 Public Relations-This action was ineffective in meeting the goal as measured by Metric 2.4, attendance rate, where KIDS reflected a drop in attendance in all subgroups and was effective as measured by Metric 2.1, number of parents in attendance to weekly assemblies. REALMS will strive to increase parent participation as it will continue to have a positive impact on student attendance.

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

Action 2.5 School Attendance Review Team will be changed to more accurately reflect the costs of the part-time School Resource Officer and other costs that were overestimated in the initial creation of the LCAP.
Metrics used to monitor Action 2.4 changed to include only Metric 2.6. Also, reduced funding to more accurately reflect costs to implement the action.

Metric 2.8 Survey of Safety and Connectedness. This year REALMS joined the Kern Integrated Data System (KIDS) and had students participate in the survey used throughout Kern County. As a result, the baseline shifted to use this new survey to better align with the rest of the students in Kern County. We also updated our 3 year target to align with the new survey.

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	Social Emotional Interventions and Supports	After-school and/or summer programs to support students' social-emotional needs and academic enrichment. Courses and supports will be designed based on student needs and interests and offered at various times through the regular school year and summer sessions. These interventions and supports will be facilitated through many different facets of the school, including field trips requiring buses and staff to coordinate parent volunteers, before and after school staff to oversee play time and programs, classroom curriculum purchases for targeted support in key areas, and providing online counseling for students who are both assigned as well as students who request counseling	$45,000.00	No
2.2	Communication with Educational Partners	Families will be notified of volunteer opportunities and events through teacher and school announcements in print or digital formats. Digital platforms for communicating with families may include: REALMS website, ParentSquare, Facebook Page, etc.	$5,500.00	Yes
2.3	School Community Involvement	Involve parents and community organization members as a key components of the Charter School's and students' success through regular communication, participation, and continuous improvement to school-community relations. This action pays for materials and staffing to host various activities and events with the intent of increasing involvement.	$3,000.00	Yes
2.4	Student Support Center	The Student Support Center will be located in the main building and serve as a place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service. The Student Support Center will house an onsite staff member for direct support as well as a first aid and health station. The goal of the Student Support Center is to address specific student issues that prevent them from learning within the classroom environment.	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The SSC is staffed by one paraprofessional all day long with administrative support as needed for investigations, parent phone calls, and documenting student incidents in the student information system.		
2.5	School Attendance Review Team (SART)	REALMS will establish a positive school attendance review team (SART) to collaborate with families to increase student attendance. Funding will help pay for outside resources and off-set staffing costs for this established team which will bring people and resources together to review, identify, and respond to attendance issues with the ultimate goal of increasing student academic engaged time.	$50,000.00	Yes
2.6	Public Relations	We will engage in activities that inform the greater Ridgecrest community about REALMS, enrollment opportunities, and educational events hosted by the school. Funds will be used to seek various opportunities to partner with the community and receive feedback to improve the student experience.	$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) will seek, support, and retain highly qualified, talented staff to meet the needs of our students and families.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Ridgecrest Elementary Academy for Language, Music, and Science (REALMS) has established the goal to seek, support, and retain a talented staff as a cornerstone of our strategy to meet the diverse needs of our students and their families. This goal is crucial for enhancing our educational offerings and ensuring consistent, high-quality instruction.

The decision to prioritize staff support and retention is informed by insights from the 2023 California School Dashboard, particularly in areas where performance challenges align with needs for specialized instructional capabilities. For example, our challenges with English Language Arts and Mathematics underscore the need for highly skilled educators who can deliver targeted interventions. Additionally, local indicators such as the implementation of academic standards, which REALMS has met, highlight the importance of maintaining and building upon our current educational practices, which hinge significantly on the talents and skills of our staff.

This goal was refined through consultations with a range of educational partners, including current faculty, administrative staff, parents, and community stakeholders. These discussions emphasized the importance of not only attracting but also supporting and retaining high-quality staff as essential to fostering a stable and effective learning environment. Feedback pointed to the need for ongoing professional development, competitive compensation, and a supportive work culture as key factors in retaining top talent.

REALMS is committed to implementing a multi-faceted strategy to attract, support, and retain the best educational professionals. This strategy includes:

- Professional Development: Offering continuous opportunities for professional growth that allow staff to stay at the forefront of educational innovation and best practices.
- Competitive Compensation and Benefits: Ensuring that our compensation packages are competitive and commensurate with the demands of the roles, thereby attracting and retaining high-caliber staff.
- Supportive Work Environment: Cultivating a workplace culture that values collaboration, innovation, and wellness, which are crucial for job satisfaction and long-term staff retention.

By clearly articulating this goal and the rationale behind it, REALMS aims to ensure transparency and foster a shared understanding among all stakeholders of the importance of investing in our staff. This approach not only enhances staff morale and effectiveness but also directly impacts the quality of education and support services provided to our students and their families.

In pursuing this goal, REALMS is dedicated to building a team that is not only highly skilled and professionally fulfilled but also deeply committed to our mission of providing a superior educational experience. This strategic focus on staff excellence is essential to advancing our educational goals and meeting the ever-evolving needs of our school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Percentage of teachers appropriately assigned and fully credentialed Source: Teacher Assignment Monitoring, Local Data LCFF Priority: 1(a)	2023-24 School Year: 80% of teaching staff were appropriately assigned and fully credentialed	2024-25 School Year: 66% of teaching staff were appropriately assigned and fully credentialed		2026-27 School Year: 90% of teaching staff were appropriately assigned and fully credentialed	REALMS had a larger number of teachers this year from last year. There were difficulties finding qualified teachers to fill the new positions so appropriately assigned and fully credentialed dropped by 14%.

Goal Analysis [2024-25]

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

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

Goal 3 is fulfilled by Action 3.1 School Staffing-REALMS will adequately staff all teaching and support positions. REALMS will recruit, support, and retain highly qualified classified staff and teachers towards becoming appropriately assigned and fully credentialed. $1,587,564.00 There was a substantive difference in the planned action implementation. Staffing continues to be an issue for all the schools in the small, isolated desert community of Ridgecrest. Being approximately an hour and a half from the next largest metropolitan area makes recruiting and retainment of staff particularly challenging. This school year was no exception, as REALMS began the year with three classes with inappropriately placed staff as teachers. By Winter break we were able to secure teachers for the balance of the school year, but for the students the lost time could not be made up. During the latter half of this school year tremendous time was spent at recruitment fairs and interviewing potential staff for the next year. A decision was also made to hire two international teachers for the first time, as other school districts in this and surrounding communities have done. These efforts have REALMS with teachers placed in all classes for the start of the new school year.

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

Action 3.1 School Staffing- There was a material difference between the budgeted expenditure of $1,587,564 and estimated actual expenditure of $1,811,815. This over budget estimated actual was due to being overstaffed based on the student population. This and other over were causing REALMS to deficit spend and were part of the reason for the fiscal stabilization plan and the elimination of two credentialed positions (now combination classes), two paraprofessional positions, one classified office positions, and one credentialed part time position.

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

Action 3.1- this action was ineffective as measured by Metric 3.1, percentage of teachers appropriately assigned and fully credentialed, where we saw a percentage drop from the previous year. REALMS instruction continued successfully all year, although teacher changes in three classes mid-year impacted the continuity of instruction during the school year. REALMS also worked very hard to address teacher retention, which is often a challenge with staff members leaving who are the spouses of military personnel (2 this year), or who are not eligible to continue teaching due to credentialing issues (2 this year).

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

There are no changes made to the planned goal, metric, or target outcomes for the coming year.

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	School Staffing	REALMS will adequately staff all teaching and support positions. REALMS will recruit, support, and retain highly qualified classified staff and teachers towards becoming appropriately assigned and fully credentialed.	$1,432,834.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$287,968.00	$3,167

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
11.463%	0.000%	$0.00	11.463%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	**Action:** Academic Intervention and Enrichment Programs **Need:** Socioeconomically disadvantaged students were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English	Staff will design surveys for students and parents to learn more about the needs and interests of students for before and after school and summer programs. Teachers and administrators will analyze assessment data to see which curricular areas need more support and intervention opportunities for our unduplicated students throughout the school year. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from the additional programs and	Metric 1.5: Distance from Standard (DFS) on Statewide Assessments of ELA and Math as measured by the percent met/exceeded on CA Science Test (CAST) as recorded on the CA School Dashboard, CAASPP

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. Assessment data will continue to be used to identify the academic needs of unduplicated students that can be addressed outside the regular instructional day. Our educational partner groups advocate for additional programs and enrichment opportunities for students at REALMS to experience throughout the school year. **Scope:** LEA-wide	enrichment opportunities to experience throughout the school year. Providing academically-focused activities after school and in Summer will provide a safe environment to learn and help address deficiencies and gaps in performance.	System addressing LCFF Priority: 4(a) Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8
1.4	**Action:** Professional Development and Support **Need:** Socioeconomically disadvantaged students were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. Continued measurement and assessment data will be	Staff members will be acquiring professional development in areas such as curriculum, instruction, intervention and classroom management, so that all students, including unduplicated students, have better opportunities to engage in learning. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from up-to-date instructional practices that address the unique needs of the individual student all while providing a safe environment to learn and help address deficiencies and gaps in performance.	Metric 1.5: Distance from Standard (DFS) on Statewide Assessments of ELA and Math as measured by the percent met/exceeded on CA Science Test (CAST) as recorded on the CA School Dashboard, CAASPP System addressing LCFF Priority: 4(a) Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	used to show how Unduplicated Student groups will benefit from high quality instruction that is improved through ongoing professional development and support. Our educational partner groups (e.g., teacher, administrators, other staff) advocate for additional professional learning to support instruction for staff at REALMS to focus on instruction and behavior management. **Scope:** LEA-wide		assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8
1.5	**Action:** Assessments **Need:** Low Income pupils were RED on the CA School Dashboard are performing below standard in ELA, with their results showing a maintained level of 76.6 points below standard. The were 76.3 points below standard in Math as well. English learners are significantly underperforming in ELA, with their scores declining by 6 points to 85.5 points below standard. Like their performance in ELA, English learners continue to struggle in Mathematics, with scores 103 points below standard. In order to determine and make changes to the academic needs of unduplicated students, both formative and summative assessments need to be administered and analyzed to guide instruction toward improving learning.	General education and special education teachers will administer assessments to students in a timely and systematic way and monitor the results of both formative and summative assessments in order to gain information that will be used to inform decisions about instruction and student groups that will most effectively educate all students, including unduplicated students. By providing this action on an LEA-wide basis, our unduplicated students as well as all students will benefit from continuous monitoring and focused instructional practices that address the unique needs of the individual student in the learning process and help address deficiencies and gaps in performance.	Metric 1.5: Distance from Standard (DFS) on Statewide Assessments of ELA and Math as measured by the percent met/exceeded on CA Science Test (CAST) as recorded on the CA School Dashboard, CAASPP System addressing LCFF Priority: 4(a) Metric 1.11: Benchmark assessment results on local school-wide assessments as measured by local assessment data (e.g., NWEA, iReady) addressing LCFF Priority: 8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Several educational partner groups discussed the need for formative and summative measures to help better guide and support instruction at REALMS to focus on academic growth throughout the school year. **Scope:** LEA-wide		
2.2	**Action:** Communication with Educational Partners **Need:** Local data indicates that participation in school events or volunteer opportunities are lower amongst parents and families of unduplicated pupils. REALMS believes that families are an important component of a child's overall school experience. With our low-income students in RED on the CA Dashboard for ELA and Chronic Absenteeism, it's important to connect and partner with families to increase student attendance and academic achievement. Through our educational partner discussions, we will use surveys as one means to identify the needs of unduplicated students and barriers that they may be facing that limit their abilities to engage to their full potential in school programs and opportunities. **Scope:** LEA-wide	Office staff and teachers will use digital and print resources to provide ongoing communication with families so that all students have the opportunity to participate in as many school related activities as desired. By providing this action on an LEA-wide basis, our unduplicated students' as well as all students' families will benefit from timely communication and feel welcomed within the school environment.	Metric 2.1: Number of parents in attendance at weekly assemblies as measured by local data and the school check-in system addressing LCFF Priority: 3(a) Parent Input Metric 2.2: Percentage of Parents of Unduplicated Students involved in Advisory Committees (PTO, ELAC, SSC) as measured by local data and sign-in sheets addressing LCFF Priority: 3(b) Unduplicated Parent Input

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.3	**Action:** School Community Involvement **Need:** As with the gaps in attendance, ELA, Math, and high suspensions identified within our unduplicated students, we recognize the need to connect classroom learning to the greater community. REALMS has not provided as many opportunities for families to participate in their child's education as possible. Input from our Educational Partners provided insight that unduplicated student groups often face additional barriers to participation that will be minimized through advanced notifications and multiple opportunities for participation throughout the school year. **Scope:** LEA-wide	Staff will calendar and establish a variety of opportunities for families of unduplicated pupils to participate in activities alongside their children to foster their child's social, emotional, and academic growth during each month throughout the school year. By providing this action on an LEA-wide basis, our unduplicated students as well as all students we hope to break down and minimize barriers to participation through advanced notifications and multiple opportunities for participation throughout the school year.	Metric 2.1: Number of parents in attendance at weekly assemblies as measured by local data and the school check-in system addressing LCFF Priority: 3(a) Parent Input Metric 2.4: Attendance Rate as measured by P2 Count, from the Local Student Information System addressing LCFF Priority: 5(a) Metric 2.8: Survey of Safety and Connectedness as measured by local surveys addressing LCFF Priority: 6(c)
2.4	**Action:** Student Support Center **Need:** Many students come to school with needs that may or may not be identified. Observational, attendance, and discipline data shows that student needs are usually best addressed in a location outside of the classroom until students are able to return with minimal distractions to the learning environment. Moreover, our low-income students along with all students were RED on the CA School Dashboard in the area of Chronic Absenteeism. In addition, our low-income pupils were ORANGE on the CA	Student Support Center staff will provide a variety of resources to meet the social, emotional, and physical needs of students on a short term basis with the goal of returning students to their homeroom classes as soon as possible. Provided on an LEA-Wide basis to unduplicated and all pupils, support may include counseling students on social issues, helping students deescalate from emotional situations, or administering first aid or supervising students for pickup by family members.	Metric 2.6: Suspension Rate as reflected on the CA School Dashboard addressing LCFF Priority: 6(a)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dashboard for Suspensions with 10.9% suspended at least one day. Although this is slightly better than All Students (12.8%), it depicts a justification for this action to support our students social-emotional and physical needs. Educational partner groups acknowledge this need and reported to be in favor of this action. **Scope:** LEA-wide		
2.5	**Action:** School Attendance Review Team (SART) **Need:** REALMS student information system has identified a large percentage of students who are chronically absent from school. This absenteeism affects students' education and can lead to further absenteeism. Our low-income students (61.3%) along with all students (50.2%) were RED on the CA School Dashboard in the area of Chronic Absenteeism. In addition, suspensions create days away from the learning environment. Our low-income pupils were ORANGE on the CA Dashboard for Suspensions with 10.9% suspended at least one day. Educational partner groups acknowledge this need and reported to be in favor of having a collaborative team to review and support increased school attendance. **Scope:**	School staff, including an administrator, clerical staff, and teachers will establish a School Attendance Review Team (SART) to work with parents and guardians and a law enforcement representative to determine the reason for the absenteeism and to help connect families with community resources to reduce student absences and tardiness. This is being provided on an LEA-wide basis as the SART will be principally directed to our most at-risk student groups (e.g., low-income, EL, foster youth) but will also be available for any pupil at risk of high levels of absenteeism from school.	Metric 2.5: Chronic Absenteeism Rate as reflected on the CA School Dashboard addressing LCFF Priority: 5(b)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		

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
1.2	**Action:** Supplemental ELD Supports **Need:** ELLs at REALMS are performing significantly below standard in ELA, with a noted decline of 6 points from the previous year, bringing them to 85.5 points below the standard. This decline indicates a growing gap in language proficiency and literacy skills essential for academic success in all subject areas. In addition, CA Dashboard data revealed that only 40% of ELLs are making progress toward English language proficiency, showing a substantial decline of 20% from the previous year. This indicator is critical as it reflects the effectiveness of the language acquisition programs in place, suggesting that the current strategies may not be adequately supporting the needs of ELL students. Educational partners recognize the need for this action. Based upon the Home Language Survey, that is part of the enrollment package,	This action is considered limited as English Learners will benefit primarily. Classroom teachers will be providing supplemental instruction using the ELD curriculum of Wonders Reading as well as using Launch to Literacy as an additional online program for English language learners in each individual classroom.	Metric 1.6: Percent of students making progress towards English language proficiency as recorded on the CA School Dashboard addressing LCFF Priority: 4(e) Metric 1.7: Percentage of students reclassified as English Proficient as recorded by DataQuest addressing LCFF Priority: 4(f)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	English Learners will receive annual ELPAC testing to determine their abilities across four strands. Information from parents obtained during English Language Advisory Council meetings will inform additional needs of ELD students. **Scope:** Limited to Unduplicated Student Group(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.

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.

The additional concentration grant add-on funding will be used to support funding for Action 2.4 Student Support Center. The Student Support Center serves as a place for students to receive social-emotional or physical services. Students will have the opportunity to regulate their emotions with support through an online counseling service. The Student Support Center will house an onsite staff member for direct support as well as a first aid and health station. The goal of the Student Support Center is to address specific student issues that prevent them from learning within the classroom environment.

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	1:50
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:25

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,512,120.00	$287,968.00	11.463%	0.000%	11.463%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,603,390.00	$373,444.00	$0.00	$68,675.00	$2,045,509.00	$1,765,334.00	$280,175.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Instructional Materials	All	No			All Schools	Ongoing	$0.00	$55,000.00		$45,000.00		$10,000.00	$55,000.00	
1	1.2	Supplemental ELD Supports	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$2,500.00	$2,500.00				$2,500.00	
1	1.3	Academic Intervention and Enrichment Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$200,000.00	$76,000.00	$115,000.00	$161,000.00			$276,000.00	
1	1.4	Professional Development and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$98,675.00	$40,000.00			$58,675.00	$98,675.00	
1	1.5	Assessments	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$17,000.00	$17,000.00				$17,000.00	
2	2.1	Social Emotional Interventions and Supports	All	No			All Schools	Ongoing	$40,000.00	$5,000.00	$45,000.00				$45,000.00	
2	2.2	Communication with Educational Partners	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
2	2.3	School Community Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$3,000.00	$3,000.00				$3,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Student Support Center	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,000.00	$5,000.00	$55,000.00				$55,000.00	
2	**2.5**	School Attendance Review Team (SART)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$40,000.00	$10,000.00	$50,000.00				$50,000.00	
2	**2.6**	Public Relations	All	No			All Schools	Ongoing	$2,500.00	$2,500.00	$5,000.00				$5,000.00	
3	**3.1**	School Staffing	All	No			All Schools	Ongoing	$1,432,834.00	$0.00	$1,265,390.00	$167,444.00			$1,432,834.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,512,120.00	$287,968.00	11.463%	0.000%	11.463%	$288,000.00	0.000%	11.464 %	**Total:**	$288,000.00
								LEA-wide Total:	$285,500.00
								Limited Total:	$2,500.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.2	Supplemental ELD Supports	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,500.00	
1	1.3	Academic Intervention and Enrichment Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$115,000.00	
1	1.4	Professional Development and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	
1	1.5	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,000.00	
2	2.2	Communication with Educational Partners	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,500.00	
2	2.3	School Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
2	2.4	Student Support Center	Yes	LEA-wide	English Learners Foster Youth	All Schools	$55,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.5**	School Attendance Review Team (SART)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,447,564.00	$2,537,796.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Instructional Materials	No	$55,000.00	$60,000.00
1	**1.2**	Supplemental ELD Supports	Yes	$2,500.00	$2,500.00
1	**1.3**	Academic Intervention and Enrichment Programs	Yes	$276,000.00	$486,481.00
1	**1.4**	Professional Development and Support	Yes	$123,000.00	$34,000.00
1	**1.5**	Assessments	Yes	$17,000.00	$16,000.00
2	**2.1**	Social Emotional Interventions and Supports	No	$45,000.00	$43,000.00
2	**2.2**	Communication with Educational Partners	Yes	$7,000.00	$5,000.00
2	**2.3**	School Community Involvement	Yes	$5,000.00	$2,200.00
2	**2.4**	Student Support Center	Yes	$152,000.00	$45,800.00
2	**2.5**	School Attendance Review Team (SART)	Yes	$160,000.00	$30,500.00
2	**2.6**	Public Relations	No	$17,500.00	$500.00

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)
3	**3.1**	School Staffing	No	$1,587,564.00	$1,811,815.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$291,685.00	$514,500.00	$456,604.00	$57,896.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	**1.2**	Supplemental ELD Supports	Yes	$2,500.00	$2,500.00		
1	**1.3**	Academic Intervention and Enrichment Programs	Yes	$115,000.00	$324,278.00		
1	**1.4**	Professional Development and Support	Yes	$56,000.00	$30,526.00		
1	**1.5**	Assessments	Yes	$17,000.00	$16,000.00		
2	**2.2**	Communication with Educational Partners	Yes	$7,000.00	$5,000.00		
2	**2.3**	School Community Involvement	Yes	$5,000.00	$2,000.00		
2	**2.4**	Student Support Center	Yes	$152,000.00	$45,800.00		
2	**2.5**	School Attendance Review Team (SART)	Yes	$160,000.00	$30,500.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,455,575.00	$291,685.00	6.598%	18.476%	$456,604.00	0.000%	18.595%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024