

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Ravenswood City School District

CDS Code: 41-68999-0000000

School Year: 2026-27

LEA contact information:

Gina Sudaria

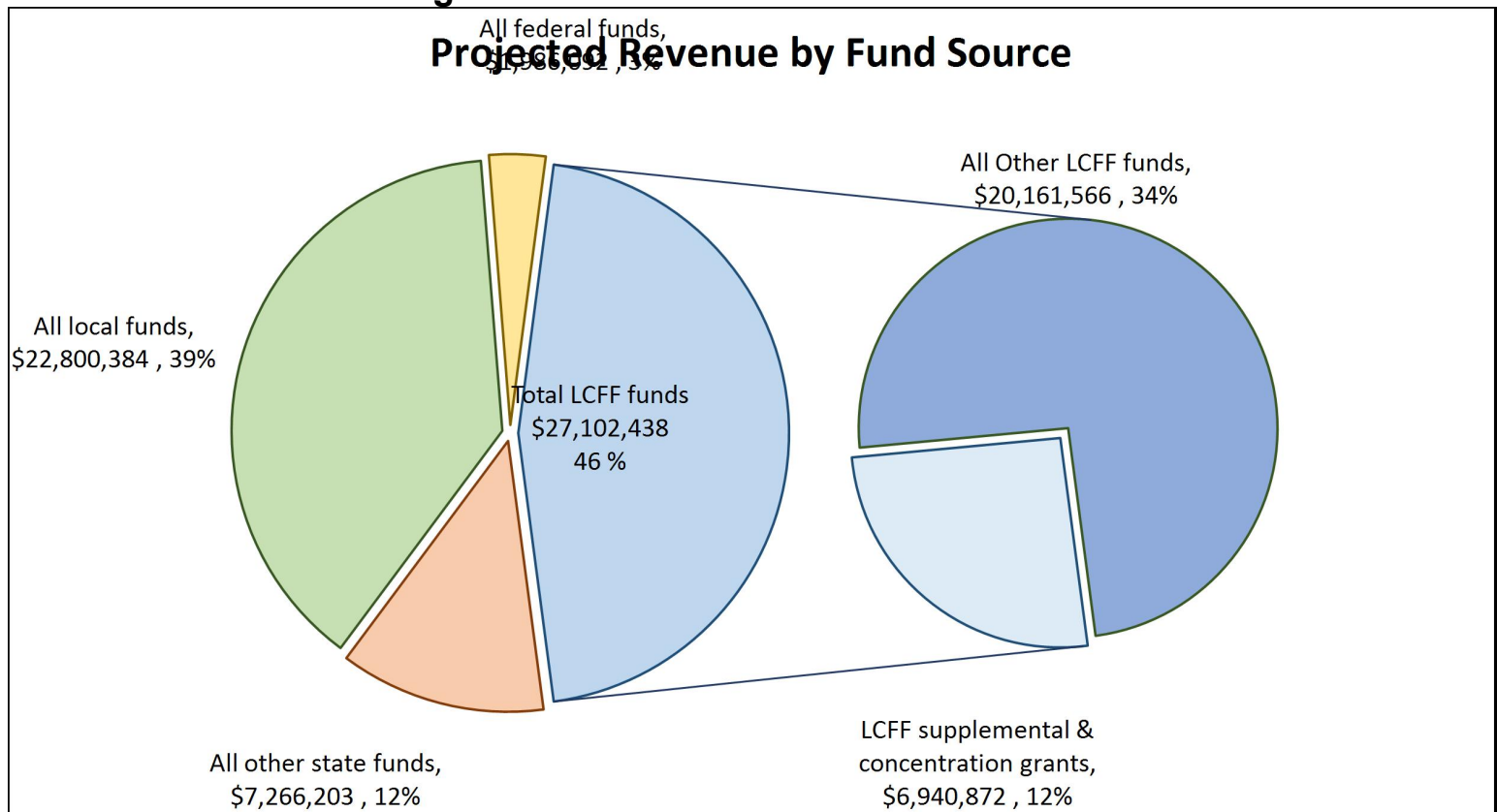
Superintendent

gsudaria@ravenswoodschools.org

(650) 329-2800

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

Budget Overview for the 2026-27 School Year

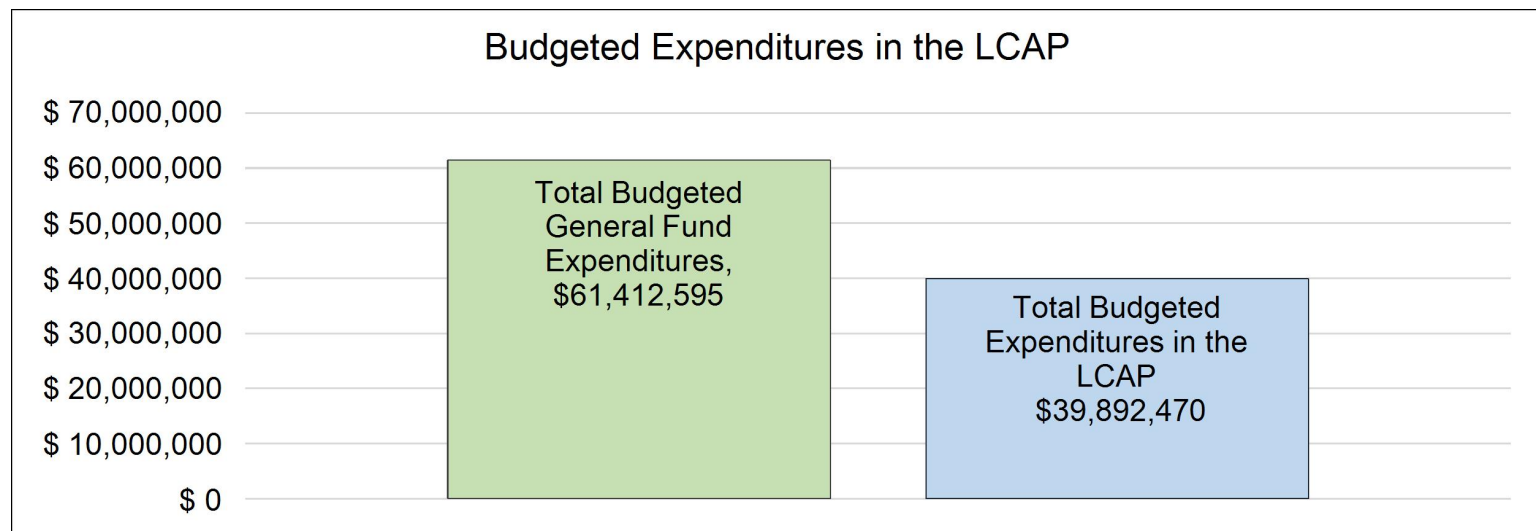


This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ravenswood City School District is \$59,155,117, of which \$27,102,438 is Local Control Funding Formula (LCFF), \$7,266,203 is other state funds, \$22,800,384 is local funds, and \$1,986,092 is federal funds. Of the \$27,102,438 in LCFF Funds, \$6,940,872 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 Ravenswood City School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ravenswood City School District plans to spend \$61,412,595 for the 2026-27 school year. Of that amount, \$39,892,470 is tied to actions/services in the LCAP and \$21,520,125 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund Budget Expenditures that are not included in our LCAP includes operational expenditures (eg. custodians, property insurance, district leadership, utilities), some Special Education services, construction-related expenses, some miscellaneous district-level or site-level positions, as well as items that are more appropriate to be discussed and reported on the School Plan for Student Achievement (SPSA)

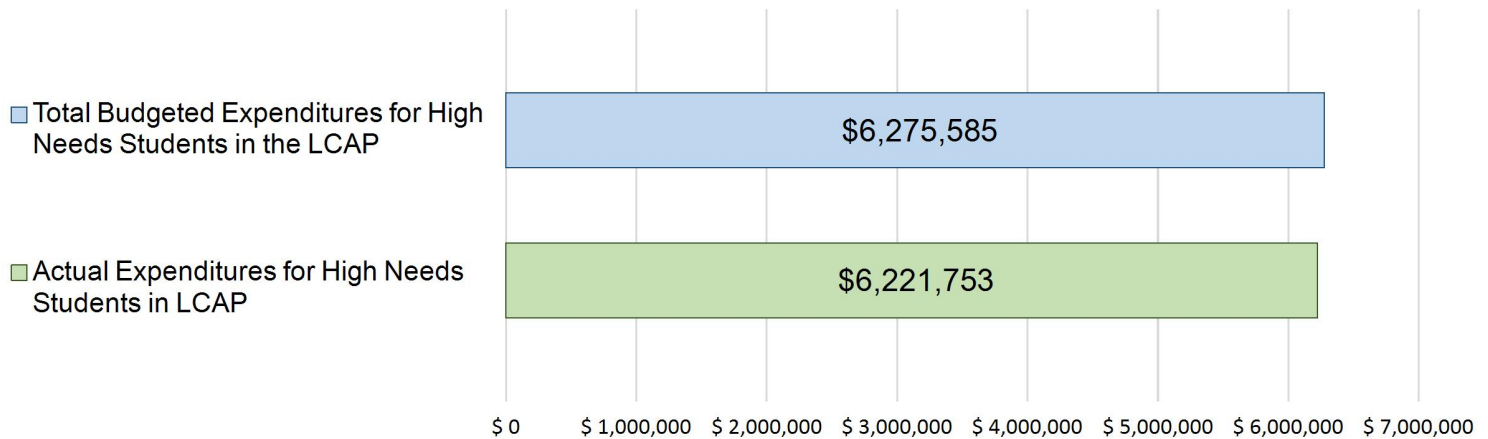
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Ravenswood City School District is projecting it will receive \$6,940,872 based on the enrollment of Foster Youth, English learner, and low-income students. Ravenswood City School District must describe how it intends to increase or improve services for high needs students in the LCAP. Ravenswood City School District plans to spend \$7,565,123 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students



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

The text description of the above chart is as follows: In 2025-26, Ravenswood City School District's LCAP budgeted \$6,275,585 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent \$6,221,753 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of \$53,832 had the following impact on Ravenswood City School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of \$53,832 had the following impact on Ravenswood City School District's ability to increase or improve services for high needs students: The reason for this difference is primarily due to having a couple of positions that were budgeted for, but were unable to be staffed this year. Students were still able to be supported through a variety of other actions and strategies throughout the year, and our focus was towards improving the quality of actions that did not require additional costs anyway.

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
Ravenswood City School District	Gina Sudaria Superintendent	gsudaria@ravenswoodschools.org (650) 329-2800

Plan Summary [2026-27]

General Information

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

Ravenswood is a TK-8th grade public school district located in East Palo Alto and East Menlo Park, California. We serve approximately 1,500 students across three elementary schools and one middle school. With 99% of district students identifying as Latine, African American, Pacific Islander, and/or multiple races – and over half of whom are multilingual learners – we are proud of the cultural richness and diversity of our students, teachers, families, and community.

During SY 24-25 the district finalized its Community Action Plan which contains numerous years of strategic planning with input from students, families, teacher and staff, partner organizations, and district leadership. SY 25-26 was the first year of implementation of this Community Action Plan and in SY 26-27 we are continuing to build on this momentum as we work to bring our Ravenswood Promise to life.

Ravenswood aims to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in and are centered around the rich cultures of our students, families, and community.

Ravenswood did not have any schools that were identified for Equity Multiplier funding this year.

Reflections: Annual Performance

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

We have observed districtwide improvements in Chronic Absenteeism, English Language Arts, and Mathematics, as reflected in changes in the California School Dashboard (CA Dashboard) between 2024 and 2025.

Attendance and Chronic Absenteeism:

We observed improvements in Chronic Absenteeism across three out of four schools within the district: Belle Haven Elementary, Costano Elementary, and Los Robles-Ronald McNair Academy, as reflected in the CA Dashboard. Our local data suggests that we are continuing to make progress on improving attendance rates in SY 25-26, with average daily attendance rates continuing to exceed those of the same point in time in the previous several school years.

Sense of Belonging:

We observed steady or improved Suspension Rates across three out of four schools within the district: Belle Haven Elementary, Costano Elementary, and Los Robles-Ronald McNair Academy, as reflected in the CA Dashboard. Our local survey data suggest we are continuing to maintain similar levels of student perception around safety and belonging as in the previous year (~75% positive responses at the elementary level and ~55% in middle school.)

English Language Arts:

Three out of four schools within the district moved up to the Orange performance color in English Language Arts: Cesar Chavez Ravenswood Middle School, Costano Elementary, and Los Robles-Ronald McNair Academy, as reflected in the CA Dashboard. On average, district students moved 12.5 points closer to standard on CAASPP in ELA, with an increase in overall proficiency to 12% (up from 8%). Additionally, fewer students received the lowest possible achievement level of “Standard Not Met”. On average, students at two out of four schools within the district made “significant growth” (defined by the state as 15+ points improvement): Costano Elementary and Cesar Chavez Ravenswood Middle School. Several of our student subgroups also made significant growth in ELA: Black / African American (AA) students moved 51.6 points closer to standard, Pacific Islander students moved 28.6 points, and Students with Disabilities moved 14.7 points.

Our local data shows that students are continuing to make growth between the Beginning of Year (BOY) and Middle of Year (MOY) assessments, though the need to accelerate this growth persists. In TK-2nd grade, 41% of students were at or above benchmark in foundational literacy at MOY (vs. 34% at BOY and 32% at MOY in SY 23-24.) In 3rd-8th grade, our median student made ~53% of “typical growth” on their MOY iReady assessment. To support student outcomes, we are also continuing to use SIPPS for small-group intervention in foundational literacy. We have maintained last year’s mastery test pass rate of ~89%, and a majority of students are on track to meet the progress milestones for their grade level by the end of SY 25-26. More detailed analysis will be presented to educational partners at our Vital Signs board presentation in June.

English Learner Progress:

We observed steady or improved English Learner Progress at two out of four schools within the district: Cesar Chavez Ravenswood Middle School and Los Robles-Ronald McNair Academy, as reflected in the CA Dashboard. During SY 25-26, 42 students (or 82% of students scoring at level 4 on the most recent ELPAC) were reclassified as Fluent English Proficient, demonstrating their individual progress in

language acquisition and proficiency. Last year, 27% of our English Learners improved their ELPAC score and 61% maintained it. In SY 25-26, we have continued to implement dedicated English Language Development time during intervention blocks every day, and have begun piloting interim ELPAC assessments and family engagement programs to support student readiness for the ELPAC. This continues to be an area of opportunity for our district and has been identified as a strategic priority for SY 26-27.

Math:

We observed steady or improved Mathematics performance at two out of four schools within the district: Cesar Chavez Ravenswood Middle School and Costano Elementary, as reflected in the CA Dashboard.

On average, district students moved 5.2 points closer to standard on CAASPP in Math, with a slight increase in overall proficiency to 7% (up from 6%). Additionally, fewer students received the lowest possible achievement level of “Standard Not Met”. On average, students at one out of four schools within the district made “significant growth” (defined by the state as 15+ points improvement): Costano Elementary.

Our local data shows that students are continuing to make growth between the Beginning of Year (BOY) and Middle of Year (MOY) assessments, though the need to accelerate this growth persists. In 1st-8th grade, our median student made ~48% of “typical growth” on their MOY iReady assessment. More detailed analysis will be presented to educational partners at our Vital Signs board presentation in June.

While there are clear successes in Attendance, Student Belonging, Literacy, English Learner Progress, and Mathematics, our mixed results across schools and grade levels highlight ongoing challenges. By building on our strengths and addressing areas of improvement, we seek to continue accelerating progress on all student outcomes and ensure equitable opportunities for all learners at Ravenswood.

Unexpended Learning Recovery Emergency Block Grant (LREBG) Funds:

RCSD currently has leftover LREBG funds that will be utilized during the 26-27 school year. The district will be utilizing option 2 and providing an update as part of the 25-26 mid year update process. In order to ensure that our expanded TK program continues to successfully support students, LREBG funds will be utilized in SY 26-27 to fund TK aides which have helped reduce the pupil to staff ratio and expand access to early literacy intensive supports (an allowable use of funds based on Ed Code Section 32526(c)(2)). These funds will be utilized as part of Goal 1 Action 1.11. Our use of LREBG funds fulfills the following criteria as specified in Ed Code 32526(c)(2)(A-F): Instructional learning time for the 2022–23 through 2027–28 school years by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other evidence-based action that increases or stabilizes the amount of instructional time or services provided to pupils, or decreases or stabilizes staff-to-pupil ratios, based on pupil learning needs. Based on the needs assessment, this fulfills community requests that the district continues to improve its early childhood, including TK, efforts and provide students with the best possible ratios of teachers and aides to students.

Lowest Performance Level on the 2025 Dashboard:

Identified by School (All Students) -

*Belle Haven: "Red" on English Language Arts, English Learner Progress, and Mathematics

*Costano: "Red" on English Learner Progress

*Los Robles Ronald McNair: "Red" on Mathematics

*Cesar Chavez Ravenswood Middle: "Red" on Suspension Rate

Identified by LEA Student Group -

*"Red" on Mathematics: Homeless

*"Red" on Suspension Rates: Long-Term English Learners, Two or More Races, Pacific Islander, Students with Disabilities

Identified by School Student Group -

*Belle Haven - "Red" on ELA and Mathematics: English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students

*Costano - "Red" on Suspension Rates: African American

*LRRM - "Red" on Mathematics: Hispanic, Homeless, Socioeconomically Disadvantaged Students

*LRRM - "Red" on Chronic Absenteeism: Students with Disabilities

*CCRMS - "Red" on ELA and Mathematics: Pacific Islander

*CCRMS - "Red" on Suspension Rates: English Learners, Hispanic, Homeless, Long-Term English Learners, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities

Lowest Performance Level on the 2024 Dashboard:

Identified by School (All Students) -

*Belle Haven: "Red" on English Language Arts

*Costano: "Red" for English Learner Progress

*Los Robles Ronald McNair: "Red" on Chronic Absenteeism, English Language Arts, and English Learner Progress

*Cesar Chavez Ravenswood Middle: "Red" on English Language Arts and Mathematics

Identified by LEA Student Group -

*"Red" for both English Language Arts and Mathematics: African American, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Student with Disabilities

*"Red" for Suspension Rates: Pacific Islander students

Identified by School Student Group -

*Belle Haven – "Red" for ELA (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)' "Red" for Math (Socioeconomically disadvantaged)

*Costano - "Red" for ELA (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged), "Red" for Chronic Absenteeism (Students with Disabilities, Pacific Islander, English Learners, African American)

*LRRM - "Red" on Chronic Absenteeism (English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged Students), and for ELA (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)

*CCRMS - "Red" on Suspension (African American, Students with Disabilities) and for ELA (African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities) and Math (African American, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, Pacific Islander)

Refer to the following document link for a more visual presentation of the information listed below:

Lowest Performance Level on the 2023 Dashboard:

Identified by District (All Students)

*All Students: English Language Arts, Mathematics

Identified by School (All Students) -

*Belle Haven: "Red" on Suspension Rate, English Learner Progress, English Language Arts, and Mathematics

*Costano: "Red" for English Learner Progress

*Los Robles Ronald McNair: "Red" on Chronic Absenteeism, English Language Arts, and Mathematics

*Cesar Chavez Ravenswood Middle: "Red" on English Language Arts, and Mathematics

Identified by LEA Student Group -

*"Red" for both English Language Arts and Mathematics: African American, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Student with Disabilities

*"Red" for Suspension Rates: African American, Pacific Islander students, and Student with Disabilities

Identified by School Student Group -

*Belle Haven - "Red" on Suspension (Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities), and for ELA and Math (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)

*Costano - "Red" on Suspension (Homeless Students), English Learner Progress (English Learners), and Chronic Absenteeism (Students with Disabilities)

*LRRM - "Red" on Chronic Absenteeism (English Learners, Hispanic Students), and for ELA and Math (English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged Students)

*CCRMS - "Red" on Suspension (African American, Students with Disabilities) and for ELA and Math (African American, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities)

Reflections: Technical Assistance

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

Based on our growth since the 2024 CA Dashboard, we have moved into Differentiated Assistance Year 2 support on the following:

* ELA, Math, and Chronic Absenteeism Indicators for English Learner Students

* ELA, Math, and Chronic Absenteeism Indicators for Homeless Students

* ELA, Math, Chronic Absenteeism, and Suspension Rate Indicators for Pacific Islander Students

We are continuing to work with the San Mateo County Office of Education (SMCOE) to focus on continuous improvement of outcomes for these focal student subgroups. Together, we are reviewing relevant data, identifying areas of success and opportunities for growth, reflecting on the continuous improvement systems in our district and at our sites, and monitoring both the implementation and outcomes of our applicable LCAP actions.

Based on the 2025 CA Dashboard, we are NOT newly eligible for Differentiated Assistance in any area for any subgroup.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Site Administrators, District Administrators & Coordinators, and Leadership Teams	Site leaders continued to be integrated within the budgetary, strategic, and School Plan for Student Achievement (SPSA) planning processes for the upcoming year. Working collaboratively with their teams and district staff – including through weekly/biweekly Instructional Leadership Team (ILT) meetings, monthly School Site Council/English Learner Advisory Council (SSC/ELAC) meetings, monthly District Advisory Council/District English Learner Advisory Council (DAC/DELAC) meetings – they used data and feedback to identify goals/priorities and develop school budgets to ensure high priority actions were appropriately funded. Each site also followed a process to share their budget and plans with a broader audience to gather feedback and make necessary adjustments. Input from all budgetary and priority planning documents was shared by site leaders with the district executive team during ‘budget collab’ meetings for consolidation into a single district budget and the LCAP.
Teachers / Classified School Personnel	There are numerous feedback opportunities provided at school sites, often directly identified as SPSA/Budget planning. This includes each site’s weekly/biweekly ILT structure as well as biweekly all-staff meetings at every school. As we seek to have strong alignment between all plans, this information is also incorporated into the LCAP development. Staff have been involved in the development and continuation of Ravenswood Promise activities, including our quarterly “Promise Walks” where families observe classrooms to experience teaching and learning in action.

Educational Partner(s)	Process for Engagement
	All staff are also invited to community opportunities for specific LCAP or Strategic Plan engagement and are also encouraged to reach out directly to the LCAP writing team with any specific questions or concerns. Teachers and classified school personnel have continued to participate in Ravenswood Promise activities during the 25-26 school year. This year, the ILTs at each school site continued to play an active role and gave feedback on implementation of LCAP and SPSA actions during weekly/biweekly meetings, as well as during quarterly districtwide All-ILT retreats. Key themes from this feedback included the need for more targeted professional development (e.g. around supporting English Learners, behavior needs, arts integration, and internalizing curriculum), which are reflected in several updates made across our actions in Goals 1 and 2. In SY 25-26, we introduced three new channels for collecting input from teachers and classified personnel. In Fall 2025 we launched our inaugural Staff Culture & Climate Survey with ~48% of all employees participating to share their perspective on professional growth, belonging, leadership in their school/department, and the connection of their role to our overall district goals. We also held a “listening campaign” lunch & learn at every school, as well as a series of empathy interviews with a diverse set of certificated and classified staff to further probe these topics. A key theme that emerged from this feedback was an emphasis on the importance of adult supports, which is reflected in our refinements to Actions 1.7-1.8.
Students	The general rhythm of feedback collection from students is through a districtwide student survey that is administered three times a year. Students have the opportunity to provide feedback on their perception of school as connected to LCAP goals and actions (both multiple choice and free response questions.) Review of and response to this feedback is conducted during bimonthly meetings with district and site leadership. In addition to the methods listed above, we also gather feedback from students through class discussions (where the teacher relays the information) and "street data" metrics (e.g. shadow a student, focus groups / empathy interviews). our middle school students also have

Educational Partner(s)	Process for Engagement
	the opportunity to participate in activities such as the Black Student Union, Poly Club (Polynesian), and presentations at board meetings and other community events – all of which provide opportunities for leadership and for student feedback to be discussed with school staff. Where appropriate, this information is used to inform strategies in our LCAP. These actions continued throughout the 25-26 school year.
Parents, Staff, Community Members, & PAC (Parent Advisory Committee)	There are a variety of engagement opportunities throughout the year, including school-site or district based meetings (eg. SSC/ELAC, DAC/DELAC, family workshop nights, Cafecito with the principal). Additionally, SY 25-26 was the first year of implementation of our Ravenswood Promise Community Action Plan, which was co-created alongside community members in previous years. In continuation of those Ravenswood Promise efforts, which are directly connected to our LCAP, this year we: • Hosted “Promise Walks” again (three times a year at every school site), where families were invited to observe classrooms alongside school/district leaders and openly share questions and feedback • Co-created with Parent Leader feedback a set of family-facing resources outlining the school year at a glance, key dates, and opportunities to access student data • Held a Community Stepback in January, where 80+ community members gathered to review middle of year (MOY) data and commit to concrete action steps we can take together in support of our district goals. This included presentations from multiple parent leaders, and a parent breakout group. • Partnered with Innovate Public Schools to train a team of “Parent Navigators” who have launched a districtwide listening campaign focused on attendance and understanding family needs • Piloted a “Promise in Action” literacy fellowship for parents interested in learning more about supporting literacy growth at home • Held California Dashboard workshops to share our progress and opportunity areas with families

Educational Partner(s)	Process for Engagement
	The LCAP was presented to our DAC/DELAC – who serve as our PAC and English Learner Parent Advisory Committee (ELPAC) – and students prior to formal adoption by our governing board. No comments were received during this presentation so no written responses from the superintendent were required.
Local Bargaining Units (RTA / CSEA)	District Leadership regularly meets with representatives from these units and discusses a range of topics, which often touch upon the areas of budgeting and strategic planning. These include: discussions about the budget process timeline and engagement opportunities for staff, alignment on the professional development schedule for SY26-27, and ongoing opportunities for staff to provide feedback on both implementation and future planning. The primary channel for engaging local bargaining units with the development of our LCAP was through monthly meetings between the district executive team and the leadership teams of the local bargaining units.
SELPA	The Ravenswood Special Education team regularly meets and consults with the San Mateo County Special Education Local Plan Area (SELPA) throughout each school year. They support us in a wide range of areas, and are given the opportunity to provide feedback on the inclusion of actions and metrics in our LCAP that address the needs of our Special Education students. This feedback occurs at monthly Administrator Counsel Meetings as well as through the SELPA's participation in the development of Ravenswood's Compliance and Improvement Monitoring (CIM) plan. Families of students with Special Education support needs were invited to share feedback throughout this process during monthly Cafecitos with our Executive Director of Education Services on the third Monday of every month, as well as through a Special Education parent survey in May.

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

Throughout the LCAP development process, a few recurring themes from our engagement with educational partners emerged:

Stability and Focus: Partners emphasized the importance of “staying the course” and remaining consistent on the district’s priorities. We heard that our current strategic focus areas – particularly efforts related to strong instruction, student belonging, and adult supports – are

beginning to show positive momentum. As a result, partners encouraged the district to continue building on this work rather than introducing major new initiatives that could shift attention or dilute progress.

In response to this feedback, we have maintained the core structure of the LCAP goals and actions. Instead of making significant changes, our SY 26-27 LCAP reflects continued refinement of existing strategies based on what we are learning through implementation and data review. Adjustments primarily focus on strengthening the quality and consistency of implementation, clarifying expectations for staff, and improving supports that help students and families access district programs. These changes were incorporated through the expansion of our instructional coaching program (Action 1.7) and providing dedicated cross-district instructional improvement days (Action 1.8).

Family Engagement: Educational partner feedback has also reinforced the importance of clear communication about student progress and ensuring that families understand how to support their children's learning. Our SY 26-27 LCAP continues to prioritize strategies that strengthen family engagement and transparency around student outcomes (Action 2.6).

Multilingual Support: Based on our data and educational partner feedback, we know that both designated and integrated English Language Development must continue to be a key area of focus for our district. We did not receive Equity Multiplier funds for SY 26-27 so that is a change from our previous LCAP (Action 3.1 is discontinued), however we will continue to focus on our instructional supports for multilingual learners as reflected in Action 1.2.

Overall, this LCAP reflects the district's commitment to sustained improvement. By maintaining consistent priorities while refining implementation based on stakeholder feedback and emerging data, we aim to intentionally direct resources towards identified opportunities to continue accelerating progress for all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will demonstrate growth academically, specifically in the areas of English Language Arts, Mathematics, and English Language Development.	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.

Our mission is to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in, and are centered around the rich cultures of our students, families, and community. All students should receive a well-rounded and engaging education that promotes their academic, social, and emotional development. Our student academic achievement data as reported on the CA Dashboard clearly shows that there are opportunities for significant improvements. This goal seeks to bridge the gap between our reported data and our vision for student success. The specific schools and student groups are identified within the Plan Summary, in the “Reflections - Annual Performance” section. Actions 1.1, 1.2, and 1.3 address the identified areas of ELA, Math, and English Learner Progress. During SY 25-26 these actions have continued to be implemented and monitored.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Conditions of Learning: Access to standards-aligned instructional materials as reported in the SARC	2023-24: 100%	2024-25: 100%	2025-2026: 100%	100%	0%/ none

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	Implementation of State Standards: Evaluating the different levels of implementation of CSTPs using our teacher evaluations process.	2022-23 Summative Evaluation for Teachers: 1 - Emerging: 0% 2 - Exploring: 6% 3 - Applying: 25% 4 - Integrating: 52% 5 - Innovating: 18%	2023-2024 Summative Evaluation for Teachers: 1 - Emerging: 1% 2 - Exploring: 10% 3 - Applying: 34% 4 - Integrating: 44% 5 - Innovating: 11%	2024-25 Summative Evaluation for Teachers: 1 - Emerging: 0% 2 - Exploring: 18% 3 - Applying: 51% 4 - Integrating: 27% 5 - Innovating: 4%	100% of teachers demonstrating "Level 3 - Applying" or higher	Difference from Baseline 1 - Emerging: +0% 2 - Exploring: +12% 3 - Applying: +26% 4 - Integrating: -25% 5 - Innovating: -14%
1.3	Pupil Achievement: English Language Arts (ELA) measured by CAASPP data as reported on the California Dashboard using "Distance from Standard" (DTS)	2023 CA Dashboard: All Students: -107.1 Black/African American: -129.8 English Learner: -123.3 Hispanic: -112.2 Homeless: -113.9 Pacific Islander: -93.8 Socioeconomically Disadvantaged: -111.2 Students with Disabilities: -148.8	2024 CA Dashboard: All Students: -116.7 Black/African American: -135 English Learner: -132.8 Hispanic: -119.9 Homeless: -113.9 Pacific Islander: -103.4 Socioeconomically Disadvantaged: -119.7 Students with Disabilities: -154.2	2025 CA Dashboard: All Students: -105.4 Black/African American: -80.6 English Learner: -121.5 Hispanic: -112.2 Homeless: -121.8 Pacific Islander: -89 Socioeconomically Disadvantaged: -110 Students with Disabilities: -138	Reduce the "Distance from Standard" by 15 points per year All Students: -62.1 Black/African American: -84.8 English Learner: -78.3 Hispanic: -67.2 Homeless: -68.9 Pacific Islander: -48.8 Socioeconomically Disadvantaged: -66.2 Students with Disabilities: -103.8	Difference from Baseline All Students: +1.7 Black/African American: +49.2 English Learner: +1.8 Hispanic: 0 Homeless: -7.9 Pacific Islander: +4.8 Socioeconomically Disadvantaged: +1.2 Students with Disabilities: +10
1.4	Pupil Achievement: Mathematics measured by CAASPP data as reported on the California Dashboard	2023 CA Dashboard: All Students: -138.7	2024 CA Dashboard: All Students: -138.3	2025 CA Dashboard: All Students: -132.1	Reduce the "Distance from Standard" by 15 points per year	Difference from Baseline All Students: +6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	using "Distance from Standard" (DTS)	Black/African American: -167.4 English Learner: -151.1 Hispanic: -142.8 Homeless: -144.1 Pacific Islander: -128.8 Socioeconomically Disadvantaged: -141.5 Students with Disabilities: -170.2	Black/African American: -161.3 English Learner: -147.6 Hispanic: -140.6 Homeless: -139.1 Pacific Islander: -128.9 Socioeconomically Disadvantaged: -140.6 Students with Disabilities: -171.8	Black/African American: -115.5 English Learner: -140.1 Hispanic: -136.5 Homeless: -142.4 Pacific Islander: -123.4 Socioeconomically Disadvantaged: -135.3 Students with Disabilities: -157.6	All Students: -93.7 Black/African American: -122.4 English Learner: -106.1 Hispanic: -97.8 Homeless: -99.1 Pacific Islander: -83.8 Socioeconomically Disadvantaged: -96.5 Students with Disabilities: -125.2	Black/African American: +51.9 English Learner: +11 Hispanic: +6.3 Homeless: +1.7 Pacific Islander: +5.4 Socioeconomically Disadvantaged: +6.2 Students with Disabilities: +12.6
1.5	Pupil Achievement: Science measured by CAST data as reported through the CAASPP Test Results webpage	SY 2022-23 Results: Grade 5: 3.87% Standard Met Grade 8: 6.06% Standard Met	SY 2023-24 Grade 5: 0.66% Standard Met Grade 8: 3.61% Standard Met	SY 2024-25 Grade: 4.55% Standard Met Grade 8: 5.0% Standard Met	1 - 1.5 years of average growth each year	Difference from Baseline Grade 5: 0.68% Grade 8: -1.06%
1.6	Pupil Achievement: English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC and reported on the CA Dashboard	2023 CA Dashboard: 45.1% making progress towards English language proficiency	2024 CA Dashboard: 38% making progress towards English language proficiency	2025 CA Dashboard: 32% making progress towards English language proficiency	Increase by 5 percentage points per year: 60.1% making progress towards English language proficiency	Difference from Baseline English language proficiency: -23.1%
1.7	Pupil Achievement: Reclassification Rates - Students designated as RFEP (as a Percentage of the "Ever-EL" student population) as reported	SY 2022-23: RFEP: 12.6% EL: 87.4% Ever-EL: 100%	SY 2023-24: RFEP: 22.4% EL: 77.6% Ever-EL: 100%	SY 2024-25: RFEP: 19.8% EL: 80.2% Ever-EL: 100%	Increase RFEP by 5 percentage points per year: RFEP: 27.6% EL: 72.4%	Difference from Baseline RFEP: -7.2% EL: -15% Ever-EL: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	on DataQuest using the report "Ever-ELs by Years as EL and Reclassification (RFEP) Status (with School Data)"				Ever-EL: 100%	
1.8	Course Access: By reviewing the master schedule, we can demonstrate that all students have access to all content areas offered at the school site, including enrichment classes.	SY 2023-24: 100% of Students participated in an elective or enrichment class 100% of English Learners received designated and integrated ELD	SY 2024-25: 100% of Students participated in an elective or enrichment class 100% of English Learners received designated and integrated ELD	SY 2025-26: 100% of Students participated in an elective or enrichment class 100% of English Learners received designated and integrated ELD	100% of Students participate in an elective or enrichment class 100% of English Learners receive designated and integrated ELD	0% / none

Goal Analysis [2025-26]

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

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

Language & Literacy

In SY 25-26, we continued to implement a coordinated literacy and ELD instructional system across all schools. Instructional coaches remained embedded at each site, supporting teachers through weekly data-focused collaboration and targeted instructional coaching. We maintained our extended Universal Tier 2 intervention structure (UT2T) at elementary schools and a 7th period intervention block at our middle school, allowing students to receive an hour of targeted foundational literacy and/or designated ELD support without missing core instructional time.

For English Learners, the district expanded support this year by piloting interim ELPAC assessments and launching family engagement programs focused on building student readiness for reclassification. At Los Robles-Ronald McNair, the language allocation model continued to provide differentiated support based on students' Spanish and English proficiency levels. English Learner progress remains an area of strategic priority for SY 26-27.

Mathematics

In SY 25-26, we continued to implement Tier I mathematics instruction across all schools, supported by site-based math coaches working in a similar model to literacy – weekly data-focused collaboration with teachers, targeted instructional coaching, and regular use of student progress data to drive instructional decisions. This year the district also introduced Interim Assessment Blocks (IABs) to better prepare students for CAASPP and give teachers more actionable data between testing windows.

We are in the second year of a math curriculum pilot, with the pilot team meeting regularly throughout the year to evaluate options. A new TK-5 math curriculum will be adopted for full implementation in SY 26-27. Looking ahead, the district will also launch an accelerated math program in Summer 2026, designed to provide students with an on-ramp to geometry by 8th grade – expanding access to advanced coursework for students who have not historically had the opportunity.

Whole Child Supports & Enrichment

In SY 25-26, we continued to provide students with a well-rounded educational experience beyond core academics. Certificated VAPA and PE teachers were in place at all sites, ensuring that every student had regular access to electives and specials throughout the year. Dedicated science instruction time was built into school schedules districtwide, and our MTSS and COST processes continued to drive data-informed decisions at the site and district level.

Expanded learning opportunities continued through before-school, after-school, and summer programs in partnership with community-based organizations, with attention to aligning student supports – including mental health services and trauma-informed practices – across the school day and extended learning time. All students had access to technology devices and hotspots for home as needed, and 99% of district families were reachable through ParentSquare to support our goal of consistent, two-way communication in families' preferred languages.

Coaching & Leadership

In SY 25-26, we continued to invest in the instructional infrastructure that supports teacher and leader development across all sites. Site-based coaches worked closely with teachers through weekly data-focused collaboration, and the district provided specific instructional look-fors for coaches and site leaders to use during classroom observations. This created more consistency in the feedback teachers receive and clearer alignment between coaching and district instructional priorities.

On the staffing side, TK aides were in place districtwide, supporting reduced pupil-to-staff ratios and expanded access to early literacy intervention. The district also expanded its teacher pipeline by growing the number of student teachers placed in Ravenswood classrooms to build a local pathway for future hiring. Across the district, we continued to strengthen the coherence of collaboration and professional learning structures (including district and site-led professional development, Instructional Leadership Teams, and specialized support for instructional coaches and new teachers.)

At the district level, staff turnover from SY 24-25 created some disruption to the consistency of these adult supports. However, the district was able to stabilize and strengthen these systems as the year progressed, and a clear plan is in place to continue and deepen this work in SY 26-27.

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.

Budgeted Expenditures and Estimated Actual Expenditures

The material differences were minimal, and reflected differing estimations between what an employee's gross pay would be versus what it actually costs the district. This applies to the following actions: 1.2, 1.6, 1.7

Other minimal material differences were due to estimations for costs of professional development, curriculum, and technology versus actual costs. This applies to the following actions: 1.1, 1.3, 1.5, 1.8, 1.12

Material differences applies to the following actions: 1.4, 1.5

1.4 - The Math Pilot was paused during the 25-26 school year due to shifting instructional priorities and budget considerations. As a result, expenditures were not incurred.

1.5 - The district continued providing hands-on STEAM enrichment opportunities for students. Additionally, the district implemented the RAFT MakerMobile program at a cost of \$12,000 to expand and supplement STEAM learning opportunities for students.

Other material differences are due to budgeted position vacancies during the 2025–26 school year and/or employees left during the year. This applies to the following actions: 1.10, 1.11

Improved Services and Estimated Actual Percentages of Improved Services

The material differences were minimal and reflected differing estimations between what an employee's gross pay would be versus what it actually costs the district. This applies to the following actions: 1.2, 1.6, 1.10, 1.12

Material differences applies to the following actions: 1.4

1.4 - The Math Pilot was paused during the 25-26 school year due to shifting instructional priorities and budget considerations. As a result, expenditures were not incurred.

Other material differences are due to budgeted position vacancies during the 2025–26 school year and/or employees left during the year. This applies to the following actions: 1.10

Overall, differences between the Improved Services Percentage and the Estimated Actual Improved Services Percentage were minimal, and services provided to unduplicated students remained the same.

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

Actions 1.1 and 1.2 have shown positive results, with growth in CAASPP ELA scores and foundational literacy benchmarks across schools and subgroups. However, English Learner progress and reclassification rates remain below where they need to be, indicating that while Action 1.2 is being implemented, the intensity and coherence of ELD support needs to increase.

Action 1.3 has contributed to modest but positive growth in CAASPP Math scores. The two-year curriculum pilot conducted under this action has directly informed the upcoming adoption of a new TK-5 curriculum, which is expected to strengthen Tier I math instruction going forward.

Action 1.4 which was discontinued in SY25-26 but will be renewed for SY26-27 is expected to support this goal as well.

Actions 1.6-1.8 have been foundational to the progress seen across academic areas. The expansion of UT2T to 60-minute sessions and the embedding of coaches at each site have created more consistent structures for intervention and instructional improvement. Our districtwide professional learning structures were fully operational this year and resulted in measurable changes to teacher practice as observed through instructional walkthroughs.

Actions 1.5 and 1.9-1.12 have continued to be effective in allowing us to provide students with consistent access to instruction and enrichment programming. These actions are stable and no major changes are warranted.

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

The goals, metrics, and target outcomes for Goal 1 remain unchanged. The following adjustments to actions reflect lessons learned from SY 25-26 implementation:

Action 1.3: The district will adopt a new TK-5 mathematics curriculum in SY 26-27, following two years of teacher-led piloting.

Action 1.4: The district is piloting a new summer program designed to provide students with an on-ramp to advanced math placements in middle school and beyond by shifting to an acceleration model for summer math programming.

Actions 1.7 and 1.8: The coaching program and professional learning structures are being refined through the introduction of a Teaching & Learning Collaborative structure, districtwide release days for PD, and additional instructional coaches.

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	ELA Instruction	The district will continue to implement Tier I ELA instruction with fidelity across all schools using our adopted curriculum, supported by professional development and instructional coaching. ELA/ELD coaches will be embedded at each site to support teachers through instructional coaching and weekly data-focused collaboration. An Early Literacy coach will support all three elementary schools in building foundational literacy skills in TK-2nd grade. Targeted intervention and tutoring opportunities will be available for students who need additional support.	\$480,382.00	No

Action #	Title	Description	Total Funds	Contributing
		These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For ELA, this specifically includes Belle Haven, and Pacific Islander students at CCRMS. This action will be measured on the LCAP by the lagging indicators of the CAASPP ELA assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, these actions have continued to be implemented and monitored.		
1.2	English Learner Students and ELD Instruction	To improve the progress of Multilingual Learners (English Learner Students), the district will provide targeted support for Multilingual Learners and professional learning for educators. Districtwide, we will continue to implement Designated ELD time as part of our Universal Tier 2 Intervention block, differentiated intervention based on diagnostic assessment data, and ongoing coaching for teachers around integrated ELD practices. At Los Robles-Ronald McNair, the language allocation model will continue to guide differentiated supports based on students' Spanish and English proficiency levels. The district will also continue building on the work started in SY25-26 around piloting interim ELPAC assessments and family engagement programs to support student readiness for reclassification. These activities have been developed to address the needs of English Learners and Long-Term English Learners, as identified on the California Dashboard, especially at Belle Haven and Costano Elementary. This action will be measured on the LCAP by the lagging indicator of the ELPAC assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, these actions have continued to be implemented and monitored.	\$369,477.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics Instruction	The district will implement Tier I mathematics instruction with fidelity across all schools, supported by site-based math coaches and weekly data-focused teacher collaboration. In SY 26-27, the district will adopt and begin implementing a new TK-5 mathematics curriculum, following two years of teacher-led piloting. To support this adoption and ongoing professional development around math instruction, we will also be holding curriculum internalization clinics and professional learning days dedicated to mathematics. Interim Assessment Blocks (IABs) will continue to be used to monitor student progress and prepare students for CAASPP. These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the low performance level on the state indicators. For Math, this specifically includes the schools Belle Haven and LRRM, and the student groups of Homeless, and Pacific Islander students at CCRMS.. This action will be measured on the LCAP by the lagging indicators of the CAASPP Math assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, these actions have continued to be implemented and monitored.	\$277,037.00	No
1.4	Mathematics	In Summer 2026 we will pilot a new accelerated math program designed to provide students with an on-ramp to advanced math in middle school and beyond. Rising 6th grade students will have the opportunity to participate in this summer program at no cost to families in order to expand access to advanced coursework for students who have historically had limited access to it. This action will be measured on the LCAP by the lagging indicators of the CAASPP Math assessment. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators around student academic growth and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update.	\$12,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Science Instruction	All sites will have hands-on, Tier I Science Instruction scheduled into their weekly schedules for at least 120 minutes a week. There will be additional support provided through organizational partnerships for teachers who want to be at the forefront of implementing more hands-on and intensive science activities in their classrooms. This action, and student progress, will be measured by site and district staff using leading indicators and regularly reviewing relevant student data with families, leadership teams, and the Board. During SY 25-26, these actions have continued to be implemented and monitored.	\$27,000.00	No
1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	The district will continue its Multi-Tiered System of Supports through data-informed Coordination of Services Teams (COSTs) at each site and Universal Tier 2 Time built into the daily schedule. UT2T will provide targeted intervention and enrichment without students missing core instructional time, with intervention cycles reviewed every one to two weeks. SPED schedules will remain aligned with UT2T to ensure comprehensive support across all three tiers. The MTSS and COST processes at Ravenswood are driven by data-informed decisions. Staff at both the site and district level regularly analyze assessment and other diagnostic data to identify and assess the effectiveness of interventions. This action will be measured on the LCAP by the lagging indicators of the CAASPP ELA and Math assessments, the ELPAC, and student Suspension rates. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, these actions have continued to be implemented and monitored.	\$4,231,156.00	Yes
1.7	Coaches and New Teacher Supports	The district will continue to build on its coaching program to support Math/STEM and ELA instruction across sites. Coaches will work with teachers through weekly data-focused collaboration, classroom observations using shared instructional look-fors, and targeted support	\$1,786,003.00	No

Action #	Title	Description	Total Funds	Contributing
		aligned to district priorities. Coaches will also continue to receive training and support from the Director of Teaching and Learning to ensure that their feedback is actionable and aligned to district priorities. New teachers in their first and second years will continue to receive additional support through the TIPS induction program. This action will be monitored on the LCAP by considering the percentage of teachers meeting the implementation of state standards target on their summative evaluation. As we move towards consistency and more coherence of the coaching model implementation we are also exploring different ways to monitor this action for effectiveness. Ultimately, we expect that teachers who participate in these coaching activities will see growth in their students' academic progress. During SY 25-26, these actions have continued to be implemented and monitored.		
1.8	Developing Leadership and Professional Growth	The district will continue to develop leadership and professional growth through districtwide release days for professional development, a district-wide Teaching & Learning Collaborative with teacher leaders, and continued operation of professional learning communities (PLCs) and biweekly professional development sessions at each school. Additionally, site leaders will continue building their skills in creating systems, managing schedules, and providing feedback in order to create a coherent and consistent instructional experience for students. This action will be monitored for effectiveness by using ongoing local data tied to our districtwide priorities and student outcomes goals. We also expect to see improvement in student's academic progress data. During SY 25-26, these actions have continued to be implemented and monitored.	\$510,434.00	No
1.9	Expanded Learning	The district will continue to provide expanded learning opportunities before and after school, during summer, and during intersessions in partnership with community-based organizations. Program design will maintain alignment with school-day instructional resources and student support services, including mental health and trauma-informed practices. This approach aims to provide well-rounded support for students' academic, social, and emotional growth, throughout their educational experience,	\$2,759,053.00	No

Action #	Title	Description	Total Funds	Contributing
		including when participating in these expanded learning opportunities. During SY 25-26, these actions have continued to be implemented and monitored.		
1.10	Enrichment	All students will receive regular instruction in Visual and Performing Arts (including drama, art, music, and dance) and Physical Education from certificated teachers. Schools will continue to offer enrichment experiences that support college and career readiness, including Makerspace, Career Technical Education (CTE), and Athletics programs where available. These programs reflect our focus on the enrichment and holistic development of our students in line with the Ravenswood Promise Learner Profile. The effectiveness of this action will be most visible in the engagement of students, primarily reported on the LCAP by Attendance Rate. During SY 25-26, these actions have continued to be implemented and monitored.	\$2,865,365.00	Yes
1.11	Staffing (LREBG Item)	Ravenswood is committed to staffing all classrooms with qualified, appropriately credentialed teachers in order to provide high quality instruction to all students. We will also focus on recruiting and retaining classified staff to support the growing needs of the district and its students. Teachers have the most consistent interaction with students, and the greatest influence on student success, and we seek to attract a diverse and highly effective team through providing competitive compensation and benefit packages for all staff. During SY 25-26, these actions have continued to be implemented and monitored. In order to ensure that our expanded TK program continues to successfully support students, LREBG funds will be utilized in SY 26-27 to fund TK aides which have helped reduce the pupil to staff ratio and expand access to early literacy intensive supports (an allowable use of funds based on Ed Code Section 32526(c)(2)). Out of the total funding, \$149,315 comes from the LREBG funds. We will be using the following metrics: Metric 1.2, since our LREBG funds are being used to attract and retain highly qualified educators with a competitive salary scale that increases based on performance,	\$10,464,804.00	No

Action #	Title	Description	Total Funds	Contributing
		Metric 1.3, since aides will allow for more frequent and targeted ELA intervention.		
1.12	Technology	Ravenswood provides foundational technology so that all students can access curriculum and instructional resources online and in digital format in school and at home when needed. We will continue to offer take-home technology and keep software updated to ensure that students and families have easy access to the resources they need to support ongoing learning and engagement.	\$740,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will find joy in who they are and the communities they are part of. Families and Ravenswood staff will partner together to support students' sense of belonging and success.	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.

Our mission is to empower every student to fully engage critically and creatively in their education with the skills and mindset necessary to successfully fulfill their unique potential. Every day in our quest to achieve this mission, we root our work in, and are centered around the rich cultures of our students, families, and community. All students should receive a well-rounded and engaging education that promotes their academic, social, and emotional development.

Our student engagement and school climate data as reported on the CA Dashboard clearly shows that there are opportunities for significant improvements. This goal seeks to bridge the gap between our reported data and our vision for student success. The specific schools and student groups are identified within the Plan Summary, in the “Reflections - Annual Performance” section. Actions 2.1, 2.2, and 2.3 address the identified areas of Chronic Absenteeism and Suspension Rates.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Family Engagement: Family Survey Response Counts for the Annual Ravenswood Promise Survey	2023-24 (Beginning of Year): Belle Haven: 17 Costano: 22 LRRM: 18 CCRMS: 21	N/A	2025-26 (Middle of Year): Belle Haven: 26 Costano: 35 LRRM: 28 CCRMS: 18	Increase by 15 responses per year Belle Haven: 62 Costano: 67 LRRM: 63 CCRMS: 66	Difference from Baseline Belle Haven: +9 Costano: +13 LRRM: +10 CCRMS: -3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Engagement: School Attendance Rates	2022-23 Average Daily Attendance: All Students: 89% Black/African American: 87% Pacific Islander: 88% Students with Disabilities: 88%	2023-2024 Average Daily Attendance: All Students: 90% Black/African American: 88% Pacific Islander: 88% Students with Disabilities: 88%	2024-25 Average Daily Attendance: All Students: 91% Black/African American: 92% Pacific Islander: 91% Students with Disabilities: 91%	Increase to 95%	Difference from Baseline All Students: 2% Black African American: 5% Pacific Islander: 3% Students with Disabilities: 3%
2.3	Student Engagement: Chronic Absenteeism Rates	2023 CA Dashboard: All Students: 43.4% Black/African American: 52.1% Homeless: 40.7% Pacific Islander: 53.7% Socioeconomically Disadvantaged: 43.7% Students with Disabilities: 49.8%	2024 CA Dashboard: All Students: 41.2% Black/ African American: 48.9% Homeless: 40.8% Pacific Islander: 54.1% Socioeconomically Disadvantaged: 41.7% Students with disabilities: 42.6%	2025 CA Dashboard: All Students: 35.8% Black/ African American: 38.9% Homeless: 35.7% Pacific Islander: 44.2% Socioeconomically Disadvantaged: 36.7% Students with disabilities: 39.2%	Decrease by 10 percentage points per year All Students: 13.4% Black/African American: 22.1% Homeless: 10.7% Pacific Islander: 23.7% Socioeconomically Disadvantaged: 13.7% Students with Disabilities: 19.8%	Difference from Baseline All students: 7.6% Black African American: 13.2% Homeless: 5% Pacific Islander: 9.5% Socioeconomically Disadvantaged: 7% Students with Disabilities: 10.6%
2.4	School Climate: School Suspension Rates	2023 CA Dashboard: All Students: 5.3% Black/African American: 14% Homeless: 5.2% Pacific Islander: 4.7%	2024 CA Dashboard: All students: 4.3% Black/African American: 11.6% Homeless: 3.5%	2025 CA Dashboard: All students: 5.4% Black/African American: 10.8% Homeless: 5.4%	Decrease by 2 percentage points per year All Students: 0% Black/African American: 8%	Difference from Baseline All Students: -0.1% Black/African American: 3.2% Homeless: -0.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 7%	Pacific Islander: 7.2% Socioeconomically Disadvantaged: 4.2% Students with Disabilities: 5.1%	Pacific Islander: 7.6% Socioeconomically Disadvantaged: 5.4% Students with Disabilities: 7.4%	Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 1%	Pacific Islander: -2.4% Socioeconomically Disadvantaged: 0.2% Students with Disabilities: -0.4%

Goal Analysis [2025-26]

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

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

Student Safety & Belonging

In SY 25-26, we strengthened implementation of our student safety and belonging work by launching a new Student Behavior and Intervention Matrix across school sites. This created greater clarity around recommended interventions for student behavior, restorative practices to repair harm, and steps staff should take both to address incidents and teach corrective behavior. In addition, the district launched a restorative justice community of practice to help teachers respond to undesired behavior more restoratively and build stronger classroom identity, as well as a professional development scope and sequence for school culture teams focused on de-escalation and regulation. A key success was the reduction in behavior referrals from 1,502 in 2024–25 to 1,187 in 2025–26, a decline of approximately 21%. At the same time, implementation revealed an ongoing challenge: despite an emphasis on alternatives to suspension, suspensions increased from 36 to 46, largely driven by a rise in more serious Type IV and Type V behaviors.

Attendance & Chronic Absenteeism

In SY 25-26, we continued and expanded our multi-tiered approach to addressing chronic absenteeism, with a focus on connecting families to resources and addressing root causes. In response to updated county guidance, the district transitioned from the resource fair model to a revamped SART/SARB process that retains a family-centered, resource-focused orientation, while allowing for earlier intervention and escalation as needed. Outreach and communication continues to be conducted in families' preferred languages, with attention to cultural context. While progress is meaningful, student attendance and chronic absenteeism remains an area of priority. Progress will continue to be monitored through the Dashboard indicator, our public attendance dashboard, and regular reports to leadership teams, the Board, and the broader community.

Student & Family Engagement

In SY 25-26, we significantly deepened the quality and reach of family engagement and moved toward active family participation in district decision-making and improvement efforts. As a continuation of our Ravenswood Promise work, we utilized several channels this year to bring students and families in as active contributors, not just recipients of information. These include but are not limited to: schoolwide family

workshops and events, expanded Promise Walks at every school site, a districtwide Community Stepback event grounded in MOY data, a pilot “Promise in Action” literacy fellowship program, and a Parent Navigator-led listening campaign. Although our families face real barriers to engagement (including economic pressures, work schedules, and the current climate around immigration) that may pose a challenge, we are encouraged by the growing momentum. Our goal is to continue building the trust and infrastructure that make engagement accessible and worthwhile for every family, regardless of circumstance.

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.

Budgeted Expenditures and Estimated Actual Expenditures

The material differences were minimal and reflected differing estimations between what an employee's gross pay would be versus what it actually costs the district. This applies to the following actions: 2.3, 2.4, 2.6, 2.7

Other minimal material differences were due to estimations for costs of professional development, curriculum, and technology versus actual costs. This applies to the following actions: 2.5

Material differences are due to budgeted position vacancies during the 2025–26 school year and/or employees left during the year. This applies to the following actions: 2.1

Improved Services and Estimated Actual Percentages of Improved Services

The material differences were minimal and reflected differing estimations between what an employee's gross pay would be versus what it actually costs the district. This applies to the following actions: 2.7

Other minimal material differences were due to estimations for costs of professional development, curriculum, and technology versus actual costs. This applies to the following actions: 2.5

Material difference applies to the following action: 2.1, 2.5

Programs and activities were implemented as planned; however, expenditures differed because portions of the costs were supported through different funding sources rather than the originally projected funding source.

Overall, differences between the Improved Services Percentage and the Estimated Actual Improved Services Percentage were minimal, and services provided to unduplicated students remained the same.

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

Action 2.1 has strengthened our behavior systems through the launch of a districtwide Student Behavior and Intervention Matrix to provide schools with clearer guidance on interventions, restorative responses, and corrective supports for student behavior. The district also supported implementation through a restorative justice community of practice for teachers and a targeted professional development scope and sequence for school culture teams focused on de-escalation and regulation. We also implemented our Changemaker program aimed at creating an affinity space for students who identify as female and of African American descent. Students have the opportunity to engage with

a variety of topics including empowerment, social emotional learning, leadership, and community building. Students are also exposed to different career paths with guest speakers who look like them.

Action 2.2 has continued to produce measurable results. The district's chronic absenteeism rate decreased from 41% on the 2024 CA Dashboard to 36% in 2025, and we are on track to see continued improvement for SY 25-26. Notably, this improvement has been observed across priority student subgroups. Average Daily Attendance rates are also trending higher than at this same point in time last year, indicating that our actions are leading to continued progress in SY 25-26.

Action 2.3 has allowed us to strengthen our Multi-Tiered System of Supports through tighter alignment between general education, intervention, and special education service. This has enabled earlier identification of student needs, consistent progress monitoring, and coordinated site-based problem-solving. Increased collaboration among site teams, program specialists, and related service providers has ensured students receive timely, data-driven supports in the least restrictive environment.

Action 2.4 has continued to build momentum around student belonging. Throughout SY 25-26, our DEIB efforts focused on deepening inclusive practices, expanding staff learning, and amplifying student voice across the community. In addition to implementation of the Changemaker program (Action 2.1), this included facilitating a Professional Learning Community (PLC) and leading a Community of Practice (CoP) centered on restorative justice, supporting staff in building shared language, reflecting on practice, and implementing more equitable and inclusive approaches.

Action 2.5 has allowed us to expand and systematize social-emotional learning and mental health supports by building staff capacity, increasing access to counseling and behavioral services, and embedding SEL practices into daily instruction and school culture. A coordinated approach across sites to promote student well-being, proactive behavioral supports, and stronger connections between students, families, and school teams. We have seen a positive impact on behavioral referrals, and hope to continue building on this work.

Action 2.6 has been effective in building meaningful momentum in family engagement. Promise Walks were held three times at every school site, with 60+ families attending each round (over 3x the participation at the same events in SY 24-25.) Our Community Stepback event in January included 80+ community members, including presentations from parent and student leaders and dedicated breakout sessions for both stakeholder groups. Alongside parent leaders, the district co-developed a series of family-facing resource guides to increase knowledge about student assessments, access to data, and resources available to support learning from home.

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.

Our goals and target outcomes for Goal 2 remain unchanged, but we have made the following shifts to our metrics:

Metric 2.1: In lieu of a districtwide parent survey, we have shifted towards implementation of more meaningful in-person engagement opportunities to allow for deeper conversation around family perspectives. The 2025-26 data represents the number of parent participants in our Promise Walks, at which we collected exit ticket survey responses. In other words, the target outcome has not changed but the metric and how we gather the data has been adjusted due to reflection on prior practice.

Metric 2.2: We have changed our target outcome to 95% average daily attendance (instead of 96%) to better align with historical data and community feedback. Our initial goal was set based on pre-pandemic attendance rates of >95%+. However, in response to feedback from teachers, union leadership, and school board members, we have adjusted that historical data to account for the fact that a shift to virtual learning in 2019-20 inflated the overall attendance rates that year. The true historical baseline is closer to 94%, so setting a revised target outcome of 95% average daily attendance reflects a goal that better balances being both ambitious and attainable.

The following adjustments to actions reflect lessons learned from SY 25-26 implementation:

Action 2.2: The chronic absenteeism action has been updated to reflect the district's transition from a resource fair model to a reinstated SARB process, in response to updated county guidance. The family-centered and resource-focused orientation of this work is maintained.

Action 2.4: The DEIB Coordinator role has been retitled to Student Services & Equity Analyst, reflecting a refinement in how this work is structured and what services it supports at the district level.

Action 2.6: Family engagement actions have been updated to reflect new programming developed in SY 25-26, including Community Stepbacks and the Parent Navigator model.

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	Suspensions (Improve Student Sense of Belonging)	The district will continue to implement restorative practices and targeted interventions to address disproportionality in discipline. Site-based teams will conduct regular data reviews to identify root causes and determine appropriate interventions. Campus Relations Coordinators and School Support staff will play a central role in supporting identified student groups and building a positive school climate. These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For Suspension Rates, this specifically includes CCRMS and the student groups of Long-Term English Learners, Two or More Races, Pacific Islander, and Students with Disabilities. This action will be measured on the LCAP by the lagging indicator of Student Suspensions, as reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant	\$1,470,457.00	Yes

Action #	Title	Description	Total Funds	Contributing
		student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, the actions above have continued to be implemented and monitored.		
2.2	Chronic Absenteeism	The district will address chronic absenteeism through a reinstated SART and SARB process aligned with county guidance, while maintaining a family-centered, resource-focused orientation. Attendance teams at each school will conduct regular data reviews to identify root causes and determine appropriate interventions. Outreach and communication will be conducted in families' preferred languages, with attention to cultural context. Home visits will continue to reach families who are unable to participate in group settings. Progress will be monitored through the Dashboard indicator and reported regularly through the Vital Signs presentation. We have seen improvement on both the Dashboard indicator and average rate of daily attendance compared with previous years, but these activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that are still at risk of low performance. This action will be measured on the LCAP by the lagging indicator of Chronic Absenteeism, as reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, the actions above have continued to be implemented and monitored.	\$0.00	No
2.3	Students with Disabilities	Special education will continue to be integrated into the broader school community, with all staff sharing responsibility for supporting students in the least restrictive environment. Tier III academic interventions will include specialized curriculum for literacy and individualized support for math. Tier III behavioral interventions will incorporate SEL strategies and root cause analysis to reduce disciplinary incidents. These efforts are coordinated through the MTSS and COST processes (described in Action 1.6) to provide the appropriate academic and behavioral interventions that meet the needs of our Students with Disabilities.	\$9,248,466.00	No

Action #	Title	Description	Total Funds	Contributing
		These activities have been developed to address the needs of the schools and student groups identified on the California Dashboard that received the lowest performance level on the state indicators. For our Students with Disabilities, the identified area is Suspension rates. This action will be measured on the LCAP by the lagging indicators reported on the California Dashboard. There is also significant effort put forth by site and district staff to identify and monitor the more leading indicators and regularly review relevant student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 25-26, these actions have continued to be implemented and monitored.		
2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	The Student Services & Equity Analyst will support site and district leadership in building an equitable, inclusive school culture where all students – particularly those from historically marginalized communities – feel confident and supported. The district acknowledges that racism has an inherent and permanent impact on our students’ lives. All staff will continue to apply the district's Anti-Racist Commitment as a lens for decision-making, curriculum, and practice, supported by opportunities for individual and collective reflection. During SY 25-26, these actions have continued to be implemented and monitored.	\$168,102.00	No
2.5	Social-Emotional Learning (SEL), and Mental Health Resources	The district will provide SEL curriculum across all schools to build students' capacity for self-awareness, self-management, and responsible decision-making. As mentioned in Action 1.6, Ravenswood will also provide a continuum of school mental health services under the multitiered system of supports (MTSS) to ensure that we are meeting the needs of all students. Counseling and mental health therapy will be available to students individually and in groups through partnerships with local nonprofits. Mental health resources will also be made available to families and staff through local service providers, ensuring that access is not limited by income. Additional training for staff and professional development in these areas will be provided as needed.	\$1,565,278.00	Yes

Action #	Title	Description	Total Funds	Contributing
		By working to improve students' ability to self-regulate and self-advocate, we hope to see improvements in disciplinary reports, and eventually an improvement in the suspension rates as reported on the California Dashboard. During SY 25-26, these actions have continued to be implemented and monitored.		
2.6	Engagement	The district will continue to deepen family engagement through efforts such as the Promise Walks, Community Stepbacks, parent-led campaigns, school-based events such as assemblies and family workshops, and two-way communication systems at the classroom, school, and district levels. Our comprehensive plan for family engagement will aim to maximize access by offering outreach in families' preferred languages and opportunities for remote engagement (such as virtual workshops, surveys, and other channels.) During SY 25-26, these actions have continued to be implemented and monitored and we have seen strong parent leadership through a variety of engagement channels.	\$1,190,345.00	Yes
2.7	Transportation	Ravenswood provides transportation between home and school for all students. The associated costs listed, are identified as the average annual expenditure for ensuring our low income and foster youth students have access to these services. During SY 25-26, these actions have continued to be implemented and monitored.	\$1,324,763.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Equity Multiplier Funding Goal: Specially appointed staff will be in charge of ensuring MLLs are academically supported	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)

An explanation of why the LEA has developed this goal.

We developed this goal due to our high percentage of Multilingual Learners and their outcomes on the CA Dashboard for Costano and Belle Haven. Vice principals will own the ELPAC process at their school sites as well as progress monitoring and reclassification. Ensuring that an administrator holds this work and then supports teachers with accountability helps us make sure that all MLLs receive the academic supports they need, and that the progress and data monitoring that Vice Principals will hold is then used to inform teacher instruction and produce stronger outcomes for students. Our dashboard data for ELA and ELPI progress indicate that our English Learner population as well as other student groups require special attention. Our local indicator of observing how many teachers are utilizing the Tier I state board adopted curriculum with fidelity also indicates that there is room for improvement to ensure that English Learners as well as all student groups are accessing evidence based curriculum that is standards aligned.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	CA Dashboard ELA Scores for English Learners	Costano ELA English Learner Score & Color: Red, -121.6 Belle Haven ELA English Learner Score & Color: Red, -128.9		2025 CA Dashboard Costano ELA English Learner Score & Color: Orange, - 107 Belle Haven ELA English Learner Score & Color: Red, - 134.9	Reduce the "Distance from Standard" by 15 points per year Costano ELA English Learner Score & Color: Orange, - 92 Belle Haven ELA English Learner Score & Color:	Difference from Baseline Costano: 14.6 Belle Haven: -6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Red, - 119.9	
3.2	The implementation of state board adopted academic content and performance standards for all students--ensuring all classrooms are utilizing our state board adopted curriculum for Tier 1 ELA	75%		2025-2026: 100%	Maintain 100% Tier 1 ELA curriculum implementation	Difference from Baseline 25% Increase
3.3	CA Dashboard EL Progress	Costano: Yellow, 44.7% making progress Belle Haven: Orange, 39.4% making progress		2025 CA Dashboard Costano: Yellow, 29.3% making progress Belle Haven: Red, 27.5% making progress	Increase by 5 percentage points per year: Costano: Yellow, 34.3% making progress Belle Haven: Red, 32.5% making progress	Difference from Baseline Costano: -15.4 Belle Haven: -11.9

Goal Analysis [2025-26]

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

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

No Equity Multiplier funds were expended in SY 2025-2026. The district plans to implement Equity Multiplier activities and expend funds during the 2026-2027 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.

Material differences between Budgeted Expenditures and Estimated Actual Expenditures are as follows: no Equity Multiplier funds were expended during the 2025-2026 school year. Other funds were used to implement this goal. The district plans to expend these funds during the 2026-2027 school year with support from the Literacy Coordinator and Dean of Students which we were not able to staff in 2025-2026.

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

No Equity Multiplier funds were expended in SY 2025-2026. The district plans to implement Equity Multiplier activities and expend funds during the 2026-2027 school 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.

No Equity Multiplier funds were expended in SY 2025-2026. The district plans to implement Equity Multiplier activities and expend funds during the 2026-2027 school 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	English Learner Progress (Equity Multiplier Goal)	To ensure English Learners are making progress, vice principals at Belle Haven and Costano will lead progress monitoring for English Learner students at their sites. This includes ensuring students take the ELPAC, supporting teachers in tracking growth, and ensuring Tier I ELA curriculum is being implemented with fidelity. The Literacy Coordinator and Dean of Students at each site will support this work alongside instructional coaches, providing targeted intervention support based on student data and teacher needs. Student progress will be reviewed regularly to identify root causes, respond to disproportionality, and adjust supports as needed. This action will be measured by the CAASPP ELA assessment and the ELPI progress indicator (Metrics 3.1-3.3). Progress is also monitored through leading indicators like our Tier 1 and Tier 2 curriculum measures. During SY 25-26, these actions have continued to be implemented and monitored.	\$402,348.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,940,872	\$905,416

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
39.798%	0.000%	\$0.00	39.798%

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
1.4	Action: Mathematics Need: As identified by the 2025 CA Dashboard and our review of local student data, student results in mathematics are significantly below standard. Homeless students fall into the “red” performance category districtwide, and several other student groups (including English Learners, Socioeconomically Disadvantaged)	This is a new opportunity for our students to attend an accelerated mathematics program over the summer. This allows for additional learning time to be offered as an extension of the structured academic programming that occurs over the school year. By offering this program universally rather than through a selective application process – with English Learners and Socioeconomically Disadvantaged students given priority – the district ensures that access to advanced coursework is not gated by prior achievement or family	CAASPP results as reported on the Dashboard The data from CAASPP which is used to measure this action is from metric 1.4

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
	also fall into this category across multiple school sites. Additional opportunities to access math acceleration will support student achievement in this area. 2025 CA Dashboard: All Students: -132.1 Black/African American: -115.5 English Learner: -140.1 Hispanic: -136.5 Homeless: -142.4 Pacific Islander: -123.4 Socioeconomically Disadvantaged: -135.3 Students with Disabilities: -157.6 Scope: LEA-wide	resources. This directly increases the quantity of academic programming available to unduplicated students during the summer months. This action is implemented on an LEA-wide basis given the number of student groups who fall in the “red” performance category across multiple school sites and the district as a whole.	
1.6	Action: Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T) Need: As identified by the 2025 CA Dashboard and our review of local student data, we have significant student needs across several academic and non-academic measures (including ELA, Math, Suspension Rates, English Learner Progress.) This is particularly prevalent for our Long-Term English Learners, as well as Socioeconomically Disadvantaged	This continuing action is focused on addressing each individual student’s needs holistically through systemized support structures for every unduplicated student. Designated teams at every school regularly review student-level academic and non-academic indicators to provide appropriate interventions, through an intersectional lens. MTSS review and student support is prioritized for our English Learner, Homeless/Foster Youth, and Socioeconomically Disadvantaged students. Providing this action on an LEA-wide basis ensures that unduplicated students receive consistent, structured support regardless of which	CAASPP and ELPAC results, Suspension and Chronic Absenteeism Data as reported on the Dashboard This is monitored by metrics 1.3-1.7 from Goal 1.

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
	and Homeless students across multiple school sites. Scope: LEA-wide	school they attend, and that the system is built to serve their needs at scale.	
1.10	Action: Enrichment Need: Unduplicated students – particularly low-income students – often have limited access to arts, physical education, and enrichment programming outside of school. Without intentional investment, these experiences are inequitably distributed. Both students and families have provided positive feedback on the inclusion of these activities, including through student surveys, focus groups, and family advisory committees. Scope: LEA-wide	The Ravenswood Promise Learner Profile, co-created with our students and community members, includes a focus on discovery and exploration. By providing enrichment programs at all school sites, we ensure that every student has regular access to courses in the visual and performing arts, physical education, and areas such as CTE and Makerspace. This is especially relevant for our unduplicated students, whose attendance and sense of belonging is directly impacted by access to these programs. Providing these on an LEA-wide basis removes barriers that would otherwise limit participation for low-income families.	Course Access: By reviewing the master schedule, we can demonstrate that all students have access to all content areas offered at the school site, including enrichment classes. This action is monitored by metric 1.8 from Goal 1.
1.12	Action: Technology Need: Access to technology is a limiting factor for many of our unduplicated students and their families, which creates barriers to accessing district communications, resources, and learning platforms. This need was previously identified based on direct requests from families and school staff, and currently ~57%	Providing access to technology devices addresses a significant need for our unduplicated students by ensuring that home connectivity is not a barrier to academic engagement. Increased access to technology, especially for students who otherwise would not have exposure outside of school, also helps students develop essential 21st century skills. This action was developed and funded due to the needs of our low-income students (who represent	Internal evaluations on how well the Take Home Tech Initiative is received by families and our community (through surveys, and feedback provided at school-site meetings such as SSC/ELAC), as well as qualitative feedback from teachers around student

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
	of Ravenswood students elect to participate in the take-home technology program. Scope: LEA-wide	~75% of our student population), but offering it on an LEA-wide basis removes barriers that would otherwise limit participation for low-income families.	comfortability in using technology. We also expect to see improvement in the ELA and Math indicators reported on the Dashboard. This action is monitored by metrics 1.3 and 1.4 from Goal 1.
2.1	Action: Suspensions (Improve Student Sense of Belonging) Need: As identified by the 2025 CA Dashboard and our review of local student data, several student groups are suspended at disproportionate rates (including Long-Term English Learners districtwide, and Socioeconomically Disadvantaged and Homeless students at the middle school level, and other identity-based subgroups across multiple school sites.) This reflects systemic inequities in how behavioral needs are addressed. Scope: LEA-wide	Based on review of our data, including our students with the highest needs in this area, we have developed a districtwide behavior system to implement restorative practices and interventions that support the unique needs of each student. This includes our MTSS process, which prioritizes student support for our English Learner, Homeless/Foster Youth, and Socioeconomically Disadvantaged students. By embedding these practices across all schools rather than only at flagged sites, the district works to create consistent, equitable behavioral support systems for all unduplicated students, regardless of which school they attend.	Suspension Rates as reported on the Dashboard This action is monitored by metric 2.4 from goal 2.
2.5	Action: Social-Emotional Learning (SEL), and Mental Health Resources	The district provides SEL curriculum across all schools and makes counseling and mental health therapy available at no cost to families. This	Suspension Rates as reported on the Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated students face elevated rates of trauma, stress, and unmet mental health needs that directly affect their sense of belonging and ability to engage in learning. Access to mental health services is often limited by cost and availability outside of school. We identify mental health services as a need based on the number of students currently receiving mental health services; RCADS data as well as referrals for mental health services from teachers and parents. Scope: LEA-wide	ensures that income is not a barrier to families receiving the support that students need, with a particular focus on students for whom these resources are often less accessible. Referrals to counseling services are prioritized for Homeless/Foster Youth and Low Income students. Providing these on an LEA-wide basis ensures continuity with our MTSS framework, universal access, and that the system is built to serve the needs of low-income students (who represent ~75% of our student population) at scale.	This action is monitored by metric 2.4 from goal 2.
2.6	Action: Engagement Need: Unduplicated students and their families face compounding barriers to engagement with schools, including language access, economic instability, and limited familiarity with school and district systems. Input gathered from parent feedback and surveys, along with data showing increased uptake in translation services and community resource referrals, identified the need for dedicated, culturally responsive outreach infrastructure to ensure these families are	Outreach Coordinators and translators are embedded at every school site to provide direct support to families of unduplicated students. This includes offering assistance with attendance concerns, connecting families of Socioeconomically Disadvantaged and Homeless/Foster Youth with wraparound supports such as housing and social services, and providing interpretation services for families of English Learners to ensure language is not a barrier to access. Providing these on an LEA-wide basis ensures that every school has a consistent family engagement infrastructure in place, allowing team members to deeply understand the context of	Family Engagement, Chronic Absenteeism as reported on the Dashboard This action is monitored by metric 2.1 and 2.3 from goal 2.

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
	meaningfully connected to the support their children need. Scope: LEA-wide	every student and prioritize supporting families with the highest need.	

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: English Learner Students and ELD Instruction Need: As identified by the 2025 CA Dashboard and our review of local student data, there is a critical need to accelerate English Learner progress and provide the necessary support to reclassify our Long-Term English Learners. Scope: Limited to Unduplicated Student Group(s)	This action is provided solely to English Learner and Long-Term English Learner students. Identified needs include gaps in academic language development, below-target reclassification rates, and limited access to sufficiently intensive, differentiated ELD support. The action addresses these needs through dedicated Designated ELD time, differentiated intervention based on diagnostic data, targeted coaching for teachers around integrated ELD, and interim ELPAC piloting. Effectiveness will be measured through ELPAC outcomes and reclassification rates.	Summative ELPAC results, the Dashboard ELPI Indicator, and Reclassification Data. The metrics being used to monitor the success of this action are metrics 1.6, the ELPI indicator, and metric 1.7, our re-classification data.
2.7	Action: Transportation Need: Consistent and reliable transportation is critically important to student attendance, particularly for foster youth and homeless or	Ravenswood provides transportation between home (or a bus stop near their home) and school for low-income, homeless, and foster youth students at no cost to their families. This allows us to address a key barrier to attendance for students who may otherwise not have a reliable means of getting to school, or who may be living in	Chronic Absenteeism Rates as reported on the Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	socioeconomically disadvantaged students. Analysis of our student attendance data has allowed us to identify trends in transportation-related absences. Families are able to self-report and request transportation support for their students through our website or by connecting with school staff. Scope: Limited to Unduplicated Student Group(s)	temporary residences further away from their school site.	

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.

All four Ravenswood schools continue to fall into the “greater than 55%” category identified in this prompt. The Concentration Grant Add-On Funds alone are not sufficient to increase the number of staff at each school site providing direct services to students. Ravenswood is using any Concentration Grant Add-On Funds received, braided together with a number of other funding sources to support our existing initiatives to retain staff that provide direct services to students, across all schools, using a strategic model that will ensure sustainability of funding in future years. With our emphasis on retaining high quality staff, we have focused on ensuring that the compensation packages (including salaries and benefits) provided to all staff (including teachers, paraeducators, certificated staff, classified staff, and management), are appropriate for the cost of living, and comparable to other districts in our region. The additional concentration grant funding supports, and is braided into Action 1.11.

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	Not Applicable	Approx. 1:16
Staff-to-student ratio of certificated staff providing direct services to students	Not Applicable	Approx. 1:15

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17,440,395	6,940,872	39.798%	0.000%	39.798%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,806,051.00	\$4,238,348.00	\$7,678,552.00	\$1,169,519.00	\$39,892,470.00	\$33,700,764.00	\$6,191,706.00

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	ELA Instruction	All	No			All Schools		\$175,382.00	\$305,000.00	\$0.00	\$305,000.00	\$175,382.00	\$0.00	\$480,382.00	
1	1.2	English Learner Students and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$290,034.00	\$79,443.00	\$310,034.00	\$0.00	\$0.00	\$59,443.00	\$369,477.00	
1	1.3	Mathematics Instruction	All	No			All Schools		\$259,982.00	\$17,055.00	\$84,600.00	\$0.00	\$182,882.00	\$9,555.00	\$277,037.00	
1	1.4	Mathematics	Low Income	Yes	LEA-wide	Low Income	All Schools		\$12,000.00	\$0.00	\$12,000.00	\$0.00	\$0.00	\$0.00	\$12,000.00	
1	1.5	Science Instruction	All	No			All Schools		\$0.00	\$27,000.00	\$0.00	\$0.00	\$7,000.00	\$20,000.00	\$27,000.00	
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$3,376,785.00	\$854,371.00	\$1,512,611.00	\$620,377.00	\$1,650,797.00	\$447,371.00	\$4,231,156.00	
1	1.7	Coaches and New Teacher Supports	All	No			All Schools		\$1,776,003.00	\$10,000.00	\$216,750.00	\$217,525.00	\$1,314,728.00	\$37,000.00	\$1,786,003.00	
1	1.8	Developing Leadership and Professional Growth	All	No			All Schools		\$157,500.00	\$352,934.00	\$380,434.00	\$0.00	\$130,000.00	\$0.00	\$510,434.00	
1	1.9	Expanded Learning	Low Income	No			All Schools		\$0.00	\$2,759,053.00	\$84,500.00	\$2,544,453.00	\$0.00	\$130,100.00	\$2,759,053.00	
1	1.10	Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools		\$2,538,565.00	\$326,800.00	\$817,402.00	\$0.00	\$2,019,163.00	\$28,800.00	\$2,865,365.00	
1	1.11	Staffing (LREBG Item)	All	No			All Schools		\$10,444,804.00	\$20,000.00	\$9,058,076.00	\$148,645.00	\$1,238,083.00	\$20,000.00	\$10,464,804.00	
1	1.12	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$740,000.00	\$740,000.00				\$740,000.00	

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	2.1	Suspensions (Improve Student Sense of Belonging)	Low Income	Yes	LEA-wide	Low Income	All Schools		\$1,470,457.00	\$0.00	\$1,470,457.00	\$0.00	\$0.00	\$0.00	\$1,470,457.00	
2	2.2	Chronic Absenteeism	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
2	2.3	Students with Disabilities	Students with Disabilities	No			All Schools		\$9,146,466.00	\$102,000.00	\$9,248,466.00	\$0.00	\$0.00	\$0.00	\$9,248,466.00	
2	2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	All	No			All Schools		\$168,102.00	\$0.00	\$168,102.00	\$0.00	\$0.00	\$0.00	\$168,102.00	
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Low Income	Yes	LEA-wide	Low Income	All Schools		\$1,289,528.00	\$275,750.00	\$361,011.00	\$0.00	\$928,517.00	\$275,750.00	\$1,565,278.00	
2	2.6	Engagement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		\$1,081,045.00	\$109,300.00	\$1,091,845.00	\$0.00	\$32,000.00	\$66,500.00	\$1,190,345.00	
2	2.7	Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$1,111,763.00	\$213,000.00	\$1,249,763.00	\$0.00	\$0.00	\$75,000.00	\$1,324,763.00	
3	3.1	English Learner Progress (Equity Multiplier Goal)	English Learners	No			Specific Schools: Belle Haven Elementary, and Costano School		\$402,348.00	\$0.00		\$402,348.00			\$402,348.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17,440,395	6,940,872	39.798%	0.000%	39.798%	\$7,565,123.00	0.000%	43.377 %	Total:	\$7,565,123.00
								LEA-wide Total:	\$6,005,326.00
								Limited Total:	\$1,559,797.00
								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	English Learner Students and ELD Instruction	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$310,034.00	
1	1.4	Mathematics	Yes	LEA-wide	Low Income	All Schools	\$12,000.00	
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,512,611.00	
1	1.10	Enrichment	Yes	LEA-wide	Low Income	All Schools	\$817,402.00	
1	1.12	Technology	Yes	LEA-wide	Low Income	All Schools	\$740,000.00	
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	LEA-wide	Low Income	All Schools	\$1,470,457.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	LEA-wide	Low Income	All Schools	\$361,011.00	
2	2.6	Engagement	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$1,091,845.00	
2	2.7	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,249,763.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$34,678,988.00	\$35,086,407.00

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	ELA Instruction	No	\$310,000.00	331,963
1	1.2	English Learner Students and ELD Instruction	Yes	\$458,945.00	578,501
1	1.3	Mathematics Instruction	No	\$22,000.00	15,000
1	1.4	Mathematics	Yes	\$35,000.00	0
1	1.5	Science Instruction	No	\$60,000.00	12,000
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	Yes	\$3,883,274.00	3,894,976
1	1.7	Coaches and New Teacher Supports	No	\$1,242,881.00	1,405,827
1	1.8	Developing Leadership and Professional Growth	No	\$823,200.00	805,723
1	1.9	Expanded Learning	No	\$2,648,099.00	2,510,465
1	1.10	Enrichment	Yes	\$3,218,719.00	3,167,686

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	1.11	Staffing (LREBG Item)	No	\$8,729,010.00	8,427,624
1	1.12	Technology	Yes	\$790,000.00	887,501
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	\$1,678,987.00	1,356,028
2	2.2	Chronic Absenteeism	No	\$0.00	0
2	2.3	Students with Disabilities	No	\$6,619,984.00	7,853,046
2	2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	No	\$190,834.00	181,745
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	\$1,241,526.00	1,295,478
2	2.6	Engagement	No	\$1,156,531.00	969,735
2	2.7	Transportation	Yes	\$1,167,650.00	1,393,109
3	3.1	English Learner Progress (Equity Multiplier Goal)	No	\$402,348.00	0

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
6,082,961	\$6,275,585.00	\$6,221,753.00	\$53,832.00	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	English Learner Students and ELD Instruction	Yes	\$164,315.00	199,588		
1	1.4	Mathematics	Yes	\$35,000.00	0		
1	1.6	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	Yes	\$2,305,393.00	2,046,769		
1	1.10	Enrichment	Yes	\$464,142.00	412,764		
1	1.12	Technology	Yes	\$790,000.00	887,501		
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	\$1,365,127.00	1,152,454		
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	\$18,958.00	204,568		
2	2.7	Transportation	Yes	\$1,132,650.00	1,318,109		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18348820	6,082,961	0	33.152%	\$6,221,753.00	0.000%	33.908%	\$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, Statutes of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #
• Enter the metric number.
Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

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