LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rite of Passage Charter High School
CDS Code: 09100900930131
School Year: 2026-27
LEA contact information:
Carey Buchanan
Director, Charter Alternative Programs
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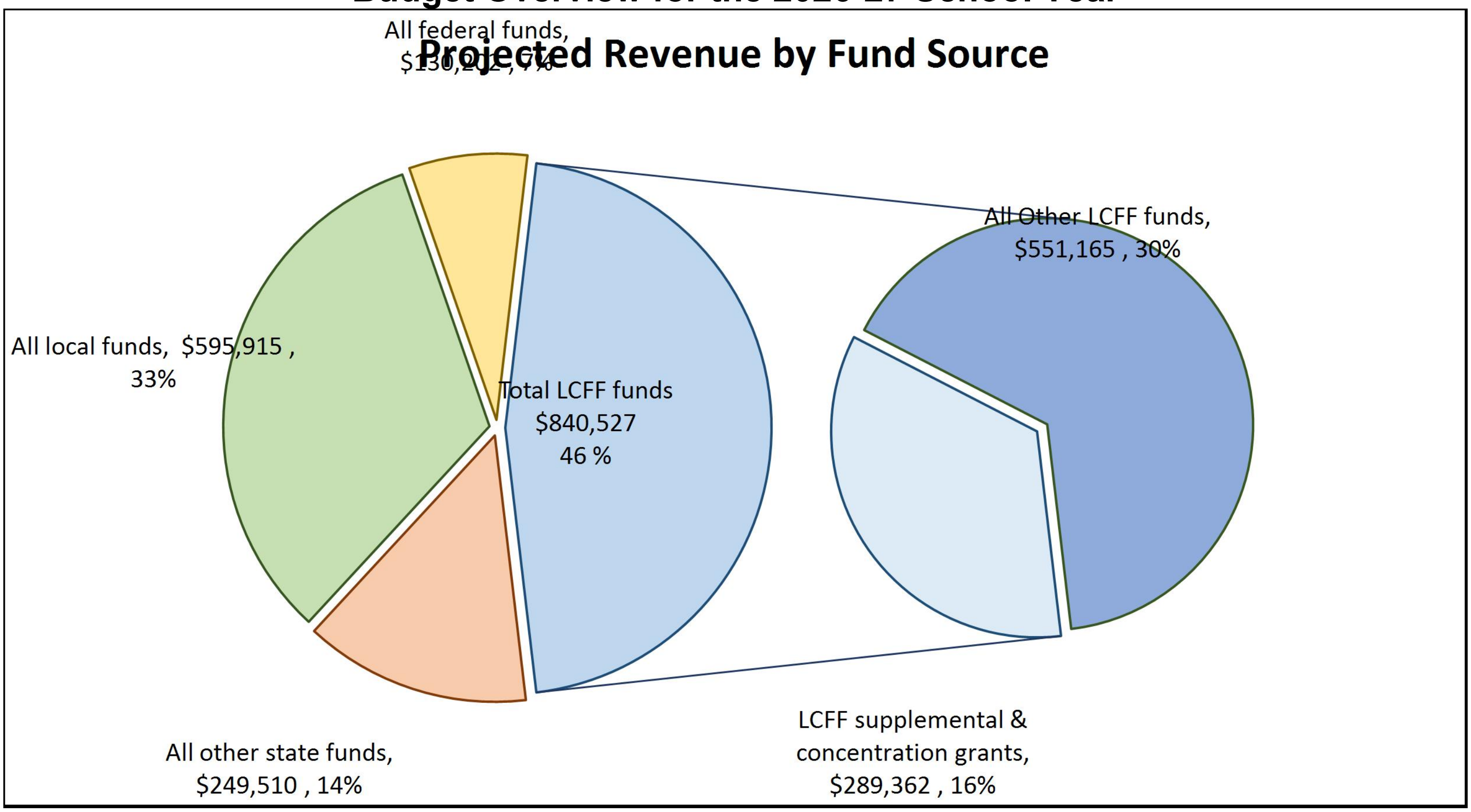
530-295-2320

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

Budget Overview for the 2026-27 School Year

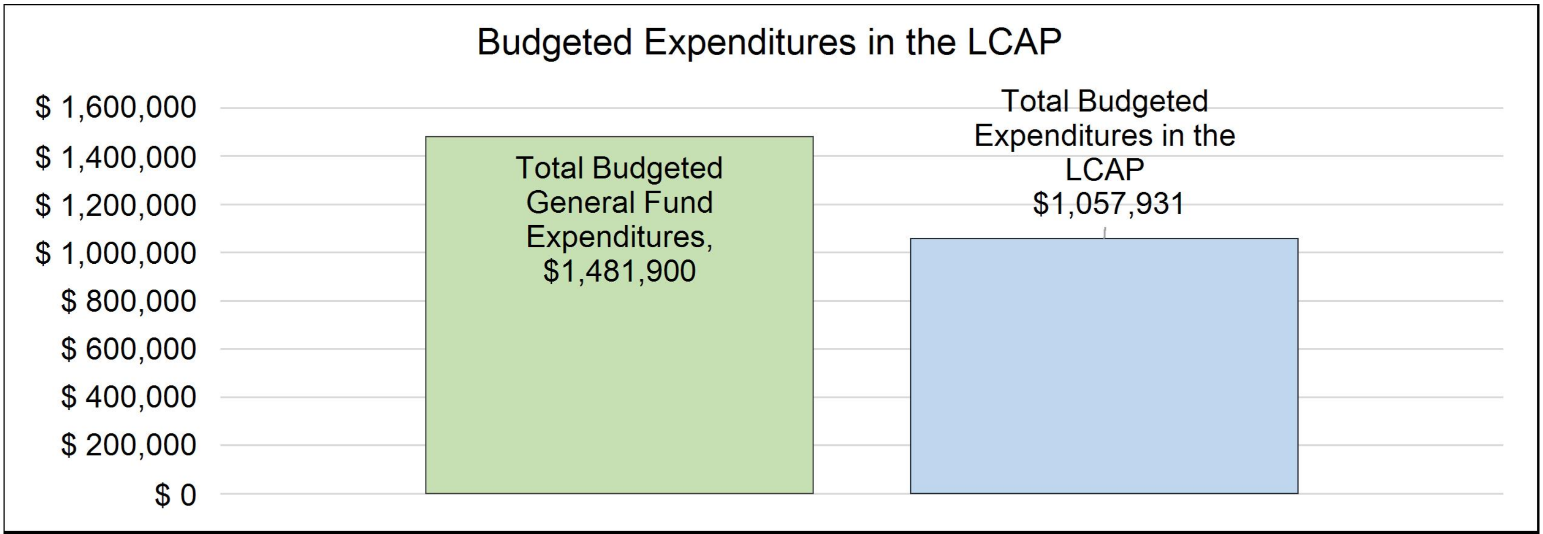


This chart shows the total general purpose revenue Rite of Passage Charter High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Rite of Passage Charter High School is $1,816,154, of which $840,527 is Local Control Funding Formula (LCFF), $249,510 is other state funds, $595,915 is local funds, and $130,202 is federal funds. Of the $840,527 in LCFF Funds, $289,362 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 Rite of Passage Charter High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Rite of Passage Charter High School plans to spend $1,481,900 for the 2026-27 school year. Of that amount, $1,057,931 is tied to actions/services in the LCAP and $423,969 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

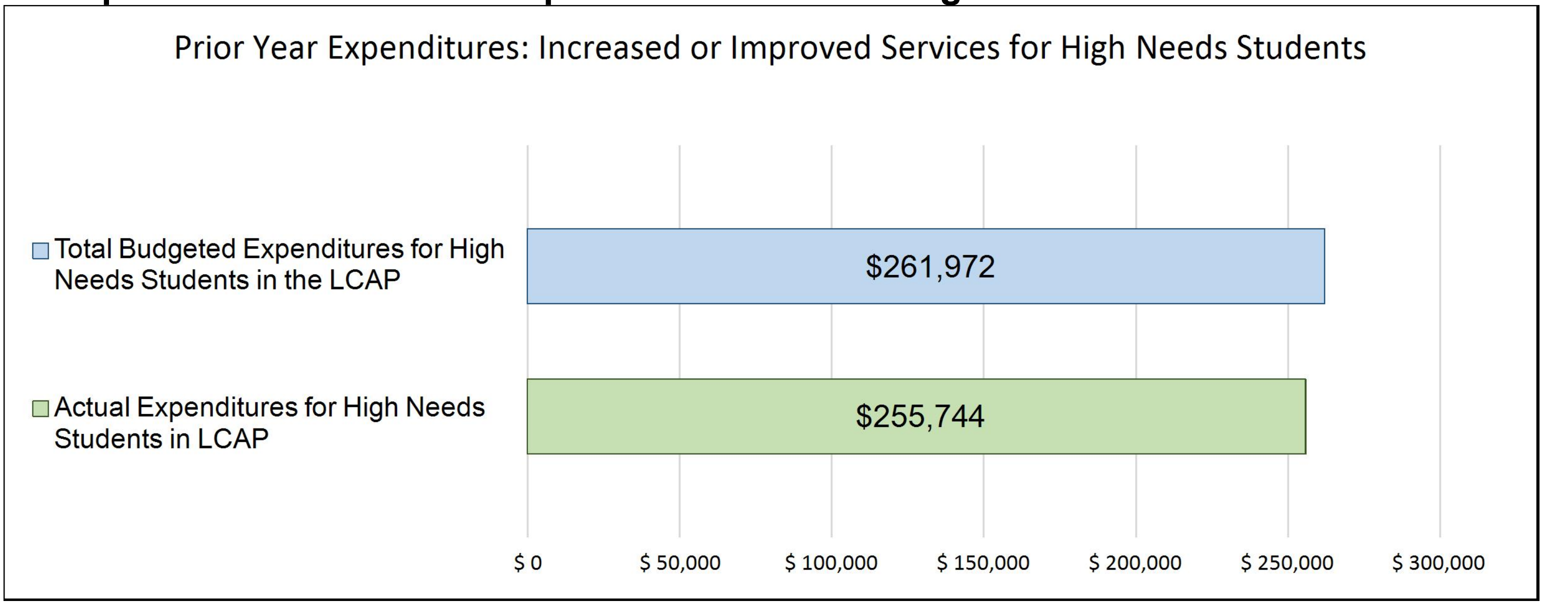
General fund budget expenditures not included in the LCAP are utilized for adminstrator salaries, clerical salaries, supplies, furniture, and maintenance of the classrooms at the school.

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

In 2026-27, Rite of Passage Charter High School is projecting it will receive $289,362 based on the enrollment of foster youth, English learner, and low-income students. Rite of Passage Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Rite of Passage Charter High School plans to spend $293,325 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Rite of Passage Charter High School's LCAP budgeted $261,972 for planned actions to increase or improve services for high needs students. Rite of Passage Charter High School actually spent $255,744 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $6,228 had the following impact on Rite of Passage Charter High School’s ability to increase or improve services for high needs students:

The difference in actual expenditures for actions and services did not have a significant impact on the goals and actions during the 2025-26 school year. There were some staffing shifts that impacted the overall budget but did not impact services to students.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Rite of Passage Charter High School	Carey Buchanan Director, Charter Alternative Programs	cbuchanan@edcoe.org 530-295-2320

Plan Summary [2026-27]

General Information

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

Rite of Passage Charter High School (ROPCHS) serves students aged 13-18 who are involved in the juvenile justice and/or social service systems. The two sites that comprise ROPCHS currently serve approximately 20 students, but may serve up to 44, mostly from counties in California but occasionally from across the United States. The sites include Sierra Ridge Treatment Program (SRTP) near San Andreas, California, and Qualifying House (Q House) in Minden, Nevada. Both sites offer core academic programming, credit recovery, and career/college exploration options for students. Both sites implement a limited form of the Road to Success Academy (RTSA) instructional model, adapted from the Los Angeles County Office of Education. The RTSA model uses project-based learning to engage students in the California content standards. The model requires a multi-disciplinary focus, using trauma-informed practices, to engage students. Key social-emotional skills identified by our staff as most important for students' success as they re-enter their environment after leaving our facilities are included as areas of focus in each of the five units of study. At ROPCHS, we focus on the rigor and skills needed for our students to be career and/or college-ready as they exit our program. As a result of the COVID-19 pandemic in the 2020-21 school year, the governing body of RTSA has dissolved, meaning opportunities to secure additional training from LACOE are no longer available. However, ROPCHS continues to use many aspects of RTSA, coupled with PBL World training and other professional development, in tandem with an updated standards-based curriculum that lends itself well to integrated class models, in order to continue providing students with a project-based, socio-emotionally responsible curriculum framework.

The educational program is operated under the supervision of the El Dorado County Office of Education (EDCOE), and the residential portion of the program is operated under the supervision of Rite of Passage (ROP), a private non-profit national provider of programs for troubled and at-risk youth. EDCOE and ROP have maintained a unique, mutually-beneficial partnership for more than 30 years. According to the last survey conducted by ROP, 67% of juveniles who successfully complete the program do not re-enter the justice system within 12 months of leaving, and 90% of students return to school, enroll in advanced education programs, or obtain jobs upon exiting the program. These indicators of success are among the reasons the El Dorado County Office of Education has continued to serve as the Local Educational Agency for Rite of Passage for so many years.

While the original Rite of Passage program served only male students, seven years ago it was expanded to include female students at Qualifying House; two years prior, due to the higher frequency of female placements and the decline in male placements, the Qualifying House moved to serving an exclusively female population. In addition, ROP took the necessary steps to become a certified Short-Term Residential Treatment Program (STRTP) due to changes in California law. Students who have entered ROPCHS in the past have brought a wide variety of experiences from the public school system. Since the ROP program transitioned to an STRTP, in addition to the vast difference in terms of school experience, the students arrive with a number of behavioral and emotional challenges that require intensive support and therapy. Upon enrollment, students are included in a meeting with ROP staff and school representatives to evaluate their needs while participating in our program. This meeting triggers a pre-assessment of mathematics, reading, and writing skills (using NWEA MAP) and an evaluation of transcripts to examine the credits accumulated toward a high school diploma. This process is personalized and results in the development of a plan for each student outlining a path to success within the school and ROP program, as well as supporting their transition to programs outside ROP when they leave the system. Students' length of stay with ROP and enrollment in ROPCHS vary from student to student. The average length of stay for our students is 3-6 months. The transitory nature of our population is a large part of our practices and delivery of instruction. Many of the systems and programs within ROPCHS are enhanced and developed as a result of data collected during these meetings and weekly follow-up meetings to determine student progress.

Rite of Passage Charter High School has received Student Enrichment and Support Block Grant funds to provide support beyond the core programs that we offer to students. These funds will be used to expand course offerings and options by purchasing online curriculum delivery platforms in Math, English, and C/TE. These funds will also be used to enhance mental health support by improving the learning environment, removing overtly institutional structures, and providing a more welcoming environment to students. Finally, these funds will be used to greatly enhance the Science curriculum by purchasing lab kits for students to engage with, deepening our Science instructors' ability to provide meaningful, engaging classroom experiences for our students.

ROPCHS has also been identified as an Equity Multiplier school and has received funding in order to support the needs of unduplicated student groups. This is addressed further in Goal 5 of this LCAP.

Reflections: Annual Performance

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

Year 1 (2025): When looking at Dashboard indicators for ROPCHS, the categories of "Chronic Absenteeism," "English Learner Progress," "Graduation Rate," 'College & Career," "English Language Arts," "Mathematics," and the new indicator for "Science" all show "No Performance Color." This is due to our small population, which does not provide a large enough sample size to generate a performance indicator. The "College/Career" indicator also shows "No Performance Level" for the same reason. Because our population size is too small to generate performance indicators, it is difficult to use the California Dashboard alone to assess our performance in these areas. However, our "Suspension Rate" indicator shows "Green," indicating excellent performance in that area. Indicators that do not have a color scale for performance (such as "Implementation of Academic Standards" or Local Climate Survey") all show "Standard Met" on the Dashboard; when looking at more detailed explanations of these indicators, ROPCHS is stated to be in compliance with standards set forth by relevant agencies, such as the Commission on Teacher Credentialing.

When assessing the metrics to measure progress on the stated goals of this LCAP, as well as the actions taken towards supporting those metrics, a pattern revealed itself regarding the effectiveness or lack thereof in moving towards the stated goals. Metrics with actions tied to them that are embedded in daily practice, such as maintaining rigorous, standards-aligned classroom materials, ensuring students are passing core classes, facilitating credit recovery, providing access to C/TE courses and certifications, delivering and aggregating the Student Climate Survey, and tracking progress on internal skills diagnostic tests (NWEA), proved to be effective when moving towards the goals of the LCAP. This is due to the lack of need to allocate time outside the general practice to complete these actions or to assign additional personnel duties to ensure they are carried out. In contrast, metrics that required allocating time outside the general practice or hiring additional staff were largely deemed ineffective. This can be attributed to already massively impacted workloads, coupled with staff reduction at Sierra Ridge and staff turnover at Q-House. Overall, however, the majority of the metrics to track goal progress and the actions to drive those metrics were shown to be effective in serving our student population and addressing state priorities.

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Baseline (2024): When looking at Dashboard indicators for ROPCHS, the categories of "Chronic Absenteeism," "English Learner Progress," "Graduation Rate," 'College & Career," "English Language Arts," and "Mathematics" show "No Performance Color." This is due to our small population, which does not provide a large enough sample size to generate a performance indicator. The "College/Career" indicator also shows "No Performance Level" for the same reason. Because our population size is too small to generate performance indicators, it is difficult to use the California Dashboard alone to assess our performance in these areas. However, our "Suspension Rate" indicator shows "Blue," indicating excellent performance in that area. Indicators that do not have a color scale for performance (such as "Implementation of Academic Standards" or Local Climate Survey") all show "Standard Met" on the Dashboard; when looking at more detailed explanations of these indicators, ROPCHS is stated to be in compliance with standards set forth by relevant agencies, such as the Commission on Teacher Credentialing.

Assessing local indicators, ROPCHS was successful on the majority of the metrics we set out to achieve. Notable highlights of these successes include increases in students' scores within their grade range on NWEA RIT testing, the massive expansion of CTE offerings and associated services (including CTE certifications), and the success of credit recovery measures the previous year. School safety and cleanliness were also areas of great success, due to the consistency of safety meetings and direct actions taken to improve the school sites. Many Student Climate Survey categories also met the desired outcomes across the three-year cycle of the previous LCAP.

Some assessment areas showed inconsistent performance across the two ROPCHS sites. For example, the desired outcome was met for the percentage of students passing their core subject areas at Sierra Ridge, but was only partially met at Qualifying House. The Student Climate Survey was another area that showed inconsistent performance, as it was inconsistently administered to students at the Qualifying Hose, leaving gaps in completion that hindered successful performance. CTE and A-G course offerings were another area of inconsistent performance: Sierra Ridge far exceeded the desired outcome, while Qualifying House fell just short. Off-site field trips and guest speakers were also areas of inconsistency: Qualifying House far exceeded the desired outcome for field trips, while Sierra Ridge came up short.

A few of the metrics under local indicators proved ineffective for gauging progress during implementation. A few of these metrics relate to CAASPP/CAST grade-level equivalency, which have consistently shown poor performance across the cycle at both sites. Additionally, the metrics related to transition planning, postsecondary education planning, resume and cover letter creation, academic planning, and document completion, such as the FAFSA, demonstrated ineffective implementation, resulting in significant gaps between actual and desired outcomes.

Learning Recovery Emergency Block Grant
The school conducted a needs assessment for the use of Learning Recovery Emergency Block Grant (LREBG) funds for the 2026-2027 school year. Although the school has made measurable gains in student achievement as measured by internal IXL assessments in reading and math, these area still requires additional intervention and support for students. The LREBG funds will be used for small-group or individual tutoring sessions for students. Our research indicates that ongoing intervention in high school literacy, algebra, and geometry will accelerate student growth in these areas. LREBG-funded actions are listed under Goal 1, Action 16. See action descriptions for an explanation of the rationale for choosing the selected actions.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers are engaged in developing the LCAP through weekly discussions during teacher meetings on our progress toward school goals and are provided with surveys designed to collect data on LCAP goals. Teachers also provide administrators with feedback throughout the school year that is considered in the creation of the LCAP. This educational partner was a particularly influential factor in the allocation of Equity Multiplier funds.
Students	Student engagement in this process is done in multiple ways. Student surveys are completed at the end of each trimester, upon entering the program, and upon exiting the program. Data from these surveys are used to develop the LCAP. We also conduct an interactive feedback survey with the student council regularly to collect additional data. A focused feedback meeting with the Student Council, which served as the Student Advisory committee for this LCAP, was also held to gather data specifically for this LCAP.
Parents	IEP meetings: all parents are invited to participate in all aspects of the student's IEP process and attend IEP meetings in person or via virtual meetings. Student progress: All parents receive report cards at the end of each trimester, along with an updated transcript. Students with an IEP are also sent IEP goal progress reports at the time of other grade and credit reporting. Graduations - Parents and family are invited to attend all graduation ceremonies. As they travel a long way for these events, parents and

Educational Partner(s)	Process for Engagement
	family who attend are also given a tour of the site and an opportunity to see classrooms, student work, and speak to teachers. Open Houses - When open house events take place, families are invited to tour the school, talk to the teachers, and see students' projects for each class.
Other Educational Partners	Open Houses - When open house events take place, all educational partners are invited to tour the school, talk to the teachers, and have students show the projects they have been working on for each class. ROP - A significant partner is Rite of Passage, with whom we work closely for the students we serve. LCAP goals are discussed at ROP management meetings, and feedback is shared with teachers and school administrators. This is similar to the interaction between a regular comprehensive high school and a Site Council. Placing Agencies - Placing agencies are invited to all IEP meetings, open houses, and graduation ceremonies and provide feedback through site visits, audits, and CFT meetings.
Upper Administration	Engagement with upper administration, such as representatives at the County Office of Education, was achieved in several ways. A notable engagement method was the LCAP writing training at EDCOE training sites, where specific questions and feedback on the LCAP's creation were discussed. Additionally, upper administrative representatives were connected via Zoom meetings and in-person site visits, where, again, questions and specific details of the LCAP were discussed. This educational partner was a particularly influential factor in the allocation of Equity Multiplier funds.
SELPA Representative	3/12/2025 LCAP Lead Writers meeting.

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

The feedback of engaged educational partners was extremely important to the creation of this LCAP. Through conversations with the educational partners, key points of emphasis were identified. Some highlights of these sorts of initiatives include aspects of school safety (Goal 4) that were influenced by the Student Advisory group, the identification and planned purchase of resources to aid ELL/LTEL students that were influenced by feedback from educators, and the disbursement of Equity Multiplier and COE Block Grant funds, which were influenced heavily by discussions with upper administration. Discussions with the Student Advisory committee also highlighted the continued need for long-term items in our LCAP, including Project-Based Learning, credit recovery opportunities, increased Career and Technical Education offerings, and more opportunities to travel off-site to explore concepts or career opportunities. Engagement with teachers and other educational staff highlighted a desire for increased course options and for materials to support lab assignments and PBL initiatives.

Engagement with educators and administrators also influenced the inclusion of ongoing professional development initiatives, in order to stay abreast of current educational practices and research-based techniques for general education, as well as research-based techniques specifically for the enhancement of practice offered to unduplicated student groups, along with trauma-informed educational practices that would benefit the student population we serve. Overall, stakeholder engagement was a key aspect of the adopted LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students will demonstrate growth in terms of their understanding of the English Language Arts and Mathematics standards as measured by academic progress, and English learners (ELs) will demonstrate progress in developing English language proficiency. (State Priorities 1, 2, 3, 4, 7)	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Rite of Passage Charter High School, students enter the program at multiple points during the school year and often arrive with disrupted educational backgrounds. Due to the transitory nature of our student population, comparisons on the California Dashboard are not as useful for evaluating individual student growth. For these reasons, we evaluate each student's growth using internal assessment data. Our needs assessment demonstrates that ELA and Mathematics are content areas where our students are credit-deficient and in need of the greatest support. Engagement with our educational partners has helped identify this goal for focused attention, as well as the metrics and actions within it. Teachers, students, parents, and other stakeholders all expressed the need for extra support in core subject matters. Credit recovery, mathematics, and ELA were primary concerns expressed by all educational partners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	NWEA MAP RIT scores meet or exceed a grade-level baseline	79.16% in English and 70.83% in Math were within the standard deviation range for their grade level.	As of the most recent NWEA testing session, 80% of students in English and 55% of students in Mathematics scored within the	ROPCHS changed midyear to a new assessment system (IXL) and we are in the process of gathering baseline	85% of students will meet or exceed grade level within the standard deviation range.	Year 1: The NWEA English scores showed a slight (0.84%) increase from baseline, while Mathematics showed a larger

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			standard deviation range for their grade level.	data in Math and English.		(15.17%) decrease from baseline.
1.2	Percentage of students completing mathematics and English classes with a grade of C or better.	At the end of the most recent trimester of the 23-24 school year, 100% of SRTC students at SRA received a C or better in both ELA and Mathematics. For students at the Q-House, 62.5% received a C or better in English and 87.5% received a C or better in Mathematics.	At the end of the most recent trimester: Sierra Ridge: 94.1% finished with a C or better in English and Math. Q-House: 100% finished with a C or better in English and Math.	At the end of the most recent trimester: Sierra Ridge: 83% finished with a C or better in English and Math. Q-House: 89% finished with a C or better in English and Math.	90% of students will earn a C grade or better in English and Mathematics.	Year 2: At the end of the most recent trimester, Sierra Ridge had 17% decrease in students finishing with a C or better in English and Math. Q-House had a 26.5% increase in students receiving a C or better in English and a 1.5% increase in students receiving a C or better in Math. Year 1: At the end of the most recent trimester, Sierra Ridge had 5.9% decrease in students finishing with a C or better in English and Math. Q-House had a 37.5% increase in students receiving a C or better in English and a 12.5% increase in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						students receiving a C or better in Math.
1.3	Student Climate Survey	Survey Conducted 03/2024 Sierra Ridge Academy Results: 71.42% of students feel they need to work hard to succeed in this school. 92.85% of students feel their classes have discussions and activities they can participate in. 85.71% of students report that they understand the assignments given to them. 92.85% of students feel like they can ask clarifying questions in class without being embarrassed. 78.5% of students report that they learn something new each day.	Most recent survey was conducted 3/31/2025; results include both sites of ROPCHS. 78.94% of students feel they need to work hard to succeed in this school. 78.94% of students feel their classes have discussions and activities they can participate in. 85.71% of students report that they understand the assignments given to them. 84.21% of students feel like they can ask clarifying questions in class without being embarrassed.	The most recent survey was conducted on 4/8/2026; results include both sites of ROPCHS. 71% of students feel they need to work hard to succeed in this school. 47.5% of students feel their classes have discussions and activities they can participate in. 76.5% of students report that they understand the assignments given to them. 72% of students feel like they can ask clarifying questions in class without being embarrassed. 34.5% of students report that they	80% of students feel they need to work hard to succeed in this school. 85% of students feel their classes have discussions and activities they can participate in. 85% of students report that they understand the assignments given to them. 90% of students feel like they can ask clarifying questions in class without being embarrassed. 80% of students report that they learn something new each day. 90% of students report that they have adequate access to the	Year 2: .42% decrease in students reporting that they feel they need to work hard to succeed in this school. 45.35% decrease in students that feel their classes have discussions and activities they can participate in. 9.21% decrease in students that report they understand the assignments given to them. 20.85% decrease in students that feel like they can ask clarifying questions in class without being embarrassed. 44% decrease in students that report that they

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		85.71% of students report that they have adequate access to the school library and other literary resources. 85.71% of students report that they get the help they need from their teachers.	73.68% of students report that they learn something new each day. 84.21% of students report that they have adequate access to the school library and other literary resources. 84.21% of students report that they get the help they need from their teachers.	learn something new each day. 26.5% of students report that they have adequate access to the school library and other literary resources. 58.5% of students report that they get the help they need from their teachers.	school library and other literary resources. 90% of students report that they get the help they need from their teachers.	learn something new each day. 59.21% decrease in students that report that they have adequate access to the school library and other literary resources. 27.21% decrease in students that report that they get the help they need from their teachers. Year 1: 7.52% increase in students reporting that they feel they need to work hard to succeed in this school. 13.91% decrease in students that feel their classes have discussions and activities they can participate in. 8.64% Decrease in students that feel like they can ask

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						clarifying questions in class without being embarrassed. 4.82% decrease in students that report that they learn something new each day. 1.5% decrease in students that report that they have adequate access to the school library and other literary resources. 1.5% decrease in students that report that they get the help they need from their teachers.
1.4	An inventory of materials will indicate that every pupil in the school has sufficient access to standards-aligned instructional materials	100% of pupils in the school have sufficient access to standards-aligned instructional materials	No change from baseline; 100% of pupils in the school have sufficient access to standards-aligned instructional materials.	No change from baseline; 100% of pupils in the school have sufficient access to standards-aligned instructional materials and we have added instructional materials,	100% of pupils in the school have sufficient access to standards-aligned instructional materials	Year 1: No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				including IXL and BrightThinker.		
1.5	Classroom observations will indicate that academic standards are implemented that are approved by the State Board of Education.	100% of classrooms observed demonstrate academic standards are implemented that are approved by the State Board of Education.	No change from baseline; 100% of classrooms observed demonstrate academic standards are implemented that are approved by the State Board of Education.	No change from baseline; 100% of classrooms observed demonstrate academic standards are implemented that are approved by the State Board of Education.	100% of classrooms observed demonstrate academic standards are implemented that are approved by the State Board of Education.	Year 1: No change from baseline.
1.6	CAASPP Scores for ELA and Mathematics will meet/nearly meet grade level	ELA: 25% Nearly Met/Met Mathematics: 12.5% Nearly Met/Met	At this time in the 2024-25 school year, ROPCHS has not conducted State testing. State testing for SBAC will occur from May 19th to May 23rd.	At this time in the 2025-26 school year, ROPCHS has not conducted State testing. State testing for SBAC will occur from May 19th to May 23rd.	60% of students will meet/nearly meet grade level scores in ELA CAASPP scores. 50% of students will meet/nearly meet grade level scores in Mathematics CAASPP scores.	Year 1: No change from baseline. (No data to report)
1.7	Intervention for Non-IEP students	100% of non-IEP students who are on the intervention list with a D or below receive additional academic support as needed.	No change from baseline; 100% of non-IEP students who are on the intervention list with a D or below receive additional academic support as needed.	No change from baseline; 100% of non-IEP students who are on the intervention list with a D or below receive additional academic support as needed through study hall four days a week after school.	100% of non-IEP students who are on the intervention list with a D or below receive additional academic support as needed.	Year 1: No change from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Percentage of EL students who maintain or increase performance levels on the ELPAC Dashboard.	0% of EL students maintained or increased their performance level on ELPAC testing.	At this time in the 2024-25 school year, ROPCHS has not conducted the Summative ELPAC. State testing for ELPAC will occur from May 19th to May 23rd.	At this time in the 2025-26 school year, ROPCHS has not conducted Summative ELPAC. State testing for ELPAC will occur from May 19th to May 23rd.	75% of EL students maintain or increase their performance level on ELPAC Dashboard.	Year 1: No change from baseline. (No data to report)
1.9	Credit Recovery through Odysseyware	100% of students are enrolled in at least one credit recovery course through Odysseyware.	95% of students at both sites are currently enrolled in at least one Odysseyware credit recovery course.	100% of students at both sites are currently enrolled in at least one Bright Thinker credit recovery course, as Odysseyware is no longer in use.	100% of students are enrolled in at least one credit recovery course through Odysseyware.	Year 2: No change from baseline in students currently enrolled in at least one BrightThinker credit recovery course, as Odysseyware is no longer being used. Year 1: 5% decrease in students currently enrolled in at least one Odysseyware credit recovery course.
1.10	LREBG After school Tutoring and Academic Intervention	TBD			100% of students in need of academic support will receive tutoring and academic intervention after school	

Goal Analysis [2025-26]

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

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

This goal and its associated metrics were implemented as part of the general practice for ROPCHS. The different metrics this goal encompasses are largely related to aspects of the day-to-day operations of the school, such as students achieving passing marks in English and Mathematics, utilizing state board-approved standards when lesson planning, providing support for students in need of intervention, providing standards-aligned instructional materials in enough quantity for all students to access, and achieving grade-level equivalency. The school previously used NWEA MAP Growth to measure grade-level equivalency, but discontinued that system and transitioned midyear to IXL.

For these metrics, implementation is part of daily operations for the teachers at ROPCHS or handled during consistent time slots throughout the year (e.g., assessment or testing sessions during the last week of each trimester). The metrics related to CAASPP and ELPAC scores do not yet have an outcome for this year, as the window for ROPCHS state testing falls later in the year. Two of the actions in this goal relate to the purchase of new programs (Reading with Relevance in Action 1.13 and IXL in Action 1.14) were implemented through the initial purchase of the program materials, and subsequent training for the staff at both campuses of ROPCHS in the use of said programs. These programs are still early in their implementation and will be integrated fully into the practice of ROPCHS over the coming months.

At this time, there have been no significant challenges related to the actions in this goal. As many of the actions in this goal require no explicit focus to implement because they are part of daily practice, these actions have largely resulted in success. For example, the Student Survey has been successfully implemented at both sites during the appropriate time periods; assessment sessions have taken place on the correct schedule with 100% participation at both campuses; and classes are appropriately supplied with standards-aligned materials and utilize standards-aligned content in the classroom. The struggles with this goal fall on the metrics for State testing results and on some aspects of performance data from assessment systems. Means to address these struggles are an ongoing area of focus for ROPCHS.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planning percentages of improved services and estimated actual percentages of improved services.

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

1.1 - Smaller Class Sizes - This action is effective towards a number of the metrics within this goal, including English and Math scores, provision of a sufficient quantity of standards-aligned materials, and intervention for non-IEP students. All of these metrics benefit from smaller class sizes, as they reduce material costs and provide more opportunities for 1:1 student assistance. Further, small class sizes contribute to quiet testing environments (Metrics 1.1 and 1.6), and aid in positive responses on Student Survey questions related to teacher assistance, learning environment, and the ability to ask for/receive help.

1.2 - Credentialed Teaching Staff - The English and Math classes at both Sierra Ridge and Q-House are staffed by credentialed teaching staff who are trained in standards alignment, research-based pedagogical practices, and CTEL-aligned strategies for teaching English learners. This action primarily supports Metric 1.2 but also supports Metrics 1.1, 1.5, 1.6, and 1.8, as those metrics benefit from appropriately credentialed teachers. Metrics 1.1, 1.6, and 1.8 are less well supported by the Year 1 results.

1.3 - Online Academic Programs (BrightThinker) - Online Academic Programs (BrightThinker) - This action is highly effective in supporting the metrics related to it. Additionally, enrollment in BrightThinker credit recovery courses has directly supported A-G course enrollment, as many of these courses are A-G aligned.

1.4 - Supplemental Standards-Aligned Materials for Mathematics and English—This action has proven effective since its completion. In the 2021-22 school year, updated class materials, including a McGraw-Hill mathematics curriculum, were purchased and distributed to both campuses of ROPCHS. These materials have been integrated into regular classroom practice and are available to students in class. This action is maintained to address future needs in this area, including refreshing student workbooks, obtaining new textbook copies, etc.

1.5 - Project-Based Learning - This action has proven to be effective over the many years it has been implemented. ROPCHS has used a modified version of the "Road to Success Academy" (RTSA) PBL model since 2016. The dissolution of the parent RTSA program following COVID-19 has made it hard to update our RTSA training, but this has been supplemented with PBL World training for credentialed teaching staff to support this action. Overall, the use of PBL in the classrooms at ROPCHS is an effective strategy for increasing engagement and embracing the diverse learning styles of our students.

1.6 - English Learner Support - This action is relatively effective in meeting the overall goal it supports. All fully credentialed teachers at ROPCHS have completed CTEL certifications and are comfortable using ELD strategies in the classroom. Continuing to expand and improve English Learner support at both campuses is an ongoing focus for ROPCHS to best meet the needs of our students.

1.7 - Student Success-Family Involvement - This action is effective, if infrequently activated. Since the COVID-19 pandemic and the resulting changes in ROPCHS's population and practice, ROPCHS has not conducted RTSA-style Exhibition Days, which were a primary vehicle for parental involvement in the program. However, parental engagement is still achieved through invitations to graduation ceremonies, which take place multiple times a year, and continued participation by parental educational rights holders in special education proceedings. This allows parents to maintain involvement in ROPCHS, despite the dissolution of RTSA as an entity and the subsequent removal of Exhibition Days from the regular ROPCHS calendar.

1.8 - Student Surveys - This action has proven highly effective at assessing student perspectives at ROPCHS. While some variance occurs when students do not take the process seriously, which skews results, this is always a very minor irregularity; the Student Survey otherwise accurately assesses many aspects of ROPCHS's practice as seen through students' eyes. The survey is administered at the beginning of each trimester, providing multiple data points throughout the year and allowing educators to see shifts in perceptions. These trends then influence the writing or updating of policy or guiding documents (such as this LCAP).

1.9 - NWEA Map Licensing - This action was effective; however, beginning in the 2025–26 school year, ROPCHS transitioned from using NWEA MAP to IXL Diagnostics to assess student progress.

1.10 - Support for Students with IEPs - This action is extremely effective in meeting this goal. The two Classroom Specialists highlighted in this action are integral to the day-to-day operation of ROPCHS at both sites and do a tremendous job of supporting students receiving SPED services, both in and out of the classroom. This support is critical for students receiving SPED services to meet not only the goals of their IEP/504, but also the school's educational goals and their personal goals.

1.11 - Follett Library Management System - This action has been somewhat neutral in meeting this goal. The Follett Library system has been in place for years at Sierra Ridge, and continues to be an effective method to make reading available to the students at that campus; expansion of these services to include Q-House has been an ongoing process that is still not fully complete due to delays in product delivery and the lack of available time for the Librarian to implement the Q-House portion of the Follett system. This action should prove more effective in the coming years as the Q-House facet is fully integrated.

1.12—Intervention for Non-IEP Students—This action has been effective at both sites in meeting this goal. Designated staff prepare a weekly "Intervention List" to identify students who are struggling, enabling support staff to meet with those students to address their struggles. This has reduced failure rates in classes at both sites and continues to be an integral part of ROPCHS's daily practice.

1.13 - Purchase Reading with Relevance - This action is new with the inception of the current LCAP. As the purchase for Reading with Relevance took place midway through the second trimester of this year and is still being fully implemented at the two campuses, pending additional training and observation, the effectiveness of this action is difficult to assess. Next year's Annual Update should see Reading with Relevance fully integrated across both campuses, enabling proper assessment of its efficacy.

1.14 - IXL Site License Purchase - This action is new with the inception of the current LCAP. The purchase of the IXL site license occurred earlier this year, and a training session on using IXL in the classroom was conducted. As IXL will primarily be used as an assessment tool, replacing NWEA MAP, the full integration of the program will not take place until the beginning of the 2025-26 school year. It should be noted that IXL is already in use in individual classrooms as a supplementary curriculum tool; in those areas, IXL has shown itself to be effective in supporting students in mastering ELA and Mathematics standards and content. As ROPCHS has amended its IXL purchase contract to include History and Science curriculum in addition to ELA and Math, this action should prove even more effective in the future.

1.15—Student Support Enrichment Block Grant—This action effectively utilizes Student Support Block Grant funds to fulfill the requirements of those funds. This action funds personnel salaries, thereby directly supporting the metrics in this goal by facilitating the hiring of competent staff in both credentialed and classified roles.

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.

Most aspects of this goal (including the goal itself, the metrics for measuring progress, the targeted outcomes, and the actions supporting the goal) remain unchanged at this time. There are two actions that saw adjustments mid-year, which are described below:

1.9 - NWEA MAP Licensing – This action is no longer utilized, as ROPCHS has transitioned to IXL, and EDCOE has moved away from using NWEA MAP services.

1.14 - IXL Site License Purchase - This action was altered earlier in the current school year after an identified need for additional content areas in our site license purchase. The IXL Site License is being expanded to include the areas of Science and History, in addition to the original areas of Mathematics and English/Language Arts. This will allow for a much more comprehensive suite of curriculum support and assessment tools.

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	Smaller Class Sizes	Students will be placed in English and Math classes of ten students or less. Each class will be taught by a fully credentialed teacher or skilled Classroom Specialists.	$266,325.00	Yes
1.2	Credentialed teaching staff	English and Math classes will be taught by fully credentialed staff	$116,636.00	No
1.3	Online Academic Programs (BrightThinker)	Students will have access to BrightThinker for individualized instruction as well as Chromebooks to access the online modules. Odysseyware will allow for students to have access to standards-aligned content, as well as a listing of A-G accredited courses, needed to meet graduation requirements that the school is unable to offer in person due to a small number of students needing the course. Access to a Chromebooks (one:one) will mean students can access BrightThinker at any time.	$50,050.00	No
1.4	Supplemental standards-aligned materials for Mathematics and English	Supplemental materials were identified and purchased in 21-22 through the TNTP process of prioritizing standards. Materials were purchased for use in Mathematics and English. Funds will be set aside for any additional needs.	$1,000.00	Yes
1.5	Project Based Learning	Students will be provided instruction using a project based learning model. Training will be provided as necessary.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.6	English Learner Support	English Learners will receive ELD support through an integrated ELD model (All teachers are CTEL certified). Cost covered by staffing in action 1.1	$0.00	No
1.7	Student Success - Family Involvement	Parents will be invited to graduation ceremonies, IEP meetings, and other celebrations of student successes. Funds will pay for presentation equipment and supplies, and Zoom Pro accounts.	$500.00	No
1.8	Student Surveys	Student Surveys will be conducted each trimester to asses student interest in curriculum and the activities that occur as part of the learning process. No cost is needed for this service. (Paper surveys)	$0.00	No
1.9	IXL Licensing	IXL is used to assess student level upon entry and to track progress to measure growth. This license is purchased annually.	$1,740.00	No
1.10	Support for Students with IEPs	Students with IEPs will receive support from Resource Staff and classroom experiences that support their progress toward meeting their IEP goals. (Costs of two Classroom Specialist II's accounted for in action 1.1)	$26,562.00	No
1.11	Follett Library Management system	A library management system is in place to track books available for students that reflect their interests and encourage them to read literature and other sources.	$2,833.00	No
1.12	Intervention for Non-IEP Students	An intervention support staff will be made available to meet with, and provide support to, non-IEP students that appear on the intervention list with a grade of D or below in any core subject area.	$26,000.00	Yes
1.13	Purchase Reading with Relevance novel	Purchase a one year pilot to implement the Reading with Relevance literacy program, to be implemented in the English/Language Arts class, to	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
	bundles to support ELA proficiency	better support socioemotional learning while also supporting English proficiency and reading comprehension.		
1.14	IXL Site License will be purchased for Mathematics and ELA	A site license will be purchased for the subjects of Mathematics and ELA in order to supplement Odysseyware and other instruction as a pilot program.	$2,307.00	No
1.15	Student Support Enrichment Block Grant	Teachers and Classroom Specialists will provide additional classroom support, special education support, and the day to day services and needs.	$86,205.00	No
1.16	LREBG After school Tutoring and Academic Intervention	Provide academic support will receive tutoring and academic intervention after school	$10,806.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Students will demonstrate that they have a grasp of the History/Social Science standards and the Next Generation Science Standards so that they can acquire credits toward graduation and be prepared for the next level in the respective content area.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

At Rite of Passage Charter High School, students enter the program at multiple points during the school year and often arrive with disrupted educational backgrounds. Due to the transitory nature of our student population, comparisons on the California Dashboard are not as useful for evaluating individual student growth. For these reasons, we evaluate each student's growth using internal assessment data. Our needs assessment shows that Social Science/History and Science are content areas where our students are often the most credit-deficient. Engagement with our educational partners has helped to identify this goal for focused attention, as well as the metrics and actions within. Teachers, students, parents, and other stakeholders all expressed a need for additional support in core subjects. An additional concern for our educational partners is preparing our students for future success after high school. An expansion of A-G accredited courses has been identified as a necessary enhancement to our current course offering to facilitate progress toward that end.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Percentage of students earning a grade of C or better in Science and History/Social Science courses.	Science SRA: 90% Q: 100% Social Studies SRA: 100% Q: 57.4%	At the end of the most recent trimester: Sierra Ridge: 94.1% finished with a C or better	At the end of the most recent trimester: Sierra Ridge: 89% finished with a C or better in History,	90% of students earn a grade of C or better in Science and History	Year 2: Sierra Ridge had a 7% decrease in students who finished with a C or better in Science, and 11% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			in History and Science. Q-House: 100% finished with a C or better in History, and 87.5% finished with a C or better in Science.	and 83% finished with a C or better in Science. Q-House: 78% finished with a C or better in History, and 89% finished with a C or better in Science.		in students who finished with a C or better in History. Q-House had a 11% decrease in students who finished with a C or better in Science, and 20.6% increase in students who finished with a C or better in History. Year 1: Sierra Ridge had a 4.1% increase in students who finished with a C or better in History and Science. Q-House had a 30.1% increase in students who finished with a C or better in Science.
2.2	CAST Scores (Science)	CAST scores from Spring of 2023 show 0% of students were at or near grade-level baseline in science.	At this time in the 2024-25 school year, ROPCHS has not conducted State testing. State testing for CAST will occur from May 19th to May 23rd.	At this time in the 2025-26 school year, ROPCHS has not conducted State testing. State testing for CAST will occur from May 19th to May 23rd.	50% of students will score at or near grade level on CAST	Year 1: No change in baseline. (No data to report)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	A-G Courses	60% of students at Qualifying House and 100% of students at Sierra Ridge are enrolled in at least one A-G accredited course.	At this point in the trimester, 14.28% of students at Q-House and 100% of students at Sierra Ridge are enrolled in at least one A-G accredited course.	At this point in the trimester, 100% of students at Q-House and 100% of students at Sierra Ridge are enrolled in at least one A-G accredited course.	100% of students at Sierra Ridge are enrolled in at least one A-G accredited course. 80% of students at Qualifying House are enrolled in at least one A-G accredited course.	Year 2: 40% increase in students at Q-House that are enrolled in at least one A-G accredited course. SRA no change in baseline. Year 1: 45.75% decrease in students at Q-House that are enrolled in at least one A-G accredited course.

Goal Analysis [2025-26]

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

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

The metrics and actions in this goal, as in Goal 1, are mostly addressed through the daily practice of ROPCHS. Actions such as maintaining Project-Based Learning, maintaining small class sizes, and using BrightThinker are embedded in daily practice and do not require focused effort to complete. Much of the language in this goal reflects that of Goal 1, adjusted for History and Science scores and CAST equivalency. There were no appreciable differences between actual and planned implementation of actions within this goal, except for Action 2.7, which relates to the purchase of science lab kits and has not been carried out at this time, resulting in a slight change in implementation.

A great success in this second year of LCAP implementation is the increase in students receiving a C or better in Science at the Q-House, which rose by 20.6% from the baseline. Overall, that metric speaks to success, as all aspects of that metric either meet the desired outcome or are on track to do so by the end of next year (assuming increases in pass rates both hold and continue to increase). Enrollment in A-G courses at Q-House has increased by 40% from the baseline, with 100% of students now enrolled in at least one A-G-accredited course. This increase can be attributed to Q-House students' BrightThinker enrollments. As such, rather than representing a challenge in access, this outcome reflects expanded A-G participation. Continued attention to course sequencing within BrightThinker will support sustained alignment of student course pathways with A-G requirements.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

2.1 - Project-Based Learning - This action has proven to be effective over the many years it has been implemented. ROPCHS has used a modified version of the "Road to Success Academy" (RTSA) PBL model since 2016. The dissolution of the parent RTSA program following COVID-19 has made it hard to update our RTSA training, but this has been supplemented with PBL World training for credentialed teaching staff to support this action. Overall, the use of PBL in the classrooms at ROPCHS is an effective strategy for increasing engagement and embracing the diverse learning styles of our students.

2.2 - Smaller Class Sizes - This action is effective towards all three of the metrics within this goal. Smaller class sizes allow for more 1:1 attention for each student, which directly supports student learning. This, in turn, supports metrics 2.1 and 2.2 by increasing student content mastery, which correlates with passing scores in Science and History, and by increasing equivalency on state CAST examinations. Metric 2.3 is largely addressed through BrightThinker enrollments, which are not influenced by smaller class sizes; however, at Sierra Ridge, smaller classes assist with the Culinary course (which is A-G certified) to prevent it from becoming too congested.

2.3 - Online Academic Programs (BrightThinker) - This action is highly effective in supporting the metrics related to it. Additionally, enrollment in BrightThinker credit recovery courses has directly supported A-G course enrollment, as many of these courses are A-G aligned.

2.4 - Supplemental Standards-Aligned Materials for History and Science - This action has proven effective since its completion. In the 2021-22 school year, updated class materials, including the Science curriculum from McGraw-Hill and the History curriculum from TCI, were purchased and distributed to both campuses of ROPCHS. These materials have been integrated into regular classroom practice and are available to students in class. This action is maintained to address future needs in this area, including refreshing student workbooks, obtaining new textbook copies, etc.

2.5 - Support for Students with IEPs - This action is extremely effective in meeting this goal. The two Classroom Specialists highlighted in this action are integral to the day-to-day operation of ROPCHS at both sites, and do a tremendous job of supporting students receiving SPED services, both in and out of the classroom. This support is critical for students receiving SPED services to meet not only the goals of their IEP/504, but also the school's educational goals and their personal goals.

2.6 - Expansion of A-G Courses - This action has shown to be highly effective at both Sierra Ridge and Q-House, with 100% of students at each site enrolled in at least one A-G accredited course. At Sierra Ridge, this represents a maintained 100% enrollment from baseline, while Q-House has demonstrated a 40% increase from baseline.

2.7 - Purchase of Science Lab Kits - At this time, this action has not been carried out. Funds are still budgeted for completion of this action. As this action has not been carried out, it could be said to be ineffective in making progress towards the goal at this time.

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.

This goal, the actions to move towards the desired outcomes of the goal, and the metrics by which to measure that progress have seen no changes within this year's update. The only thing that could be construed as a change in action is the delay in purchasing science lab kits; however, as that action is still planned for implementation, the change lies in a simple adjustment of timeframe for purchase.

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	Project Based Learning	Students will be provided instruction using a project based learning model. Training will be provided as necessary. (Fiscally accounted for in Goal 1, Action 1.4)	$0.00	No
2.2	Smaller Class Sizes	Students will be placed in History and Science classes of ten students or less to assist them in meeting the desired outcomes of metrics 1 and 2 of this goal.. Each class will be taught by a fully credentialed teacher or skilled Classroom Specialists. (Fiscally accounted for in Goal 1, Action 1.1)	$0.00	Yes
2.3	Online Academic Programs (Odysseyware)	Students will have access to Odysseyware for individualized instruction as well as Chromebooks to access the online modules. Odysseyware will allow for students to have access to standards-aligned content, as well as a listing of A-G accredited courses, needed to meet graduation requirements that the school is unable to offer in person due to a small number of students needing the course. Access to a Chromebooks (one:one) will mean students can access Odysseyware at any time. (Fiscally accounted for in Goal 1, Action 1.2)	$0.00	No
2.4	Supplemental Standards-Aligned materials for History and Science	Supplemental materials were identified and purchased in 21-22 through the TNTP process of prioritizing standards. Materials were purchased for use in History and Science. funds will be set aside for any additional needs.		No

Action #	Title	Description	Total Funds	Contributing
2.5	Support for Students with IEPs	Students with IEPs will receive support from Resource Staff and classroom experiences that support their progress toward meeting their IEP goals and to assist them in meeting the desired outcomes of metrics 1 and 2 of this goal. (Costs of two Classroom Specialist II's accounted for in action 1.1)	$0.00	No
2.6	Expansion of A-G Courses	A-G accredited courses will be offered to students enrolled at ROPCHS.	$14,000.00	No
2.7	Science Lab Kits	Classroom science kits for labs that support classroom instruction will be purchased through Home Science Tools.	$25,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Students will be provided with a safe school environment for learning and will be provided with the support needed to feel connected to school. (State Priorities 1, 5, 6)	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Research indicates that students who feel safe and connected to school are more likely to attend school, be academically successful, and graduate. Due to their transitory nature, many of our students have been in and out of school, or have transferred schools, many times since a young age. Our needs assessment shows that a lack of consistency has prevented the majority of our population from having the common connections to school that most high school-aged students do. For this reason, our aim is to make Rite of Passage Charter High School a safe, clean, and comfortable environment that fosters learning and success. Our educational partners play a significant role in shaping this goal, especially through our students' feedback. Our students have expressed a need for a safe, clean environment. In response to these conversations, we have increased infrastructure, including classroom surveillance cameras, and expanded programs to meet this goal. Our students have also expressed a desire for updated furniture in classrooms that create a less institutionalized feel, citing comfort and mental wellness as reasons. Additionally, students have expressed a need for a safe space to take wellness breaks in times of crisis or need. Through conversations with relevant stakeholders, including Student Advisory groups, the teaching staff, and school administrators, we have also identified a number of factors that create feelings of instability in student retention, a detriment to student learning, and a detriment to school culture as a whole. With this feedback in mind, ROPCHS has also elected to support measures that would enhance supervision and safety for both students and educators.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student survey - students will indicate that they feel heard at school, safe, and	Survey Conducted 03/2024 Sierra Ridge Academy Results:	As of the most recent survey (3/31/25), encompassing	As of the most recent survey (4/8/26), encompassing	85% of students feel welcome in school.	Year 2: 7.5% decrease in students that

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	connected to adults on site	78.5% of students feel welcome in school. 100% of students reported that they feel safe in school. 92.85% of students feel like their classrooms are comfortable and clean. 92.85% of students feel like they can ask clarifying questions in class without being embarrassed. 78.5% of students feel that discipline in school is equal for all students. 85.71% of students report that they get the help they need from their teachers.	responses from both sites: 94.7% of students feel welcome in school. 84.2% of students reported that they feel safe in school. 84.2% of students feel like their classrooms are comfortable and clean. 78.9% of students feel like they can ask clarifying questions in class without being embarrassed. 52.6% of students feel that discipline in school is equal for all students. 84.2% of students report that they get the help they need from their teachers.	responses from both sites: 71% of students feel welcome in school. 59.5% of students reported that they feel safe in school. 53% of students feel like their classrooms are comfortable and clean. 72% of students feel like they can ask clarifying questions in class without being embarrassed. 74% of students feel that discipline in school is equal for all students. 58.5% of students report that they get the help they need from their teachers.	100% of students reported that they feel safe in school. 85% of students feel like their classrooms are comfortable and clean. 90% of students feel like they can ask clarifying questions in class without being embarrassed. 85% of students feel that discipline in school is equal for all students. 85% of students report that they get the help they need from their teachers.	reported they feel welcome in school. 40.5% decrease in students that reported they feel safe in school. 39.85% decrease in students that feel their classrooms are comfortable and clean. 20.85% decrease in students that feel they can ask clarifying questions in class without being embarrassed. 4.5% decrease in students that feel discipline in school is equal for all students. 27.21% decrease in students that report they get the help they need from their teachers. Year 1:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						16% increase in students that reported they feel welcome in school. 16% decrease in students that reported they feel safe in school. 8% decrease in students that feel their classrooms are comfortable and clean. 14% decrease in students that feel they can ask clarifying questions in class without being embarrassed. 27% decrease in students that feel discipline in school is equal for all students. 1% decrease in students that report they get the help they need from their teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Site is safe and clean	Safety meetings take place on a monthly basis. Classrooms and bathrooms are on schedule for cleaning and trash removal. No janitorial service is available for the school at Sierra Ridge. All classroom cleaning is completed by teaching staff. Most landscape maintenance is done through student community service hours and Service Club as the landscaping service previously hired by ROP has been discontinued. Qualifying House has a janitorial service and landscape maintenance service provided by ROP twice weekly.	At this point in the year, there is no change from the baseline for this metric.	Classrooms were painted, new desks and flooring installed, HVAC repaired/replaced, and door latch protectors added, improving safety and cleanliness beyond baseline staff-led cleaning and monthly safety meetings. Qualifying House has shown no change from the baseline for this metric at this point in the year.	Site is safe and clean	Year 2: Improvements beyond the baseline include classrooms being painted, new desks and flooring installed, HVAC systems repaired/replaced, and door latch protectors added to enhance campus safety and cleanliness. Monthly safety meetings and staff-led classroom cleaning remained consistent with the baseline. No change in the baseline for the Qualifying House. Year 1: No change in the baseline.
3.3	Attendance Data	99.9% at Sierra Ridge and 99% at Qualifying House, verified through Aeries attendance records and an independent audit of attendance numbers.	At this point in the year, at both sites the ADA Daily Attendance Rate for both sites is 100%.	Since our students are restricted, the attendance rate for both sites continues to be 100%.	99% of students at Sierra Ridge attend school on a daily basis. 95% of students at Qualifying House	Year 2: There has been a 0.1% increase in attendance at Sierra Ridge and a 1% increase in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					attend school on a daily basis.	attendance at Q-House. Year 1: There has been a 0.1% increase in attendance at Sierra Ridge and a 1% increase in attendance at Q-House.
3.4	Expulsion Rates	0%	At this time, expulsion rates remain at 0%.	Since we are not actively involved in student discipline (an ROP responsibility), the expulsion rate for both sites continues to be 0%.	Maintain at 0%	Year 2: No change in data. Year 1: No change in data.
3.5	Dropout Rate	0%	At this time, dropout rates remain at 0%.	Since we do not have access to student post-SRA data (an ROP responsibility), the dropout rate for both sites continues to be 0%.	Maintain at 0%	Year 2: No change in data. Year 1: No change in data.
3.6	Graduation Rate (as reported on the CA Dashboard)	California Dashboard shows "No Performance Color" with a 50% graduation rate.	At this point in the school year, the CA Dashboard shows "No Performance Color" with a 66.7% graduation rate (a 16.7%	At this point in the school year, the CA Dashboard indicates “No Performance Color,” with a graduation rate of 64.3%, reflecting a	Maintain a graduation rate that falls within the neutral or positive indicator on the California Dashboard.	Year 2: There had been a 14.3% increase in the graduation rate. Year 1: There had been a 16.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			increase from last year).	2.4% decrease from last year.		increase in the graduation rate.
3.7	Suspension Rate	Suspension rate on the CA Dashboard is "Blue," with a reported 0% of students suspended.	At this point in the school year, the suspension rate on the CA Dashboard is "Blue" with a reported 0% of students suspended.	Since we are not actively involved in student discipline (an ROP responsibility), the suspension rate for both sites continues to be 0%.	Maintain at 0%	Year 2: No change in data. Year 1: No change in data.
3.8	One Year Graduation Rate	Dashboard data on one-year graduation rate shows 68.4% overall.	At this point in the school year, the DASS 1-Year Graduation Rate is 83.3% for "All Students."	At this point in the school year, the DASS 1-Year Graduation Rate is 83.3% for "All Students."	Maintain a graduation rate that falls within the neutral or positive indicator on the California Dashboard.	Year 2: 14.9% increase in one year graduation rate. Year 1: 14.9% increase in one year graduation rate.
3.9	School Safety: Number of Classroom Incidents by Week	New initiative; baseline will be established within first year of initiative.	The baseline for this metric was not established.	A baseline for this metric has not been established.	Teachers will report less than 5 incidents per week in their classrooms.	Year 2: No baseline has been established for this metric. Year 1: No baseline has been established for this metric.

Goal Analysis [2025-26]

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

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

This goal is centered on the safety, cleanliness, and social environment of the school, using a combination of California School Dashboard indicators and internal metrics to evaluate the effectiveness of implemented actions. Many of the actions within this goal are embedded in the daily operations of ROPCHS. For example, monthly safety meetings with Rite of Passage occur consistently as part of routine site management and require no additional implementation effort beyond standard practice. Similarly, metrics aligned with Dashboard indicators are supported through established daily procedures, with strategies for maintaining or improving outcomes integrated into regular school operations.

Overall, this goal demonstrates strong performance across multiple indicators. Dropout Rate, Suspension Rate, and Expulsion Rate remain at 0%, reflecting a safe and stable school environment. Attendance also reflects strong success, with most recent Average Daily Attendance (ADA) indicating 100% daily attendance at both sites. In addition, both the One-Year and Overall Graduation Rates have increased, reflecting the effectiveness of ongoing instructional and operational practices that support student completion.

Facility and environmental improvements have also contributed to positive outcomes under this goal. Investments in modern furniture for students and staff have been successfully implemented, with all designated materials purchased and installed in their intended locations. Additional improvements beyond baseline include classroom repainting, installation of new desks and flooring, HVAC system repairs and replacements, and the addition of door latch protectors to enhance overall campus safety and cleanliness.

Despite these successes, some actions within this goal continue to present implementation challenges. The most significant is Action 3.9, which involves the development of an outdoor mental health wellness space for student use during scheduled break periods. Implementation of this action remains incomplete due to limited available time and personnel capacity to design, plan, and oversee construction of the space. While the action remains a priority, the implementation plan will require refinement to ensure feasibility and completion.

Similarly, Action 3.6, focused on behavior intervention supports, has faced implementation barriers due to staffing limitations. The original intent of this action was to establish a dedicated position to oversee behavior intervention and related administrative responsibilities; however, this position was not created, resulting in a lack of designated personnel to fully implement the action. This staffing limitation also contributed to the absence of an established baseline for Metric 3.9, as the associated data collection and implementation processes were not initiated.

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

There is no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages if improved services.

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

3.1 - Professional Development - This action is showing clear improvement, with more consistent professional development occurring during scheduled PD days and increased focus on trauma-informed practices and social-emotional learning. While limitations remain due to the absence of an Instructional Coach, implementation is becoming more structured within existing staffing constraints.

3.2 - Student Climate Survey - This action has proven highly effective at assessing student perspectives at ROPCHS. While some variance occurs when students do not take the process seriously, which skews results, this is always a very minor irregularity; the Student Survey otherwise accurately assesses many aspects of ROPCHS's practice as seen through students' eyes. The survey is administered at the beginning of each trimester, providing multiple data points throughout the year and allowing educators to see shifts in perceptions. These trends then influence the writing or updating of policy or guiding documents (such as this LCAP). The changeover from SurveyMonkey to Google Forms has been particularly effective, as it makes the survey significantly easier to distribute than in the past, resulting in more consistent delivery.

3.3 - Monthly Safety Meetings - This action is effective in moving towards the goal of a safe, clean school site at Sierra Ridge. The school Principal participates in these meetings consistently each month, in tandem with Rite of Passage maintenance and management. This ensures the school participates in giving recommendations and feedback to these meetings, which directly supports the safety and cleanliness of the school environment. At Q-House, these meetings also take place and are consistently attended by EDCOE personnel to ensure Q-House is equally safe and clean.

3.4 - School Support and Leadership - This action is highly effective in working towards this goal. The provision of Classroom Specialists at both sites who can serve as Resource Specialists is a major benefit, not only to students receiving SPED services, but also to the overall school culture, including feelings of safety. School leadership provides significant support to staff at both sites, enabling them to perform their tasks more effectively, including ensuring a safe school environment. ROPCHS employs one registrar for both sites, who provides significant assistance in administrative overview, CALPADS communication, and other tasks, all of which support the school environment. Overall, this action is extremely effective in supporting the provisions of this goal.

3.5 - WASC Accreditation Costs - This action is effective in meeting the goal. WASC accreditation allows the school to issue credits and operate as a school, which directly contributes to maintaining a safe and welcoming school environment.

3.6 - Behavioral Intervention - The specific provisions of this action have not been effective in moving towards the goal. The intended method of implementation was to create a position to oversee this action, as well as other actions throughout this LCAP. Unfortunately, that position could not be created, so this action will not be carried out at this time. The position intended to oversee the implementation of this action is currently under discussion with EDCOE and ROP management and may be affected by population size and/or expanded funding.

3.7 - Purchase Cameras for Classrooms - This action is in the process of implementation. The cameras for both sites have been purchased, and IT personnel from EDCOE have assessed the classrooms to determine where to place them to ensure the best possible coverage. The electrical infrastructure at Sierra Ridge needs updating to support the addition of a camera system. Once the cameras have been installed, the effectiveness of the action will be significantly easier to assess.

3.8 - Modern Furniture for Students and Staff - This action has been effective in improving the learning and working environment. Staff room furniture, including chairs and desks, has been installed, and student desks have been delivered and placed at the sites, completing the planned improvements.

3.9 - Construction of Outdoor Mental Health Wellness Space - This action has been ineffective and will be revisited in the following school year. A preliminary timeline for planning meetings was established, no further implementation has occurred due to ongoing time and personnel constraints.

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.

3.1 - Professional Development - ROPCHS does not currently employ an Instructional Coach. Progress toward hiring an Instructional Coach in the future is still an ongoing discussion at the management level at EDCOE. A professional development calendar has been added to the school's weekly agenda.

3.6 - Behavioral Intervention - The intended method of implementation was to create a position to oversee this action, as well as other actions throughout this LCAP. Unfortunately, that position could not be created, so this action will not be carried out at this time. The position intended to oversee the implementation of this action is currently under discussion with EDCOE and ROP management and may be affected by population size and/or expanded funding.

3.9 - Construction of Outdoor Mental Health Wellness Space - ROPCHS has scheduled meetings to discuss planning and logistics for an outdoor mental health wellness space in the school campus at Sierra Ridge. The meeting will include ROP treatment and maintenance staff and will be held in the next school year. The implementation of this action had been delayed due to time constraints. With an action plan in place, we expect appreciable movement toward this action by July.

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	Professional Development	The Instructional Coach will source and provide meaningful staff development on educating at risk and traumatized youth.	$1,598.00	No
3.2	Student Climate Survey	Google Forms will be utilized and surveys will be conducted at the end of each trimester to assess student perceptions of school climate and learning. (no cost)	$0.00	No

Action #	Title	Description	Total Funds	Contributing
3.3	Monthly Safety Meetings	School representative will participate in monthly safety meetings with Rite of Passage to collaborate and solve concerns around student safety and well-being. No cost is associated with this goal.	$0.00	No
3.4	School Support and Leadership	Support and leadership staff will be on site to assist students and teaching staff as needed, interpret survey results, and provide students with current academic progress information. Support staff includes Registrar, Principal, Classroom Specialists and Resource Staff.	$389,769.00	No
3.5	WASC Accreditation Costs	Annual WASC Accreditation costs will be paid to continue the improvement strategies developed in the WASC Plan.	$1,790.00	No
3.6	Behavioral Intervention	To increase school safety, the Intervention Program will be expanded to include an in-school discipline structure and a new code of conduct for the school.	$500.00	No
3.7	Purchase cameras for classrooms at Sierra Ridge and Qualifying House	Purchase cameras for use in the classrooms and campus at both ROPCHS campuses in order to increase school safety, feelings of security for both staff and students, and support teacher retention by increasing overall school security. Safety in class assists in providing stability for teachers and students, increasing mental health for all parties.	$2,500.00	No
3.8	Modern furniture for students and staff	To provide a more comfortable learning environment, for the mental wellness of our students, modern desks were purchased.		No
3.9	Construction of Outdoor Mental Health Wellness Space	A mental health wellness space was constructed at Sierra Ridge in an outdoor area as a designated safe space for students to take wellness breaks in times of crisis or need (as per Rite of Passage program policy).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be provided with a variety of opportunities to explore areas of interest in terms of the arts, career technical education, career opportunities, post secondary education, and other possible pathways for future success after leaving ROPCHS. (State Priorities 4, 6, 7, 8)	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Rite of Passage Charter High School (ROPCHS) serves a student population that universally comes from socioeconomically disadvantaged circumstances. Based on our needs assessment and consultations with Student Advisory groups and students in general about their post-high school aspirations, many students have expressed interest in career and technical education, as well as attending postsecondary institutions, trade schools, or arts programs. In response to this interest, and in line with the California Dashboard indicators for "College/Career" and "Access to a Broad Course of Study," ROPCHS has set this goal to expand course offerings for students, expand opportunities for college or career research, and expand access to career and technical education. The primary vehicle for expanding course offerings is Odysseyware, an online learning platform that offers a wide array of courses spanning the breadth of subjects available to high school students. ROPCHS is also exploring the possibility of using COE Student Support and Enrichment Block Grant funds to purchase Edgenuity, a similar platform to Odysseyware, to further deepen the range of course offerings available to students. Beyond this, ROPCHS uses CareerSafe and ServSafe to offer CTE certifications to our students to prepare them for the workforce upon graduation. ROPCHS also provides opportunities for students to engage with guest speakers, take off-site visits to relevant learning environments, and explore diverse career options while working towards graduation. Using internal data and conversations with stakeholders, we also established infrastructure for transition and academic planning towards graduation in response to student needs. Finally, in support of the Culinary Arts program (an A-G certified C/TE program), ROPCHS has received CTEIG grant funds to expand Culinary Arts, including the purchase of eDynamics curriculum, which will vastly expand ROPCHS's ability to deliver diverse and relevant career/technical education to our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Student Climate Survey Results	Survey Conducted 03/2024	As of the most recent student	As of the most recent student	100% of students feel the school has	Year 2: Differences from

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Sierra Ridge Academy Results: 100% of students feel the school has someone that helps them understand graduation requirements. 92.85% of students feel their classes have discussions and activities they can participate in. 64.29% of students report that they would like more hands-on activities in class. 78.5% of students report that they want more elective/CTE options at this school. 85.71% of students report that they have adequate access to the school library and other literary resources. 85.71% of students report that they get the help they need from their teachers.	survey (3/31/2025), encompassing responses from both sites: 84.2% of students feel the school has someone that helps them understand graduation requirements. 78.9% of students feel their classes have discussions and activities they can participate in. 47.3% of students report that they would like more hands-on activities in class. 0% of students report that they want more elective/CTE options at this school. 84.21% of students report that they have adequate access	survey (4/8/2026), encompassing responses from both sites: 80.5% of students feel the school has someone that helps them understand graduation requirements. 47.5% of students feel their classes have discussions and activities they can participate in. 76.5% of students report that they would like more hands-on activities in class. 64.5% of students report that they want more elective/CTE options at this school. 26.5% of students report that they have adequate access to the school library and	someone that helps them understand graduation requirements. 90% of students feel their classes have discussions and activities they can participate in. 35% of students report that they would like more hands-on activities in class. 50% of students report that they want more elective/CTE options at this school. 90% of students report that they have adequate access to the school library and other literary resources. 90% of students report that they get the help they need	baseline are observed across all survey indicators. The largest decrease is in students reporting adequate access to library and literacy resources (59.21%), followed by class discussions and participation opportunities (45.35%). Additional decreases include teacher support (27.21%), understanding graduation requirements (19.5%), and desire for elective/CTE options (14%). Students requesting more hands-on activities increased by 12.21%. Year 1: Minor differences from baseline exist in most of the survey

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			to the school library and other literary resources. 84.2% of students report that they get the help they need from their teachers.	other literary resources. 58.5% of students report that they get the help they need from their teachers.	from their teachers.	results for this metric. The notable differences lie in the metric regarding wanting more hands-on activities (a decrease of 16.9%) and students wanting more CTE options (a decrease of 78.5%). Both of these metrics moved much closer to the desired outcome, and the latter criteria showed an even better result than the desired outcome.
4.2	School Schedule will reflect offering courses beyond Math, English, History, Science and Fitness.	The school schedule at SRA reflects offerings of ServSafe certification, CPR, OSHA certification, Legends Myths and Folklore, CTE - Culinary Arts, Life Skills, and Financial Literacy. A wide variety of courses are also offered in the PM Study Hall through credit recovery via Odysseyware. Edynamic CTE	Currently, course offerings by site include: Sierra Ridge: English, Math, History, Science, Supplemental, and Culinary through direct instruction; OSHA, ServSafe, and CPR through online or pull-out instruction; Odysseyware	Currently, course offerings by site include: Sierra Ridge: English, Math, History, Science, Supplemental, and Culinary through direct instruction; OSHA, ServSafe, and CPR through online or pull-out instruction; Odysseyware was	Maintain current listing of additional course offerings and continue exploring more options in the future.	Year 2: Both sites show a decrease from baseline in course offerings beyond core subjects; Year 2 is limited to core academics and certifications (OSHA, ServSafe, CPR), with BrightThinker replacing Odysseyware, and Sierra Ridge

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		curriculum has been purchased that will offer over 100 new CTE options for students. Currently in the school year, the school schedule at the Qualifying House includes Music Appreciation, ServSafe, and OSHA. A wide variety of courses are also offered through credit recovery via Odysseyware. Edynamic CTE curriculum has been purchased that will offer over 100 new CTE options for students.	course list through online instruction. Q-House: English, Math, History, Science through direct instruction; OSHA, ServSafe, and CPR through online or pull-out instruction; Odysseyware course list through online instruction.	replaced with BrightThinker's course list for online instruction. Q-House: English, Math, History, Science through direct instruction; OSHA, ServSafe, and CPR through online or pull-out instruction; Odysseyware was replaced with BrightThinker's course list for online instruction.		additionally offering Culinary. Year 1: Elective courses were eliminated from the schedules of both sites due to losses/reduction of staff members. Sierra Ridge's schedule was condensed to three active classrooms, further limiting the ability to offer additional classes.
4.3	Certifications completed (in lieu of CTE completion for DASS schools)	As of 3/19/24, 21 SRA students have received OSHA certifications, 27 students have received ServSafe Food handler's certifications, 28 students have earned ServSafe Food Allergens certifications, and 14 students have received CPR/First Aid certifications. As of 3/19/24, 100% of current SRA students have received ServSafe	At this point in the school year: OSHA - 13 Sierra Ridge, 2 Q-House Food Handlers' - 15 Sierra Ridge, 2 Q-House Food Allergens - 17 Sierra Ridge, 2 Q-House CPR - 21 Sierra Ridge, 8 Q-House	At this point in the school year: OSHA - # Sierra Ridge, # Q-House Food Handlers' - # Sierra Ridge, # Q-House Food Allergens - # Sierra Ridge, # Q-House CPR - 17 Sierra Ridge, # Q-House	80% of students will have completed OSHA certifications 80% of students will have completed ServSafe Food Handler's certifications 80% of students will have completed	Year 1: The percentage of students completing certifications at Sierra Ridge is largely unchanged, based on total population and completed certifications. Q-House has seen a slight increase, but is still well behind Sierra Ridge.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Food handler's certifications, 100% of current students have earned ServSafe Food Allergens certifications, 52.7% of current students have earned an OSHA certification, and 69.2% of current students have received CPR/First Aid certifications. No OSHA, ServSafe Food Handler's, ServSafe Allergens, or CPR/First Aid certifications have been received at the Qualifying House.			ServSafe Allergen certifications 80% of students will have completed CPR and First Aid certifications	
4.4	Career research opportunities, including field trips and guest speakers will be made available to students.	At this point in the '23-'24 school year, we have had two field trips for educational purposes at Sierra Ridge. Qualifying House takes field trips at regular intervals, totaling approximately 25 at the time of writing, being a mix of educational trips and fun activities. More field trips and opportunities for guest speakers are consistently discussed for implementation.	At this point in the school year, Sierra Ridge has taken no field trips, educational or otherwise. Qualifying House has taken three trips for specific educational purposes at this point in the year, and maintains a consistent schedule of visits to Lake Tahoe	So far this school year, Sierra Ridge has not taken any field trips of any kind. The Q-House has taken two educational field trips, regularly visits local attractions, maintains a ski club, and offers additional ongoing enrichment programs for those	Career research opportunities, including field trips and guest speakers are routinely scheduled and made available to all students.	Year 2: Sierra Ridge has not participated in any field trips so far this school year, reflecting a baseline decrease in student enrichment opportunities outside the classroom. Qualifying House shows a decrease in formal field trips compared to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Community College for a continuing educational program.	able to participate. We also partner with Lake Tahoe Community College (LTCC).		baseline, but continues to provide enrichment through local visits, a ski club, ongoing programs, and LTCC partnership opportunities. Year 1: Field trip numbers at both sites are down from the previous year. Sierra Ridge has taken none, and Qualifying House has taken less educational/career research trips than the previous year (not accounting for recreational field trips, such as skiing or hiking).
4.5	Within 30 days of enrollment, every student will have a student driven transition plan that includes a resume, cover letter, job application practice, and college or trade school planning including FAFSA or scholarship applications when applicable.	68% of students at Sierra Ridge have a cover letter on file 74% of students at Sierra Ridge have resumes on file 25% of students at Sierra Ridge eligible to complete the FAFSA have done so 74% of students at Sierra Ridge have	0% of students at either site have a cover letter on file 0% of students at either site have resumes on file 0% of students at either site eligible to complete the FAFSA have done so	0% of students at either site have a cover letter on file 0% of students at either site have resumes on file 0% of students at either site eligible to complete the FAFSA have done so	100% of students have a cover letter on file 100% of students have resumes on file 100% of students eligible to complete the FAFSA have done so	Year 2: The individual intended to complete these tasks is no longer working with EDCOE, and the planned reinstatement of an Instructional Coach position to oversee these

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		college or trade school plans on file No data was provided for Qualifying House students towards these metrics.	0% of students at either site have college or trade school plans on file	0% of students at either site have college or trade school plans on file	100% of students have college or trade school plans on file	initiatives did not occur. Year 1: The individual who was intended to complete these tasks is no longer working with EDCOE; the intent to reinstate an Instructional Coach position to oversee these initiatives also did not bear fruit.

Goal Analysis [2025-26]

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

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

This goal is centered on providing students with opportunities to explore career pathways, higher education, and the arts. Metrics within this goal include both program implementation measures, such as the provision of CTE certifications and credit recovery opportunities (e.g., ServSafe, OSHA, CPR; Metrics 4.2 and 4.3), as well as student access and perception indicators related to CTE participation and course diversity (Metric 4.1). Many of these measures are embedded in ROPCHS's routine operations and supported by ongoing instructional and programmatic practices.

Overall, implementation of these embedded practices continues to support access to career and technical education opportunities and credentialing pathways. However, staffing reductions due to declining enrollment continue to impact course availability, particularly at Sierra Ridge. The reduction in instructional staff continues to necessitate fewer and less varied course offerings, resulting in limited course diversity that remains counter to the intent of this goal. Expanding CTE certification offerings at Q-House remains a challenge due to ongoing scheduling and staffing constraints. Despite these challenges, the core elements of this goal continue to function within existing operational structures and provide students with foundational access to career-related learning opportunities.

Metrics that are not fully embedded in daily instructional practice continue to present implementation challenges. The most significant of these is Metric 4.5, which measures student completion of career-readiness activities, including resume and cover letter development, participation in mock interviews, interview skills instruction, and completion of the FAFSA when appropriate. Performance in this metric remains limited due to ongoing staffing constraints, including the continued absence of a designated staff member responsible for coordinating these activities following personnel changes. While aspects of these responsibilities are supported by existing roles, including the Academic Planner, they are still carried out as part of broader duties rather than as a dedicated focus area, limiting consistent and comprehensive implementation.

Access to field trips and enrichment opportunities also continues to vary by site. Sierra Ridge continues to face challenges in expanding field trip opportunities due to reduced staffing levels and sustained increases in staff workload, which limit available time for planning and coordination. In contrast, Q-House continues to maintain and expand student enrichment opportunities, including regular educational field trips, visits to local attractions, participation in a ski club, and other enrichment programs for eligible students. Q-House also continues its partnership with Lake Tahoe Community College (LTCC), which supports ongoing postsecondary exposure and engagement for students.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages of improved services.

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

4.1 - CTE Exploratory Courses - This action is effective in moving towards the goal. Students at ROPCHS (both campuses) have the opportunity to complete the OSHA 10-Hour General Industry certification, ServSafe Food Handler's and Food Allergens certifications, and CPR certification. These certification opportunities are well established and smoothly operational at Sierra Ridge and are moving towards full implementation at Q-House. This has resulted in the Student Climate Survey reflecting a steep reduction in the number of students requesting more CTE offerings, demonstrating the effectiveness of this action.

4.2 - Career Exploration - This action is somewhat effective at Q-House and largely ineffective at Sierra Ridge. Q-House takes trips regularly as a school, but the majority are for extracurricular activities or experiential ways to earn Physical Education credits (e.g., bi-weekly skiing trips in the winter). Q-House has taken a few trips this school year for career exploration, but this is the exception. Sierra Ridge has not taken any field trips at this point in the year, educational or otherwise, due to a lack of personnel to plan and oversee field trips. Q-House has had one guest speaker attend their site this year to explore mural artistry with their students; Sierra Ridge has had no guest speakers attend their campus this year. The effectiveness of this action varies widely between the two sites.

4.3 - Specific student interest surveys - This action is partially ineffective. While ROPCHS has been consistent about delivering the Student Climate Survey at the beginning of each trimester, as well as aggregating the results of that survey, additional surveys to track student career interests have been administered to all special education students, as it is integrated into the process of creating IEP Transition plans at both Sierra Ridge and Q-House. At Sierra Ridge, all students have completed additional CTE interest surveys through the e-dynamics program. Currently, Q-House does not use e-Dynamics, so non-IEP students have not been administered an additional survey on CTE interests.

4.4 - Career/Exploratory Curriculum and Equipment - This action is ineffective in moving towards the stated goal. This action requires establishing a baseline through Action 4.2 to identify the programs for which to purchase equipment or materials. As the surveys described in Action 4.2 have not been implemented (and the Student Climate Survey data indicate a lack of pressing need for their administration), no materials or equipment have been purchased outside of what is identified in Action 4.6.

4.5 - Consumer and Career Readiness Courses - This action is ineffective in moving towards the goal. The steady decline in enrollments at ROPCHS has resulted in reduced funding for personnel at both sites, requiring the condensing of classes and reductions in course offerings to address reduced staffing and less active classrooms during the day. This has eliminated scheduling gaps where these courses would have been offered.

4.6 - Employability Skills Certification Costs - This action is effective in moving towards the stated goal. Purchasing OSHA and ServSafe seats and equipment for CPR training occurs on an as-needed basis, with consistently swift responses and readily available funding. These CTE offerings are highly effective at expanding students' consideration of career paths and postsecondary education opportunities.

4.7 - Transitional Services - This action has been marginally effective in addressing the stated goal. The intended method of implementation for this action was to utilize the Student Success Specialist role (a previous position at ROPCHS) to oversee these initiatives and to report on their progress. That position was dissolved shortly after this initial LCAP was accepted. With the dissolution of that position, aspects of this action (graduation planning, transition planning in terms of postsecondary enrollments, scholarship and grant applications and/or FAFSA completion) have been absorbed by the Academic Planner, the push-in aspects of this action (teaching resume and cover letter writing, mock interviews, etc.) have not been implemented due to a simple lack of available time or personnel to do so.

4.9 - Purchase eDynamic Curriculum for CTE - This action has been highly successful in moving towards the stated goal. The eDynamics course has been purchased and renewed consistently since it was first implemented in the '23-'24 school year, and has been a massive benefit to the Culinary Arts class at Sierra Ridge. This program provides supplemental curriculum, independent work modules, and a wealth of resources for use in that class; further, some students at Q-House have utilized eDynamics for enrichment and career exploration. Overall, this is one of the most effective actions in moving towards the stated goal.

4.10 - CareerSafe Employability Skills - This action has, thus far, been ineffective in moving towards the stated goal. At this time, the CareerSafe Employability Skills suite has not been purchased for either site. This is largely due to a lack of student interest in additional CTE offerings or curriculum (based on the Student Climate Survey) and a lack of available time and staffing to implement courses into the daily schedule. This action may be carried out in the future if interest or need is identified.

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.

4.3 - Specific student interest surveys - An additional survey will be created specifically to target students who do not have IEPs at the Q-House to ensure all students are provided with a CTE offerings/interest survey.

4.4 - Career/Exploratory Curriculum and Equipment - Materials do not need to be purchased at this time based on staff availability and student interests.

4.5 - Consumer and Career Readiness Courses - ROPCHS is not currently making progress on this action and has no immediate plans to do so; however, we do not wish to remove this action as future growth in population and/or increased funding could make it possible to hire an additional classroom specialist I/II that would assist in implementing consumer and career readiness courses.

4.7 - Transitional Services - Certain aspects of this action (graduation planning, transition planning in terms of postsecondary enrollments, scholarship and grant applications, and/or FAFSA completion) have been absorbed by the Academic Planner and will continue in this matter moving forward. The push-in aspects of this action (teaching resume and cover letter writing, mock interviews, etc.) will be taught, when possible, in the English or CTE classes.

4.10 - CareerSafe Employability Skills - ROPCHS is not currently making progress on this action and has no immediate plans to do so; however, we do not wish to remove this action as future growth in population and/or increased funding could make it possible to hire an additional classroom specialist I/II that would assist in implementing CareerSafe courses.

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
4.1	CTE Exploratory courses will be offered.	Students will participate in OSHA, Serv-Safe, and CPR/First Aid Certification programs and other courses based on students interest and appropriate credentialing (Accounted for in 1.2)	$0.00	No
4.2	Career Exploration	Students will be provided with opportunities to research and visit offsite programs for a variety of career opportunities. Guest speakers and field trips will also be made available to the students for support in this area.	$0.00	No
4.3	Specific student interest surveys	Student interests will be explored, including interest levels in taking the ASVAB, via surveys. Survey of areas of interest for CTE offerings will be administered at least once per year. No costs associated with this action.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Career/Exploratory Curriculum and Equipment	As student interest is measured and staff experience/credentialing is available, materials will need to be purchased to offer programs to students.	$1,110.00	No
4.5	Consumer and Career Readiness Courses	Courses will be developed that will include skills such as: Building a resume, participating in mock interviews, and specific job-hunting skills. Additionally, a course will address financial/consumer literacy topics such as: Financial Literacy (including filling out a FAFSA form for Financial Aid), budgeting for student loans, buying a Home/ Auto, credit/interest implications on finances.	$6,856.00	No
4.6	Employability Skills certification costs	CareerSafe and ServSafe will be purchased to provide students with the opportunity to receive certifications that will assist with future employment (Food Handler, Allergens, OSHA, etc.)	$640.00	No
4.7	Transitional Services	Individualized transition services will be provided to students nearing graduation or exit from the Rite of Passage program. Personnel will be assigned to help students create updated and improved resumes, apply for and enroll in college or trade school programs, apply for FAFSA, CAL Grants and scholarships, complete job applications, and prepare for job interviews. Once a month, the designated personnel will submit a status report to the Principal with updated progress on this process.(Costs accounted for in Goal 2 admin support)	$0.00	No
4.9	Purchase eDynamic curriculum for CTE	Purchase the suite of eDynamic courses to vastly expand Career and Technical Education offerings for students at both sites. Paid for using (CTEIG Grant funds.)	$0.00	No
4.10	CareerSafe Employability Skills - CTE	CareerSafe Employability Skills Library will be purchased to provide students with essential skills and strategies to be successful in a professional setting.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Increase services for low performing student groups (socioeconomically disadvantaged, foster youth, English learners). Increase credentialing for current teachers to better support student learning outcomes. Support professional development and continuing education for teachers to aid subject matter preparation and increase retention.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Rite of Passage Charter High School (ROPCHS) has a student population that is entirely comprised of unduplicated student groups. 100% of our students qualify as socioeconomically disadvantaged, and many also qualify as foster youth, English learners, or both. Due to the high percentage of unduplicated student groups, ROPCHS has qualified for Equity Multiplier funds to enhance these students' learning experience. When consulting the California Dashboard, while most of the color indicators show "No Color" due to small sample sizes, our internal data shows that our socioeconomically disadvantaged students struggle in the areas of English/Language Arts and Mathematics assessments; our English learners also struggle in making progress towards proficiency on the summative ELPAC. The needs assessment data for these areas show that, were our population higher, our color indicators for these areas would be Red. With this data in mind, and with the disbursement of Equity Multiplier funds to support, enhance, and strengthen practice in these areas to improve the student experience and success, ROPCHS has elected to focus on them. Finally, internal data and conversations with administration and other education staff, along with staff turnover in key positions, have demonstrated a need for additional credentialing for some teaching staff at ROPCHS. With this need in mind, ROPCHS has elected to utilize a portion of Equity Multiplier funds to support those educators in obtaining additional authorizations/credentials to better meet the needs of our socioeconomically disadvantaged, foster, and EL youth. In addition to adding authorizations, ROPCHS also seeks to establish a consistent professional development schedule to continuously support our educators in working with the population we serve.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	All teachers will hold fully authorized credentials for all relevant subject areas they teach.	Dashboard indicator reads, "Standards Met"; however, some additional authorizations have been identified as needs.	No change from the baseline at this time.	No change from the baseline at this time.	All teachers will be fully authorized for the subjects they teach.	Year 1: No change in baseline.
5.2	ELL / LTEL students will achieve deeper mastery of English domain proficiencies on the ELPAC exam through reclassification to "Proficient"	0% of English learners who took the ELPAC achieved "Proficient"	At this point in the year, ROPCHS has not conducted state testing. Testing for ELPAC will take place in May of this year.	At this point in the year, ROPCHS has not conducted state testing. Testing for ELPAC will take place in May of this year.	50% Of English learners who take the ELPAC with achieve "Proficient"	Year 1: No change in baseline (No data to report)
5.3	SBAC/CAST equivalency (Dashboard) for socioeconomically disadvantaged youth will improve through intentional action	9% of low income students achieved "Standard Nearly Met" on SBAC/CAST exams	At this point in the year, ROPCHS has not conducted state testing. Testing for SBAC/CAST will take place in May of this year.	At this point in the year, ROPCHS has not conducted state testing. Testing for SBAC/CAST will take place in May of this year.	50% of low income students achieve "Standard Met" or "Standard Nearly Met" on SBAC/CAST tests	Year 1: No change in baseline (No data to report)
5.4	A regular schedule of professional development for both sites will be created, maintained, and implemented.	New initiative; baseline will be established within first year of initiative.	No baseline was established for this metric.	We do provide one professional development opportunity per trimester, built into our work schedule, which may be conducted offsite, in person, or via Zoom.	All staff have received at least six professional development opportunities each year, either led by administration or through third party facilitation.	Year 2: No change in baseline (No data to report) Year 1: No change in baseline (No data to report)

Goal Analysis [2025-26]

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

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

This goal is established in alignment with the requirements of the Equity Multiplier Grant, for which ROPCHS is a recipient. The associated metrics and actions were developed to ensure that Equity Multiplier funds are directed toward improving outcomes for unduplicated student groups. This includes supporting students in advancing toward grade-level proficiency on state assessments, as well as strengthening staff capacity through credentialing support and expanded professional development opportunities to improve instructional effectiveness and staff retention.

Implementation of this goal is structured to be supported through designated instructional leadership; however, the intended staffing structure has not been fully realized. Specifically, the Instructional Coach position remains unfilled due to limited available funding and the inability to secure a qualified candidate to assume the role or backfill existing responsibilities. As a result, a number of actions (including Actions 5.6, 5.7, and 5.8) continue without a designated implementation point, limiting progress toward the associated metrics. Actions intended to support staff credentialing are currently in varying stages of implementation, depending on individual staff capacity and assignment. Additionally, several planned actions were originally designed to support staff members who are no longer employed with ROPCHS, requiring ongoing reassessment of fund allocation and implementation feasibility.

Overall implementation of this goal continues to experience significant systemic and operational challenges. Staff reductions at Sierra Ridge and some turnover at Q-House have impacted the feasibility of several actions, including Actions 5.2, 5.5, and 5.12, which were directly tied to specific personnel who are no longer in place. These changes have led to the loss of identified implementers for multiple actions, resulting in incomplete or stalled implementation. In addition, the remaining staff continue to assume expanded responsibilities due to the elimination of prior positions, which has significantly reduced available capacity to implement supplemental initiatives. As a result, several actions remain in a pending or limited-implementation status due to ongoing staffing and time constraints.

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

There were no material differences between budgeted expenditures and estimated actual expenditures and/or planned percentages of improved services and estimated actual percentages or improved services.

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

5.1 - Teacher Credentialing-Myers - This action has proven effective thus far, as Mrs. Myers has taken multiple courses toward obtaining her single-subject authorization in science and has been reimbursed by EDCOE through equity multiplier funds.

5.2 - Teacher Credentialing-Hammick - This action has proven effective thus far, as Mr. Hammick has taken multiple courses toward obtaining his CTE Credential and has been reimbursed by EDCOE through equity multiplier funds.

5.3 - Teacher Credentialing-Physical Education - This action is no longer applicable. ROPCHS does not require a physical education teacher to assign P.E. credits.

5.4 - ELPAC Proficiency Support - This action has been ineffective thus far. Research has begun on workbooks and supplemental materials to help prepare students for the ELPAC; however, due to time and personnel restraints, no appreciable progress has been made toward this action.

5.5 - SBAC/CAST Grade Level Equivalency Support - This action has been ineffective thus far. Research has begun on workbooks and supplemental materials to help prepare students for the SBAC/CAST; however, due to time and personnel constraints, no appreciable progress has been made toward this action.

5.6 - Consistent Professional Development - This action is showing improved effectiveness as implementation has become more consistent. While the absence of an Instructional Coach has limited full structure, staff continue to engage in regular professional development focused on trauma-informed practices and social-emotional learning, with progress toward a more consistent cycle aligned to the intended goal.

5.7 - Stipends for Additional Duties - This action is in progress. Planned stipends are being re-evaluated by EDCOE to ensure they are aligned with other charter schools within EDCOE and after adjustments, they are in the final stage of approval by the EDCOE Cabinet.

5.8 - Purchase Reading Horizons software for EL support - This action has been ineffective thus far, as no appreciable progress has been made in the implementation of this action due to time constraints.

5.9 - Teacher Credentialing-Marlow - This action has proven ineffective thus far, as Mr. Marlow has not utilized any equity multiplier funding to assist in obtaining his Special Education Credential.

5.10 - Purchase Orcam MyEye 3 Pro - This action is no longer applicable as the specific staff member who had a plan for the implementation of this item in their classroom is no longer employed by EDCOE.

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.

5.2 - Teacher Credentialing-Wheeler - Removed - This action will no longer be carried forward, as Mr. Wheeler no longer works at Q-House or with ROPCHS.

5.4 - Teacher Credentialing-Becker - Removed - This action will no longer be carried forward, as Becker no longer works at Sierra Ridge.

5.3 - Teacher Credentialing-Physical Education - This action will no longer be carried forward, as the prior assumed need for this action is no longer valid.

5.4 - ELPAC Proficiency Support - This action is still planned to move forward. This will be a priority in the 26-27 school year.

5.5 - SBAC/CAST Grade Level Equivalency Support - This action is still planned to move forward. This will be a priority in the 26-27 school year.

5.6 - Consistent Professional Development - Our current enrollment numbers do not allow us to hire an instructional coach at this time. However, this may change as the student population increases. Until that time, Mr. DeWalt will work with the Charter Principles and members of the EDCOE management team to ensure that ROPCHS staff receive ongoing, frequent training opportunities that benefit their current practice.

5.8 - Purchase Reading Horizons software for EL support - This action is still planned to move forward. This will be a priority in the 26-27 school year.

5.9 - Teacher Credentialing-Marlow - At this time, Mr. Marlow has made progress on earning his Bachelor's degree, and will continue to work on that prerequisite to earning his SPED credential.

5.10 - Purchase Orcam MyEye 3 Pro - This action will no longer be carried forward, as the teacher requesting this item for their classroom is no longer employed with ROPCHS.

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
5.1	Teacher Credentialing - Myers	Utilize Equity Multiplier funds to support Ms. Myers at Sierra Ridge in obtaining a Single-Subject Authorization in Science.	$5,000.00	No
5.2	Teacher Credentialing - Hammick	Utilize Equity Multiplier funds to support Mr. Hammick at Sierra Ridge in continuing education towards clearing his Vocational Teaching Credential.	$5,500.00	No
5.3	Teacher Credentialing - Physical Education	Utilize Equity Multiplier funds to support obtaining a Single-Subject Authorization in Physical Education by a designated individual.		No
5.4	ELPAC Proficiency Support	Support personnel will engage with English learners on a semi-monthly basis to deliver targeted activities (such as ELPAC practice tests) to	$800.00	No

Action #	Title	Description	Total Funds	Contributing
		support proficiency in the four domains of the ELPAC in order to increase the rate of reclassification.		
5.5	SBAC/CAST Grade Level Equivalency Support	Support personnel will engage in push-in strategies on a semi-monthly basis to deliver support materials (such as SBAC/CAST practice tests) in order to increase student proficiency in subject area mastery and student proficiency levels on summative SBAC/CAST exams.	$2,375.00	No
5.6	Consistent Professional Development	The Instructional Coach will develop a consistent schedule of professional development opportunities for teachers at both sites. Teachers will engage in regular professional development on a regular basis either through trainings led by the Instructional Coach or by attending trainings hosted by third party organizations (ex. PBLWorks). The Instructional Coach will maintain a record of professional development for progress monitoring and reporting.	$1,000.00	No
5.7	Stipends for Additional Duties	Provide stipends for staff fulfilling extra duties in addition to their stated job descriptions. This addresses an underlying issue in teacher retention by alleviating some of the burden accrued by staff fulfilling job duties above and beyond what would normally be required by a position. Stipend positions detailed in the Internal Notes.	$17,000.00	No
5.8	Purchase Reading Horizons software for EL support	Purchase a one year pilot of the Reading Horizons software to provide literacy support for English learners. Literacy support through Reading Horizons will be integrated into the current English/Language Arts class to provide additional literacy support for EL/LTEL students.	$2,279.00	No
5.9	Teacher Credentialing - Marlow	Utilize Equity Multiplier funds to support Mr. Marlow at Sierra Ridge in obtaining a Preliminary Special Education Credential.	$6,000.00	No

Action #	Title	Description	Total Funds	Contributing
5.10	Purchase Orcam MyEye 3 Pro	Using Equity Multiplier funds, purchase one Orcam MyEye 3 Pro for piloting in Mr. Munyan's class. From the item description: "Offers extensive language compatibility, allowing users to interact with the device in their native language for a more personalized experience." This item would be used to support English learners with primary language support and increase access to bilingual services in the absence of a bilingual aide.	$4,250.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$289,362	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
52.500%	2.747%	$21,662.00	55.247%

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
1.1	**Action:** Smaller Class Sizes **Need:** Our unduplicated students enter our program extremely credit deficient and, most often, underperforming in most academic areas. **Scope:**	This action will ensure that students receive more one on one attention to address their individual needs. This is offered schoolwide as our population is small and we do not wish to separate students based on their EL, LI, or FY status.	1.1 and 1.2

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide Schoolwide		
1.4	**Action:** Supplemental standards-aligned materials for Mathematics and English **Need:** 100% of our students are foster youth and low income. A smaller percentage of our students are English Learners. Heterogenous ability levels necessitate a standards-aligned structure for student success. **Scope:** LEA-wide	Standards-aligned curriculum provides teachers a framework to work off of when scaffolding lesson plans for students of different ability levels.	1.1, 1.2, 1.3, 1.4, 1.5, 1.6
1.12	**Action:** Intervention for Non-IEP Students **Need:** **Scope:** LEA-wide		
2.2	**Action:** Smaller Class Sizes **Need:** 100% of our students are foster youth and low income. A smaller percentage of our students are English Learners. English Learners tend to struggle in classroom discussions in large classroom settings. Our student population	Smaller class sizes provide a safer and more comfortable environment for our vulnerable students. It also allows for more targeted assistance from educational staff and minimizes opportunities for behavioral issues.	2.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	comes to the Rite of Passage STRTP through the foster youth system with therapeutic and behavioral needs that often make large group settings difficult for them to be successful. **Scope:** Schoolwide		

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
1.12	**Action:** Intervention for Non-IEP Students **Need:** IXL Data indicates students at ROP have significant grade level defecits in reading and math and also are credit deficient. **Scope:** Limited to Unduplicated Student Group(s)	After school tutoring and support will support students who need acadmic support to reach grade level in reading and math.	IXL assessment Data

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

Additional Concentration Grant Funding

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

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$551,165	$289,362	52.500%	2.747%	55.247%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$718,468.00	$226,788.00	$0.00	$138,675.00	$1,083,931.00	$913,303.00	$170,628.00

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	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$266,325.00	$0.00	$266,325.00				$266,325.00	
1	1.2	Credentialed teaching staff	All	No			All Schools		$116,636.00	$0.00	$116,636.00				$116,636.00	
1	1.3	Online Academic Programs (BrightThinker)	All	No			All Schools	Ongoing	$0.00	$50,050.00	$50,050.00				$50,050.00	
1	1.4	Supplemental standards-aligned materials for Mathematics and English	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.5	Project Based Learning	All	No			All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	1.6	English Learner Support	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.7	Student Success - Family Involvement	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.8	Student Surveys	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.9	IXL Licensing	All	No			All Schools	Ongoing	$0.00	$1,740.00	$1,740.00				$1,740.00	
1	1.10	Support for Students with IEPs	Students with Disabilities Special Education	No			All Schools	Ongoing	$26,562.00	$0.00		$26,562.00			$26,562.00	
1	1.11	Follett Library Management system	All	No			All Schools	Ongoing	$0.00	$2,833.00	$2,833.00				$2,833.00	
1	1.12	Intervention for Non-IEP Students	Foster Youth Low Income	Yes	LEA-wide Limited to Unduplicated	Foster Youth Low Income	All Schools 9-12	2025-2027	$0.00	$26,000.00	$26,000.00				$26,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Student Group(s)											
1	1.13	Purchase Reading with Relevance novel bundles to support ELA proficiency	All	No			All Schools	One Year	$0.00	$1,000.00		$1,000.00			$1,000.00	
1	1.14	IXL Site License will be purchased for Mathematics and ELA	All	No			All Schools	One year	$0.00	$2,307.00		$2,307.00			$2,307.00	
1	1.15	Student Support Enrichment Block Grant	All	No			All Schools	Ongoing	$86,205.00	$0.00		$86,205.00			$86,205.00	
1	1.16	LREBG After school Tutoring and Academic Intervention							$10,806.00	$0.00		$10,806.00			$10,806.00	
2	2.1	Project Based Learning	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.2	Smaller Class Sizes	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.3	Online Academic Programs (Odysseyware)	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.4	Supplemental Standards-Aligned materials for History and Science	All	No			All Schools	Ongoing								
2	2.5	Support for Students with IEPs	Students with Disabilities Special Education	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.6	Expansion of A-G Courses	All	No			All Schools	Ongoing	$0.00	$14,000.00		$14,000.00			$14,000.00	
2	2.7	Science Lab Kits	All	No			All Schools	Ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
3	3.1	Professional Development	All	No			All Schools	Ongoing	$0.00	$1,598.00		$1,598.00			$1,598.00	
3	3.2	Student Climate Survey	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.3	Monthly Safety Meetings	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	3.4	School Support and Leadership	All	No			All Schools	Ongoing	$389,769.00	$0.00	$251,094.00			$138,675.00	$389,769.00	
3	3.5	WASC Accreditation Costs	All	No			All Schools	Ongoing	$0.00	$1,790.00	$1,790.00				$1,790.00	
3	3.6	Behavioral Intervention	All	No			All Schools	Ongoing	$0.00	$500.00	$500.00				$500.00	

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
3	**3.7**	Purchase cameras for classrooms at Sierra Ridge and Qualifying House	All	No			All Schools	Ongoing	$0.00	$2,500.00		$2,500.00			$2,500.00	
3	**3.8**	Modern furniture for students and staff	All	No			All Schools	One year								
3	**3.9**	Construction of Outdoor Mental Health Wellness Space	All	No			Specific Schools: Sierra Ridge	Ongoing (3 year initiative)	$0.00	$0.00		$0.00			$0.00	
4	**4.1**	CTE Exploratory courses will be offered.	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.2**	Career Exploration	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.3**	Specific student interest surveys	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.4**	Career/Exploratory Curriculum and Equipment	All	No			All Schools	Ongoing	$0.00	$1,110.00		$1,110.00			$1,110.00	
4	**4.5**	Consumer and Career Readiness Courses	All	No			All Schools	Ongoing	$0.00	$6,856.00		$6,856.00			$6,856.00	
4	**4.6**	Employability Skills certification costs	All	No			All Schools	Ongoing	$0.00	$640.00		$640.00			$640.00	
4	**4.7**	Transitional Services	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.9**	Purchase eDynamic curriculum for CTE	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
4	**4.10**	CareerSafe Employability Skills - CTE	All	No			All Schools	Ongoing	$0.00	$3,000.00		$3,000.00			$3,000.00	
5	**5.1**	Teacher Credentialing - Myers	All	No			Specific Schools: Sierra Ridge Treatment Center 9-12	One year	$0.00	$5,000.00		$5,000.00			$5,000.00	
5	**5.2**	Teacher Credentialing - Hammick	All	No			Specific Schools: Sierra Ridge Treatment Center 9-12	Two years	$0.00	$5,500.00		$5,500.00			$5,500.00	
5	**5.3**	Teacher Credentialing - Physical Education	All	No			All Schools	One year								
5	**5.4**	ELPAC Proficiency Support	English Learners	No			All Schools	Ongoing	$0.00	$800.00		$800.00			$800.00	

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
5	**5.5**	SBAC/CAST Grade Level Equivalency Support	All	No			All Schools	Ongoing	$0.00	$2,375.00		$2,375.00			$2,375.00	
5	**5.6**	Consistent Professional Development	All	No			All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	
5	**5.7**	Stipends for Additional Duties	All	No			All Schools	Ongoing	$17,000.00	$0.00		$17,000.00			$17,000.00	
5	**5.8**	Purchase Reading Horizons software for EL support	All	No			All Schools	One Year	$0.00	$2,279.00		$2,279.00			$2,279.00	
5	**5.9**	Teacher Credentialing - Marlow	Students with Disabilities Special Education	No			All Schools	Three years	$0.00	$6,000.00		$6,000.00			$6,000.00	
5	**5.10**	Purchase Orcam MyEye 3 Pro	English learners	No			Specific Schools: Qualifying House	One Year	$0.00	$4,250.00		$4,250.00			$4,250.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$551,165	$289,362	52.500%	2.747%	55.247%	$293,325.00	0.000%	53.219 %	**Total:**	$293,325.00
								LEA-wide Total:	$293,325.00
								Limited Total:	$26,000.00
								Schoolwide Total:	$266,325.00

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	**1.1**	Smaller Class Sizes	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	$266,325.00	
1	**1.4**	Supplemental standards-aligned materials for Mathematics and English	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
1	**1.12**	Intervention for Non-IEP Students	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools 9-12	$26,000.00	
2	**2.2**	Smaller Class Sizes	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$0.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,243,145.00	$919,964.00

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**	Smaller Class Sizes	Yes	$260,972.00	$255,744.00
1	**1.2**	Credentialed teaching staff	No	$164,546.00	$29,437.00
1	**1.3**	Online Academic Programs (Odysseyware)	No	$50,050.00	0.00
1	**1.4**	Supplemental standards-aligned materials for Mathematics and English	Yes	$1,000.00	0.00
1	**1.5**	Project Based Learning	No	$1,000.00	0.00
1	**1.6**	English Learner Support	No	$0.00	0.00
1	**1.7**	Student Success - Family Involvement	No	$500.00	$100.00
1	**1.8**	Student Surveys	No	$0.00	0.00
1	**1.9**	NWEA Map Licensing	No	$1,740.00	$1740.00
1	**1.10**	Support for Students with IEPs	No	$17,746.00	$17,746.00
1	**1.11**	Follett Library Management system	No	$2,500.00	$2,833.00

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	**1.12**	Intervention for Non-IEP Students	No	$0.00	0.00
1	**1.13**	Purchase Reading with Relevance novel bundles to support ELA proficiency	No	$5,850.00	$1,000.00
1	**1.14**	IXL Site License will be purchased for Mathematics and ELA	No	$5,000.00	$129.00
1	**1.15**	Student Support Enrichment Block Grant	No	$100,746.00	$20,5961
2	**2.1**	Project Based Learning	No	$0.00	0
2	**2.2**	Smaller Class Sizes	Yes	$0.00	0
2	**2.3**	Online Academic Programs (Odysseyware)	No	$0.00	0
2	**2.4**	Supplemental Standards-Aligned materials for History and Science	No	$500.00	0
2	**2.5**	Support for Students with IEPs	No	$0.00	0
2	**2.6**	Expansion of A-G Courses	No	$78,880.00	$14,000.00
2	**2.7**	Science Lab Kits	No	$25,000.00	0.00
3	**3.1**	Professional Development	No	$1,500.00	$1,598.00
3	**3.2**	Student Climate Survey	No	$0.00	0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Monthly Safety Meetings	No	$0.00	0
3	3.4	School Support and Leadership	No	$398,240.00	$343,735
3	3.5	WASC Accreditation Costs	No	$1,000.00	$1,790.00
3	3.6	Behavioral Intervention	No	$500.00	0.00
3	3.7	Purchase cameras for classrooms at Sierra Ridge and Qualifying House	No	$2,500.00	0.00
3	3.8	Modern furniture for students and staff	No	$20,900.00	$13,835.00
3	3.9	Construction of Outdoor Mental Health Wellness Space	No	$23,300.00	0.00
4	4.1	CTE Exploratory courses will be offered.	No	$0.00	0
4	4.2	Career Exploration	No	$0.00	0
4	4.3	Specific student interest surveys	No	$0.00	0
4	4.4	Career/Exploratory Curriculum and Equipment	No	$500.00	$1,110.00
4	4.5	Consumer and Career Readiness Courses	No	$500.00	$6,856.00
4	4.6	Employability Skills certification costs	No	$250.00	0.00
4	4.7	Transitional Services	No	$0.00	0

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)
4	**4.9**	Purchase eDynamic curriculum for CTE	No	$0.00	0
4	**4.10**	CareerSafe Employability Skills - CTE	No	$3,000.00	0
5	**5.1**	Teacher Credentialing - Myers	No	$5,000.00	$4,888.00
5	**5.2**	Teacher Credentialing - Wheeler	No	$2,500.00	0.00
5	**5.3**	Teacher Credentialing - Hammick	No	$5,500.00	$500.00
5	**5.4**	Teacher Credentialing - Becker	No	$1,500.00	0.00
5	**5.5**	Teacher Credentialing - Physical Education	No	$500.00	0.00
5	**5.6**	ELPAC Proficiency Support	No	$800.00	0
5	**5.7**	SBAC/CAST Grade Level Equivalency Support	No	$2,375.00	0.00
5	**5.8**	Consistent Professional Development	No	$3,000.00	$683.00
5	**5.9**	Stipends for Additional Duties	No	$38,150.00	$14,000.00
5	**5.10**	Purchase Reading Horizons software for EL support	No	$5,000.00	$2,279.00
5	**5.11**	Teacher Credentialing - Marlow	No	$6,000.00	0.00

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)
5	**5.12**	Purchase Orcam MyEye 3 Pro	No	$4,600.00	0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
277406	$261,972.00	$255,744.00	$6,228.00	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	**1.1**	Smaller Class Sizes	Yes	$260,972.00	255744		
1	**1.4**	Supplemental standards-aligned materials for Mathematics and English	Yes	$1,000.00	0.00		
2	**2.2**	Smaller Class Sizes	Yes	$0.00	0.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
788568	277406	0	35.178%	$255,744.00	0.000%	32.431%	$21,662.00	2.747%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- LEAs may also provide information about their strategic plan, vision, etc.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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