

## LCFF Budget Overview for Parents

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

CDS Code: 41-68999-0000000

School Year: 2025-26

LEA contact information:

Gina Sudaria

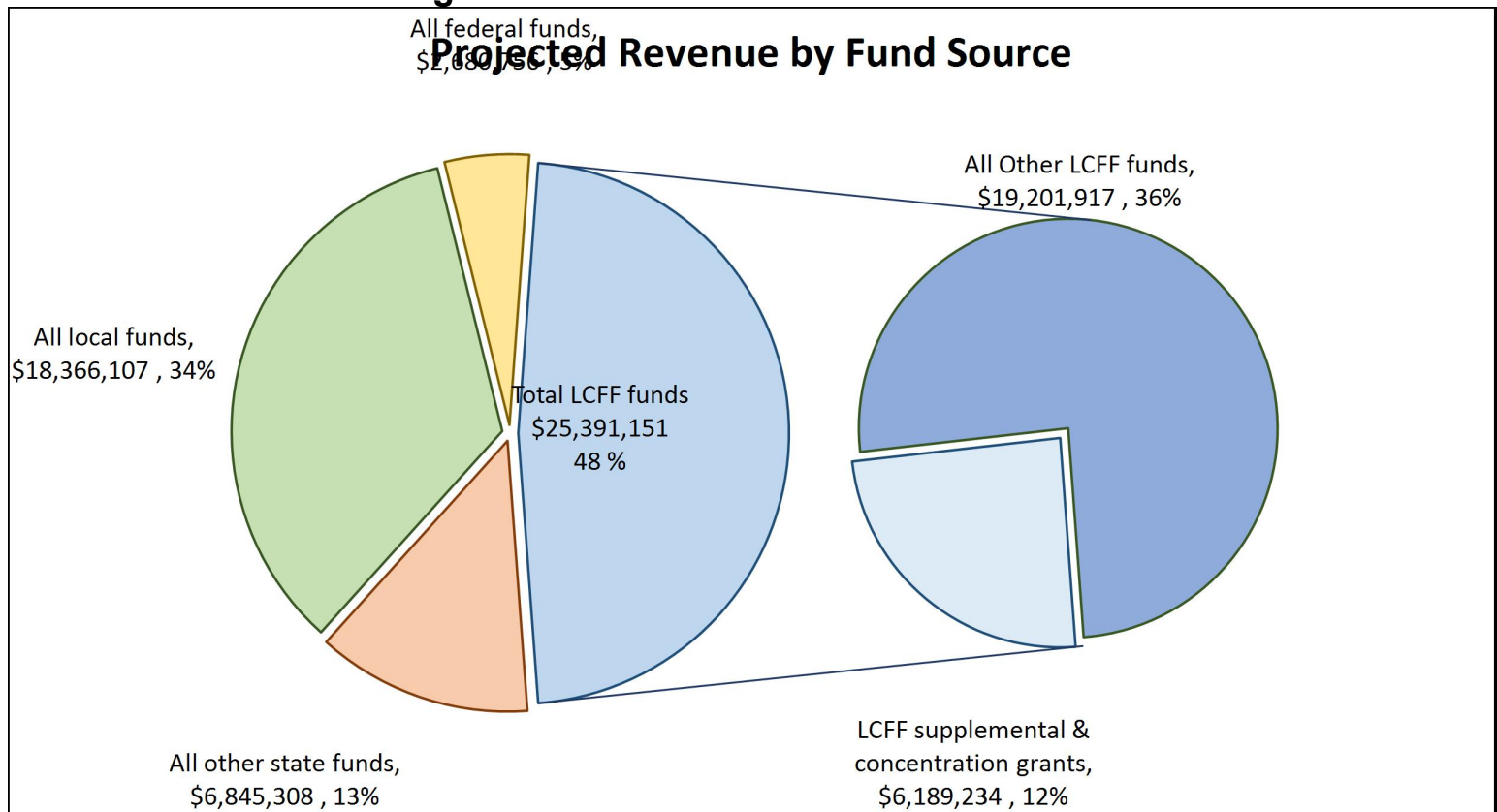
Superintendent

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 2025-26 School Year

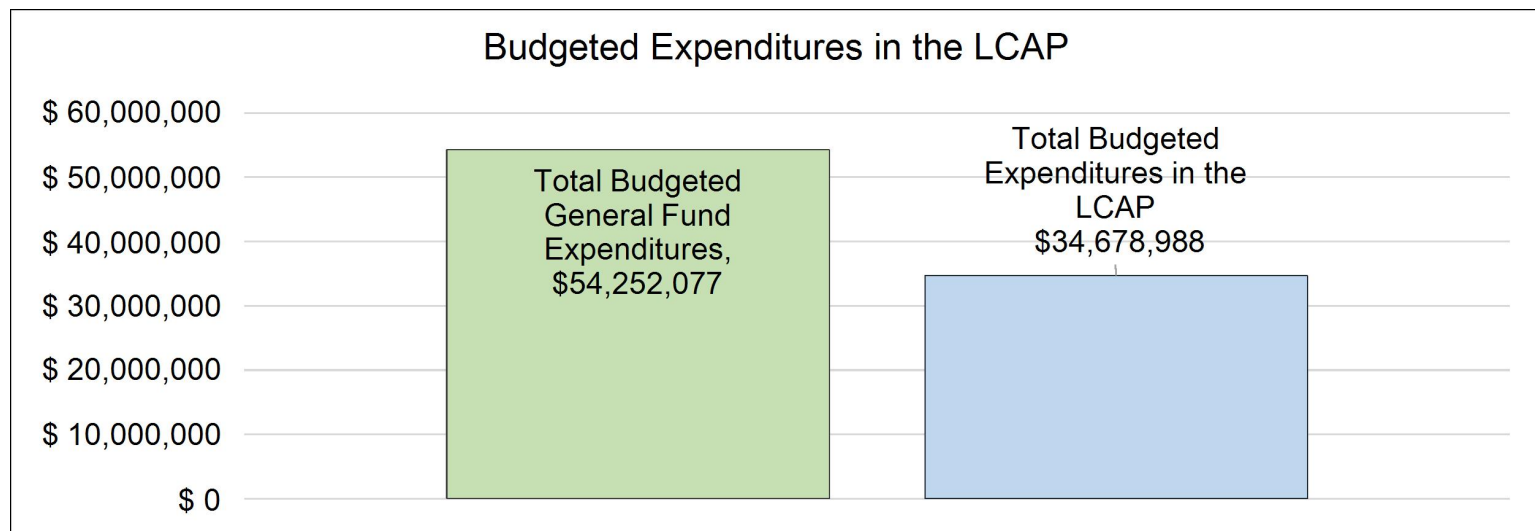


This chart shows the total general purpose revenue Ravenswood City School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Ravenswood City School District is \$53,283,322, of which \$25,391,151 is Local Control Funding Formula (LCFF), \$6,845,308 is other state funds, \$18,366,107 is local funds, and \$2,680,756 is federal funds. Of the \$25,391,151 in LCFF Funds, \$6,189,234 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 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Ravenswood City School District plans to spend \$54,252,077 for the 2025-26 school year. Of that amount, \$34,678,988 is tied to actions/services in the LCAP and \$19,573,089 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Additional personnel, improvement to school buildings, and wrap-around services for families

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

In 2025-26, Ravenswood City School District is projecting it will receive \$6,189,234 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 \$6,275,585 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

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

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

■ Total Budgeted Expenditures for High Needs Students in the LCAP

\$5,785,585

■ Actual Expenditures for High Needs Students in LCAP

\$5,900,585

\$ 0 \$ 1,000,000 \$ 2,000,000 \$ 3,000,000 \$ 4,000,000 \$ 5,000,000 \$ 6,000,000 \$ 7,000,000

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 2024-25, Ravenswood City School District's LCAP budgeted \$5,785,585 for planned actions to increase or improve services for high needs students. Ravenswood City School District actually spent \$5,900,585 for actions to increase or improve services for high needs students in 2024-25.

## 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 [2025-26]

### General Information

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

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, community and partner input, family input, teacher and staff input, district input, and student input. Our equity multiplier schools are Belle Haven Elementary and Costano Elementary.

We aim 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.

### Reflections: Annual Performance

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

We've observed improvements in Chronic Absenteeism and English Learner Progress across three schools within the district: Costano Elementary, Cezar Chavez Ravenswood Middle School, and Belle Haven Elementary, as reflected in the CA Dashboard. We have observed

improvements in Suspension rates across all school sites.

One highlight is the outstanding growth demonstrated by our Black / African American (AA) students in Literacy, identified through our local assessment growth metrics (comparing Beginning-of-Year [BOY] and Middle-of-Year [MOY] assessments). In 23-24, their MOY median growth rate of 118% already exceeds the expected End-of-Year [EOY] growth of 100%, underscoring the effectiveness of our interventions and adjustments to instructional practices, particularly around the science of reading. Our iReady growth for SY 24-25 shows that African American students reached a MoY growth of 34% and made 97% growth by the end of the school year. The differences from year to year can be attributed to the fact that the exams were given with greater browser security in 24-25 and that students who had missed assessment days were prioritized when it came to making up assessment. Additionally in SY 24-25, the median student achieved 69% of typical growth. The EOY goal is for median student to achieve 120% of typical growth; the full report will be presented to stakeholders in the June Vital Signs presentation. We've also seen improved growth metrics in mathematics across most grade levels compared to previous years, though challenges persist, especially among middle school students and AA students. Efforts to align instruction more closely with academic standards are continuing, with an expectation of further improvements in student outcomes. Regarding English Learner Progress in SY 23-24, over 90% of students scoring at Level 4 on the most recent ELPAC were reclassified at the start of the school year, demonstrating their individual progress in language acquisition and proficiency. During SY 24-25, 83% of students scoring at level 4 on the most recent ELPAC were reclassified at the start of the school year, demonstrating continue progress in language acquisition and proficiency for these students from year to year. Additionally in SY 24-25, 1st-8th grade students participating in the SIPPS intervention have achieved 89.1% pass rate for "Mastery Tests", a significant milestone towards exiting the intervention program. This is a 17% higher pass rate than the previous school year at the same point in time. We also seek to foster a sense of belonging among students. Our local survey data indicates an 8 percentage point improvement in engagement among students with disabilities compared to the district average, reflecting the progress made in developing an inclusive and supportive environment.

RCSD currently has left over LREBG funds that will be utilized during the 25-26 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 expand our staffing model to add more TK classes and ensure that our TK successfully supports students, LREBG funds will be utilized in SY 25-26 to fund new TK teachers as well as TK aides which helped reduce the pupil to staff ratio and expand access to early literacy intensive supports, which are 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.

While there are clear successes in literacy, mathematics, English Learner Progress, and student engagement, the mixed results across schools and grade levels highlight ongoing challenges. By building on our strengths and addressing areas of improvement, we seek to improve all student outcomes and ensure equitable opportunities for all learners at Ravenswood.

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:

[https://drive.google.com/file/d/1RyiOt9dz8VAmi9KHW1khYmD\\_M1buEeq0](https://drive.google.com/file/d/1RyiOt9dz8VAmi9KHW1khYmD_M1buEeq0) (2023 Dashboard)

Lowest Performance Level on the 2023 Dashboard:

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: 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) 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.

Identified for Differentiated Assistance based on the 2023 Dashboard. Student groups that met the criteria in Priority 4 (Math/ELA) and 6 (Suspension) are "African American", Pacific Islander, and Students with Disabilities.

We have worked with the San Mateo County Office of Education (SMCOE) in regular meetings over the past few years to analyze the relevant data, identify areas of success and opportunities for growth, and monitor the applicable LCAP actions. Together we used a continuous improvement framework to discuss an analysis of our systems and the results that these systems produce. Then we examined areas of need more deeply, including identifying underlying causes. We completed a process map for developing, implementing, and improving Instructional Leadership Teams at all schools, a resource map for implementing and monitoring the existing ELA and ELD actions from the prior LCAP, and training for collecting street data and completing empathy interviews. We also closely monitored the prior LCAP actions around AA students, and will use these learnings in the development of actions for the upcoming LCAP cycle. Through SMCOE, we have also connected with the California Collaborative for Educational Excellence (CCEE) and are currently exploring what those supports might involve. Technical Assistance with SMCOE is ongoing and will continue throughout the next couple of years. Our plans for technical assistance have continued from the previous school year to be implemented and reflected upon.

## 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.

Los Robles-Ronald McNair Academy

## ***Support for Identified Schools***

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

Ravenswood District staff support the leadership of Los Robles-Ronald McNair Academy in the development of their CSI plan, embedded within the SPSA process. LEA staff facilitated training for Principals in order to understand the requirements associated with CSI identification and funding, as well as provided the templates necessary to ensure that all CSI obligations are met through the SPSA. The SPSA encompasses the key areas of the CSI plan including: conducting school-level needs assessments, implementing evidence-based interventions, and identifying and addressing any systematic resource inequities within the school or across the district. In prior years, the SPSA for the year had been drafted and approved in August of that year, but this year the development of each SPSA was more closely aligned with the budget planning, in part due to the need to ensure that CSI funding is appropriately and strategically planned for. In response, the proposed SPSA for the upcoming school year was approved in April of the preceding year. The school-level needs assessment was also aligned with our existing monitoring processes, known as “Vital Signs”, and our efforts towards developing the Ravenswood Promise. The Vital Signs includes a comprehensive review of student academic outcomes (particularly in ELA, Math, ELD and Foundational Literacy, and EL Reclassifications), suspensions, chronic absenteeism, student sense of belonging, and student progress made as a result of targeted interventions (UT2T). Each of these content areas is disaggregated by student groups to ensure that any disproportionality is identified and addressed. School-site canvassing occurred as part of the Ravenswood Promise work, with family and community leaders invited to observe our classrooms and experience student learning in action. Together with school and district staff, and grounded in our Learner Profile, the group uncovered bright spots and opportunities for growth, though more discussion with each school’s staff and families is needed. School leadership recognizes the importance of educational partner involvement in the development of goals and actions, with a key community touch-point being the SSC/ELAC meetings. Families are encouraged to participate in the review of data, survey results, and root cause analysis exercises, as well as the prioritization activities that determine which goals and actions are to be focused on for the upcoming year. The prioritized needs of the school lie in their approach to Tier 1 and Tier 2 instruction, specifically for ELA and Mathematics, to be addressed through a range of interventions that include improving the quality of instruction through the coaching and professional development of staff, improved family engagement and student access to mental health resources, and universal Tier 2 intervention time (UT2T) for all students. Additional requests for district support from the school teams are encouraged, and in the past these requests have been related to ensuring that their school-level needs assessment is robust, or that the interventions they wish to pursue are evidence-based. School leadership will likely also receive support from the San Mateo County Office of Education (SMCOE) CSI team, including training and resources on Continuous Improvement processes and strategies. These strategies are continued strategies from the 23-24 school year. While staff has become more familiar and comfortable with implementing UT2T time due to additional observations and hands on support, the strategies have remained the same. This school year, UT2T time has been implemented with greater fidelity, and all principals have also been tasked with and followed up with ensuring this takes place in all classrooms. We have continued to implement the same systems of support as in previous years but now with more fidelity and check points to ensure that interventions are taking place and are being implemented on a regular basis.

## ***Monitoring and Evaluating Effectiveness***

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

Ravenswood District staff will continue to monitor the CSI plan [annually through the SPSA process] by tracking the implementation of planned and implemented strategies from the prior year including both the estimated budget and actual expenditures, to ensure that informed, evidence-based strategies are used for school improvement. Our existing monitoring processes will be used to keep track of progress towards the expected measurable outcomes and effectiveness of the actions identified by each school. The most prominent of

these processes is known as our “Vital Signs”. The Vital Signs includes a comprehensive review of student academic outcomes (particularly in ELA, Math, ELD and Foundational Literacy, and EL Reclassifications), suspensions, chronic absenteeism, student sense of belonging based on surveys, and student progress made as a result of targeted interventions (UT2T). These are able to be disaggregated by student group, and often also by grade level and/or homeroom teacher to help identify trends of success and areas where a particular teacher or classroom environment has special impact on student outcome data. Ongoing monitoring occurs at multiple frequencies on multiple scales. The school-based ILTs meet monthly and the all-district ILT connect every 6 weeks, school-based PLCs and collaboration-time focused on specific topics or student subgroups are typically scheduled weekly, while Communities of Practice meet as often every two weeks. Data, inferences, and summaries from these various meetings and committees will be brought to the community through their SSC/ELAC meetings. The frequency of meetings will allow for data-driven decisions to be made as needed, modifying interventions where possible to increase the effectiveness of the interventions. The SPSA is also aligned to the LCAP which has a very robust evaluation process. By ensuring parity of the three plan requirements (SPSA, CSI and LCAP), the team ensures that a thorough review and analysis of all actions and metrics is evaluated to monitor their effectiveness in the current context. District staff will also support the school principals to review the implementation of the CSI plan with our community and educational partners, including the Instructional Leadership Team, the SSC/ELAC, as well as students and their families. As we are a small district, the efforts of the Principals and their teams are also the efforts that are supported by the district-level staff. Together with the Principal and their Leadership Team (ILT), district-level staff help to evaluate the effectiveness of the plan to support student and school improvement, by monitoring agreed-upon data points connected to the plan’s strategies, and reviewing and analyzing data in a regular, ongoing manner together. We have continued to monitor and evaluate the same systems of support as in previous years but now with more fidelity and check points to ensure that interventions are taking place and are being implemented on a regular basis.

# 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	<p>Integrated with the budgetary, strategic, and SPSA planning processes for the upcoming year. Working collaboratively with their teams (such as ILT, SSC/ELAC, DAC/DELAC etc.) and district staff, they used data and feedback to develop goals/priorities. Using these goals to ensure that high priority actions are appropriately funded, a budget was developed. Sharing this with a slightly wider audience and gathering feedback, some adjustments were made to some budget plans. Information from all budgetary and priority planning documents was consolidated into a single district budget, and the LCAP.</p> <p>In collaboration with SMCOE, "Differentiated Assistance" meetings and resources were used to map and evaluate specific actions. These educational partners also participated in monthly meetings with ongoing monitoring of LCAP actions, evaluating our "vital signs", and ensuring alignment to SPSA goals, has also been an important opportunity for engagement and continuous improvement.</p> <p>The same processes and protocols were implemented in the 24-25 school year, and due to this being the second time implementing the same process, site administrators, district staff, and leadership teams shared that there was greater clarity and discussions were more meaningful.</p>

Educational Partner(s)	Process for Engagement
	Our two equity multiplier schools, Belle Haven and Costano, through this process made strategic decisions about how to utilize their funds for the 25-26 school year.
Teachers / Classified School Personnel	There are numerous feedback opportunities provided at school sites, often directly identified as SPSA/Budget planning. 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 of the Ravenswood Promise activities through the Vision Team, and also participated in the co-development and refinement of the Learner Profile for our students. The first School Canvass was conducted in April 2024 - families and community leaders were invited in to observe our classrooms experience student learning in action. Together with school and district staff, and grounded in our Learner Profile, the group uncovered bright spots and opportunities for growth. 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 24-25 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
Students	<p>Feedback is typically gathered from our elementary students through class discussions (where the teacher relays the information), student surveys (often specific to student climate/culture), and "street data" metrics (eg. shadow a student, focus groups / empathy interviews). We don't have a specific "LCAP engagement timeline", because we strive to have feedback informing and improving our practices continuously throughout the entire year.</p> <p>In addition to the methods listed above, our middle school students also have the opportunity to participate in the Black Student Union, Poly Club (Polynesian), the Associated Student Body, or the Student Vision Team, 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.</p>

Educational Partner(s)	Process for Engagement
	<p>These actions continued throughout the 24-25 school year, and our EDIB coordinator has reported stronger attendance in our affinity spaces.</p>
<p>Parents, Staff, Community Members, &amp; PAC (Parent Advisory Committee)</p>	<p>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), as well as the Family Leadership Academy (our designated Parent Advisory Committee for LCAP) which has 20 participants in its first year, who all committed to learn more about education and helping to identify district priorities.</p> <p>The Vision Team, which was a huge component of initial engagement for our Strategic Plan, had over 50 community members gathering monthly from Oct-Jan to develop the Ravenswood Learner Profile, and discuss other areas of strength and growth. This committee involved families of students who are typically underrepresented, including those with students who are identified as low-income, English learners, those of racial/ethnic minorities, and students with disabilities. In the early stages of our community engagement around the "Ravenswood Promise" for our new Strategic Plan, there were 50+ initial community conversations to ask families and community organizations for input on our approach, and 60+ empathy interviews to understand how families, students, and educators feel about where we are and where we're going.</p> <p>The Learner Profile was developed based on themes discussed and heard from these participants, and then shared with the wider Ravenswood community. It has since been refined based on further feedback. The first School Canvass was conducted in April 2024 - families and community leaders were invited in to observe our classrooms experience student learning in action. The development of the Strategic Plan has also included targeted learning walks/observations, student shadowing, and prioritization activities with our educational partners. There are many ongoing activities, which will support the implementation and monitoring of both LCAP actions and the "Ravenswood Promise" activities. Since we seek to</p>

Educational Partner(s)	Process for Engagement
	<p>have a strongly aligned set of plans, all the efforts and engagement being put towards the Strategic Plan are also informing the development and priorities identified in the LCAP.</p> <p>Our two equity multiplier schools, Belle Haven and Costano, through this process made strategic decisions about how to utilize their funds for the 25-26 school year. SSC was utilized as means to support this decision making. Additionally, student focus groups were conducted through the Ravenswood Promise and held with student groups at each school site.</p> <p>The LCAP was presented to our DAC/DELAC and Family Leadership Academy prior to to formal adoption by our governing board. No comments were received during this presentation. Our middle school students also had the opportunity to comment.</p>
Local Bargaining Units (RTA / CSEA)	<p>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. For example, in January, this specifically included discussions on the prioritization of district strategies and relevant budgetary adjustments, which aligns with the LCAP budget and actions. In February, there was additional follow-up around the prioritization of actions, within the context of the budgetary resources available. In April and May, the discussions focused on instructional scheduling. Specifically around using the time effectively for core content material, increasing the time focused on both integrated and designated ELD, ensuring enough collaboration time for teachers to allow for planning, and considering the overall professional learning scope and sequence for the upcoming year, in relationship with our goals and priorities. The integration and implementation of the Ravenswood Promise through activities such as the development of the learner profile are also discussed.</p>
SELPA	<p>The Ravenswood Special Education team regularly meets and consults with the San Mateo County 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</p>

Educational Partner(s)	Process for Engagement
	students. A number of families of students with disabilities were also specifically engaged during the LCAP analysis and development period, through the Vision Team (as described above), as well as on school-site and district based meetings. The percentage of families involved with the Vision Team who have a student with a disability was relatively proportional to the percentage of our enrolled student population who are identified as such.

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

We received a lot of feedback regarding the previous 3 year LCAP - it was too big, with too many goals, too difficult to read, and it was hard to see what we were prioritizing. We tried to overcome this by using slide decks and summaries to communicate ideas, however some people wanted to see all the specific details in these documents. When those individuals were directed to read specific sections, they were able to see how specific feedback or comments had been incorporated, but overall they were still frustrated that the document was unwieldy. One of the reasons for this, especially in the last year, was because we were directed to keep all discontinued goals, actions, and metrics in the document for continuity purposes.

As a result, this year we have chosen to start with minimal goals, metrics, and actions, in an effort to combat the inevitable document-bloat over time. It is abundantly clear that all educational partners would like to continue to see a strong emphasis on academics, specifically ELA and Mathematics, as well as our efforts towards improving student belonging. On the LCAP we have chosen to focus on reporting metrics that are consistently available, usually on the California Dashboard. As part of our monitoring processes, we report out to the Board and our community regularly with data that is more relevant and locally available, however based on the last LCAP experience we learnt that these metrics are likely to be adjusted over time which caused confusion as we added and removed metrics in the LCAP.

Through our community engagement processes, the Ravenswood Learner Profile was developed and refined. We heard from families, staff, and the wider community that we need to focus on supporting students to develop growth mindsets, explore new experiences, and find joy in the communities they are part of. With these priorities in mind, alongside the required actions and metrics identified by CDE, we make specific mention of the following Actions:

- Action 1.6 was designed to address the needs of our low-income, and English learner students but we expect that all students will benefit from this opportunity for targeted and individualized intervention time. The feedback we received was positive, and we were asked if we could dedicate even more time to this type of student support. By carefully reviewing the master schedules of each school, we are intending to double the amount of time that students have the opportunities to participate in UT2T.
- Actions 1.7 and 1.8 will provide the support and opportunity for staff to develop the requisite skills that will allow them to best support our students in achieving the “Ravenswood Learner Profile”. This is a priority action due to the high turnover of staff at Ravenswood, and the constant request for more coaching and support to be available.
- Action 1.10 is targeted to provide our low income students with the opportunity to discover and explore new experiences outside of traditional classroom-based content areas, but we expect that all students will benefit from this opportunity to develop a growth

mindset and engage with these enrichment / elective experiences. We are continually working to expand student access to enrichment opportunities, in response to feedback from families, which is consistently positive.

- Action 2.2 was piloted last year, and demonstrated its effectiveness in engaging with our families of chronically absent students. This action was designed to more effectively address the needs of our low-income and English Learner students, by providing them with resources that seek to address the root causes for their chronic absenteeism. Families who participated in these fairs responded more positively to this approach.
- Action 2.4 is focused on building a culture of equity and inclusion led by the DEIB Coordinator. We have heard from educational partners that we need to provide more support for students to develop a strong sense of belonging. The Coordinator will help to foster communities for students to participate in, and provide more opportunities for students to feel connected.

Our new 3 year LCAP was determined to be more readable and accessible to our families and board members and directly aligned to our district-wide strategic plan, the Ravenswood Promise.

We have continued all of the actions listed, and our implementation of UT2T, Action 1.6, was implemented more consistently during the 24-25 school year, resulting in higher gains based on local assessment data in the earlier grades of K-2. In regards to actions 1.7 and 1.8, we have had less teacher turn over at the end of the 24-25 school year than we had after the 23-24 school year. The DEIB coordinator continued efforts for action 2.4 with our school sites, and visited the elementary school sites to teach lessons about

# 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.

<p>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.</p> <p>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 24-25 these actions have continued to be implemented and monitored.</p>
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## 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%		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%		100% of teachers demonstrating "Level 3 - Applying" or higher	11% of teachers are demonstrating below level 3 therefore we are -11% below our goal.
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		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	All students: -9.6 Black African American: -5.2 English Learner: -9.5 Hispanic: -7.7 Homeless: 0 Pacific Islander: -10.4 Socioeconomically Disadvantaged: -8.5 Students with disabilities: -6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	Pupil Achievement: Mathematics measured by CAASPP data as reported on the California Dashboard using "Distance from Standard" (DTS)	2023 CA Dashboard: All Students: -138.7 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	2024 CA Dashboard: All Students: -138.3 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		Reduce the "Distance from Standard" by 15 points per year 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	All students: .4 Black African American: 6.1 English Learner: 3.5 Hispanic: 2.2 Homeless: 5 Pacific Islander: .1 Socioeconomically Disadvantaged: .9 Students with Disabilities: -1.6
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		Increase by 5 percentage points per year: Grade 5: 18.87% Grade 8: 21.87%	Grade 5: -3.21% Grade 8: -2.45%
1.6	Pupil Achievement: English Learner Progress Indicator - Percentage of English Learner students who 'make progress toward English Proficiency' as assessed by the ELPAC	2023 CA Dashboard: 45.1% making progress towards English language proficiency	2024 CA Dashboard: 38% making progress towards English language proficiency		Increase by 5 percentage points per year: 60.1% making progress towards English language proficiency	ELPI: -7.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	and reported on the CA Dashboard					
1.7	Pupil Achievement: Reclassification Rates - Students designated as RFEP (as a Percentage of the "Ever-EL" student population) as reported on DataQuest using the report "Ever-ELs by Years as EL and Reclassification (RFEP) Status (with School Data)"	SY 2022-23: RFEP: 12.6% EL: 87.4% Ever-EL: 100%	SY 2023-24: RFEP: 22.4% EL: 77.6% Ever-EL: 100%		Increase RFEP by 5 percentage points per year:  RFEP: 27.6% EL: 72.4% Ever-EL: 100%	Our RFEP increased by 9.8% which exceeded our goal of 5 percentage points per year by 4.8%  RFEP: 9.8 EL: -9.8 Ever-EL: 0
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		100% of Students participate in an elective or enrichment class 100% of English Learners receive designated and integrated ELD	0%/ none

## Goal Analysis [2024-25]

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

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

Our overall implementation of our goals was consistent with the descriptions provided with successes and challenges along the way. Some successes were that all classrooms began implementing UT2T time with consistency. While teachers internalized and scaffolded the curriculum with varying degrees of success, the consistent implementation and universal understanding amongst school sites that this time is meaningful and helps students is a success compared to previous years. Additionally, coaches grew in their abilities to provide consistent and actionable feedback to teachers in regular inquiry cycles. Schools were fully staffed and equipped with well functioning technology, and

over 95% of parents were enrolled on Parent Square which are all successful outcomes from the actions tied to Goal 1. While CAASPP scores did not demonstrate the growth we hoped for, growth was still made, and schools are rethinking how they can incorporate other supports around testing such as improving mindsets and helping students and families see the value and importance of CAASPP.

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

The material differences were minimal, and reflected differing estimations between what an employees gross pay would be versus what it actually costs the district, this applies to the following actions: 1.2, 1.6, 1.7, 1.10, 1.11

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

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

Ultimately all actions demonstrated at least some effectiveness and will be continued and refined. Actions 1.1-1.5, were found to all be effective strategies when implemented with fidelity. We found that while not all actions produced the outcomes the district desired, this was not due to the ineffectiveness of the strategy but rather a mixed implementation of the action. For example, not all teachers were observed to be adequately scaffolding and internalizing the adopted curriculum whereas teachers who were shown to be doing this had higher scores within their classes. Additional focus needs to be given to goal 1.5, as the majority of time and resources went toward ELA and Math instruction. Action 1.6 was found to be successful and will continue to be implemented and monitored. Actions 1.7-1.12 were all found to be effective and will continue to be implemented. Again, while there are always improvements the district recognizes we can make, such as providing more individual hot spots for families as specified in goal 1.12, we are continuing to monitor and iterate upon these larger actions to ensure we reach our goals.

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.

Teachers will be given more time during prep and Wednesday professional development to internalize the curriculum and create scaffolds for their specific students as needed based on survey results and data gathered from classroom visits.

**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	Tier I ELA Instruction using our adopted curriculums at all schools will be implemented with fidelity. We expect to see significant growth, particularly	\$310,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>in K-1 students' Foundational Reading Skills results, and Grade 2-8 students' overall ELA results.</p> <p>We will provide access to professional learning and coaching opportunities for teachers, and tutoring opportunities for students. We are refining our coaching program to have the ELA/ELD Coaches at each site focused on connecting with all teachers to improve instructional practices around literacy. We will have an Early Literacy coach that supports all three elementary schools in building capacity in foundational literacy strategies in TK-2nd grade. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. This brings together formative literacy and instructional practices, where we use data to drive instruction. We want to leverage the coaches to improve practices and student outcomes, to provide intervention support based on teacher needs and specific classroom situations.</p> <p>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 the schools Belle Haven, LRRM, and CCRMS, and the student groups of All Students, Black/AA, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. 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 24-25, these actions have continued to be implemented and monitored.</p>		
1.2	English Learner Students and ELD Instruction	To improve the progress of Multilingual Learners (English Learner Students), the district will increase the guidance provided to all schools around the newcomer model and expectations for implementation. Students will receive targeted support in foundational literacy skills and	\$458,945.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>ELD based on the results of diagnostic assessments. At Los Robles-Ronald McNair (our Dual-Language Immersion school), the language allocation model will be used to provide differentiated and targeted supports to students based on their Spanish and English proficiency levels.</p> <p>The master schedule has been adjusted to increase universal tier II intervention time from 30mins to 60mins, and the intensity of interventions will be based on individual student data. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. This adjustment to the schedule will likely have the greatest impact for our LTEL (and Ever-EL) students, as this provides a cohesive structure for providing targeted and specific language-level and language-modality based interventions. While all students who have intervention needs will benefit from this dedicated time in the school's daily schedule, these changes were initiated to provide more individualized access to specific supports for our LTEL and At-Risk of LTEL students.</p> <p>There is also a focus on professional learning for teachers to support the implementation of the ELD curriculum, and ongoing coaching support regarding integrated-ELD to support language acquisition for EL students and LTEL students throughout the day. Data-focused collaboration meetings will also allow for LTEL and "At-Risk of LTEL" students to be closely monitored, and provided with more intensive interventions as required.</p> <p>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 24-25, these actions have continued to be implemented and monitored.</p>		

Action #	Title	Description	Total Funds	Contributing
1.3	Mathematics Instruction	<p>Tier I Mathematics Instruction will be implemented with fidelity across all school sites. We will provide access to professional learning and coaching opportunities for teachers, and tutoring opportunities for students. We are refining our coaching program to have Coaches at each site focused on connecting with all teachers to improve instructional practices. Teachers will also engage in weekly student data-focused collaboration with site-based coaches during collaboration time. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. We want to leverage the coaches to improve practices and student outcomes, to provide intervention support based on teacher needs and specific classroom situations.</p> <p>As we seek to adopt a new TK-5 mathematics curriculum, we will have a team of teachers piloting and considering options throughout the year. It is important that the adopted curriculum meets the needs of our students.</p> <p>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, LRRM, and CCRMS, and the student groups of All Students, Black/AA, English Learners, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. 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 24-25, these actions have continued to be implemented and monitored.</p>	\$22,000.00	No
1.4	Mathematics	Students in grades 1-8 will have the opportunities to attend a summer program that provides high quality instruction in mathematics and seeks to accelerate their learning in this area over the summer months. This is targeted for students testing multiple years behind the grade level	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>expectations, and is specifically funded by the district to ensure that our low-income students are provided with the additional support they need</p> <p>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. During SY 24-25, these actions have continued to be implemented and monitored.</p>		
<b>1.5</b>	Science Instruction	<p>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 supports 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.</p> <p>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 24-25, these actions have continued to be implemented and monitored.</p>	\$60,000.00	No
<b>1.6</b>	Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)	<p>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. The COSTs seek to identify and address an individual student's needs holistically, ensuring that the overall system of supports available is working together effectively. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Our local data shows that approximately 80% of our students require "Tier II interventions and supports". We have adjusted the school scheduling to prioritize these needs, with specific time ("UT2T) now designated for</p>	\$3,883,274.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>support staff and intervention specialists to provide targeted support without students missing any core instructional time. By regularly reviewing student data, approximately every 1-2 weeks with longer 8-12 week cycles of intervention, we can monitor student progress and adjust the interventions as needed. At elementary schools, UT2T is expanding to 60-minute sessions to offer multiple intervention or enrichment opportunities in various content areas. For instance, EL students may require interventions in both foundational literacy and Designated ELD. Students participating in these interventions will be assigned to targeted language-level-based groups. We're also exploring Spanish Language Structured Literacy Intervention programs to support student acquisition in our Dual Language Immersion program. At the middle school level, we're reallocating staff roles to provide foundational skills support to as many students as possible and seeking partnerships to enhance these efforts. UT2T is also aligned with the SPED schedules to ensure comprehensive student support across Tiers I, II and III. One staff member at each school is responsible for overseeing the integration of UT2T with the MTSS processes through the Coordination of Services Team (COST), with training provided to participating staff as needed.</p> <p>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 24-25, these actions have continued to be implemented and monitored.</p>		
1.7	Coaches and New Teacher Supports	Our coaching program is being refined to ensure that Coaches at each site concentrate on enhancing instructional practices and fostering improved outcomes for all students. Teachers actively engage in weekly collaboration sessions focused on student data analysis with site-based coaches during designated collaboration time. This regular monitoring of student progress enables us to identify and address disparities, conduct root cause analyses, and allocate resources accordingly. Our goal is to utilize coaches to elevate instructional practices and student outcomes	\$1,242,881.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>while providing targeted intervention support tailored to teacher needs and specific classroom contexts. The ongoing collaboration between teachers and coaches fosters a dynamic learning environment where student progress remains at the forefront, empowering us to make informed instructional decisions and ensure equitable educational opportunities for all students. Additionally, coaches provide specialized support to year 1 and year 2 teachers through the Teacher Induction Partnership for Success (TIPS) program. Coaches also receive training and support from the Director of Teaching and Learning to ensure that their feedback is actionable and aligned to district priorities.</p> <p>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 24-25, these actions have continued to be implemented and monitored.</p>		
1.8	Developing Leadership and Professional Growth	<p>Site leaders will build their skills in creating systems, managing schedules, and providing feedback in order to create a coherent and consistent instructional experience for students. The ILT, COST, and PLCs are fully operational, maintaining fidelity to their objectives. Each site will establish an Instructional Leadership Team (ILT) that convenes weekly or bi-weekly to analyze data, identify root causes, foster a shared vision, set goals, and establish coherent cycles of inquiry and practice, supported by tangible levers for school improvement. This collaborative effort cultivates trust among team members, staff, and students. Coaches will specialize in their content areas through tailored professional learning experiences. Professional Learning Communities (PLCs) will be established for different topics relevant to the interests and needs of staff. Training and software will be provided, in order to proficiently utilize data and assessment tools, enabling the development of a comprehensive system that is aligned with the school's inquiry cycles and professional growth initiatives.</p>	\$823,200.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>This action will be monitored for effectiveness by using ongoing local data. For ILTs, they will self-evaluate and consider the impact that they are having based on the actions taken during each of the cycles of inquiry that occur throughout the year. For PLCs, we expect to see growth when looking at student progress data. We also expect to see improvement in student's academic progress data. During SY 24-25, these actions have continued to be implemented and monitored.</p>		
1.9	Expanded Learning	<p>RCSD knows how important it is to provide expanded learning opportunities before and after school, during summer, and intersessions. All Ravenswood students will receive the opportunity to attend a summer program which includes academic content, enrichment, hands-on learning, and outdoor play activities, in partnership with community based organizations. We also partner with a number of organizations to provide comprehensive and well-rounded afterschool program at each school site where we are continuously reviewing and considering the alignment of instructional resources, curriculum and diagnostic assessments, as well as the alignment of student supports (including mental health and therapy, and staff that are trained in trauma informed and restorative practices).</p> <p>Ravenswood seeks to provide high-value expanded learning opportunities before and after school, during the summer, and other intersession breaks. Ravenswood ensures that all students have access to these programs, run in partnership with community-based organizations. As part of the program development and implementation, we consider the alignment of instructional resources, curriculum and diagnostic assessments, and the continuity of student support services (including mental health and therapy) with the content and services provided during the school day. This approach aims to provide well-rounded support for students' academic, social, and emotional growth, throughout their educational experience, including when participating in these expanded learning opportunities. During SY 24-25, these actions have continued to be implemented and monitored.</p>	\$2,648,099.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Enrichment	<p>We prioritize the enrichment and holistic development of our students. Ravenswood students will receive regular instruction in the Visual and Performing Arts, including art and music, by certificated teachers. VAPA teachers will participate in regular team collaboration and receive opportunities for professional development, enhancing the artistic and creative experiences of our students. Additionally, we strive to have a dedicated PE teacher provide weekly physical education (PE) classes to all TK-8 students, ensuring universal access to PE and allowing our classroom teachers to focus on addressing students' diverse needs. This commitment underscores our dedication to fostering physical well-being and healthy lifestyles among our student body. We also seek to add student experiences that support college and career readiness, such as a Makerspace, Career Technical Education (CTE) class, depending on the school site. Students also have the opportunity to participate in programs run by the Environmental Changemaker or Athletic Coordinator (school-site dependent).</p> <p>This action strongly supports the content of the Ravenswood Learner Profile, and brings together the goal of “demonstrating growth academically”, while also fulfilling our community’s vision for students who discover and explore with an open mind, by engaging in new experiences, taking on challenges, preparing for the future, and approaching learning with a growth mindset. The effectiveness of this action will be most visible in the engagement of students, primarily reported on the LCAP by Attendance Rate. During SY 24-25, these actions have continued to be implemented and monitored.</p>	\$3,218,719.00	Yes
1.11	Staffing (LREBG Item)	<p>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 24-25, these actions have continued to be implemented and monitored. In order to expand our</p>	\$8,729,010.00	No

Action #	Title	Description	Total Funds	Contributing
		staffing model to add more TK classes and ensure that our TK successfully supports students, LREBG funds will be utilized in SY 25-26 to fund new TK teachers as well as TK aides which helped reduce the pupil to staff ratio and expand access to early literacy intensive supports, which are allowable use of funds based on Ed Code Section 32526(c)(2). We will be using metrics 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, and metric 1.3, since aides will allow for more frequent and targeted ELA intervention. Out of the total funding, 1,294,412 comes from the LREBG funds.		
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 are updating our software to ensure that students and families have the most up to date access to resources and can easily access things like Parent Square, etc. We are also increasing the amount of hot spots provided to families in order to ensure students can continue accessing their online work at home.	\$790,000.00	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		Increase by 15 responses per year  Belle Haven: 62 Costano: 67 LRRM: 63	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					CCRMS: 66	
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%		Increase to 96%	All Students: 1% Black African American: 1% Pacific Islander: 0% Students with Disabilities: 0%
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%		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%	All students: 2.2% Black African American: 3.2% Homeless: -0.1% Pacific Islander: -0.4% Socioeconomically Disadvantaged: 2% Students with Disabilities: 7.2%
2.4	School Climate: School Suspension Rates	2023 CA Dashboard:  All Students: 5.3%	2024 CA Dashboard:  All students: 4.3%		Decrease by 2 percentage points per year  All Students: 0%	All Students: 1% Black/African American: 2.4% Homeless: 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Black/African American: 14% Homeless: 5.2% Pacific Islander: 4.7% Socioeconomically Disadvantaged: 5.6% Students with Disabilities: 7%	Black/African American: 11.6% Homeless: 3.5% Pacific Islander: 7.2% Socioeconomically Disadvantaged: 4.2% Students with Disabilities: 5.1%		Black/African American: 8% Homeless: 0% Pacific Islander: 0% Socioeconomically Disadvantaged: 0% Students with Disabilities: 1%	Pacific Islander: -2.5% Socioeconomically Disadvantaged: 1.4% Students with Disabilities: 1.9%

## Goal Analysis [2024-25]

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

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

Our overall implementation of our goals was consistent with the descriptions provided with successes and challenges along the way. Some challenges that presented were supporting schools in having streamlined COST practices that were similar amongst each school site. The Assistant Director of Strategy supported this by attending COST meetings at each site and observing best practices within each school and then sharing and holding school sites accountable for implementing these at an All ILT meeting. Communication was strengthened between the office managers at each school sites and the COST teams in order to ensure the best understanding possible of why a student might have recurrent absences. Our office managers frequently communicate with parents and families around absenteeism and the importance of being in school and their insights on patterns and the why behind student absences was helpful for COST teams when planning student supports. The Changemaker program expanded in regards to how many kids chose to participate and student belonging survey results improved at the middle school along with suspensions demonstrating a decline. Suspensions declined for the district as a whole, which was another success for the school year; however, suspensions for Pacific Islander students increased while the rest of the groups decreased.

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

The material differences were minimal, and reflected differing estimations between what an employees gross pay would be versus what it actually costs the district, this applies to actions 2.1, 2.3, 2.4, 2.6, and 2.7.

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

All actions were effective, however, we recognize that our family engagement can always improve. While the Ravenswood Promise surveys are no longer being administered, Ravenswood Promise Walks still took place each quarter. We had higher family attendance at our initial promise walks than our promise walk that took place during quarter 4.

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 substantial changes are being made, however we will continue to focus and improve all of the smaller actions that contribute to these larger actions. For instance, teachers have committed to making more individualized and positive phone call homes which can contribute to higher attendance rates for students when students and families can see how welcomed and valued they are as part of the school community.

**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)	<p>The "Changemaker Program" facilitated by Student Culture Coordinators and the DEIB Coordinator will focus on historically marginalized students, fostering a strong sense of belonging and shifting mindsets around the stereotypical narratives of these students. This Tier I program will operate at each site specifically for African American (AA) and/or Asian American and Pacific Islander (AAPI) students depending on school site data. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Sites will also implement systems and use restorative practices to address disproportionality in discipline for AA students, with COSTs and ILTs conducting data dives to inform which interventions are implemented. Students who are identified as high-need will be targeted with individual interventions through the COST process (discussed in Action 1.6), in an effort to address the root causes of their suspension trend, and ensure that their needs are being met. Campus Relations Coordinators and School Support staff are integral in the success of these practices, and the efforts to specifically support the identified student groups.</p>	\$1,678,987.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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 Belle Haven Elementary School, and the student groups of Black/AA, Homeless, Pacific Islander, Socioeconomically Disadvantaged, 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 student data with families, leadership teams, and the Board, known as the “Vital Signs” presentation update. During SY 24-25, the actions above have continued and the "changemaker program" has had stronger attendance as well as their first over night retreat.</p>		
2.2	Chronic Absenteeism	<p>In lieu of the traditional SARB process (School Attendance Review Board), we host regular meetings or “resource fairs” for families who are considered “chronically absent”, or at-risk of being identified as such. These meetings and resource fairs are focused on supporting parents and families with the resources they may need to increase their attendance. We are also implementing a home visit model to bring information about resources directly to families, especially those who were unable to attend the fair. By having an honest conversation with these students and families, we intend to work towards addressing the root causes of their chronic absenteeism. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Specifically for LRRM, but also across all schools, this includes having outreach and communication conducted in the family’s preferred language, and being mindful of any cultural expectations or activities that may play a part in the situation. Considering the varied experiences that families have had with the educational system, it is important for us to consider that informal meetings are often more beneficial and less stressful in achieving our goal of increasing student attendance.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 Chronic Absenteeism, this specifically includes Los Robles-Ronald McNair Academy, and the student groups of English Learners, Hispanic, and Students with Disabilities. 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 the 24-25 SY, the actions above have continued and we have seen improvement on both the Dashboard indicator and average rate of daily attendance. Schools have also started initiatives such as attendance awards during school assemblies.</p>		
<b>2.3</b>	Students with Disabilities	<p>Special Education is integrated into our community, with all adults sharing responsibility for supporting students' needs, led by our Special Education team. We aim to approach special education holistically, ensuring that all students' needs are met in the least restrictive environment for them. Our MTSS processes (as described in Action 1.6) also support the needs of Students with Disabilities, particularly when providing Tier I and Tier II academic and behavioral interventions. Students identified as needing Tier III Literacy/ELA support use the Sonday curriculum as an additional intervention. Staff are appropriately trained on the high-fidelity implementation of this curriculum. Students identified as needing Tier III Math support are provided with targeted and individualized interventions specific to their needs. Students identified as needing Tier III behavioral support are also provided with specific individualized interventions focused on SEL (as described in Action 2.5) to reduce disciplinary reports, alongside a root cause analysis to identify areas where prevention methods may be able to be implemented. The combination of these behavioral interventions, alongside the MTSS/COST processes (Action 1.6) are intended to eventually be represented through an improvement in suspension rates. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p>	\$6,619,984.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>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 areas are ELA, Math, and 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 24-25, these actions have continued to be implemented and monitored.</p>		
<b>2.4</b>	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	<p>The DEIB (Diversity, Equity, Inclusion and Belonging) Coordinator assists the site and district leadership in building a culture where equity-based innovation can and does occur, and ensuring a climate where all students, especially those from traditionally marginalized groups feel confident. They also lead the Changemaker Program (refer to Action 2.1), supporting the Student Culture Coordinators at each school site.</p> <p>The Ravenswood City School District acknowledges that racism has an inherent and permanent impact on our students’ lives. All staff will work towards using our Anti-Racist Commitment as a lens with which we review, consider, and implement everything we do as individuals, schools, and as a district. Opportunities for both shared and individual reflection will help each of us to align our actions with our commitments, as we work towards systematically dismantling the racist structures and practices that exist in our educational environment. During SY 24-25, these actions have continued to be implemented and monitored. The DEIB coordinator has also done more frequent visits to schools during SY 24-25 teaching about anti-racism to support this goal.</p>	\$190,834.00	No
<b>2.5</b>	Social-Emotional Learning (SEL), and	It is important that students have access to curriculum and resources that support social-emotional learning, and grow their ability to articulate and regulate their feelings. The SEL curriculum encompasses five broad and	\$1,241,526.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Mental Health Resources	<p>interrelated areas of competence including self-awareness, self-management, social awareness, relationship skills and responsible decision-making.</p> <p>Counseling and Mental Health Therapy are also available for students as individuals or in groups, in partnership with local non-profits, so that students' emotional and mental health needs can be met. As mentioned in Action 1.6, Ravenswood will also provide a continuum of school mental health services under the multi-tiered system of supports (MTSS) to ensure that we are meeting the needs of all students. We will also continue to connect families and staff to mental health resources through local service providers as needed. These resources are often less accessible to students and families identified as "low-income", which is why it is so important that Ravenswood ensures that income-level is not a barrier to improving wellbeing. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>Additional training for staff and professional development in these areas will be provided as needed. 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 24-25, these actions have continued to be implemented and monitored.</p>		
2.6	Engagement	<p>The District continues to run family workshops, in an effort to connect families to community organizations, on topics to address the whole child. District staff also implement a comprehensive plan for family engagement, ensuring that families who are not able to attend meetings or workshops are also able to provide input, through regular feedback opportunities such as surveys. Schools hold award assemblies for accomplishments like perfect attendance and the science fair during which parents are invited and have the opportunity to learn more about their child's day at school. In an effort to encourage a deeper level of participation and engagement from families, we have also instituted a parent ambassador program, led by our Outreach Coordinators and districtwide Parent and Family Engagement</p>	\$1,156,531.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Coordinator. This action also supports the implementation efforts of the California Community Schools Program at Ravenswood.</p> <p>District staff and school staff will continue to use a two way communication system to engage families at the classroom level, grade level, school level, and district level so that communication can be relayed to appropriate targeted groups. During SY 24-25, these actions have continued to be implemented and monitored, more robust supports have been implemented to engage families that register after the beginning of the school year such as family tours and pairing students with "student buddies."</p>		
<b>2.7</b>	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 24-25, these actions have continued to be implemented and monitored.	\$1,167,650.00	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				
3.2	The implementation of state board adopted academic content and performance standards	75%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	for all students--ensuring all classrooms are utilizing our state board adopted curriculum for Tier 1 ELA					
3.3	CA Dashboard EL Progress	Costano: Yellow, 44.7% making progress  Belle Haven: Orange, 39.4% making progress				

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.  
A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A- first year of implementation

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.

N/A- first year of implementation

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

N/A- first year of implementation

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.

N/A- first year of implementation

**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)	<p>In order to ensure our English Learners are making progress, vice principals at Costano and Belle Haven will hold the work of progress monitoring for our English Learner categories of students. This means that in addition to ensuring students take the ELPAC, Vice Principals will support teachers in progress monitoring and tracking growth made by English Learners along with the support of the data and assessment coordinator at the district level. By monitoring student progress regularly we can identify and respond to disproportionality, engage in root cause analyses, and adjust resources as needed. This brings together formative literacy and instructional practices, where we use data to drive instruction. We want to leverage the coaches to improve practices and student outcomes, to provide intervention support based on teacher needs and specific classroom situations. Vice Principals at Belle Haven and Costano will also help ensure that all teachers are utilizing our Tier I ELA curriculum with fidelity and that they receive support internalizing said curriculum from their vice principals as well as their instructional coaches. We expect to see significant growth, particularly in K-1 students' Foundational Reading Skills results, and Grade 2-8 students' overall ELA results, and in particular growth for English Learner students. Our Equity Multiplier funds will be used to fund the vice principals at Belle Haven and Costano who oversee and hold much of this work. While the progress of our English Learner students is ultimately the responsibility of everyone in Ravenswood, we believe that having an administrator with a clear designated responsibility to own this work will lead to greater accountability for the outcomes of our English Learner students. We will be using 402,348 of equity multiplier funds to fund each position at each school.</p> <p>This action will be measured on the LCAP by the lagging indicators of the CAASPP ELA assessment, the ELPI progress indicator, and our local indicator of what percentage of teachers are using the Tier I ELA curriculum with fidelity--metrics 3.1-3.3. 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.</p>	\$402,348.00	No

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,189,234	\$811,554

## 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
35.759%	0.000%	\$0.00	35.759%

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	<p><b>Action:</b> Mathematics</p> <p><b>Need:</b> Consistent with our review of local student data, and as reported on the Dashboard, student results in mathematics are significantly below expected standards on the CAASPP. Socioeconomically disadvantaged (91% of our students) fall into "red" performance category districtwide, with a status of 141.5 points</p>	<p>This is an opportunity for our low-income students to attend a high intensity mathematics intervention over the summer, designed to accelerate their learning. This allows for additional learning time to be offered at a time when there is typically little structured academic programming. While this is specifically funded and targeted to support our low income students who otherwise would not have access to this type of learning opportunity, particularly over the summer months, the time/cost/benefit of requiring income verification</p>	<p>CAASPP results as reported on the Dashboard</p> <p>The data from CAASPP which is used to measure this action is from metric 1.4</p>

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
	<p>below standard. Comparatively, 4.61% of low-income students met or exceeded the standard for Math, while 6.25% of not-disadvantaged students met or exceeded this standard. Additional opportunities for high intensity interventions will support student achievement in this area.</p> <p>2024 CA Dashboard:</p> <p>All Students: -116.7</p> <p>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</p> <p><b>Scope:</b> LEA-wide</p>	<p>for each student would negatively impact low-income student access to this program. This action has continued to be implemented. This action is implemented on an LEA wide basis because each school falls into the red for mathematics on the dashboard and demonstrates a need for improvement in mathematics. Additionally, most student groups fall into the red for mathematics in addition to low-income students which is also why it is implemented on an LEA-wide basis.</p>	
<b>1.6</b>	<p><b>Action:</b> Multi-Tiered System of Supports (MTSS) through the use of Coordination of Services Teams (COSTs) and Universal Tier 2 Time (UT2T)</p> <p><b>Need:</b> The combination and intersection of both academic and non-academic interventions our students need is very high, as evidenced by data reported on the CA Dashboard</p>	<p>This action has continued to be implemented and focuses on addressing each individual student's needs holistically, by putting in place systematic structures to ensure every unduplicated student is supported. These systems are targeted to support our students with the most needs by looking at the intersectionality of their student group and both academic and non-academic indicators in order to provide appropriate interventions and support. We expect this action to significantly improve the assessment scores and suspension rates of our</p>	<p>CAASPP and ELPAC results, Suspension and Chronic Absenteeism Data as reported on the Dashboard</p> <p>This is monitored by metrics 1.3-1.7 from Goal 1.</p>

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
	<p>(CAASPP, ELPAC, Suspensions, Chronic Absenteeism). This is especially prevalent for our English Learner and LTEL, and Low-Income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>low-income and English Learner students because they are designed to address their identified needs and meet an opportunity gap. However these actions are being provided on an LEA-wide basis to maximize their impact in increasing overall academic achievement results and suspension rates for all students through a systematic approach to implementation.</p>	
<b>1.10</b>	<p><b>Action:</b> Enrichment</p> <p><b>Need:</b> Our low-income students' access to enrichment and elective opportunities outside of school is limited, and both families and students have provided positive feedback on the inclusion of these activities in the school day. This feedback was primarily gathered through surveys, vision team meetings/conversations, and empathy interviews as part of the process for developing the Ravenswood Learner Profile.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Ravenswood encourages students to develop a growth mindset and explore new experiences with an open mind. This action provides an opportunity for students to participate in enrichment activities that facilitate this, during the school day to help address the opportunity gap that our students would otherwise experience. These actions are an opportunity for us to increase attendance rates for our low-income students because this action is designed to address their identified needs, particularly around student access to enrichment. However these are being provided on an LEA-wide basis to maximize their impact in increasing overall attendance rates for all students, and to nullify the impact that any income verification process would have on student access to programming. This action has continued to implemented, refined, and monitored.</p>	<p>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.</p> <p>This action is monitored by metric 1.8 from Goal 1.</p>
<b>1.12</b>	<p><b>Action:</b> Technology</p>	<p>By providing access to technology, we are addressing a significant barrier to learning for our low-income students. Providing devices for use at</p>	<p>Internal evaluations on how well the Take Home Tech Initiative is received</p>

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
	<p><b>Need:</b> Access to the technology necessary for academic success is a barrier for our low-income students. Students today are expected to access the curriculum and resources online and in digital formats both at school, and at home when needed. The need for continued access was highlighted by the pandemic, and long-term distance learning demonstrated that students must not be prevented from achieving success purely due to lack of access. Homeroom teachers are usually the first to become aware that a student needs support in this area. Students and families are also able to self-report / request to participate in our "Take Home Tech Initiative".</p> <p><b>Scope:</b> LEA-wide</p>	<p>home as well as at school will facilitate additional learning opportunities for these students. Mobile hotspots for internet access are also available for those families who need them. Increased access to technology will also help students to develop the essential skills that students in the 21st century need to be successful, which are applicable across all grade levels and content areas, and much needed for future years in education and in the workplace. This action was developed and funded due to the needs of our low-income students, however it is being offered LEA-wide as the time/cost/benefit of requiring income verification for each student (considering our very high proportion of already identified and eligible students) would negatively impact student access. This action has continued to implemented, refined, and monitored.</p>	<p>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 comfortability in using technology. We also expect to see improvement in the ELA and Math indicators reported on the Dashboard.</p> <p>This action is monitored by metrics 1.3 and 1.4 from Goal 1.</p>
2.1	<p><b>Action:</b> Suspensions  (Improve Student Sense of Belonging)</p> <p><b>Need:</b> Suspension rates are high, especially for students who are identified as both low-income/homeless and either Black/African American, or Pacific Islander. It is important to us to continue to monitor and address suspension rates of these student groups,</p>	<p>We will provide opportunities for our low-income AA and PI students to foster an increased sense of belonging, community, and growth through the Changemaker Program. This action is targeted to support our students with the highest needs in this area, particularly the AA and PI subgroups of our low-income students, because it was the review of their data and likely root causes that initiated this program, and we expect to see significant improvement in the suspension rates of these student groups. However, these actions are being provided on an LEA-wide basis to maximize their impact in decreasing overall suspension rates, as</p>	<p>Suspension Rates as reported on the Dashboard</p> <p>This action is monitored by metric 2.4 from goal 2.</p>

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
	<p>regardless of the color on the CA Dashboard which also takes into account our improvement in this area, because the actual suspension rates are still very high. Internal analyses based on a review of local data identified that improving students' sense of belonging is a key area of need in addressing suspension rates.</p> <p><b>Scope:</b> LEA-wide</p>	<p>the systematic implementation will ensure that no student's needs are overlooked, because all students with high suspension rates can benefit from opportunities to develop more connectedness with the communities they are part of. This action has continued to implemented, refined, and monitored.</p>	
<b>2.5</b>	<p><b>Action:</b> Social-Emotional Learning (SEL), and Mental Health Resources</p> <p><b>Need:</b> Suspension rates are high, and local data also indicated that additional student mental health supports are needed. This is particularly necessary for our low-income students who reported still dealing with the ongoing chronic effects of the pandemic, and the high stressors of their lived experience as a result of their family's socioeconomic status.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Counseling and mental health therapy is available to students in individuals or small groups at school and through local service providers, with prioritized access for our "high-need" students, . These resources are often less accessible to students and families identified as low-income (also known as "high-need"), which is why it is so important that Ravenswood provides opportunities for access. As each Ravenswood school is a community school, we also want to offer full-service support to ensure that income level is not a barrier to improved wellbeing. Based on internal analyses, it is likely that improved mental health, social-emotional learning, and student self-regulation will improve suspension rates. This action was initially developed to support the specific needs of low-income students, however by providing this on an LEA-wide basis we can ensure that the systematic implementation will support all students. This action has continued to implemented, refined, and monitored.</p>	<p>Suspension Rates as reported on the Dashboard</p> <p>This action is monitored by metric 2.4 from goal 2.</p>

### **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	<p><b>Action:</b> English Learner Students and ELD Instruction</p> <p><b>Need:</b> There is a critical need to accelerate English Learner (EL) progress, and provide the right support to reclassify our Long-Term English Learner (LTEL) students, as evidenced on the California Dashboard. For CAASPP ELA results, "Current English Learners" are 149.9 points below standard, while "Recently Reclassified ELs" are only 78.2 points below standard. Comparatively, 1.51% of ELs met or exceeded the standard for ELA, with 0% of LTELs achieving this, and 21.31% of Reclassified Fluent English Proficient (RFEP) students meeting or exceeding this standard for ELA. Additionally, English Learner Progress on the Dashboard varies significantly by school site, with Los Robles identified as "Red" or the lowest performance category, Belle Haven and and Cesar Chavez Middle School identified as Orange, and Costano Elementary identified as Yellow.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	This action provides targeted, specific, and language-level based interventions for English Learners, focused on the necessary foundational literacy and English Language Development skills for success.	<p>Summative ELPAC results, the Dashboard ELPI Indicator, and Reclassification Data.</p> <p>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.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.7	<p><b>Action:</b> Transportation</p> <p><b>Need:</b> Consistent and reliable transportation to and from school is critically important to student attendance, particularly for foster youth and low-income or homeless students. Student absences are able to be coded to indicate that there was some issue with their transportation that prevented their attendance, which allows us to identify trends and offer assistance if this is a recurring situation. Families are also able to self-report / request transportation support for their students through our website or by speaking with school staff.</p> <p>The metric being used to monitor the success of this action is metric 2.3, chronic absenteeism rates.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	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. Students are less likely to be absent from school due to issues with transportation if it is consistently provided. This is important for our identified low-income students who are experiencing homelessness and may live in temporary locations further from their school. And also very important for our foster youth students who may be placed in residences outside of our district boundaries.	Chronic Absenteeism Rates as reported on the Dashboard

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

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	17,308,236	6,189,234	35.759%	0.000%	35.759%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$17,523,516.00	\$6,934,641.00	\$8,944,821.00	\$1,276,010.00	\$34,678,988.00	\$31,902,245.00	\$2,776,743.00

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		\$0.00	\$310,000.00	\$310,000.00	\$0.00	\$0.00	\$0.00	\$310,000.00	
1	1.2	English Learner Students and ELD Instruction	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$458,945.00	\$0.00	\$164,315.00	\$0.00	\$0.00	\$294,630.00	\$458,945.00	
1	1.3	Mathematics Instruction	All	No			All Schools		\$22,000.00	\$0.00	\$15,000.00	\$0.00	\$0.00	\$7,000.00	\$22,000.00	
1	1.4	Mathematics	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$35,000.00	\$35,000.00	\$0.00	\$0.00	\$0.00	\$35,000.00	
1	1.5	Science Instruction	All	No			All Schools		\$0.00	\$60,000.00	\$0.00	\$0.00	\$0.00	\$60,000.00	\$60,000.00	
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		\$3,538,274.00	\$345,000.00	\$2,305,393.00	\$60,000.00	\$1,241,251.00	\$276,630.00	\$3,883,274.00	
1	1.7	Coaches and New Teacher Supports	All	No			All Schools		\$1,224,881.00	\$18,000.00	\$143,001.00	\$212,873.00	\$858,007.00	\$29,000.00	\$1,242,881.00	
1	1.8	Developing Leadership and Professional Growth	All	No			All Schools		\$823,200.00	\$0.00	\$9,000.00	\$564,200.00	\$220,000.00	\$30,000.00	\$823,200.00	
1	1.9	Expanded Learning	Low Income	No			All Schools		\$2,648,099.00	\$0.00	\$0.00	\$2,648,099.00	\$0.00	\$0.00	\$2,648,099.00	
1	1.10	Enrichment	Low Income	Yes	LEA-wide	Low Income	All Schools		\$2,828,684.00	\$390,035.00	\$464,142.00	\$0.00	\$2,738,577.00	\$16,000.00	\$3,218,719.00	

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	1.11	Staffing (LREBG Item)	All	No			All Schools		\$8,729,010.00	\$0.00	\$7,883,974.00	\$845,036.00	\$0.00	\$0.00	\$8,729,010.00	
1	1.12	Technology	Low Income	Yes	LEA-wide	Low Income	All Schools		\$0.00	\$790,000.00	\$790,000.00				\$790,000.00	
2	2.1	Suspensions (Improve Student Sense of Belonging)	Low Income	Yes	LEA-wide	Low Income	All Schools		\$1,678,987.00	\$0.00	\$1,365,127.00	\$313,860.00	\$0.00	\$0.00	\$1,678,987.00	
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		\$6,602,984.00	\$17,000.00	\$2,275,998.00	\$517,000.00	\$3,826,986.00	\$0.00	\$6,619,984.00	
2	2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	All	No			All Schools		\$180,834.00	\$10,000.00	\$175,834.00	\$0.00	\$15,000.00	\$0.00	\$190,834.00	
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Low Income	Yes	LEA-wide	Low Income	All Schools		\$711,618.00	\$529,908.00	\$18,958.00	\$711,618.00	\$0.00	\$510,950.00	\$1,241,526.00	
2	2.6	Engagement	All	No			All Schools		\$1,069,731.00	\$86,800.00	\$435,124.00	\$659,607.00	\$45,000.00	\$16,800.00	\$1,156,531.00	
2	2.7	Transportation	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools		\$982,650.00	\$185,000.00	\$1,132,650.00	\$0.00	\$0.00	\$35,000.00	\$1,167,650.00	
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	

# 2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
17,308,236	6,189,234	35.759%	0.000%	35.759%	\$6,275,585.00	0.000%	36.258 %	<b>Total:</b>	\$6,275,585.00
								<b>LEA-wide Total:</b>	\$4,978,620.00
								<b>Limited Total:</b>	\$1,296,965.00
								<b>Schoolwide Total:</b>	\$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	\$164,315.00	
1	1.4	Mathematics	Yes	LEA-wide	Low Income	All Schools	\$35,000.00	
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	\$2,305,393.00	
1	1.10	Enrichment	Yes	LEA-wide	Low Income	All Schools	\$464,142.00	
1	1.12	Technology	Yes	LEA-wide	Low Income	All Schools	\$790,000.00	
2	2.1	Suspensions  (Improve Student Sense of Belonging)	Yes	LEA-wide	Low Income	All Schools	\$1,365,127.00	

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	\$18,958.00	
2	2.7	Transportation	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	\$1,132,650.00	

# 2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$33,496,640.00	\$34,449,466.00

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	\$270,000.00	320,000.00
1	1.2	English Learner Students and ELD Instruction	Yes	\$458,945.00	\$462,894.00
1	1.3	Mathematics Instruction	No	\$22,000.00	\$26,926.00
1	1.4	Mathematics	Yes	\$35,000.00	\$35,000.00
1	1.5	Science Instruction	No	\$60,000.00	\$65,372.00
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	\$3,683,274.00	\$3,719,661.00
1	1.7	Coaches and New Teacher Supports	No	\$1,242,881.00	\$1,302,009.00
1	1.8	Developing Leadership and Professional Growth	No	\$823,200.00	\$798,260.00
1	1.9	Expanded Learning	Yes	\$2,648,099.00	\$2,648,099.00
1	1.10	Enrichment	Yes	\$3,178,719.00	\$3,158,112.00

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	1.11	Staffing	No	\$8,729,010.00	\$9,267,132.00
1	1.12	Technology	Yes	\$690,000.00	\$740,000.00
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	\$1,528,987.00	\$1,601,426.00
2	2.2	Chronic Absenteeism	Yes	\$0.00	\$0.00
2	2.3	Students with Disabilities	No	\$6,369,984.00	\$6,531,789.00
2	2.4	Diversity, Equity, Inclusion and Belonging (DEIB), and Anti-racism	No	\$190,834.00	\$178,621.00
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	\$1,241,526.00	\$1,241,526.00
2	2.6	Engagement	No	\$1,156,531.00	\$1,165,294.00
2	2.7	Transportation	Yes	\$1,167,650.00	\$1,187,345.00

# 2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,900,000	\$5,785,585.00	\$5,900,585.00	(\$115,000.00)	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	164,315.00		
1	1.4	Mathematics	Yes	\$35,000.00	35,000.00		
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	\$2,105,393.00	2,105,393.00		
1	1.9	Expanded Learning	Yes	\$0.00	0.00		
1	1.10	Enrichment	Yes	\$424,142.00	\$469,142.00		
1	1.12	Technology	Yes	\$690,000.00	740,000.00		
2	2.1	Suspensions (Improve Student Sense of Belonging)	Yes	\$1,215,127.00	\$1,215,127.00		
2	2.2	Chronic Absenteeism	Yes	\$0.00	\$0.00		
2	2.5	Social-Emotional Learning (SEL), and Mental Health Resources	Yes	\$18,958.00	\$18,958.00		
2	2.7	Transportation	Yes	\$1,132,650.00	\$1,152,650.00		

# 2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17,326,024	5,900,000	0	34.053%	\$5,900,585.00	0.000%	34.056%	\$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](mailto: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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

### **Reflections: Technical Assistance**

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

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

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

**Comprehensive Support and Improvement**

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

**Schools Identified**

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

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

**Support for Identified Schools**

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

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

**Monitoring and Evaluating Effectiveness**

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

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

**Engaging Educational Partners**

***Purpose***

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

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

**Requirements**

***Requirements***

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

## Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

### Educational Partners

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

### Process for Engagement

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

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

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

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

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

## Goals and Actions

### *Purpose*

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

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

### *Requirements and Instructions*

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

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

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

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

**Requirement to Address the LCFF State Priorities**

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

Respond to the following prompts, as applicable:

**Focus Goal(s)**

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

**Broad Goal**

Description

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

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Maintenance of Progress Goal**

#### Description

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

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

#### Type of Goal

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

#### State Priorities addressed by this goal.

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

#### An explanation of why the LEA has developed this goal.

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

### **Measuring and Reporting Results:**

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

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

Complete the table as follows:

Metric #
<ul style="list-style-type: none"><li>• Enter the metric number.</li></ul>
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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . Leave blank until then.

## Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

## Actions:

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

### Action #

- Enter the action number.

### Title

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

### Description

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

### Total Funds

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

### Contributing

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

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

## Required Actions

### For English Learners and Long-Term English Learners

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

### For Technical Assistance

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

### For Lowest Performing Dashboard Indicators

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

### For LEAs With Unexpended LREBG Funds

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

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

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

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

### ***Purpose***

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

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

### **Statutory Requirements**

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

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

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

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

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

**LEA-wide and Schoolwide Actions**

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

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

**For School Districts Only**

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

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

***Requirements and Instructions***

Complete the tables as follows:

- 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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