



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland School District

CDS Code: 15-63578-0000000

School Year: 2023-24

LEA contact information:

Annette Blacklock

Assistant Superintendent, Educational Services

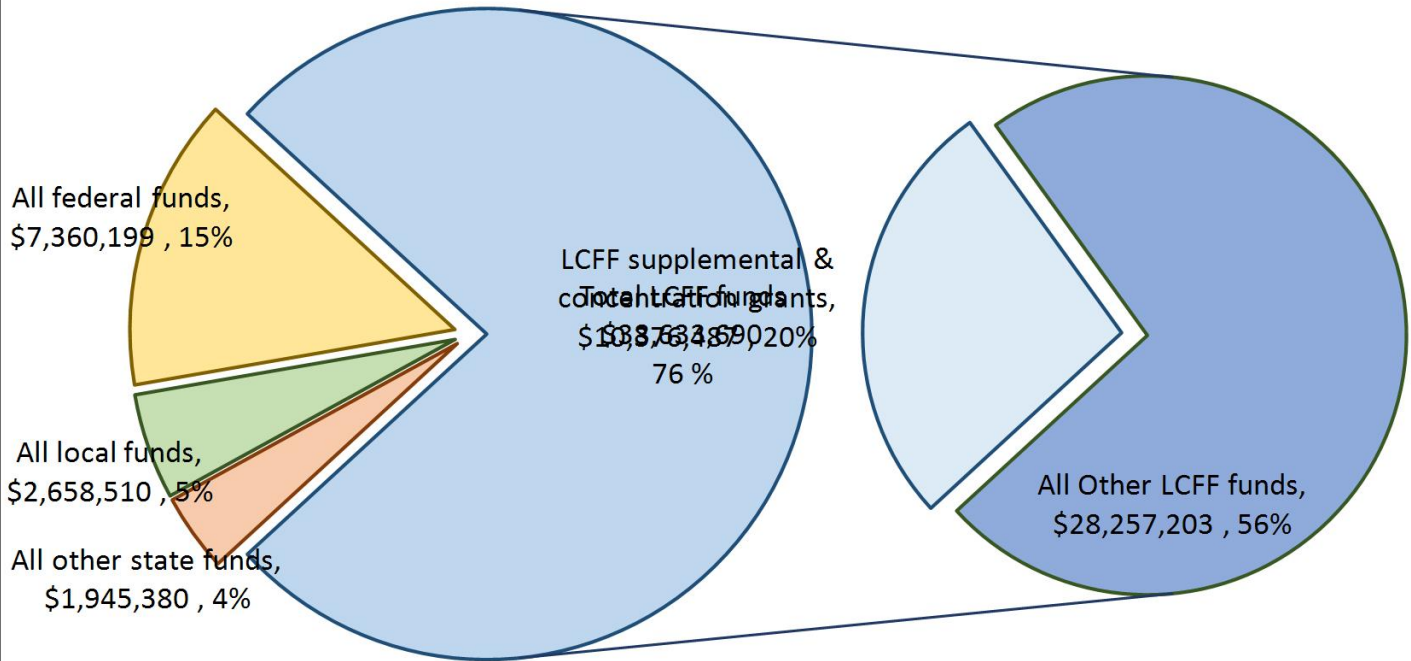
ablacklock@rsdshafter.org

661-746-8600

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 2023-24 School Year

Projected Revenue by Fund Source

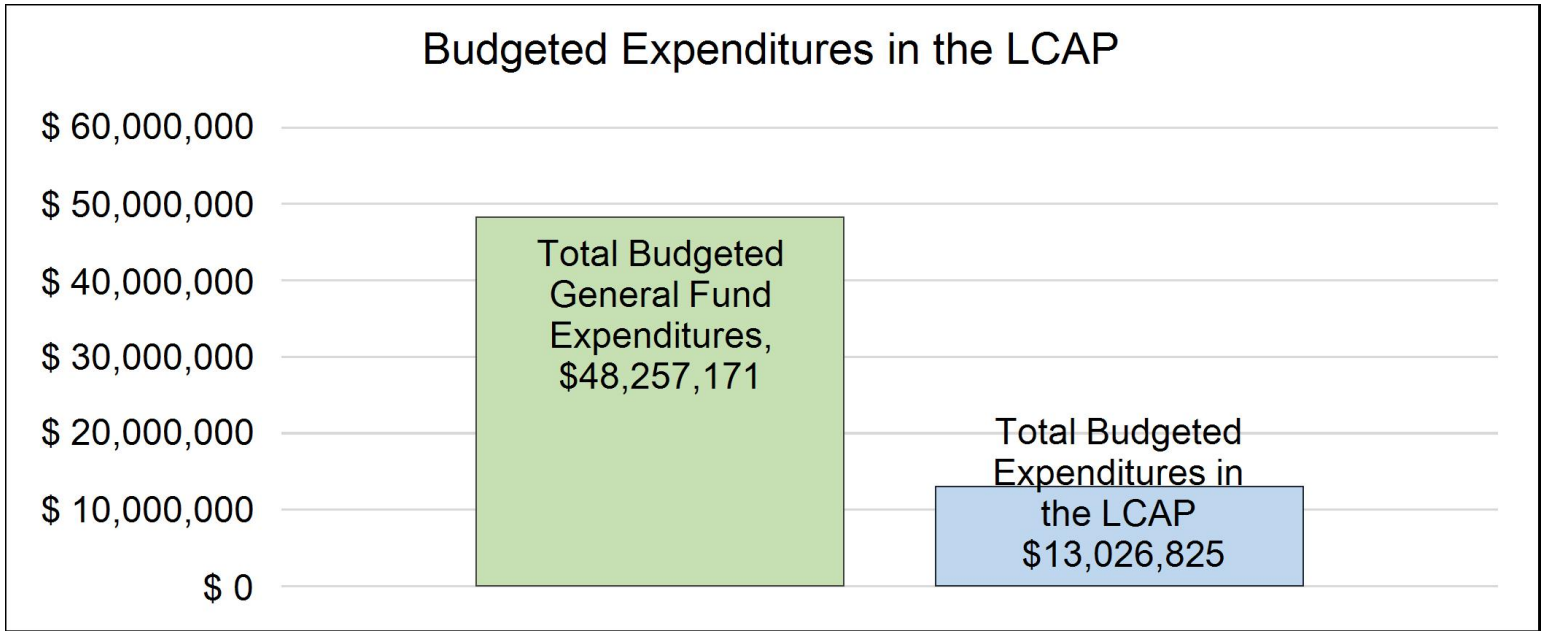


This chart shows the total general purpose revenue Richland School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richland School District is \$50,597,779, of which \$38,633,690.00 is Local Control Funding Formula (LCFF), \$1,945,380.00 is other state funds, \$2,658,510.00 is local funds, and \$7,360,199.00 is federal funds. Of the \$38,633,690.00 in LCFF Funds, \$10,376,487.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Richland School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

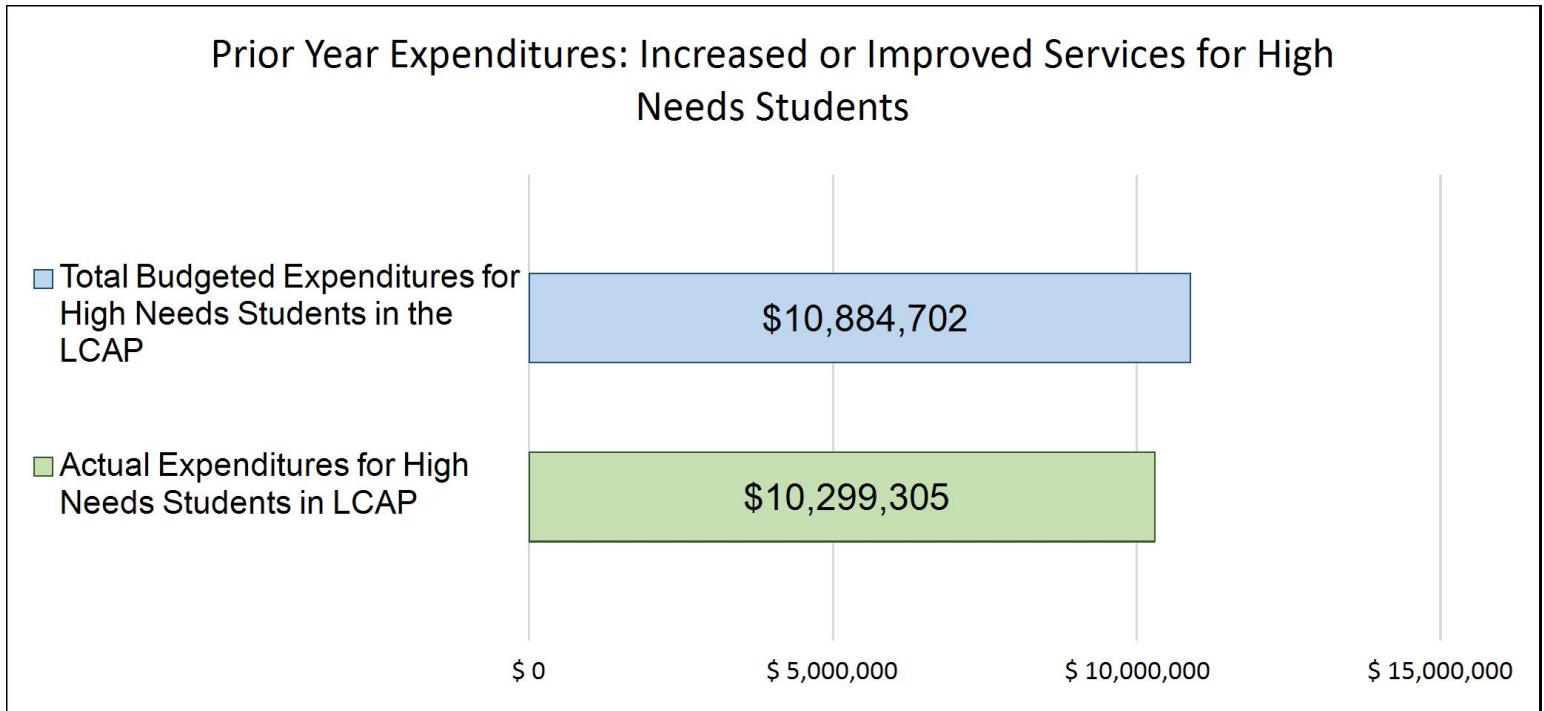
The text description of the above chart is as follows: Richland School District plans to spend \$48,257,171.09 for the 2023-24 school year. Of that amount, \$13,026,824.89 is tied to actions/services in the LCAP and \$35,230,346.2 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Richland School District is projecting it will receive \$10,376,487.00 based on the enrollment of foster youth, English learner, and low-income students. Richland School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richland School District plans to spend \$11,935,174.20 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 2022-23



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

The text description of the above chart is as follows: In 2022-23, Richland School District's LCAP budgeted \$10,884,702.00 for planned actions to increase or improve services for high needs students. Richland School District actually spent \$10,299,304.73 for actions to increase or improve services for high needs students in 2022-23.



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
Richland School District	Annette Blacklock Assistant Superintendent, Educational Services	ablacklock@rsdshafter.org 661-746-8600

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Richland School District is located in the rural city of Shafter, California. It is located 18 miles (29 km) Northwest of Bakersfield and 89 miles North of Los Angeles. Based on the 2020 census, the population was 19,953, indicating a slight population increase from 19,271 as reported in 2018. Historically, much of Shafter’s economy has been based on agriculture and ag-related industry. Local crops include almonds, pistachios, cotton, grapes, alfalfa, carrots, potatoes, and other vegetables. In addition, Shafter is a hub for various economic endeavors, including manufacturing, logistics, and energy.

The school district has a Governing Board of five Trustees, a District Superintendent, and District Level Support Staff. The Richland School District’s student enrollment for transitional kindergarten through eighth grade is 2,620. The district operates four schools that are located in the city: Golden Oak Elementary School (TK-6 704 student enrollment), Redwood Elementary School (TK-6; 681 student enrollment), Sequoia Elementary School (TK-6: 603 student enrollment), and Richland Junior High School (7-8; 632 student enrollment). 85% of the student population qualifies for free or reduced lunch, as indicated in the 2022 California School Dashboard. Due to the Community Eligibility Provision, the district will continue providing free meals to all students. The student population is 93% Hispanic/Latino, 5.1% White, 1.4%

Asian, 0.4% African American, 0.1% Native Hawaiian or Pacific Islander, 85% Low Income, 36.4% English Learners, 11.1% Students With Disabilities, 0.6% Foster Youth, and 2.4% homeless as indicated in the 2022 California School Dashboard. We are not immune to the decline in enrollment many California districts face. Additionally, chronic absenteeism, student safety, and students' social-emotional needs continue to be a challenge and concern.

The Richland School District is invested in using technology to enrich the learning experience and connect students to real-world environments. We offer a Dual Language Program at Golden Oak Elementary to support students' path to biliteracy and provide skills that lead to global interconnectedness. English learners enrolled in the program can use their native language and maintain their sense of identity and heritage. We offer a Gifted and Talented Education Program (GATE) to students in third through eighth grade with an essential focus on promoting complex levels of thinking by teaching students to work collaboratively, seek innovative solutions, and challenge their unique, creative abilities. GATE Teachers use Project Lead the Way (PLTW), a project-based learning program incorporating science, technology, engineering, and math. PLTW aims to prepare students to develop and apply in-demand, transportable skills by exploring real-world challenges in an engaging learning environment. Students engage in a hands-on STEM classroom environment and are taught problem-solving, critical thinking, and creative and innovative reasoning. We offer at-home tutoring through Professional Tutors of America (PTOA), after-school academies, an extended school year for special education students, and summer school for students experiencing learning loss. In addition, the school district offers a comprehensive Extended Learning Opportunities Program - Inspiring Greatness by Nurturing Innovation, Talent, and Exploration (IGNITE) coupled with our After School Education and Safety program (ASES) where students can participate in homework assistance, visual and performing arts, various after-school clubs, band, flag teams, field trips, sports clinics, and competitive sports.

We recognize the importance mental health has on learning and achievement. Hence, students have access to four social workers, four school psychologists, and a junior high counselor who provides mental health services. In addition, our schools have access to two school nurses and four health aides. The health staff provides preventive and screening services, health education, and assistance with decision-making about health.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

In addition to the 2022 Dashboard data, we will review local data, data from DataQuest, and the Kern Integrated Data System (KiDS) as we reflect on our successes.

Teacher Assignments:

The total number/percentage of misassigned teachers of English learners has decreased from 4 (2.63%) in 2021-22 to 0 (0.00%) in 2022-23, as reported in CALPADS report 4.3 as of April 27, 2023. That is also representative of the total teacher misassignments, which is 0 (0.0%).

We attribute part of our teacher assignment success to the one full-time support provider who assists those working toward acquiring the appropriate credentials. Professional development will continue to be provided to support new staff and those in the process of clearing their credentials and in meeting the needs of our English learners. We will also continue our efforts to attract fully credentialed candidates for future positions, participating in local and virtual job fairs, and placing ads in EdJoin and other surrounding newspapers.

K - 2 Early Literacy - Dynamic Indicators of Basic Early Literacy Skills (DIBELS):

Kindergarten student groups who met or exceeded the DIBELS Mid-Year Benchmark:

All Students: 52% in 2023 compared to 30% in 2022, indicating a 22% increase.
Low income: 48% in 2023 compared to 29% in 2022, indicating a 19% increase.
English learners: 45% in 2023 compared to 22% in 2022, indicating a 23% increase.
Foster youth: 67% in 2023 compared to 40% in 2022, indicating a 27% increase.

First-grade student groups who met or exceeded the DIBELS Mid-Year Benchmark:

All Students: 39% in 2023 compared to 28% in 2022, indicating an 11% increase.
Low income: 37% in 2023 compared to 27% in 2022, indicating a 10% increase.
English learners: 28% in 2023 compared to 16% in 2022, indicating a 12% increase.
Foster youth: No foster students enrolled in first grade.

Second-grade student groups who met or exceeded the DIBELS Mid-Year Benchmark:

All Students: 44% in 2023 compared to 29% in 2022, indicating a 15% increase.
Low income: 43% in 2023 compared to 27% in 2022, indicating a 16% increase.
English learners: 29% in 2023 compared to 14% in 2022, indicating a 15% increase.
Foster youth: No foster students enrolled in second grade.

We are excited about these successes and the progress our students are making in the area of early literacy and will continue with the actions in our LCAP that support our efforts to increase student literacy while taking additional steps to build on the progress in K-2 as we consider expanding the support in grades 3-8. For each grade level, in addition to the "All Students" groups, our low-income, English learners, and Foster youth saw increases in the percentage of students meeting/exceeding the mid-year benchmark. We are incredibly proud of our three Academic Recovery Teachers (ARTs), who have provided support to students and our teachers while refining our framework for teaching early literacy. In addition, we will continue with reading intervention support, professional learning in differentiated instruction, and data analysis to drive instructional decision-making, and will include our paraprofessionals.

The CA Dashboard did not report Distance from Standard (DFS) in 2020-21. However, the KiDS Dashboard had the CAASPP results and calculated the DFS for ELA and Math. The DFS for 2020-21 is from KiDS Dashboard and the 2021-22 DFS is from the CA School Dashboard. Though the data are technically from two sources, we are confident the data are comparable for identifying successes and needs.

CAASPP ELA Data

3rd - 8th-grade students - Distance from Standard (in points) with zero 0) representing meeting grade-level standards

All Students: -55.2 in 2021-22 compared to -70.6 in 2020-21, indicating a 15.4 point increase toward the standard.

Low income: -59.7 in 2021-22 compared to -73 in 2020-21, indicating a 13.3 point increase toward the standard.

English learners: -71.3 in 2021-22 compared to -125 in 2020-21, indicating a 53.7 point increase toward the standard.

Hispanic: -55.1 in 2021-22 compared to -70 in 2020-21, indicating a 14.9 point increase toward the standard.

White: -50.4 in 2021-22 compared to -73 in 2020-21 indicating a 22.6 point increase toward the standard.

SWD: -114.7 in 2021-22 compared to -149 in 2020-21, indicating a 34.3 point increase toward the standard.

Homeless: -91.3 in 2021-22 compared to -117.6 in 2020-21, indicating a 26.3 point increase toward the standard.

CAASPP Math Data

3rd - 8th-grade students - Distance from Standard (in points) with zero 0) representing meeting grade-level standards

All Students: -99.8 in 2021-22 compared to -108.4 in 2020-21, indicating an 8.6 point increase toward the standard.

Low income: -102.8 in 2021-22 compared to -109 in 2020-21, indicating a 6.2 point increase toward the standard.

English learners: -109.9 in 2021-22 compared to -147 in 2020-21, indicating a 37.1 point increase toward the standard.

Hispanic: -99.6 in 2021-22 compared to -108 in 2020-21, indicating an 8.4 point increase toward the standard.

White: -101.3 in 2021-22 compared to -108 in 2020-21, indicating a 6.7 point increase toward the standard.

SWD: -156.8 in 2021-22 compared to -175 in 2020-21, indicating an 18.2 point increase toward the standard.

Homeless: 116.1 in 2021-22 compared to 130 in 2020-21, indicating a 13.9 point increase toward the standard.

CAASPP California Science Test

5th and 8th-grade students - Percent of Students Meeting/Exceeding the Standard

All Students: 11.55% in 2021-22 compared to 9.94% in 2020-21, indicating a 1.61% increase.

Low income: 11.04% in 2021-22 compared to 8.20% in 2020-21, indicating a 2.84% increase.

We are excited about our English learners' and low-income students' progress in ELA and Math. Those two student groups had the greatest increase toward meeting the standard.

English Learner Progress:

49.5% of English learners showed progress toward English language proficiency in 2021-22 compared to 40.56% in 2020-21, as indicated on the Dashboard, an increase of 8.94% and a performance level of Medium.

9.34% of our English learners were reclassified, as reported on KiDS Dashboard for 2022-23 on April 28, 2023, an increase of 1% compared to last year.

While we are pleased that half of our ELs made progress, 31.1% made no growth, and 19.4% regressed. We will build on the successes by continuing to provide professional development in designated and integrated ELD using the English Learner Toolkit, deepening our understanding of ELD lesson delivery, focusing on engaging students in academic conversations in all content areas, and providing effective feedback to support staff. Additionally, our EDI professional development will have an emphasis on the use of ELD strategies.

GATE Student Identification:

The changes in our identification process and giving priority for any available GATE class seats to low-income and English learners has resulted in an increase in our student groups for 2023-24 as follows:

78% of students in our GATE program are Low-income students for 2023-24 compared to 74% in 2022-23, an increase of 4%

0.05% of students in our GATE program are English learners for 2023-24 compared to 0.01% in 2022-23, an increase of 0.04%

0.03% of students in our GATE program are Homeless youth for 2023-24 compared to 0.01% in 2022-23, an increase of 0.02%

Though the percentage increase may appear small, it represents nine additional unduplicated students who may not have otherwise been identified using our previous identification process.

Student Engagement:

The following data is as reported on KiDS Dashboard on 5/1/2023:

Attendance rate for "All" students: 92%, compared to 88.01% in 2021-22, a 3.99% increase.

Attendance rate for ELs: 92%, compared to 89% in 2021-22, a 3% increase

Attendance rate for LI students: 92%, compared to 88.% in 2021-22, a 4% increase.

Attendance rate for FY: 93%, compared to 90% in 2021-22, a 3% increase.

Chronic absenteeism rate for "All" students: 28.27% compared to 49.81% in 2021-22, a 21.54% decrease.

Chronic absenteeism rate for ELs: 27% compared to 49.85% in 2021-22, a 22.85% decrease.

Chronic absenteeism rate for LI: 30% compared to 50.87% in 2021-22, a 20.87% decrease.

Chronic absenteeism rate for FY: 15% compared to 39.39% in 2021-22, a 24.39% decrease.

We are pleased with our progress toward increasing attendance rates and decreasing chronic absenteeism for all students, including our ELs, Low-income, and foster students. We will continue with the support our Attendance Liaison provides, expanding it to include our Family Resource Center staff to focus on further decreasing absenteeism by intervening as early as possible.

Social-Emotional Supports:

We are pleased that 86% of our educational partners responded that they know the support and services provided by our Student and Family Support Services. They have served 357 families as of May 1, 2023; 333 were low-income families and 24 were foster families. Additionally, we have held 73 workshops for our families. 821 students were provided with engagement activities while 1,507 parents attended the workshops.

Parent Communication and Involvement:

Based on our educational partner feedback (82% of respondents prefer digital communication), we will continue to use Parent Square and our websites (99% of families consistently reached) as the primary means of sending site and district communications. We will also use paper communication as requested or appropriate.

We have seen how our families believe we seek their input in decision-making. On the Parent and Family Engagement Self-Reflection Tool, parents gave our district a rating of 3.5 this year (full implementation) compared to a rating of 3 last year (initial implementation). We also had a rating of 3 this year (initial implementation) compared to a rating of 2 (beginning development) in providing families of English learners, LI, and foster youth with information and resources to support student learning and development at home. Finally, parents gave the district a rating of 3.5 this year (initial implementation) compared to a rating of 3 last year (initial implementation) in providing support to families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students.

We will continue to capitalize on the participation of our parents in attending the workshops at our district parent center. We will adjust some of the workshop topics to provide parents with the tools they need to increase their confidence to participate in advisory committees and continue with the focus on decision-making at the school site and district, including using the Parent Institute for Quality Education (PIQE). We will continue offering our workshops in a hybrid fashion along with our parent committee meetings and other family events, as it has resulted in increased parent participation.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

In addition to the 2022 Dashboard data, we will be reviewing local data, data from DataQuest, and the Kern Integrated Data System (KiDS) as we reflect on our identified needs.

Credentialed Teachers:

The percentage of fully credentialed teachers has slightly decreased from 98.7% in 2021-22 to 97%, as reported in CALPADS report 4.3 as of April 27, 2023.

As reported in the "Successes" section above for ELA and Math, all of our groups made growth toward the standard. That said, there are clearly identified needs when considering the 2022 California Dashboard performance levels of our 3rd-8th grade students as listed below based on their distance from the standard:

ELA

3rd - 8th-grade students - Distance from Standard (DFS) and Performance Level (PL)

All Students: DFS (-55.2) PL (Low)

Low income: DFS (-59.7) PL (Low)

English learners: DFS (-71.3) PL (Very Low)

Hispanic: DFS (-55.1) PL (Low)

White: DFS (-50.4) PL (Low)

SWD: DFS (-114.7) PL (Very Low)

Homeless: DFS (-91.3) PL (Very Low)

Math

3rd - 8th-grade students - Distance from Standard (DFS) and Performance Level (PL)

All Students: DFS (-99.8) PL (Very Low)

Low income: DFS (-102.8) PL (Very Low)

English learners: DFS (-109.9) PL (Very Low)

Hispanic: DFS: (-99.6) PL (Very Low)

White: DFS: (-101.3) PL (Very Low)

SWD: DFS: (-156.8) PL (Very Low)

Homeless: DFS: (-116.1) PL (Very Low)

CAASPP California Science Test

5th and 8th-grade students - Percent of Students Meeting/Exceeding the Standard

All Students: 11.55% in 2021-22

Low income: 11.04% in 2021-22

English Learners: 0.57% in 2021-22 compared to 0.65% in 2020-21, indicating a 0.08% decrease.

While we acknowledged the small gains made by the "All" student group and our low-income students, we still have nearly 90% of students not meeting or exceeding the standards in science. Additionally, our English learners have significant needs in the area of science, having negative growth year over year.

ELA/Math/Science Subgroup Gaps:

Though we are closing the performance gaps in some of our subgroups compared to the "All" student group in ELA, the most significant gaps exist with our SWD, Homeless, and ELs showing a difference of 59.5, 36.1, and 16.1 points, respectively. We see a similar occurrence in Math, with the most significant performance gaps existing with our SWD, Homeless, and ELs showing a difference of 57, 16.3, and 10.1 points, respectively.

To assist with the Math performance of our students and to assist in closing the gaps, we will be adding a Math Recovery Teacher to lead in supporting our elementary staff in this work.

Essential standards continue to be refined along with benchmark assessments. We are continuing our professional development in Explicit Direct Instruction (EDI) to provide all teachers with a strategic collection of research-based instructional practices with a focus on mathematics and supporting English learners. These strategies will help teachers deliver well-crafted lessons that explicitly teach grade-level content to all students while supporting the unique needs of our ELs and SWDs the first time a concept is introduced. Follow-up training will be provided throughout the year, emphasizing the effectiveness the lessons have on the performance of our ELs and SWDs. Additionally, as part of our first year in Differentiated Assistance, we are participating in a Continuous Improvement Process (CIP) with our County office of education. We have identified a problem of practice surrounding our student performance and root causes during the "focusing direction" phase. During our next phase, we will identify and implement strategies to address the root causes, keeping in mind the intent of improving student academic outcomes.

Our LCAP actions include the use of paraprofessionals to assist with targeted instruction during the regular day and after-school programs. Though we experienced challenges filling and retaining our paraprofessionals, it was not as significant as in 2021-22. We believe this was partly due to increasing the number of hours offered. We will continue that practice. The professional development support for our paraprofessionals will continue to be offered as an option. We have also built PD into their schedules provided by our ARTs, specifically focused on early literacy. We will continue to support our Special Education Plan with additional staff, with our Director of Special Education providing professional development in UDL and best practices.

Student Engagement:

On the 2022 CA School Dashboard, the performance level for Chronic Absenteeism (CA) was Very High for all students and all significant student groups, including:

Asian, English Learners, Foster Youth, Hispanic, Homeless, Socio-economically Disadvantaged, Students with Disabilities, White students

Additionally, the following data is as reported on KiDS Dashboard on 5/1/2023 for unduplicated pupils:

Chronic absenteeism rate for "All" students: 28.27% compared to 49.81% in 2021-22, a 21.54% decrease.

Chronic absenteeism rate for ELs: 27% compared to 49.85% in 2021-22, a 22.85% decrease.

Chronic absenteeism rate for LI: 30% compared to 50.87% in 2021-22, a 20.87% decrease.

Chronic absenteeism rate for FY: 15% compared to 39.39% in 2021-22, a 24.39% decrease.

On the 2022 CA School Dashboard, the overall performance level for Suspensions was Very High, with student groups as follows:

Very High: Foster Youth, White

High: ELs, Hispanic, SED, SWD

Medium: Homeless

Very Low: Asian

Additionally, the following data is as reported on KiDS Dashboard on 5/1/2023 for our unduplicated pupils:

Suspension rate for "All" students: 5% compared to 3.35% in 2021-22, a 1.65% increase.

Suspension rate for ELs: 5.98% compared to 2.93% in 2021-22, a 3.05% increase.

Suspension rate for LI students: 5%, compared to 3.84% in 2021-22, a 1.16% increase.

Suspension rate for FY: 7.69%, compared to 3.03% in 2021-22, a 4.66% increase.

The expulsion rate decreased from 0.07% in 2021-22 to 0.04% in 2022-23 (as of May 1, 2023 in KiDS). 100% of the students expelled were LI and SWD students.

School Climate:

2023 LCAP Educational Partner Survey: 91% of respondents believe RSD schools are safe compared to 86% in 2022, an increase of 5%.

Student Climate Survey :

In 2023, 39.4% of 5th-6th grade students reported feeling safe most or all of the time compared to 59.2% in 2022 on the Spring Student Survey, a decrease of 19.8%.

In 2023, 29.2% of 5th-6th grade students reported feeling connected most or all of the time compared to 51.4% in 2022 on the Spring Student Survey, a decrease of 22.2%.

In 2023, 19.2% of 7th-8th grade students reported feeling safe most or all of the time compared to 47.9% in 2022 on the Spring Student Survey, a decrease of 28.7%.

In 2023, 15.3% of 7th-8th grade students reported feeling connected most or all of the time compared to 37% in 2022 on the Spring Student Survey, a decrease of 21.7%

Though our LCAP survey shows an increase in respondents feeling safe, our Student Climate Survey tells a different story. We will continue implementing our SEL program, with some changes to our daily check-ins, with questions being revised to address connectedness and safety, and providing options for students to immediately connect with an adult on campus (administrator, social worker). We will provide an additional school counselor to provide direct services to our foster, low-income, and EL students at our elementary sites and Opportunity class.

Social-Emotional Supports:

As reported on the LCAP Feedback Survey, 66% of educational partners believe that we are providing sufficient support staff (nurses, health staff, school psychologists, and school social workers) to address the social-emotional needs of our students.

To improve the climate at our schools, all sites will receive funding to implement the actions/activities they have identified with their School Site Councils as necessary and effective. In addition, all RSD staff will be provided with professional development in social-emotional learning. We want all staff to have tools to help students of all ages to comprehend their emotions better, to feel those emotions fully, demonstrate empathy for others, make positive, responsible decisions, and create an environment that is safe while assisting them in achieving their goals and building positive relationships with others.

We know it is essential for students to connect with and build relationships with adults on campus. We have had challenges keeping the same school social workers (SSWs) in our schools from year to year. We will continue to work with our County office of education to retain qualified SSWs and consider the prospect of exploring additional avenues.

We continue to adjust our Guided Opportunity Class to best support the needs of students, adding an instructional aide to enable us to facilitate an AM/PM option for students. To help decrease the Distance From Standard and the gap that exists between our "All" students and unduplicated students, this class will allow for minimal disruption with the intent of keeping students in school as an alternative to suspension or expulsion. The Dean of Success will continue to support at-risk students by communicating and interacting continuously to encourage their participation in extracurricular activities such as academic and athletic clubs, PBIS-centered activities, student government, field trips, assemblies, etc. while creating a climate that will encourage regular attendance, a positive mindset, and overall school success.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Three goals focusing on:

(1) the conditions for student learning, including:

Educational services for standards implementation

Class size reduction

Qualified teachers

Technology

Access to programs

Professional development for teachers and paraprofessionals

(2) instructional support and resources for increased pupil achievement through:

Support personnel for early literacy and academic recovery

Data analysis and instructional decision making

Providing support for student groups

Additional services for school sites

(3) increasing family engagement and providing a safe, supportive learning environment through:

Family engagement and communication

Pupil engagement and absenteeism

Support personnel to promote a positive school climate

Student and staff health, safety, and social-emotional support

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.

No schools 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.

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

The engagement of our educational partners is of high priority for the Richland School District (RSD). We seek to cultivate a welcoming and safe environment where we all engage in mutually respectful and supportive collaboration, prioritizing our goals and actions to strengthen student success. Throughout the LCAP development process, RSD receives input on various district programs and services provided to students. This process consists of two objectives:

Inform educational partners of progress towards meeting the district's LCAP goals.
Determine changes or additions needed to meet current goals.

The process allows educational partners to review progress, provide input, and support the implementation of actions through meaningful feedback. Feedback is gathered using the following strategies: surveys, school site meetings, and district committees. While our district considers all feedback in relation to goals and identified needs, it is essential to note that not all expressed needs can be addressed in the LCAP due to limited resources.

RSD has engaged Educational Partners during the 2022-23 school year as follows:

All educational partners are invited to complete an annual LCAP feedback survey each year. The survey is provided to 5th - 8th grade students, school personnel, parents, and community members. In addition, we post the survey on our website and send multiple Parent Square notifications to all families and staff (all staff members have district email addresses and device access).

In the fall and spring, students in the 5th-8th grade participated in the local climate survey, where they had an opportunity to answer questions on school connectedness and safety. In addition, students suggested ways to improve their schools' climate and culture. They also participated in the California Healthy Kids Survey (CHKS) in March 2023.

The CHKS was provided to three different educational partner groups, including district personnel, school personnel, and parents, in March 2023.

Along with the CHKS, parents were provided other opportunities to give input. In-person meetings (RSD LCAP Road Show) were held at each school site to review the implementation of actions and progress toward each LCAP goal. Participants were given an opportunity to ask questions and provide feedback after a presentation of each state priority, metric, and local data. In addition, parents provided feedback via the 2023-24 LCAP Educational Partner Feedback Survey. The survey was shared via Parent Square multiple times and posted on our website.

In March of 2023, teachers had an opportunity to provide feedback for the development of the LCAP via the LCAP Educational Partner Feedback Survey. In addition, teachers completed the SBE Reflection Survey on the district's progress in implementing the State Academic Standards in April 2023.

During our March 2023 Cabinet meeting, we presented the LCAP Mid Year Report to principals, assistant principals, directors, coordinators, and other district personnel, who then provided feedback.

Our district consulted with its Special Education Local Plan Area (SELPA) Administrator on March 17th, 2023, during his attendance at our district's CIP team meeting.

We consulted with our two bargaining units, providing them with a draft of the LCAP goals and actions in May 2023 and seeking feedback for the final draft.

The LCAP Mid Year Report was shared with our PAC and DELAC Committees on March 29th, 2023. Members and participants were given an opportunity to ask questions and provide feedback after a presentation of each state priority, metric, and local data.

The draft LCAP was presented to the DELAC and PAC committees on May 24th, 2023. The superintendent responded to comments from both committees on May 30th, 2023.

The School Plans for Student Achievement (SPSAs) were reviewed by the superintendent with the site principals to ensure the LCAP goals and actions were aligned with the needs of the school sites.

Before the adoption of the LCAP at the June 26th, 2023, RSD board meeting, a public hearing was held to seek recommendations and comments from members of the public on June 12th, 2023. The notice for this public hearing was posted on June 1st, 2023. It included the location where the LCAP could be accessed and an invitation to submit written comments regarding the specific actions and expenditures included in the LCAP. The Board asked questions and provided input regarding action steps, and listened to comments from parents and community members regarding specific actions in the LCAP.

A summary of the feedback provided by specific educational partners.

Educational partners engaged in various activities where state and local data were presented and strengths and areas of need were identified. The feedback provided by educational partners as a result of the data is summarized below. While not every piece of feedback is included, some trends that emerged from this feedback are listed below.

Instructional Support:

Professional Development on engaging at-risk students (teachers, principals, other administrators)

Coaching on initial teaching strategies in ELA and Math that will prevent gaps (teachers, principals, other administrators)

Staff training/coaching for the use of assessment/results to guide instruction (principals, other administrators, community members)
Coaching on small group instruction (teachers, principals, other administrators)
Collaboration time to discuss assessment results and plan targeted instruction (teachers, principals, other administrators)
Daily small-group instruction at students' level (teachers, principals, other administrators)
District-wide Classroom Expectations (teachers, principals, other administrators)
*Collaboration time for special education teachers (teachers)

Intervention:

Academic Recovery Teacher (community members, teachers, parents, principals)
Math Coach (teachers, principals, other administrators)
*Academic Intervention in Reading, Writing, Math (classified staff, parents, principals)
Saturday School (principals, parents, other administrators)
*Intervention Program for Dual Language program (teachers)

Enrichment:

STEM (classified, teachers, parents, community members, principals, other administrators)
GATE (teachers, parents, community members, principals, other administrators)
*Visual/Performing Arts - Additional Music Teacher (students, parents, teachers)
Project Lead the Way (students, teachers, parents, community members, principals, and other administrators)
*Independent Study for Advanced Learners (parents)

English Learner Support (teachers, classified, parents, community members, principals, other administrators):

ELL Classroom Expectations
ELL progress monitoring
Staff Training on ELL Strategies
Admin Training on ELL Strategies
Training for the use of ELPAC results in guiding instruction
Collaboration time to discuss ELL strategies
Professional Development on Designated and Integrated ELD
*Newcomers Support/Class

Expanded Learning Programs (classified, parents, students, other administrators):

After-School Academic Support Programs
*Afterschool Support Group
*New Activities
*Homework Help

School Safety:

School security officer (parents, students, principals, and other administrators)

Repair and/or replace playground and equipment (students, parents)

Replace/add cameras (students, parents, principals, classified staff)

Clear rules (students, parents)

Training for yard staff (parents, students)

Training for PE staff (parents, students, community members)

*Increased student supervision on the yard, crosswalks, bathrooms

Additional Support Staff:

Instructional aide support in the classroom (students, parents, teachers)

Attendance liaison (parent, teachers, principals, other administrators)

Family Engagement:

Parent Education Classes - Parent Institute for Quality Education (PIQE) (parents, principals, other administrators, classified)

Training in accessing Parent Portal (principals, teachers, parents)

Family Nights - art, math, literacy (principals, teachers, parents, other administrators)

*More opportunities for teacher/parent engagement (parents)

*Academic classes for parents (parents)

Social/Emotional Support and Positive Climate:

More/varied school activities and sports (students)

Positive Self-Esteem, Conflict Resolution, etc.(students, parents, principals, classified staff)

Appreciation for students and staff (parents, students)

Attendance incentives (site administrators, staff, parents, other administrators)

*Continue SSWs (staff, site/other administrators, parents)

*Continue SEL (staff, site/other administrators, parents)

*Restorative Justice class (site administrators)

SELPA Feedback:

Encouraged to look through the lens of needs of special education students/families

PAC and DELAC Feedback:

*More Support for Foster and Homeless Youth to excel in school.

*Training for class aides, especially in Special needs classes. For example, on supporting students with Autism.

*Hire kind, positive staff for our RSD Schools.

Continue to help chronically absent students

Motivate students with prizes, gift cards, and ice cream so they don't miss school

*Empathy training for PE staff

Hire more teacher assistants because we are seeing positive results in K-2 early literacy
Continue to provide the Opportunity Class for students who need support with behavior.

*Class size reduction

*More elective options

*Afterschool clubs for foster youth

*Continue to improve communication with parents about the importance of attendance

*Continue Independent Study as an option on a case-by-case basis

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

While many of the suggestions provided by our educational partners are already being addressed in the LCAP, the following represents modifications to actions for the 2023-24 LCAP as a result of educational partner feedback received during the engagement process in 2022-23:

Goal 2:

Action 2.3 will be modified to include additional Academic Recovery Teachers at each site to support student learning loss in Math

Goal 3:

Action 3.13 will be modified to include an additional music teacher to allow our music program to include a focus on music at our 3 elementary sites in grades 2-6

Services will be principally directed to serve the needs of our English Learners, Low-income, and Foster students.

Goals and Actions

Goal

Goal #	Description
1	Along with implementing Common Core State Standards and 21st Century Skills in all classrooms, we will provide the conditions for learning, including qualified teachers, standards-aligned instruction, and the appropriate facilities to pave the way for students to succeed in their current grade level and prepared for College and Careers. (Priorities 1a, 1b, 1c, 2a, 2b, 7a, 7b, 7c)

An explanation of why the LEA has developed this goal.

When considering our current state and local data, Goal 1 was developed to ensure the conditions for learning are appropriate for students in our district. The district commits to providing a collaborative professional learning environment aligned to standards for student learning. Actions will focus on preparing, training, and retaining qualified teachers, principals, paraprofessionals, and other staff. Efforts will focus on providing the professional learning and support of technology in and out of the classroom and ensuring that students have access to programs by reducing class sizes and by providing additional sections and programs before and after school. By monitoring the implementation of academic standards, students' access to a broad course of study and programs and services to meet their unique needs, access to effective teachers, along with facilities maintained in good repair, we will ensure students are provided the conditions for learning that will pave the way for them to be successful in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a (SARC)	(2020-2021 SARC)	(CALPADS Report 4.3 - May 2022)	(CALPADS Report 4.3 - April 2023)		(CALPADS Report 4.3 - May 202)
Number/percentage of misassignments of teachers of English learners	Misassignments of teachers of English learners = 0/0.0%	Misassignments of teachers of English learners = 4/2.63%	Misassignments of teachers of English learners = 0%		Misassignments of teachers of English learners = 0/0.0%
Total teacher misassignments, and vacant teacher positions	Total teacher misassignments = 0/0.0%	Total teacher misassignments = 4/2.63%	Total teacher misassignments = 0%		Total teacher misassignments = 0/0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Vacant teacher positions = 0/0.0% Fully Credentialed Teachers = 99%	Vacant teacher positions = 1/0.7% Fully Credentialed Teachers = 98.7%	Vacant teacher positions = 0% Fully Credentialed Teachers = 97%		Vacant teacher positions = 0/0.0% Fully Credentialed Teachers = 100%
Priority 1b (SARC) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and home	(2020-2021 SARC) 0/0.0%	(2021-2022 SARC) 0/0.0%	(2022-2023 SARC) 0/0.0%		(2022-23 SARC) 0/0.0%
Priority 1c Facility Inspection Tool (FIT) Number of identified instances where facilities do not meet the “good repair” standard	All RSD facilities met or exceeded the "good repair" standard on the FIT as indicated on the 2019-2020 State Reported SARC.	All RSD facilities met or exceeded the "good repair" standard on the FIT as indicated on the 2021-2022 State Reported SARC	All RSD facilities met or exceeded the "good repair" standard on the FIT as indicated on the 2022-2023 State Reported SARC		(2022-23 SARC) All RSD facilities will meet or exceed the "good repair" standard on the FIT as indicated on the State Reported SARC
Priority 2a Implementation of CA Academic Standards using SBE Self-Reflection Tool in: English Language Arts (ELA)	(Spring 2021) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4)	(Spring 2022) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4)	(Spring 2023) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4)		(Spring 2023) 1. Progress in providing professional learning for teaching ELA (Score = 5) ELD (Score = 5) Math (Score = 5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Development (ELD) Mathematics (Math) Next Generation Science Standards (NGSS) History-Social Science (HSS) Career Technical Education (CTE) Health Education Content Standards (HE) Physical Education (PE) Visual and Performing Arts (VAPA) World Language (WL) (Rating Scale as follows)	NGSS (Score = 2) HSS (Score = 3) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3) 3. Implementing policies and programs to support staff ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3)	NGSS (Score = 2.5) HSS (Score = 3) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3) 3. Implementing policies and programs to support staff ELA (Score = 3) ELD (Score = 3) Math (Score = 3) NGSS (Score = 2) HSS (Score = 3)	NGSS (Score = 2.5) HSS (Score = 2.5) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 3) HSS (Score = 3) 3. Implementing policies and programs to support staff ELA (Score = 4) ELD (Score = 4) Math (Score = 3.5) NGSS (Score = 2.5) HSS (Score = 2.5)		NGSS (Score = 3) HSS (Score = 4) 2. Providing instruction materials ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4) 3. Implementing policies and programs to support staff ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4)
1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	4. Implementing additional academic standards CTE (Score = 2) HE (Score = 2) PE (Score = 3) VAPA (Score = 2) WL (Score = 2) 5a. Identifying the professional learning	4. Implementing additional academic standards CTE (Score = 2) HE (Score = 2) PE (Score = 3) VAPA (Score = 2) WL (Score = 2) 5a. Identifying the professional learning	4. Implementing additional academic standards CTE (Score = 2) HE (Score = 2) PE (Score = 3) VAPA (Score = 2) WL (Score = 2) 5a. Identifying the professional learning		4. Implementing additional academic standards CTE (Score = 3) HE (Score = 2) PE (Score = 4) VAPA (Score = 3) WL (Score = 3) 5a. Identifying the professional learning

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	needs of groups of teachers/staff (Score = 3) 5b. Identifying the professional learning needs of individual teachers (Score = 3) 5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)	needs of groups of teachers/staff (Score = 2) 5b. Identifying the professional learning needs of individual teachers (Score = 3) 5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)	needs of groups of teachers/staff (Score = 3) 5b. Identifying the professional learning needs of individual teachers (Score = 3) 5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)		needs of groups of teachers/staff (Score = 4) 5b. Identifying the professional learning needs of individual teachers (Score = 4) 5c. Providing support for teachers on the standards they have not yet mastered (Score = 4)
Priority 2b	(Spring 2021)	(Spring 2022)	(Spring 2023)		(Spring 2023)
Implementation of CA Academic Standards using SBE Self-Reflection Tool in:	1. Progress in providing professional learning for teaching ELD (Score = 4)	1. Progress in providing professional learning for teaching ELD (Score = 4)	1. Progress in providing professional learning for teaching ELD (Score = 4)		1. Progress in providing professional learning for teaching ELD (Score = 5)
English Language Development (ELD)	2. Providing instruction materials ELD (Score = 4)	2. Providing instruction materials ELD (Score = 4)	2. Providing instruction materials ELD (Score = 4)		2. Providing instruction materials ELD (Score = 5)
(Rating Scale as follows)	3. Implementing policies and programs to support staff ELD (Score = 4)	3. Implementing policies and programs to support staff ELD (Score = 4)	3. Implementing policies and programs to support staff ELD (Score = 4)		3. Implementing policies and programs to support staff ELD (Score = 5)
1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
4 – Full Implementation 5 – Full Implementation and Sustainability					
Priority 7a Students have access and are enrolled in a broad course of study	(2021 Master Schedule) 100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health, World Languages (Grades TK-8) and Career/Technical Education for 8th grade	(2022 Master Schedule) 100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health, World Languages (Grades TK-8) and Career/Technical Education for 8th grade	(2023 Master Schedule) 100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health, World Languages (Grades TK-8) and Career/Technical Education for 8th grade		(2023 Master Schedule) 100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health, World Languages (Grades TK-8) and Career/Technical Education for 8th grade
Priority 7a Students have access and are enrolled in a broad course of study	(2021 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 11.8% English learner: 15% Foster youth: 0%	(2022 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 7.9% English learner: 11.4% Foster youth: 0%	(2023 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 9% English learner: 8.2% Foster youth: 0%		(2023 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 15% English learner: 20% Foster youth: 5%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7b</p> <p>Programs and services developed and provided to low income, English learner, and foster youth pupils</p>	<p>(2021 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic interventions based on master schedule</p>	<p>(2022 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic interventions based on master schedule</p>	<p>(2023 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic interventions based on master schedule</p>		<p>(2023 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic interventions based on master schedule</p>
<p>Priority 7c</p> <p>Students with disabilities have access and are enrolled in a broad course of study</p>	<p>(2021 Master Schedule)</p> <p>52% of students with disabilities are in regular class more than 80% of the time</p> <p>100% of students with disabilities have access to programs and services as required in their IEPs</p>	<p>(2022 Master Schedule)</p> <p>52.1% of students with disabilities are in regular class more than 80% of the time</p> <p>100% of students with disabilities have access to programs and services as required in their IEPs</p>	<p>(2023 Master Schedule)</p> <p>53% of students with disabilities are in regular class more than 80% of the time</p> <p>100% of students with disabilities have access to programs and services as required in their IEP</p>		<p>(2023 Master Schedule)</p> <p>55% of students with disabilities are in regular class more than 80% of the time</p> <p>100% of students with disabilities have access to programs and services as required in their IEPs</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Services - Director	<p>The Curriculum and Instruction Director will coordinate high-quality professional learning and collaborative opportunities for teachers and administrators anchored to the Common Core State Standards and State Frameworks to impact teaching and learning. Staff training will include follow-up support in applying the district's adopted program and instructional initiatives, with particular emphasis on Explicit Direct Instruction (EDI) during ELA and Math instruction. After the initial training, teachers will receive follow-up support in lesson delivery. In addition, they will use the instructional materials and strategies to provide the academic scaffold to support learning for English learners, Low income and FY students.</p> <p>A substantial increase in funding for this action is attributed to the addition of new contracts for professional development to support our math, ELD, and collaborative practice initiatives.</p> <p>Expenses for this action include director's salary, extra time for teachers/substitutes, consultant costs, training materials, supplemental materials, and a learning management system.</p>	\$626,965.94	Yes
1.2	Next Generation Science Standards Action completed in 2021-22	Action has been completed in 2021-22	\$0.00	No
1.3	LCAP Coordination & Leadership - Assistant Superintendent	Assistant Superintendent will lead and coordinate the LCAP development for unduplicated pupils; update educational partners on current changes to LCFF and LCAP legislation, changes to required templates metrics and best practices, and monitor/report on the plan progress for required metrics (specified measures) and objectives for each state priority; engage educational partners in the process of evaluating the progress of current actions; lead the administration of reflection tools/surveys and align actions to principally direct funds for the School Plan for Student Achievement of the district's schools, and provide support for the Continuous Improvement Process.	\$196,668.04	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	PreSchool Mainstreaming	Provide one instructional aide to support mainstreaming our unduplicated students (60% ELs, 20% foster youth) in PreK special day class into our TK general education program. According to our district's 18-19 Annual Performance Report, 12.24% of our preschool students with disabilities receive most of their special education services in a regular early childhood program. We are working toward increasing that percentage to 35.9%, which would meet the state's target and provide additional academic support. We are currently at 33.3%.	\$24,842.00	No
1.5	Teacher Induction Program Support Provider	Induction Program Support Provider will provide new teachers, teacher interns, and teachers working toward acquiring appropriate credentials support and mentoring. The focus will be on content and pedagogy in conjunction with professional learning offered by the district and county office of education. Teachers will receive specific training to deliver effective lessons that include EDI components to significantly increase performance levels for unduplicated pupils, including English learners and students with special needs. In addition, our Support Provider will participate in district-wide ELD professional development to support new teachers and those misassigned with implementing instructional initiatives and assessment systems that support our English learners.	\$212,400.04	Yes
1.6	School Site Support for Conditions for Learning	School sites will provide supplemental materials and services needed to support the effective implementation of strategies from the English Learner Toolkit, Reading Recovery, and Universal Design for Learning to support the needs of English learners, low-income, and foster youth at each grade level.	\$96,426.92	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Equipment	Maintain current levels of technology in the classrooms to support instruction, including replacement of outdated and/or damaged equipment. The Director of Technology will support sites in identifying the technology needs.	\$538,787.00	Yes
1.8	Technology Technicians	Three Technology Technicians will support the maintenance of electronic devices for students. Technicians will participate in training to increase their knowledge of supporting staff with comprehensive district platforms tied to instruction. They will assist in maintaining, deploying, and supporting computer systems and components and other instructional technology.	\$220,319.49	Yes
1.9	Education Technology Teacher	One Education Technology Teacher will provide support to classroom teachers with the integration of technology using district-adopted programs; attend training in best practices to use technology to support English learners, low-income, and all at-risk student groups; provide the training and support to staff in implementing best practices; assist with collection and interpretation of LCAP data; district website; provide PD to staff in all instructional and data collection systems to include, but not limited to Canvas, Illuminate, Ellevation, Google Classroom, and all Smarter Balanced tools and resources.	\$158,559.38	Yes
1.10	Zero Period	Maintain two zero periods to provide the opportunity for English learners, low-income, and foster youth to enroll in an additional elective class during the regular school day. Additional zero periods will be made available if student participation is high and there is a need to set up additional classes. Expenses include the extra time pay for two zero-period teachers.	\$36,582.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Dual Language Program	The benefits of mastering a second language are wide-reaching. By offering a Dual Language Immersion program, our ELs will become more easily immersed into a new culture and attain a high level of proficiency in speaking, reading, and writing in two languages. The Dual-Language program is currently offered in kindergarten through third grade. In 2023-24 fourth grade will be added, with a grade level added to the program in subsequent years. Expenses include professional development, extra time, and supplemental instructional/interventional materials	\$23,600.00	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

While the majority of the actions in Goal 1 were implemented as planned, some challenges and successes are described below.

Actions 1.1, 1.4, and 1.5 were fully implemented. Professional development was provided to teachers on initial first teaching using research-based strategies to support English learners, low-income students, and foster youth. We were successful in providing EDI, integrated and designated ELD, and early literacy professional learning. Ongoing coaching was provided to all teachers, and classroom walkthroughs were conducted to monitor the implementation of strategies. An instructional aide was provided, allowing prekindergarten students with special needs to mainstream into general education classes and meet the state indicator of instructional minutes in general education. Some of the challenges were the inconsistency in the implementation of the teaching strategies in some classrooms, which we continue to monitor. Action 1.6 was not fully implemented as intended. It was a challenge to provide follow-up professional development in UDL at our four sites as our efforts were focused on implementing EDI. However, we were successful in providing PD for the effective implementation of strategies in the English Learner Toolkit. Sites will make a concerted effort to provide follow-up UDL training during the 2023-24 school year.

Action 1.3 was fully implemented, and we were successful in the coordination of the LCAP development and its implementation. We have increased the number of opportunities for educational partners to receive updates on the overall goals and actions in the LCAP and to provide feedback to improve practices. As we strive to improve our processes, one success we are proud of is in continuing with a Mid Year report of actions and services to our Board, DELAC, PAC, and educational partners. Though we have seen some increases over the past 2 years, the challenge still remains in increasing the number of parents and teachers participating in surveys and feedback opportunities.

Actions 1.7 and 1.8 were fully implemented as we were able to provide the level of technology and support we intended, providing 2:1 device/student ratios as well as having all of our Smart technologies in all classrooms. Though we did not experience the hiring challenges faced last year, we were not able to immediately fill the two technology technician positions in Action 1.7. Both are now filled, and students continue to have technology that is in good working order. Action 1.9 was somewhat implemented. We were successful in providing educational technology support to teachers in the classroom and offering training on Smartboards. The challenge has been in the limited number of professional development opportunities being offered.

Action 1.10 was fully implemented as we maintained our two zero-period classes. However, we did not need to add an additional zero period, though we were prepared to offer it. Our Dual Language Immersion program (Action 1.11) continues to grow with TK and fourth-grade classes to be added in 2023-24.

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.

Richland School District conducted an analysis of the material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 1 was \$1,592,964.10. The estimated actual expenditures for 2022-23 LCAP Goal 1 was \$1,539,478.76. This is a difference of \$53,485.34. The substantive differences were (\$30,000) in Action 1.8 Technology Technicians who provide maintenance of electronic devices for students. One position became vacant during the middle of the school year, and it took time to fill the position. The second substantive difference (\$14,000) in Action 1.10 (Zero Period) is to provide the opportunity for English learners, low-income and foster youth, to enroll in an additional elective. We budgeted for three classes, but based on student enrollment, we only needed to provide two classes. Finally, the substantive difference (\$4,000) in Action 1.11 (Dual Language) was due to staff not attending the CABE conference.

An explanation of how effective the specific actions were in making progress toward the goal.

LCAP Goal 1 is to ensure the conditions for learning are appropriate for students in our district.

Priority 1a (Action 1.5)

Per our CALPADS Report 4.3, the total number/percentage of misassigned teachers of English learners is 0 / (0%), also representative of the total number/percentage of teacher misassignments, which is 0 (0.0%). The percentage of fully credentialed teachers is 97%.

Priority 1b (Actions 1.7, 1.8)

100% of students have access to their own copies of standards-aligned instructional materials and technology for use at school and at home, as indicated on our SARCs.

Priorities 2a 2b (Actions 1.1, 1.3, 1.6, 1.9)

From our 2023 administration of the SBE Self-Reflection Tool:

In implementing academic standards and professional learning for teachers, we have a “Full Implementation” rating for ELA, ELD, and Math and an “Initial Implementation” rating for NGSS, HSS, and PE. For identifying the professional development needs of individual teachers and groups of teachers/staff, our rating is “Initial Implementation.”

Priorities 7c (Action 1.4)

53% of students with disabilities (SWD) are in general education classes class more than 80% of the time, per our Master Schedule, with 100% of our SWD having access to programs and services as required by their IEPs.

Priority 7b (Action 1.10)

100% of English learners have access to designated/integrated ELD based on our 2022-23 Master Schedule

100% of English learners, low-income students, and foster youth who might be struggling have access to academic interventions based on our 2022-23 Master Schedule.

Priority 7a (Action 1.11)

Based on our 2022-23 Master Schedule, the percentage of students enrolled in additional elective classes has increased for our low-income students but decreased for our English learners :

Low income: 9%

English learner: 8.2%

Foster youth: 0%

Based on an analysis of these results, the district believes the actions in Goal 1 are demonstrated to be effective in making progress towards the overall goal. We will continue with the current actions in goal one and will increase our efforts to provide professional development to our staff focused on the identified needs based on data collected during classroom walkthroughs. In addition, we will increase our efforts to encourage more English learners, foster youth, and low-income students to take advantage of our Zero Period in order to access additional elective classes, reminding parents through Parent Square and reminding students during registration.

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

Action 1.1 Professional learning will continue with district-wide EDI training with a focus on mathematics and effective English learner strategies. A substantial increase in funding for this action is attributed to the addition of new contracts for professional development to support our math, ELD, and collaborative practice initiatives.

Action 1.5 The increase is a result of the support provider's salary and benefits funded 100% from Federal funds.

Actions 1.6 and 1.7

The funding allocated in Action 1.6 for technology sustainability was moved to Action 1.7 (Technology Equipment) as the Director of Technology supports sites in identifying the technology needs of their students/campuses.

We will continue with the actions in Goal 1 with minor adjustments as we believe their continued implementation will result in the desired outcomes.

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.

Goals and Actions

Goal

Goal #	Description
2	Students in the Richland School District will have access to instruction and resources relevant to their individual needs through a multi-tiered system of instructional support to successfully acquire grade-level Common Core Standards. (Priorities 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 8a)

An explanation of why the LEA has developed this goal.

Our current state and local data indicate areas of low student performance and significant performance gaps among our student groups. Additionally, with the pandemic, many students experienced learning loss. Therefore, Goal 2 was written to include instructional support and resources for increased pupil achievement for all students and student groups. This will consist of support personnel for academic recovery due to the learning losses experienced by students. Increased training and teacher collaboration for data analysis and instructional decision-making will be added so that teachers are better equipped to provide relevant and individualized support for students based on identified needs. Through analysis of statewide assessments and progress monitoring of individual student academic needs, including progress toward learning targets, and English proficiency leading to EL reclassification, we will ensure students have access to instruction and resources to meet their individual needs through a multi-tiered system of instructional support for the successful acquisition of grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a Pupil Achievement Statewide Indicator	2019 California Dashboard English Language Arts (-40.5) points Distance From Standard (DFS) (a growth of 6.4 points from the previous year) as measured by CAASPP.	2020-21 KiDS Dashboard English Language Arts (-70.6) points Distance From Standard (DFS) as measured by CAASPP.	2021-22 KiDS Dashboard English Language Arts (-55.2) points Distance From Standard (DFS) as measured by CAASPP.		2023 KiDS Dashboard English Language Arts The Distance From Standard will improve to (-30.5) as measured by CAASPP. Mathematics

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Mathematics (-63.1) points DFS (an increase of 8.7 points from the previous year) as measured by CAASPP.</p> <p>Science 15.89% of students met or exceeded the Standard for Science as measured by the CAST.</p>	<p>Mathematics (-108.4) points DFS as measured by CAASPP.</p> <p>Science 8.89% of students met or exceeded the Standard for Science as measured by the CAST.</p>	<p>Mathematics (-99.8) points DFS as measured by CAASPP.</p> <p>Science 11.55% of students met or exceeded the Standard for Science as measured by the CAST.</p>		<p>The Distance From Standard will improve to (-53.1) as measured by CAASPP.</p> <p>Science The number of students who meet or exceed the Standard for Science as measured by CAST will increase to 24.9%.</p>
<p>Priority 4b</p> <p>Percent of pupils who have successfully completed A-G requirements</p>	Not Applicable	Not Applicable	Not Applicable		Not Applicable
<p>Priority 4c</p> <p>Percent of pupils who have successfully completed CTE pathways</p>	Not Applicable	Not Applicable	Not Applicable		Not Applicable
<p>Priority 4d</p> <p>Percent of pupils who have successfully</p>	Not Applicable	Not Applicable	Not Applicable		Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed both B and C					
Priority 4e Percent of ELs making progress toward English proficiency as measured by ELPAC	47.2% of ELs made progress toward English proficiency as reported on the 2019 CA Dashboard.	40.56% of ELs made progress toward English proficiency as reported on the 2021 KiDS Dashboard.	49.5% of ELs made progress toward English proficiency as reported on the 2022 KiDS Dashboard.		2023 KiDS Dashboard 50.2% of ELs will make progress toward English proficiency as reported on the KiDS Dashboard.
Priority 4f EL Reclassification Rate (DataQuest)	13.7% of RSD-identified ELs were reclassified in the 20-21 school year, as indicated on the 2020-2021 DataQuest report.	6.61% of RSD-identified ELs were reclassified in the 2021-2022 school year as of 5/18/2022, as reported on KiDS Dashboard.	9.34% of RSD-identified ELs were reclassified in the 2022-2023 school year as of 4/28/2023, as reported on KiDS Dashboard.		16.7% of RSD-identified ELs will be reclassified as indicated on the 2022-2023 KiDS Dashboard.
Priority 4g Percent of pupils that pass AP exams with a score of 3 or higher	Not Applicable	Not Applicable	Not Applicable		Not Applicable
Priority 4h Pupils prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher)	Not Applicable	Not Applicable	Not Applicable		Not Applicable
Priority 8a	2021 DIBELS Composite Scores	2022 DIBELS Composite Scores	2023 DIBELS Composite Scores		2024 DIBELS Composite Scores

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Other Pupil Outcomes: Foundational Skills in Early Literacy	Kindergarten students scoring at/above MOY benchmark (10%) 1st grade students scoring at/above MOY benchmark (24%) 2nd grade students scoring at/above MOY benchmark (33%)	Kindergarten students scoring at/above MOY benchmark (30%) 1st grade students scoring at/above MOY benchmark (28%) 2nd grade students scoring at/above MOY benchmark (29%)	Kindergarten students scoring at/above MOY benchmark (52%) 1st grade students scoring at/above MOY benchmark (39%) 2nd grade students scoring at/above MOY benchmark (44%)		Kindergarten students scoring at/above MOY benchmark (80%) 1st grade students scoring at/above MOY benchmark (80%) 2nd grade students scoring at/above MOY benchmark (70%)
Priority 8a Other Pupil Outcomes: Physical Fitness Test scores	2018-19 California Physical Fitness Report (DataQuest) 5th Grade: 56% of students passed 4 or more fitness standards 7th Grade: 43% percent of students passed 4 or more fitness standards	2020-21 California Physical Fitness Report (DataQuest) Comparable 2020-21 California Physical Fitness Report from DataQuest is not available as testing was suspended For 2021-22, the participation rate was collected per CDE - The following is local data from SIS 5th Grade: 89.71% of students participated 7th Grade: 95.85% of students participated	2021-22 California Physical Fitness Report (DataQuest) Comparable 2021-22 California Physical Fitness Report from DataQuest is not available as only participation rates are required and reported annually on SARCs From 2022-23 SARCs: 5th Grade: 90% of students participated 7th Grade: 96.8% of students participated		2022-23 California Physical Fitness Report (DataQuest) 5th Grade: 66% of students will pass 4 or more fitness standards 7th Grade: 54% of students will pass 4 or more fitness standards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Intervention Support	3 intervention teachers and one paraprofessional will provide strategic and targeted instruction based on student needs using district-established screeners and diagnostic assessments. This will be a Tier 3 intervention principally directed toward our English learners, foster youth, and low-income students by recommendation of the site Student Study Team. We will also be adding hours to paraprofessionals supporting students in order to attract and retain them. Additional expenses include substitute pay for intervention training, conference fees, and supplies for instruction.	\$474,543.25	Yes
2.2	Reading Intervention Support	Under the coordination/direction of elementary site administrators, classroom teachers, and paraprofessionals will provide intervention to students in small groups using 95% Group instructional materials. Expenses include 18 paraprofessionals, 95% materials, 95% consultants to provide professional development, and substitute pay for staff professional development.	\$540,159.20	Yes
2.3	Academic Recovery Teachers	To address student learning loss, accelerate learning progress, and close achievement gaps between all students and our unduplicated pupils, three academic recovery teachers will provide services to students while providing teachers a structured framework for supplemental instruction through guided reading and differentiating for losses experienced by our unduplicated pupils during the pandemic. Four additional academic recovery teachers will be provided to focus on providing services to students while providing teachers with support in best practices for mathematics instruction to close the achievement gaps.	\$1,657,683.05	Yes

Action #	Title	Description	Total Funds	Contributing
		We will continue with paraprofessionals in K-2 classrooms to help close gaps and prevent further learning loss.		
2.4	Professional Learning in Differentiated Instruction	Provide PD opportunities for teachers and paraprofessionals to support differentiated instruction to meet the unique needs of students. For paraprofessionals, The Master Teacher training program will be used. A schedule will be provided for paraprofessionals allowing for monthly training tailored to guide them to help students they support, including low-income, English learners, foster youth, and students with disabilities. Academic language, social-emotional learning, and English language learner support are just a few of the courses available. Additionally, all instructional staff will be provided with additional resources to support Universal Design for Learning principles to ensure all learners can access and participate in meaningful, challenging learning opportunities.	\$34,637.98	Yes
2.5	SST/STAR	SST/STAR team members will be provided to all sites and will participate in meetings to assist in analyzing data and prescribing multi-tiered interventions to students performing below grade level. Training will be provided in the use of the KiDS Early Warning Intervention System and entry of data in the SIS. Expenses include stipends and extra pay provided to 12 teachers serving as SST/STAR team members spanning all 4 campuses.	\$55,873.00	Yes
2.6	GATE Program	We will increase our efforts to identify unduplicated pupils performing on advanced levels in local and state assessments. Identified students will be provided increased access to enrichment programs during the regular instructional day. We will provide challenging, enriching, and accelerated instructional services to enable these pupils to make accelerated progress in school. In addition, teachers will create a full	\$1,465,615.01	Yes

Action #	Title	Description	Total Funds	Contributing
		range of supports for high-ability learners through a diverse curriculum, differentiated instruction, and meaningful assessments. Funding will pay for 11 GATE teachers and professional development for addressing the needs of unduplicated pupils who are gifted learners.		
2.7	Data Analysis and Instructional Decision Making	Training and time will be provided to build our collective capacity in understanding the purpose of assessment, administration of appropriate assessments, analysis of assessment data, and instructional decision-making based on data, including time for our Continuous Improvement Process team to meet. District-wide comprehensive standards-aligned assessments will be used to support effective teaching for our English learners, low-income pupils, foster youth, and homeless youth to maximize learning. Supplemental programs to disaggregate data will be provided.	\$186,924.82	Yes
2.8	Summer School	We will extend the instructional learning time by providing summer school to eligible students. Priority will be given to students who are English learners, foster youth, and homeless who are below grade level. Paraprofessionals will be assigned to classrooms with the highest concentration of unduplicated pupils to assist in delivering targeted supplemental instruction. The program will focus on literacy, language development, mathematics, science (STEM), and daily handwriting. Summer School 2023 will be funded by the Extended Learning Opportunity Grant.	\$311,892.82	No
2.9	Professional Learning (ELs) - C & I Director	Training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services, and English learners' assessment. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Monitor systems for students who have been reclassified as Fluent English Proficient. ELAC, DELAC, and administration will guide the decisions in using ELD materials and	\$41,892.15	Yes

Action #	Title	Description	Total Funds	Contributing
		addressing the unique needs of English Learners, Newcomers, and ELs with Mod/Severe Special Education needs in collaboration with the Director of Special Education.		
2.10	Library Services	Library services to include but not limited to: student access during the instructional day, after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade-level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources in a variety of formats with a diverse appeal to support a text-rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners, and Special Education Students acquire 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. Services via libraries will include student engagement in Makerspaces to support interdisciplinary, project-based learning that supports NGSS and the implementation of the 5Cs. In addition, the RJH Library will open during lunchtime for students to check out board games used in a designated area at the RJH campus.	\$578,501.16	Yes
2.11	School Site Academic Support	Sites will receive allocations to implement instructional strategies for underperforming students identified as foster youth, low-income, and English learners to support student learning on content knowledge and express their understanding and application of the content to close achievement gaps. In addition, we will increase support in the core academic program to include Explicit Direct Instructional design that is purposeful and well-planned to engage English learners in content learning while developing increasingly advanced levels of English. Planned expenditures are established based on consultation with School Site Councils.	\$17,457.50	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	School Site Student Group Support	Sites will be provided allocations to implement instructional strategies and best practices that support the academic achievement of student groups. Strategies and best practices include afterschool and Saturday academies, differentiation for ELs during universal access time, and PD for effective integration of ELD strategies across content areas	\$2,785.44	Yes
2.13	Class Size Reduction	To support the achievement of our low-income, foster youth, and English learners, class sizes will be reduced (not to exceed 27:1) in grades TK-8, resulting in students having greater access to individualized instruction from their teachers. Expenses include salaries for 22 teachers, classroom overload pay, and new classroom supplies.	\$2,871,304.08	Yes
2.14	Physical Education - Aides	Knowing that smaller student to teacher ratio has been found to be one of the strongest indicators of student success and understanding that students with higher levels of physical fitness tend to have higher academic performance, 6 PE aides will be added to provide additional support to the physical education program, reducing the adult to student ratio at the elementary sites.	\$94,526.49	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of the actions in Goal 2 were fully implemented as intended.

Actions 2.1, 2.2, 2.3, and 2.5 were implemented fully. We identified academic gaps and provided interventions based on district-established screeners and diagnostic assessments. Our three academic recovery teachers, intervention teachers, and paraprofessionals provided direct instruction to students with a structured framework for early literacy instruction and intervention. Our DIBELS data indicated significant growth for our K-2 students. We did experience challenges in hiring and retaining paraprofessionals, hiring certificated reading tutors, and filling

SST/STAR team positions that became vacant. However, the school site administration continued to conduct the SSTs to support students who needed additional behavioral and/or instructional support.

Actions 2.4 and 2.7 were mostly implemented. We provided Professional Development opportunities for teachers and paraprofessionals to provide differentiated instruction and resources to support Universal Design for Learning principles. Paraprofessionals used The Master Teacher courses for professional growth with academic language, social-emotional learning, and English language learner support, allowing them to help students participate in meaningful, challenging learning opportunities. One of the challenges was providing the UDL training to staff.

Action 2.6 was fully implemented. We successfully increased the percentage of low-income students, English learners, and foster youth who qualified for the GATE Program by identifying students who are achieving at advanced levels in local and state assessments. We provided challenging, enriching, and accelerated instructional services for students. We collaborated with UC San Diego to offer the GATE Certification training to our GATE teachers. Still, some teachers did not volunteer to enroll in the program and earn their GATE certification.

Actions 2.8, 2.11, and 2.12 were mostly implemented. During the school year, school sites provided some students with intervention after school and during Saturday academies. Summer school was offered to pupils who were below grade level to participate in intervention and enrichment activities. Two summer school sessions were offered. Sites used their allocated funds to implement specific strategies to help students acquire literacy and math skills and express their understanding using appropriate academic language. Some of the challenges for summer school were teacher availability and the decrease in student enrollment after July 4th. The most significant challenge was staff availability to support students after their regular work day.

Action 2.9 was fully implemented. We successfully provided training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services, and English learners' assessment. One of the challenges in implementation is staff not completing reclassification paperwork in Ellevation for students reclassified via the IEP process.

Action 2.10 was mostly implemented. Our school libraries did provide a diverse collection of books and offered some lessons using the Library Standards. However, one of the challenges was not having a fully credentialed librarian, which has been remedied for the 2023-24 school year.

Action 2.13 and 2.14 were fully implemented. We successfully maintained the reduced class sizes in grades K-8, and PE aides were provided to decrease the adult-to-student ratio in PE classes at the elementary sites.

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.

Richland School District conducted an analysis of the material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 2 was \$7,191,343.73. The estimated actual expenditures for 2022-23 LCAP Goal 2 was \$6,932,368.84. This is a difference of \$258,974.89.

The substantive differences (shown in the parenthesis) in Actions 2.1 (Intervention Support, \$40,000), 2.2 (Reading Intervention Support, \$76,600), 2.3 (Academic Recovery Teachers, \$128,390), and 2.5 (SST/STAR, \$14,500) were due to the challenges we experienced in hiring and retaining paraprofessionals, hiring certificated reading tutors, and overestimating SST/STAR personnel costs. For Action 2.9 (Professional Learning for ELs, \$13,000), the amount allocated for extra time was overestimated. Also, the Parent CAFE conference budgeted for was not offered in Bakersfield, with parents not wanting to travel out of town. For Action 2.13 (Class Size Reduction, \$39,000) the cost of teachers was less than expected. However, for Action 2.14 (PE Aides to reduce PE class sizes, \$15,000), the cost was more. Finally, for Actions 2.6 (GATE Program, \$20,000) and 2.7 (Data Analysis, \$17,000), the costs were more than budgeted due to changes in teacher salaries and an increase in cost for our data and analysis support provider.

An explanation of how effective the specific actions were in making progress toward the goal.

The focus of Goal 2 is to ensure students have access to instruction and resources relevant to their individual needs through a multi-tiered system of instructional support to acquire grade-level Common Core Standards successfully.

Priority 4a (Actions 2.1, 2.2, 2.4, 2.5, 2.6, 2.7, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14)

CAASPP ELA Data

3rd - 8th-grade students - Distance from Standard (in points) with zero 0) representing meeting grade-level standards

All Students: -55.2 in 2021-22 compared to -70.6 in 2020-21, indicating a 15.4 point increase toward the standard.

Low income: -59.7 in 2021-22 compared to -73 in 2020-21, indicating a 13.3 point increase toward the standard.

English learners: -71.3 in 2021-22 compared to -125 in 2020-21, indicating a 53.7 point increase toward the standard.

Hispanic: -55.1 in 2021-22 compared to -70 in 2020-21, indicating a 14.9 point increase toward the standard.

White: -50.4 in 2021-22 compared to -73 in 2020-21 indicating a 22.6 point increase toward the standard.

SWD: -114.7 in 2021-22 compared to -149 in 2020-21, indicating a 34.3 point increase toward the standard.

Homeless: -91.3 in 2021-22 compared to -117.6 in 2020-21, indicating a 26.3 point increase toward the standard.

CAASPP Math Data

3rd - 8th-grade students - Distance from Standard (in points) with zero 0) representing meeting grade-level standards

All Students: -99.8 in 2021-22 compared to -108.4 in 2020-21, indicating an 8.6 point increase toward the standard.

Low income: -102.8 in 2021-22 compared to -109 in 2020-21, indicating a 6.2 point increase toward the standard.

English learners: -109.9 in 2021-22 compared to -147 in 2020-21, indicating a 37.1 point increase toward the standard.

Hispanic: -99.6 in 2021-22 compared to -108 in 2020-21, indicating an 8.4 point increase toward the standard.

White: -101.3 in 2021-22 compared to -108 in 2020-21, indicating a 6.7 point increase toward the standard.
SWD: -156.8 in 2021-22 compared to -175 in 2020-21, indicating an 18.2 point increase toward the standard.
Homeless: 116.1 in 2021-22 compared to 130 in 2020-21, indicating a 13.9 point increase toward the standard.

CAASPP California Science Test

5th and 8th-grade students - Percent of Students Meeting/Exceeding the Standard

All Students: 11.55% in 2021-22 compared to 9.94% in 2020-21, indicating a 1.61% increase.

Low income: 11.04% in 2021-22 compared to 8.20% in 2020-21, indicating a 2.84% increase.

Priority 4e, 4f (Action 2.9)

49.5% of English learners showed progress toward English language proficiency in 2021-22 compared to 40.56% in 2020-21, as indicated on the Dashboard, an increase of 8.94% and a performance level of Medium.

9.34% of our English learners were reclassified, as reported on KiDS Dashboard for 2022-23 on April 28, 2023, an increase of 1% compared to last year.

Priority 8a (Action 2.3)

There has been an increase in the percentage of students scoring at/above benchmark on DIBELS Composite scores in 2023 compared to 2022:

Kindergarten (30% to 52%), 1st grade (28% to 39%), 2nd grade (29% to 44%)

Based on the analysis of these results, the district believes the actions in Goal 2 are demonstrated to be effective in making progress towards the overall Goal. The ARTs, intervention teachers, and paraprofessionals effectively identified academic gaps and provided appropriate support for our students, particularly in ELA and Early Literacy. The ongoing support provided to classroom teachers by our ARTs has also resulted in effective, equitable services for our students in grades K-2. Actions 2.13 and 2.14 have allowed us to maintain class size reduction in all grades, giving teachers more time to provide the individualized support student need. The training and coaching teachers have received in Action 2.9 has led to an increased percentage of ELs making progress toward language proficiency and an increase in our reclassification rate. We will continue with the current actions in Goal 2, with modifications to add support for our staff and students in the area of math instruction and effective collaboration.

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

Action 2.2 (Reading Intervention Support) will be modified to remove the certificated reading tutors as we could not fill any of the positions despite recruiting efforts all year.

Action 2.3 (Academic Recovery Teachers (ARTs) will be modified to include four additional ARTs who will focus on providing services to students while providing teachers with support in best practices for mathematics instruction to close the achievement gaps.

Action 2.5 (SST/STAR) The costs were overestimated in 2022-23. The amount allocated for 2023-24 has been reduced to reflect actual costs.

Action 2.6 (GATE) The substantial increase in funding for this action is attributed to personnel costs due to an 8% salary increase for teachers.

Action 2.7 (Data Analysis and Decision-Making) will be modified to include time for team collaboration during the Continuous Improvement Process (CIP) with our County Office of Education. This will allow the CIP Team to identify and implement strategies to address the identified root causes to improve student academic outcomes.

Action 2.8 (Summer School) Substantial increase in funding for this action is attributed to the need to purchase supplemental STEM materials and student attendance incentives.

Action 2.9 (English Learners) The number of days contracted with our provider for professional learning has decreased resulting in a decrease in funding for this action.

Action 2.11 and 2.12 (School Site Support) Sites have requested a reduced amount for after-school programs based on SPSA and SSC consultation resulting in a decrease in funding for these actions.

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.

Goals and Actions

Goal

Goal #	Description
3	Students in the Richland School District will learn in a positive, welcoming, safe and supportive environment, where staff, parent, student, and community voices are valued for strengthening student success. (Priorities 3a, 3b, 3c, 5a, 5b, 5c, 5d, 5e, 6a, 6b, 6c)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback from local surveys, and current state and local data, Goal 3 was developed to increase family engagement and provide a safe, supportive learning environment through purposeful engagement with students, parents, staff, and the community using multiple modes of communication. The actions support our commitment to address the health, safety, and social-emotional well-being of staff and all students, particularly our unduplicated pupils, while providing ancillary support to our families through our Student and Family Support Services department. Our actions will also support the increased efforts at school sites to provide a positive school climate.

By providing social-emotional learning and supports for students and PBIS, an improvement in the overall school climate will occur, resulting in students feeling a greater sense of safety and connectedness to their school, leading to greater pupil engagement, an increase in attendance rates, and a decrease in chronic absenteeism and suspension rates. In addition, we will support families with parent workshops and training to increase their understanding of the educational system and the role they play in decision-making, resulting in greater parent and family engagement and participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a Parent and Family Engagement Self-Reflection Tool	(Spring 2021 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and	(Spring 2022 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and	(Spring 2023 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals		(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Seeking Input for Decision Making</p> <p>(Rating Scale as follows)</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 4)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 4)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score = 4)</p>	<p>supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 3)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 3)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score = 3)</p>	<p>and staff to effectively engage families in advisory groups and with decision-making (Score = 3.5)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 3.5)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score = 4)</p>		<p>supporting principals and staff to effectively engage families in advisory groups and with decision-making. (Score of 5)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score of 5)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score of 5)</p>
<p>Priority 3b</p> <p>How the school district will promote parental participation in</p>	<p>(Spring 2021 Parent and Family Engagement Self-Reflection Tool)</p>	<p>(Spring 2022 Parent and Family Engagement Self-Reflection Tool)</p>	<p>(Spring 2023 Parent and Family Engagement Self-Reflection Tool)</p>		<p>(Spring 2024 Parent and Family Engagement Self-Reflection Tool)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>programs for low income, English learner, and foster youth pupils.</p> <p>Parent and Family Engagement Self-Reflection Tool</p> <p>(Rating Scale as follows)</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score = 3)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 4.5)</p>	<p>Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score = 3)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 2)</p>	<p>Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score = 3.5)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 3)</p>		<p>Progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score of 5)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score of 5)</p>
<p>Priority 3c</p> <p>How the school district will promote parental participation in programs for students with disabilities.</p>	<p>(Spring 2021 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal</p>	<p>(Spring 2022 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal</p>	<p>(Spring 2023 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal</p>		<p>(Spring 2024 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent and Family Engagement Self-Reflection Tool (Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	rights and advocate for their own students and all students. (Score = 4)	rights and advocate for their own students and all students. (Score = 3)	rights and advocate for their own students and all students. (Score = 3.5)		rights and advocate for their own students and all students. (Score of 5)
Priority 5a Attendance Rates	The Richland School District (RSD) attendance rate is 95.76% as determined by 2019-2020 local attendance data in SIS.	The Richland School District (RSD) attendance rate is 88.01% as determined by 2021-2022 local attendance data in KiDS Dashboard as reported on 5/18/2022.	The Richland School District (RSD) attendance rate is 92% as determined by 2022-2023 local attendance data in KiDS Dashboard as reported on 4/28/2023.		The Richland School District (RSD) attendance rate will increase to 97.5% as determined by local attendance data in KiDS Dashboard.
Priority 5b Chronic absenteeism (CA) rate	The RSD CA rate is 11.8% as determined by 2019-20 local absence data in SIS.	The RSD CA rate is 49.81% as determined by 2021-2022 local data in KiDS Dashboard as reported on 5/18/2022	The RSD CA rate is 28.27% as determined by 2022-2023 local data in KiDS Dashboard as reported on 4/28/2023		The RSD CA rate will decrease to 5% as determined by local attendance data in KiDS Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5c Middle School Dropout Rates	The RSD middle school dropout rate is 0% as measured by 2019-20 middle school dropout data in SIS.	The RSD middle school dropout rate is 0% as determined by 2021-2022 local data in KiDS Dashboard as reported on 5/18/2022	The RSD middle school dropout rate is 0% as determined by 2022-2023 local data in KiDS Dashboard as reported on 4/28/2023		The RSD middle school dropout rate will be maintained at 0% as measured by 2022-23 middle school dropout data in KiDS Dashboard.
Priority 5d High School Dropout Rates	N/A	N/A	N/A		N/A
Priority 5e High School Graduation Rates	N/A	N/A	N/A		N/A
Priority 6a Suspension rates	The RSD suspension rate is 2.5% as indicated on the 2019-2020 DataQuest report.	The RSD suspension rate is 3.35% as determined by 2021-2022 local data in KiDS Dashboard as reported on 5/18/2022	The RSD suspension rate is 4.97% as determined by 2022-2023 local data in KiDS Dashboard as reported on 4/28/2023		The RSD suspension rate will decrease by 1% as determined by local suspension data in KiDS Dashboard.
Priority 6b Expulsion rates	The RSD expulsion rate maintained at 0% as measured by the 2019-2020 DataQuest report.	The RSD expulsion rate was 0.07% as determined by 2021-22 local expulsion data in KiDS Dashboard.	The RSD expulsion rate was 0.04% as determined by 2022-23 local expulsion data in KiDS Dashboard on 5/16/23.		The RSD expulsion rate will be maintained at 0% as determined by local expulsion data in KiDS Dashboard.
Priority 6c Other local measures	2021 LCAP Stakeholder Survey	2022 LCAP Educational Partner Survey	2023 LCAP Educational Partner Survey		2024 LCAP Educational Partner Survey

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	98% of stakeholders believe RSD schools are safe.	86% of Educational Partners believe RSD schools are safe.	91% of Educational Partners believe RSD schools are safe.		100% of Educational Partners believe RSD schools are safe.
Priority 6c Other local measures	2021 California School Staff Survey 80% of staff agree or strongly agree their school is a supportive and inviting place to work	2022 California School Staff Survey 81% of staff agree or strongly agree their school is a supportive and inviting place to work	2023 California School Staff Survey 80% of staff agree or strongly agree their school is a supportive and inviting place to work		2024 California School Staff Survey 90% of staff agree or strongly agree their school is a supportive and inviting place to work.
Priority 6c Other local measures	2021 Richland School District Spring Student Survey 78% of 5th and 6th grade students reported feeling safe most or all of the time 38% of 5th and 6th grade students reported feeling connected most or all of the time	2022 Richland School District Spring Student Survey 59.2% of 5th and 6th grade students reported feeling safe most or all of the time 51.4% of 5th and 6th grade students reported feeling connected most or all of the time 47.9% of 7th and 8th grade students reported feeling safe most or all of the time	2023 Richland School District Spring Student Survey 39.4% of 5th and 6th grade students reported feeling safe most or all of the time 29.2% of 5th and 6th grade students reported feeling connected most or all of the time 19.2% of 7th and 8th grade students reported feeling safe most or all of the time		2024 Richland School District Spring Student Survey 90% of 5th and 6th grade students will report feeling safe most or all of the time 80% of 5th and 6th grade students will report feeling connected most or all of the time 90% of 7th and 8th grade students will report feeling safe most or all of the time

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		37% of 7th and 8th grade students reported feeling connected most or all of the time	15.3% of 7th and 8th grade students reported feeling connected most or all of the time		80% of 7th and 8th grade students will report feeling connected most or all of the time

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Parent Engagement - Community Liaison	Community Liaison will coordinate and implement parent education to build the parents' capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, and wellness. Assist with referrals to provide basic needs services to students to remove barriers to support student learning. Training will also include how to become involved in the education and decision-making process for English learners.	\$180,147.54	Yes
3.2	Access to Basic Needs & Education - Parent Educator	Provide direct services to unduplicated students referred by school site staff due to medical, trauma, lack of basic needs, and/or access to education. Assist with removing barriers for McKinney-Vento students so they have the same opportunity as their peers to achieve challenging State academic standards. Make arrangements for transportation for homeless students on a case-by-case basis.	\$66,258.80	Yes
3.3	Parent & Family Communication	Use multiple modes of communication (Parent Square, texts, phone calls, emails, website) to increase parental participation in district and school site events and advisory councils. Using our communication platform to set up groups, we will provide special e-invitations to	\$43,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		parents of unduplicated pupils and pupils with exceptional needs to increase their participation.		
3.4	Attendance/Chronic Absenteeism Support	Attendance staff will collaborate and coordinate services to remove barriers for low-income students, ELs, and foster youth identified as chronically absent and at risk of becoming chronically absent as early as possible. Staff will respond with supplemental support services and interventions—recognizing students who demonstrate significant improvement in attendance. In addition, an attendance liaison will collaborate with district and school site teams, prepare materials for SART and SARB meetings, and refer students to outreach services to help remove barriers that impede regular school attendance under the direction of the SARB administrator.	\$293,201.70	Yes
3.5	TK-8 Educational Excursions	All four school sites will consistently give students in TK-8th grade the opportunity to attend educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking, and knowledge retention applied to Project-Based Learning, which teaches students to explore real-world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunities to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.	\$122,438.00	Yes
3.6	Student & Family Support Services - Coordinator	Provide a coordinator to collaborate with school sites, county, and community outreach programs to coordinate services and support for students and families with unmet needs. The coordinator will support the district foster youth liaison and McKinney-Vento liaison to ensure students have access to appropriate programs given their unique circumstances.	\$124,329.25	Yes

Action #	Title	Description	Total Funds	Contributing
3.7	School Psychologist	Add one full-time school psychologist to provide mental health support to students, priority given to low-income, foster youth and ELs, conduct counseling groups, assist with positive behavior supports, provide grief counseling, and complete assessments to determine appropriate educational or behavioral supports. The school psychologist will also support the district's increased efforts to identify unduplicated pupils performing on advanced local and state assessments to participate in the GATE Program. In addition, the School Psychologist will assist with student study teams to communicate with and ensure parents have input in their child's educational program.	\$142,915.42	Yes
3.8	School Social Workers	To meet the needs of all unduplicated pupils, School Social Workers provide direct services related to the students' social-emotional adjustment to school, family, and community. Services will also promote the academic and social success of students.	\$629,904.80	Yes
3.9	Health Services - District Nurse & Health Aide	An additional District Nurse will be provided to collaborate with the Shafter School Partnership to support students with health, vision, dental, home, and hospital services to minimize disruption of student learning as needed; review and update records for health requirements for school enrollment; and participate in student study teams, 504's, and IEP's. The nurse will also coordinate efforts to train school personnel, parents, and community members on student health needs, the use of EpiPens and AED monitoring, and health and dental clinics district-wide. Two health aides will be provided to attend to the medical needs of students including those with chronic health conditions, targeting low-income students who commonly experience inadequate health care; provided other services that include, but are not limited to providing first aid to students, monitoring and administering prescribed medications, and communicating with parents.	\$236,895.94	Yes

Action #	Title	Description	Total Funds	Contributing
3.10	Health and Safety	We will address and monitor the improved sanitation of facilities to decrease student illness and absences, including those of unduplicated pupils, by providing an additional custodian and training on routine cleaning and the 5-steps cleaning routine for school campuses, including the use of new and updated techniques. To assist with safety, sites will use the Raptor Visitor Management school security system to screen and track everyone coming into schools. The Raptor system will be paid for using base grant funds.	\$102,077.72	Yes
3.11	Positive Culture and Climate Support	Sites will be provided allocations for staff training on social-emotional learning and continued implementation of Positive Behavior Interventions and Supports (PBIS), using alternative behavioral strategies, including Restorative Practices to respond appropriately and effectively to unduplicated pupil groups. These strategies and tools will assist when students' behaviors require redirecting to keep unduplicated pupils in school to learn. In addition, funds will be used to repair and/or purchase playground equipment for organized outdoor activities per our local Student Climate Survey. Additional funding will be provided to support the increase of in-person events and activities for students and their families.	\$173,708.04	Yes
3.12	Counseling Services	One school counselor will continue provide counseling services to Richland Junior High English learners, foster youth, and low-income students to support student behavior, school safety, and school connectedness. We will add an additional counselor to support our elementary sites and the Opportunity class. The counselors will support/engage in the implementation PBIS (Positive Behavior Interventions and Supports), participate in SST/STAR meetings as needed, identify supports to improve student learning, and complete referrals for appropriate mental health and social-emotional services.	\$181,614.01	Yes

Action #	Title	Description	Total Funds	Contributing
3.13	Extended Learning Programs	<p>In partnership with our after-school ASES program, Folklorico and Music and Sound Engineering classes will be offered with the goal of expanding our Visual and Performing Arts programs and increasing the engagement and sense of connectedness in our foster youth, low-income students, and English learners. This will be funded by our Expanded Learning Opportunities Program.</p> <p>Additionally, for 2023-24, we will hire one music teacher to allow our music program to include a focus on music at our three elementary sites to increase access to music for our low-income, foster, and English learners, during the regular school day 2-6.</p>	\$119,500.00	Yes
3.14	Dean of Success	The Dean of Success will support unduplicated pupils who are at-risk by communicating and interacting on a continuous basis to encourage their participation in extracurricular activities coordinated through that department such as academic and athletic clubs, PBIS centered activities, student government, field trips, assemblies, etc., while creating a climate in which all students have a positive mindset and healthy attitude toward themselves, each other, and the school.	\$174,691.21	Yes
3.15	Opportunity Class	An Opportunity Class/Teacher will be provided. The Opportunity Class will be an alternative to suspension or expulsion. The teacher will provide a supportive environment with a grade-level curriculum, differentiated instruction, tutorial assistance, guidance, counseling, and psychological services to help students overcome barriers to learning and return to their regular school environment. An instructional aide will also be provided to support an AM and PM option for students.	\$199,595.70	Yes

Goal Analysis [2022-23]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

The majority of the actions in Goal 3 were fully implemented as intended.

Actions 3.1, 3.2, 3.3, and 3.6 were fully implemented. We provided a Community Liaison to support the families by providing parent education to build the parents' capacity in positive parenting and providing tools for success at home. Additionally, we connected families to services for medical, trauma, basic needs, and/or access to educational resources. Our coordinator collaborated with agencies to generate resources for appropriate services and support students' families with unmet needs. We used multiple modes of communication to increase parental participation in district and school site events and advisory councils. We successfully increased the number of parents who participated in the workshops and the number of families who were provided services. The greatest challenge we are faced with is the loss of a competitive grant beginning the 2023-24 school year, which provided significant financial resources for our Family Resource Center.

Action 3.4, 3.9, and 3.10 were fully implemented. We were successful in increasing the attendance rates and reducing the chronic absenteeism rates of our low-income students, foster youth, and English learners. Our attendance staff was successful in collaborating and coordinating services to remove barriers and provide interventions early in the school year. Our additional District Nurse and two health aides supported students in need of health, vision, dental, home, and hospital services, and other chronic health conditions. We successfully provided additional sanitation of facilities to decrease illness and absences of students. The greatest challenge we face is finding the right interventions/services for our students with the most severe challenges.

Action 3.5, 3.13, and 3.14 were fully implemented. We were successful in providing opportunities for students to experience learning outside of the classroom. The Dean of Success supported at-risk, low-income students, foster youth, and English learners by encouraging their participation in extracurricular activities while creating a climate that supports a positive mindset and healthy attitude toward themselves, each other, and the school. One of the challenges was that not all grade levels scheduled off-campus excursions, opting for local trips instead.

Action 3.7, 3.8, and 3.12 were mostly implemented. Our school psychologist, school social workers, and school counselor supported our students by building positive relationships, making positive choices, and assisting with positive behavior support. The school psychologist successfully identified the low-income students, English learners, and foster youth performing at advanced levels on local and state assessments to participate in the GATE Program. One of the challenges in implementation was the turnover experienced by our school social workers.

Action 3.11, and 3.15 were mostly implemented. To decrease the number of low-income students, English learners, and foster youth who are suspended, sites were provided allocations to train staff on social-emotional learning and continue the implementation of Positive Behavior Interventions and Supports (PBIS). With scheduling conflicts, 3 of our 4 campuses were not able to take advantage of sending a PBIS team to the County training offered. Being in year one of implementation, we started the Opportunity Class as a morning-only program. As students' needs changed, the program evolved into an AM and PM session, providing flexibility. Many of the scheduled field trips were not

taken due to challenging behaviors. We did face the challenge of losing an administrator mid-year at one campus; however, that campus was successful in significantly reducing the number of suspensions during the second semester.

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.

Richland School District conducted an analysis of the material differences between Budgeted Expenditures and Estimated Actual Expenditures. The total budgeted for the 2022-23 LCAP Goal 3 was \$2,100,394.17. The estimated actual expenditures for 2022-23 LCAP Goal 3 was \$1,827,457.13. This is a difference of \$272,937.04. The substantive differences and reasons are as follows: Action 3.1 (Family Engagement-Community Liaison, \$67,000) was due to the decreased cost of our PIQE contracts as we were not able to secure as many sessions as we had hoped, and our Family Engagement nights at sites did not occur as planned. The difference in Action 3.4 (Attendance/Chronic Absenteeism Support, \$16,000) was due to difficulty filling a clerk position and a decrease in the cost of student attendance incentives. For Action 3.5 (Educational Excursions, \$52,500), all but one of our grade levels had all classes attend field trips; however, many grade levels opted for trips closer to school, reducing transportation costs. For Action 3.6 (Student and Family Support Services, \$12,000), our transportation costs for our Foster program were reduced with the acquisition of district electric vehicles, and costs for coordinator conference and travel was less than estimated. For Action 3.8 (SSW, \$30,000) there was an increase in our contract with our County office. For Action 3.9 (Health Services, \$12,000), the need for extra time for our health staff was overestimated. For Action 3.11 (Positive Culture and Climate Support, \$31,000), the amount of funds needed for extra time for PD was decreased as PD was provided during our late student starts, there were fewer college visits than budgeted for, and the cost of incentives was less than allocated. Finally, for Action 3.15 (Opportunity Class, \$87,700) the teacher's salary and benefits were less than budgeted; the teacher did not attend PD, reducing the conference, travel, and supplies costs; students attended one field trip at no cost, and did not attend any other field trips budgeted for; and facilities costs were taken from ESSER funds.

An explanation of how effective the specific actions were in making progress toward the goal.

The focus of Goal 3 is to ensure students learn in a positive, welcoming, safe, and supportive environment where staff, parents, students, and community voices are valued for strengthening student success.

Priority 3a (Action 3.1)

On the Parent and Family Engagement Self-Reflection Tool, parents gave our district a rating of 3.5 this year (full implementation) compared to a rating of 3 last year (initial implementation). We also had a rating of 3 this year (initial implementation) compared to a rating of 2 (beginning development) in providing families of English learners, LI, and foster youth with information and resources to support student learning and development at home. Finally, parents gave the district a rating of 3.5 this year (initial implementation) compared to a rating of 3 last year (initial implementation) in providing support to families of students with disabilities to understand and exercise their legal rights and advocate for their students and all students.

Priority 3b (Action 3.3)

On the 2023 Parent and Family Engagement Self-Reflection Tool, we received a rating of 3 this year (initial implementation) compared to a rating of 2 (beginning development) in providing families of English learners, LI, and foster youth with information and resources to support student learning and development at home.

Priority 3c (Action 3.7)

On the 2023 Parent and Family Engagement Self-Reflection Tool, parents gave our district a rating of 3.5 compared to a 3 in 2022 in making progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students.

Priority 5a (Actions 3.2, 3.4, 3.5, 3.6, 3.9, 3.10, 3.12, 3.13)

The following data is as reported on KiDS Dashboard on 5/1/2023:

Attendance rate for "All" students: 92%, compared to 88.01% in 2021-22, a 3.99% increase.

Attendance rate for ELs: 92%, compared to 89% in 2021-22, a 3% increase

Attendance rate for LI students: 92%, compared to 88.% in 2021-22, a 4% increase.

Attendance rate for FY: 93%, compared to 90% in 2021-22, a 3% increase.

Priority 5b (Actions 3.2, 3.4, 3.5, 3.6, 3.9, 3.10, 3.12, 3.13)

Chronic absenteeism rate for "All" students: 28.27% compared to 49.81% in 2021-22, a 21.54% decrease.

Chronic absenteeism rate for ELs: 27% compared to 49.85% in 2021-22, a 22.85% decrease.

Chronic absenteeism rate for LI: 30% compared to 50.87% in 2021-22, a 20.87% decrease.

Chronic absenteeism rate for FY: 15% compared to 39.39% in 2021-22, a 24.39% decrease.

Priority 5c (Actions 3.2, 3.4, 3.5, 3.6, 3.9, 3.10, 3.12, 3.13)

Middle School Dropout Rate for 2021-22 was 0% and is 0% for 2022-23 as of April 28th, 2023 on KiDS Dashboard

Priority 6a (Actions 3.8, 3.15)

Suspension rate for "All" students: 5% compared to 3.35% in 2021-22, a 1.65% increase.

Suspension rate for ELs: 5.98% compared to 2.93% in 2021-22, a 3.05% increase.

Suspension rate for LI students: 5%, compared to 3.84% in 2021-22, a 1.16% increase.

Suspension rate for FY: 7.69%, compared to 3.03% in 2021-22, a 4.66% increase.

Priority 6b (Actions 3.8, 3.15)

The expulsion rate decreased from 0.07% in 2021-22 to 0.04% in 2022-23 (as of May 1, 2023 in KiDS). 100% of the students expelled were LI and SWD students.

Priority 6c (Actions 3.11, 3.14)

School Climate:

2023 LCAP Educational Partner Survey: 91% of respondents believe RSD schools are safe compared to 86% in 2022, an increase of 5%.

2023 California School Staff Survey

80% of staff agree or strongly agree their school is a supportive and inviting place to work compared to 81% in 2022, a decrease of 1%

In 2023, 39.4% of 5th-6th grade students reported feeling safe most or all of the time compared to 59.2% in 2022 on the Spring Student Survey, a decrease of 19.8%.

In 2023, 29.2% of 5th-6th grade students reported feeling connected most or all of the time compared to 51.4% in 2022 on the Spring Student Survey, a decrease of 22.2%.

In 2023, 19.2% of 7th-8th grade students reported feeling safe most or all of the time compared to 47.9% in 2022 on the Spring Student Survey, a decrease of 28.7%.

In 2023, 15.3% of 7th-8th grade students reported feeling connected most or all of the time compared to 37% in 2022 on the Spring Student Survey, a decrease of 21.7%

Based on the analysis of these results, many of the actions in Goal 3 demonstrated effectiveness in making progress toward the overall goal. We saw an increase in our attendance rates and a decrease in our chronic absenteeism. In our 2023 LCAP Survey, 91% of the respondents believed our schools were safe; however, in the 2023 Student Climate Survey, students indicated they felt less safe and less connected than in the 2022 survey. Upon reviewing the Climate Survey data, our elementary site administrators noted that their daily/weekly check-ins do not yield similar results, but they don't use the exact questions asked on the Student Climate Survey. The school site administration shared the Climate Survey results with their staff and students, asking the students why they felt less safe and less connected in their schools. During the activity, the administration learned that students were worried about the recent shooting that occurred at our local Starbucks within blocks of three of our school sites. Moving forward, sites will modify their check-ins to ask more specific questions about safety and connectedness at least monthly to better respond to student needs.

Overall, we have seen an increase in our suspension rate. However, this year we have a new Dean of Success at our junior high school and a new Assistant Principal. With the addition of this new personnel working collaboratively with the School Social Worker, School Counselor, and School Psychologist in implementing practices to improve school climate, we have seen a decrease in behavior incidents (from 321 incidents during the first semester to 63 during the second semester) resulting in few days of suspension (from 190 during the first semester to 102 during the second semester) where we have typically seen an increase.

Given the collaborative practices and results seen at our junior high school in the second semester and the increased efforts our elementary principals will take to determine what is causing our students to feel unsafe and less connected with their schools, we believe that continued implementation of our practices will result in overall progress toward Goal 3.

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

Action 3.1 (Parent Engagement/Education) The substantial increase in funding for this action is attributed to the addition of a new provider/contract for parent workshops based on educational partner feedback.

Action 3.3 (Parent Communication) The substantial increase in funding for this action is attributed to increased costs for contract renewals for parent communication platforms.

Action 3.11 (Positive Culture and Climate Support) Additional funding will be provided to support the increase of in-person events and activities for students and their families.

Action 3.12 (Counseling Services) will be modified to include hiring an additional counselor to support students at our elementary sites and our Opportunity class.

Action 3.13 (Extended Learning Programs) will be modified to include hiring one music teacher to allow our music program to include a focus on music at our three elementary sites in grades 2-6.

Action 3.15 (Opportunity Class) will be modified to add an instructional aide to support an AM and PM option for students enrolled in the Opportunity Class.

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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$10,376,487.00	\$1,318,897.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
39.32%	5.91%	\$1,500,523.16	45.23%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1

A review of the needs, conditions, and circumstances of our Low-income students, English learners, and foster youth, indicates that although Low-income and English learner student groups' distance from standard increased toward meeting grade-level standards compared to the previous school year, a performance gap still exists between the "All" student group and ELs and LI in ELA and in Math:

ELA:

"All" student group Distance From Standard (DFS) at -55.2 points.

DFS for the student groups: English learner -71 points, Low Income -59.7 points, Foster Youth -not a significant student group

Math:

"All" student group DFS at -99.8 points.

DFS for the student groups: English learner -109.9 points, Low Income -102.8 points, Foster Youth -not a significant student group

We know that our English learners and low-income students need explicit direct instruction on listening and understanding spoken academic information, understanding stories and information they read, and communicating in academic writing. Because they may not be exposed to academic English outside of school, they need to have the advantage of the vocabulary and academic language development that occurs in an in-person school setting. Additionally, they need well-trained teachers to support their unique language and vocabulary needs. To this end, new and veteran teachers will need professional development in identifying and responding appropriately to our English learners, low-income students, and foster youth academic gaps, including gathering, analyzing, and using data to differentiate instruction for the unique language and vocabulary needs.

To help close the performance gaps that exist between the “All” student group and our English learners and low-income students, we plan to provide a curriculum and instruction services director to coordinate high-quality professional learning and collaborative opportunities for teachers and administrators anchored to the Common Core State Standards and State Frameworks to impact teaching and learning. Staff training will include follow-up support in applying the district's adopted program and instructional initiatives, with particular emphasis on ELD and Explicit Direct Instruction (EDI) focusing on mathematics. The Induction Program Support Provider will provide new teachers and teacher interns extensive support and mentoring in content and pedagogy in conjunction with professional learning coordinated by our curriculum director that meets the needs of our English learners. The support Provider will provide specific training to teachers on delivering effective lessons that include ELD and EDI. School sites will provide supplemental materials and services to support implementing strategies from the English Learner Toolkit, Reading Recovery, and Universal Design for Learning. Actions 1.1, 1.5, 1.6

Our Assistant Superintendent will lead and coordinate the LCAP development, its implementation, and effectiveness, and to principally direct funds to actions that support increased efforts to ensure our English learners, low-income students, and foster youth are acquiring the academic vocabulary and skills needed to listen, read, and write at grade level. Action 1.3

Having access to electronic devices at home in addition to the technology at school, is an advantage many of our low-income families do not typically have, especially when there are multiple school-aged children in the household. Having devices at home and in the classroom will allow our students to continue their work without having to transport heavy books or electronic devices back and forth. We will maintain current levels of technology and support personnel to support instruction and best practices in the use of technology to support low-income students, English learners, and foster youth. Actions 1.7, 1.8, 1.9

Will will continue offering a Dual Language Immersion program, allowing our ELs to become more easily immersed in a new culture and attain a high level of proficiency in speaking, reading, and writing in two languages. The Dual-Language program is currently offered in

kindergarten, first, second, and third grades. In 2023-24 fourth grade will be added, with one grade level added to the program in subsequent years. Action 1.11

We believe these actions in Goal 1 will result in our low-income, English learners, and foster youth having increased access to qualified staff, high-quality, standards-aligned instruction and materials, and improved academic outcomes as described in the metrics for Goal 1.

Goal 2

A review of our 2022 CAASPP, 2023 Local Early Literacy, and 2022 English Learner Progress data for our low-income students, English learners, and foster youth indicates that although Low-income and English learner student groups' distance from standard increased toward meeting grade-level standards compared to the previous school year, a performance gap still exists between the "All" student group and ELs and LI in ELA and in Math. And while we do have an increase in the number of ELs showing progress toward English language proficiency, we still have over 50% of ELs who are not.

ELA:

"All" student group Distance From Standard (DFS) at -55.2 points.

DFS for the student groups: English learner -71 points, Low Income -59.7 points, Foster Youth -not a significant student group

Math:

"All" student group DFS at -99.8 points.

DFS for the student groups: English learner -109.9 points, Low Income -102.8 points, Foster Youth -not a significant student group

K - 2 Early Literacy - Percentage of Students who Met or Exceeded the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) 2023 Mid-Year Benchmark (by Grade and Student Group):

Kindergarten: All Students (52%); Low income (48%); English learners (45%); Foster youth (67%)

First Grade: All Students (39%); Low income (37%); English learners (28%); Foster youth (zero enrolled)

Second Grade: All Students (44%); Low income (43%); English learners (29%); Foster youth (zero enrolled)

English Learner Progress:

49.5% of English learners showed progress toward English language proficiency in 2021-22 compared to 40.56% in 2020-21, as indicated on the Dashboard, an increase of 8.94% and a performance level of Medium.

9.34% of our English learners were reclassified, as reported on KiDS Dashboard for 2022-23 on April 28, 2023, an increase of 1% compared to last year.

Based on our data, our English learners, low-income students, and foster youth need to acquire the basic early literacy skills necessary to listen, speak, read, and write using academic language in a manner that is sufficient to meet the rigor of grade-level standards. In the area of mathematics, they need support in understanding concepts and procedures, problem-solving skills, and communicating their mathematical reasoning using the appropriate academic language. Finally, our PAC and DELAC members suggested that staff be given more training in how to support English learners. Suggestions included continued literacy instruction for those reading below grade level and math instruction support. Also suggested was that we provide after-school tutoring for ELs in literacy and math and continued access to technology.

To help our English learners, low-income students, and foster youth acquire the reading, writing, and language skills they are lacking, we will provide three intervention teachers and one paraprofessional to deliver strategic and targeted instruction based on identified student needs using district-established screeners and diagnostic assessments. Classroom teachers and paraprofessionals will provide intervention to low-income students, English learners, and foster youth in small groups using 95% Group instructional materials. Provide SST/STAR team members at all sites to analyze data and prescribe multi-tiered interventions to low-income students, English learners, and foster youth performing below grade level. Actions 2.1, 2.2, 2.5

Because a high percentage of our low-income students, English learners, and foster youth are not reading by the end of second grade, we will continue to provide three academic recovery teachers to provide direct instruction to students while providing teachers with a structured framework for early literacy instruction. In addition, to support the achievement gaps shown by our low-income students, English learners, and foster youth in math, four academic recovery teachers will be added to provide direct services to students while supporting teachers with best practices for mathematics instruction. Paraprofessionals will continue in K-2 classrooms to support students in acquiring the skills necessary to close the achievement gaps. Action 2.3

To reduce the chance of learning losses and increased achievement gaps over the summer, English learners, foster youth, and low-income pupils below grade level will be invited to attend summer school to provide intervention and enrichment activities. Sites will be allocated funds to provide Afterschool and Saturday academies, differentiation for ELs during universal access time, and PD to effectively integrate ELD strategies across content areas to support English learners. Actions 2.8, 2.12

Because a smaller student-to-teacher ratio provides low-income, English learners, and foster youth greater access to individualized instruction from their teachers needed to support their learning gaps, class sizes will be reduced in grades K-8, and PE aides will be added to reduce the adult-to-student ratio in PE classes at the elementary sites.

Actions 2.13, 2.14

To support the unique needs of our English learners, low-income students, and foster youth, we will provide Professional Development opportunities for teachers and paraprofessionals to provide differentiated instruction and resources to support Universal Design for Learning principles. Paraprofessionals will use The Master Teacher courses for professional growth with academic language, social-emotional learning, and English language learner support, allowing them to help students participate in meaningful, challenging learning opportunities. Training and time will be provided for all staff to build our collective capacity to understand the purpose of assessment and instructional decision-making based on data, to support effective teaching for our English learners, low-income pupils, and foster youth to maximize learning and close learning gaps. Actions 2.4, 2.7

We will continue to increase the percentage of low-income students, English learners, and foster youth who qualify for the GATE Program by identifying students who are achieving at advanced levels in local and state assessments. Identified students will be provided increased access to enrichment programs during the regular instructional day. We will provide challenging, enriching, and accelerated instructional services to enable these pupils to make accelerated progress in school. In addition, teachers will create a full range of supports for high-ability learners through a diverse curriculum, differentiated instruction, and meaningful assessments. Action 2.6

School libraries will continue to provide a diverse collection of books to help our low-income students, foster youth, and English learners affirm their own cultural identities and assist all students in developing positive insights about the cultures of others, which is critical in creating a climate of respect, inclusion, and one that encourages the type of risk-taking that leads to higher achievement. The book collection is intended to assist students in acquiring 21st Century skills and to promote/increase literacy. Action 2.10

To provide intervention services for foster youth, low-income, and English learners experiencing learning gaps in reading and math, sites will receive allocations to implement specific strategies based on School Site Council consult to help students acquire literacy and math skills and express their understanding using appropriate academic language. Action 2.11

We believe the actions in Goal 2 will result in increased performance in reading and math for our low-income students, foster youth, and English learners on the CAASPP assessment, an increase in ELs making progress toward English language proficiency, an increase in the EL reclassification rate as described in the metrics for Goal 2.

Goal 3

A review of 2023 KiDS Dashboard data (May 2023) of our low-income students, foster youth, and English learners indicate the chronic absenteeism rates have significantly decreased for our unduplicated pupils (ELs 49.85% to 27 %; LI 50.87% to 30%; and foster students 39.39% to 15% from 2021-22 until present). Our actions are positively helping in reducing chronic absenteeism, but we still have a high percentage of low-income students, foster youth, and English learners who are having difficulty coming to school on a regular basis.

Suspension rates have increased from 2.93% in 2021-22 to 5.98% (ELs), 5% compared to 3.48% (LI), and 7.69% compared to 3.03% (foster youth).

The expulsion rate decreased from 0.07% in 2021-22 to 0.04% in 2022-23. 100% of the students expelled were Low-income students.

2023 Richland School District Spring Student Survey:

39.4% of 5th and 6th-grade students reported feeling safe most or all of the time and 29.2% reported feeling connected most or all of the time
19.2% of 7th and 8th-grade students reported feeling safe most or all of the time and 15.3% reported feeling connected most or all of the time

Based on the KiDs dashboard data, our low-income students, English learners, and foster youth are being suspended for disruption/defiance, violence, and harassment. Because the Climate Survey is anonymous, student group data is not available. However, with 85% of our students being from low-income homes, it was essential for us to consider it when considering their needs. We need to continue providing social-emotional support to teach students about building positive relationships, how to respectfully disagree, and understanding positive and negative consequences based on their choices. Our educational partners indicated a need to continue to improve the culture and climate at all sites. On the SBE self-reflection tool, parents rated the district a "4" (up from a "3" last year) in the area of engaging parents in seeking input for decision-making. PAC and DELAC expressed a need to provide positive interactions with students, assistance for chronically absent students, and communication with parents on the importance of attendance.

Knowing that health, safety, and social-emotional well-being begin at home, we will provide a Community Liaison to support the families of our low-income students, foster youth, and English learners by providing parent education to build the parents' capacity in positive parenting and providing tools for success at home. Additionally, we will connect families of low-income students, English learners, and foster youth to services for medical, trauma, basic needs, and/or access to educational resources. A coordinator will collaborate with agencies to generate resources for appropriate services and support for low-income students, foster youth, and English learners and their families with unmet needs. We will continue to use multiple modes of communication (Parent Square, texts, phone calls, emails, website) to increase parental participation in district and school site events and advisory councils. Action 3.1, 3.2, 3.3, 3.6

Our school psychologist, school social workers, and school counselors will support our low-income students, foster youth, and English learners in building positive relationships, making positive choices, and assisting with positive behavior supports leading to better social-emotional adjustments to school and improved sense of safety and school connectedness. The school psychologist will also support the district's increased efforts to identify low-income students, English learners, and foster youth performing at advanced levels on local and state assessments to participate in the GATE Program. Action 3.7, 3.8, 3.12

To further increase the attendance rates and reduce the chronic absenteeism rates of our low-income students, foster youth, and English learners, attendance staff will collaborate and coordinate services to remove barriers and provide interventions for those identified as chronically absent or at risk of becoming chronically absent as early as possible. Our additional District Nurse will also support low-income students, English learners, and foster youth who need health, vision, dental, home, and hospital services to minimize disruption of student learning as needed. The two health aides will attend to the medical needs of low-income students with chronic health conditions who may experience inadequate health care and communicate with the parents of our English learners who do not speak English. We will address and monitor the improved sanitation of facilities to decrease illness and absences of low-income students, foster youth, and English learners by providing an additional custodian and training on routine cleaning training on routine cleaning and the 5-step cleaning routine for school campuses. Action 3.4, 3.9, 3.10

To support the need for our low-income students, English learners, and foster youth to feel a sense of connectedness to their school, we will provide opportunities for them to experience learning outside of the classroom. Because diverse and low-income students don't often have access to music programs outside of the school setting, we will hire a music teacher to implement an elementary music program to increase access. This will also help their listening and motor skills, improve their vocabulary and language, and support social skills development, self-discipline, and confidence. The Dean of Success will support at-risk low-income students, foster youth, and English learners by encouraging their participation in extracurricular activities while creating a climate that supports a positive mindset and healthy attitude toward themselves, each other, and the school. Action 3.5, 3.13, 3.14

To decrease the number of low-income students, English learners, and foster youth who are suspended, sites will be provided allocations to train staff on social-emotional learning and continue the implementation of Positive Behavior Interventions and Supports (PBIS), with the intent to keep students in school to learn. The Opportunity Class will provide at-risk students with an alternative to suspension or expulsion. The teacher will provide a supportive environment to help students overcome barriers to learning and return to their regular school environment. Action 3.11, 3.15

We believe these actions in Goal 3 will result in increased attendance rates, decreased chronic absenteeism rates, decreased suspension rates, increased student engagement, a positive school climate, and increased parent involvement for our low-income students, foster youth, and English learners in the metrics for Goal 3.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A review of the 2021-22 KiDs Dashboard indicates the following:

Low-income (LI) and English learner (ELs) student groups are not making sufficient academic gains.

Performance gaps between the "All" student group and ELs, LI, and FY in ELA

Performance gaps between the "All" student group and ELs and LI students in Math.

English Learner Progress:

49.5% of English learners showed progress toward English language proficiency in 2021-22 compared to 40.56% in 2020-21, as indicated on the CA School Dashboard, an increase of 8.94% and a performance level of Medium.

9.34% of our English learners were reclassified, as reported on KiDS Dashboard for 2022-23 on April 28, 2023, an increase of 1% compared to last year.

Chronic absenteeism rates have significantly decreased for our English learners, low-income, and foster youth (ELs 49.85% to 27%; LI 50.87% to 30%; and foster students 39.39% to 15% from 2021-22 until present), but the rates are still high.

In addition to the actions and services being provided LEA or schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increased compared to all services for all students:

Goal 1 English learners, Foster Youth, Low-Income students

Maintain two zero periods to provide the opportunity for English learners, low-income, and foster youth to enroll in an additional elective class during the regular school day. At least one zero-period class will be limited to unduplicated pupils. Additional zero periods will be made available if student participation is high and there is a need to set up additional classes. Expenses include the extra time pay for two zero-period teachers. Action 1.10

Goal 2 English learners

Training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services, and English learners' assessment. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Monitor systems for students who have been reclassified as Fluent English Proficient. ELAC, DELAC, and administration will guide the decisions in using ELD materials and addressing the unique needs of English Learners, Newcomers, and ELs with Mod/Severe Special Education needs in collaboration with the Director of Special Education. Action 2.9

We believe these actions will result in increased performance for our English learners, foster youth, and low-income students on CAASPP, an increase in ELs making progress toward English proficiency, increased EL reclassification rates as described in the metrics for Goal 2, and increased attendance rates as described in the metrics for Goal 3.

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

The plan is to add new personnel as follows:

- 7 certificated reading tutors (Goal 2 Action 2)
- 30 paraprofessionals (Goal 2 Action 3)
- 1 health aide (Goal 3 Action 9)
- 1 custodian (Goal 3 Action 10)
- 1 Opportunity teacher (Goal 3 Action 15)

Additionally, we will increase the hours of existing paraprofessionals, resulting in more direct services students are receiving from staff.

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	NA	Elementary: 21:1 Junior High: 21:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary: 15:1 Junior High: 15:1

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$11,935,174.20	\$454,708.24	\$43,581.12	\$825,761.33	\$13,259,224.89	\$10,642,533.00	\$2,616,691.89

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Curriculum and Instruction Services - Director	English Learners Foster Youth Low Income	\$626,965.94				\$626,965.94
1	1.2	Next Generation Science Standards Action completed in 2021-22	All	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
1	1.3	LCAP Coordination & Leadership - Assistant Superintendent	English Learners Foster Youth Low Income	\$196,668.04				\$196,668.04
1	1.4	PreSchool Mainstreaming	Students with Disabilities				\$24,842.00	\$24,842.00
1	1.5	Teacher Induction Program Support Provider	English Learners Foster Youth Low Income	\$55,500.00			\$156,900.04	\$212,400.04
1	1.6	School Site Support for Conditions for Learning	English Learners Foster Youth Low Income	\$96,426.92				\$96,426.92
1	1.7	Technology Equipment	English Learners Foster Youth Low Income	\$538,787.00				\$538,787.00
1	1.8	Technology Technicians	English Learners Foster Youth Low Income	\$220,319.49				\$220,319.49
1	1.9	Education Technology Teacher	English Learners Foster Youth	\$158,559.38				\$158,559.38

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
1	1.10	Zero Period	English Learners Foster Youth Low Income	\$36,582.00				\$36,582.00
1	1.11	Dual Language Program	English Learners Foster Youth Low Income	\$23,600.00				\$23,600.00
2	2.1	Intervention Support	English Learners Foster Youth Low Income	\$474,543.25				\$474,543.25
2	2.2	Reading Intervention Support	English Learners Foster Youth Low Income	\$540,159.20				\$540,159.20
2	2.3	Academic Recovery Teachers	English Learners Foster Youth Low Income	\$1,657,683.05				\$1,657,683.05
2	2.4	Professional Learning in Differentiated Instruction	English Learners Foster Youth Low Income	\$10,198.20			\$24,439.78	\$34,637.98
2	2.5	SST/STAR	English Learners Foster Youth Low Income	\$55,873.00				\$55,873.00
2	2.6	GATE Program	English Learners Foster Youth Low Income	\$1,465,615.01				\$1,465,615.01
2	2.7	Data Analysis and Instructional Decision Making	English Learners Foster Youth Low Income	\$19,414.32			\$167,510.50	\$186,924.82
2	2.8	Summer School	All Students with Disabilities	\$0.00	\$311,892.82	\$0.00	\$0.00	\$311,892.82
2	2.9	Professional Learning (ELs) - C & I Director	English Learners	\$11,892.15			\$30,000.00	\$41,892.15
2	2.10	Library Services	English Learners Foster Youth Low Income	\$368,639.91			\$209,861.25	\$578,501.16
2	2.11	School Site Academic Support	English Learners Foster Youth	\$17,457.50				\$17,457.50

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
			Low Income					
2	2.12	School Site Student Group Support	English Learners Foster Youth Low Income	\$2,785.44				\$2,785.44
2	2.13	Class Size Reduction	English Learners Foster Youth Low Income	\$2,871,304.08				\$2,871,304.08
2	2.14	Physical Education - Aides	English Learners Foster Youth Low Income	\$94,526.49				\$94,526.49
3	3.1	Educational Parent Engagement - Community Liaison	English Learners Foster Youth Low Income	\$94,984.34			\$85,163.20	\$180,147.54
3	3.2	Access to Basic Needs & Education - Parent Educator	Low Income	\$4,000.00		\$43,581.12	\$18,677.68	\$66,258.80
3	3.3	Parent & Family Communication	English Learners Foster Youth Low Income	\$43,000.00				\$43,000.00
3	3.4	Attendance/Chronic Absenteeism Support	English Learners Foster Youth Low Income	\$184,834.82			\$108,366.88	\$293,201.70
3	3.5	TK-8 Educational Excursions	English Learners Foster Youth Low Income	\$122,438.00				\$122,438.00
3	3.6	Student & Family Support Services - Coordinator	Foster Youth Low Income	\$124,329.25				\$124,329.25
3	3.7	School Psychologist	English Learners Foster Youth Low Income	\$100.00	\$142,815.42			\$142,915.42
3	3.8	School Social Workers	English Learners Foster Youth Low Income	\$629,904.80				\$629,904.80
3	3.9	Health Services - District Nurse & Health Aide	English Learners Foster Youth Low Income	\$236,895.94				\$236,895.94
3	3.10	Health and Safety	Low Income	\$102,077.72				\$102,077.72
3	3.11	Positive Culture and Climate Support	Low Income	\$173,708.04				\$173,708.04

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.12	Counseling Services	English Learners Foster Youth Low Income	\$181,614.01				\$181,614.01
3	3.13	Extended Learning Programs	English Learners Foster Youth Low Income	\$119,500.00	\$0.00	\$0.00	\$0.00	\$119,500.00
3	3.14	Dean of Success	English Learners Foster Youth Low Income	\$174,691.21				\$174,691.21
3	3.15	Opportunity Class	English Learners Foster Youth Low Income	\$199,595.70				\$199,595.70

2023-24 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
\$26,388,504.00	\$10,376,487.00	39.32%	5.91%	45.23%	\$11,935,174.20	0.00%	45.23 %	Total:	\$11,935,174.20
								LEA-wide Total:	\$9,342,156.05
								Limited Total:	\$48,474.15
								Schoolwide Total:	\$2,544,544.00

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	Curriculum and Instruction Services - Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$626,965.94	
1	1.3	LCAP Coordination & Leadership - Assistant Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$196,668.04	
1	1.5	Teacher Induction Program Support Provider	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,500.00	
1	1.6	School Site Support for Conditions for Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$96,426.92	
1	1.7	Technology Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$538,787.00	
1	1.8	Technology Technicians	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,319.49	

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	1.9	Education Technology Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$158,559.38	
1	1.10	Zero Period	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Specific Schools:Richland Junior High 7-8	\$36,582.00	
1	1.11	Dual Language Program	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak TK-6	\$23,600.00	
2	2.1	Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia K-6	\$474,543.25	
2	2.2	Reading Intervention Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$540,159.20	
2	2.3	Academic Recovery Teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia K-2	\$1,657,683.05	
2	2.4	Professional Learning in Differentiated Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$10,198.20	
2	2.5	SST/STAR	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,873.00	
2	2.6	GATE Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Grades 3-8	\$1,465,615.01	
2	2.7	Data Analysis and Instructional Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$19,414.32	
2	2.9	Professional Learning (ELs) - C & I Director	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$11,892.15	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$368,639.91	
2	2.11	School Site Academic Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$17,457.50	
2	2.12	School Site Student Group Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,785.44	
2	2.13	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,871,304.08	
2	2.14	Physical Education - Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$94,526.49	
3	3.1	Educational Parent Engagement - Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$94,984.34	
3	3.2	Access to Basic Needs & Education - Parent Educator	Yes	LEA-wide	Low Income	All Schools	\$4,000.00	
3	3.3	Parent & Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$43,000.00	
3	3.4	Attendance/Chronic Absenteeism Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$184,834.82	
3	3.5	TK-8 Educational Excursions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$122,438.00	
3	3.6	Student & Family Support Services - Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$124,329.25	
3	3.7	School Psychologist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$100.00	
3	3.8	School Social Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$629,904.80	

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 (%)
3	3.9	Health Services - District Nurse & Health Aide	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$236,895.94	
3	3.10	Health and Safety	Yes	LEA-wide	Low Income	All Schools	\$102,077.72	
3	3.11	Positive Culture and Climate Support	Yes	LEA-wide	Low Income	All Schools	\$173,708.04	
3	3.12	Counseling Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$181,614.01	
3	3.13	Extended Learning Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	\$119,500.00	
3	3.14	Dean of Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	\$174,691.21	
3	3.15	Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th - 8th	\$199,595.70	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$12,040,211.34	\$11,454,613.47

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	Curriculum and Instruction Services - Director	Yes	\$458,080.14	\$449,756.44
1	1.2	Next Generation Science Standards Action completed in 2021-22	No	\$0.00	\$0.00
1	1.3	LCAP Coordination & Leadership - Assistant Superintendent	Yes	\$188,060.64	\$188,784.00
1	1.4	PreSchool Mainstreaming	No	\$20,613.87	\$20,613.87
1	1.5	Teacher Induction Program Support Provider	Yes	\$140,940.79	\$136,780.79
1	1.6	School Site Support for Conditions for Learning	Yes	\$192,712.91	\$192,795.32
1	1.7	Technology Equipment	Yes	\$242,847.00	\$250,852.00
1	1.8	Technology Technicians	Yes	\$222,522.89	\$192,963.00
1	1.9	Education Technology Teacher	Yes	\$157,492.52	\$155,381.00
1	1.10	Zero Period	Yes	\$41,548.00	\$27,230.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Dual Language Program	Yes	\$34,200.00	\$30,377.00
2	2.1	Intervention Support	Yes	\$468,707.21	\$428,502.00
2	2.2	Reading Intervention Support	Yes	\$669,826.02	\$593,199.00
2	2.3	Academic Recovery Teachers	Yes	\$1,271,575.66	\$1,143,185.00
2	2.4	Professional Learning in Differentiated Instruction	Yes	\$35,859.78	\$29,482.78
2	2.5	SST/STAR	Yes	\$75,820.00	\$60,478.00
2	2.6	GATE Program	Yes	\$1,385,333.42	\$1,405,777.84
2	2.7	Data Analysis and Instructional Decision Making	Yes	\$170,428.00	\$187,651.00
2	2.8	Summer School	No	\$263,392.82	\$263,392.82
2	2.9	Professional Learning (ELs) - C & I Director	Yes	\$90,101.00	\$77,101.00
2	2.10	Library Services	Yes	\$583,335.02	\$583,984.37
2	2.11	School Site Academic Support	Yes	\$37,978.60	\$44,815.00
2	2.12	School Site Student Group Support	Yes	\$8,680.36	\$8,658.00

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)
2	2.13	Class Size Reduction	Yes	\$2,706,230.08	\$2,666,818.00
2	2.14	Physical Education - Aides	Yes	\$102,889.73	\$118,138.00
3	3.1	Educational Parent Engagement - Community Liaison	Yes	\$243,382.05	\$175,914.04
3	3.2	Access to Basic Needs & Education - Parent Educator	Yes	\$74,480.24	\$69,242.44
3	3.3	Parent & Family Communication	Yes	\$20,725.00	\$19,724.00
3	3.4	Attendance/Chronic Absenteeism Support	Yes	\$290,410.83	\$274,259.70
3	3.5	TK-8 Educational Excursions	Yes	\$106,216.00	\$53,642.00
3	3.6	Student & Family Support Services - Coordinator	Yes	\$92,714.23	\$79,516.00
3	3.7	School Psychologist	Yes	\$133,363.73	\$132,313.73
3	3.8	School Social Workers	Yes	\$605,438.80	\$635,288.00
3	3.9	Health Services - District Nurse & Health Aide	Yes	\$226,906.02	\$213,444.00
3	3.10	Health and Safety	Yes	\$104,458.09	\$100,468.00

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	3.11	Positive Culture and Climate Support	Yes	\$116,914.68	\$85,711.01
3	3.12	Counseling Services	Yes	\$74,956.17	\$70,854.00
3	3.13	Extended Learning Programs Beg. in 22/23 Action moved to ELOP	No	\$0.00	\$0.00
3	3.14	Dean of Success	Yes	\$172,750.71	\$166,973.00
3	3.15	Opportunity Class	Yes	\$208,318.33	\$120,547.32

2022-23 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)
\$9,965,651.00	\$10,884,702.00	\$10,299,304.73	\$585,397.27	0.00%	0.00%	0.00%

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	Curriculum and Instruction Services - Director	Yes	\$458,080.14	\$449,756.44		
1	1.3	LCAP Coordination & Leadership - Assistant Superintendent	Yes	\$188,060.64	\$188,784.00		
1	1.5	Teacher Induction Program Support Provider	Yes	\$55,500.00	\$51,340.00		
1	1.6	School Site Support for Conditions for Learning	Yes	\$192,712.91	\$192,795.32		
1	1.7	Technology Equipment	Yes	\$242,847.00	\$250,852.00		
1	1.8	Technology Technicians	Yes	\$222,522.89	\$192,963.00		
1	1.9	Education Technology Teacher	Yes	\$157,492.52	\$155,381.00		
1	1.10	Zero Period	Yes	\$41,548.00	\$27,230.00		
1	1.11	Dual Language Program	Yes	\$34,200.00	\$30,377.00		
2	2.1	Intervention Support	Yes	\$468,707.21	\$428,502.00		
2	2.2	Reading Intervention Support	Yes	\$669,826.02	\$593,199.00		

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)
2	2.3	Academic Recovery Teachers	Yes	\$1,271,575.66	\$1,143,185.00		
2	2.4	Professional Learning in Differentiated Instruction	Yes	\$11,420.00	\$5,043.00		
2	2.5	SST/STAR	Yes	\$75,820.00	\$60,478.00		
2	2.6	GATE Program	Yes	\$1,385,333.42	\$1,405,777.84		
2	2.7	Data Analysis and Instructional Decision Making	Yes	\$16,994.00	\$34,217.00		
2	2.9	Professional Learning (ELs) - C & I Director	Yes	\$65,101.00	\$52,101.00		
2	2.10	Library Services	Yes	\$370,787.65	\$371,437.00		
2	2.11	School Site Academic Support	Yes	\$37,978.60	\$44,815.00		
2	2.12	School Site Student Group Support	Yes	\$8,680.36	\$8,658.00		
2	2.13	Class Size Reduction	Yes	\$2,706,230.08	\$2,666,818.00		
2	2.14	Physical Education - Aides	Yes	\$102,889.73	\$118,138.00		
3	3.1	Educational Parent Engagement - Community Liaison	Yes	\$165,658.01	\$98,190.00		
3	3.2	Access to Basic Needs & Education - Parent Educator	Yes	\$14,000.00	\$8,762.00		
3	3.3	Parent & Family Communication	Yes	\$20,725.00	\$19,724.00		
3	3.4	Attendance/Chronic Absenteeism Support	Yes	\$190,288.13	\$174,137.00		
3	3.5	TK-8 Educational Excursions	Yes	\$106,216.00	\$53,842.00		
3	3.6	Student & Family Support Services - Coordinator	Yes	\$92,714.23	\$79,516.00		

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)
3	3.7	School Psychologist	Yes	\$1,050.00	\$0.00		
3	3.8	School Social Workers	Yes	\$605,438.80	\$635,288.80		
3	3.9	Health Services - District Nurse & Health Aide	Yes	\$226,906.02	\$213,444.00		
3	3.10	Health and Safety	Yes	\$104,458.09	\$100,468.00		
3	3.11	Positive Culture and Climate Support	Yes	\$116,914.68	\$85,711.01		
3	3.12	Counseling Services	Yes	\$74,956.17	\$70,854.00		
3	3.14	Dean of Success	Yes	\$172,750.71	\$166,973.00		
3	3.15	Opportunity Class	Yes	\$208,318.33	\$120,547.32		

2022-23 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)
\$25,404,112.00	\$9,965,651.00	7.22%	46.45%	\$10,299,304.73	0.00%	40.54%	\$1,500,523.16	5.91%

Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (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 aspects of the LCAP template 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, 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]).
 - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.”

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: “A summary of the feedback provided by specific educational partners.”

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific input from educational partners.”

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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.

Broad Goal

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.

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

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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals

In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE’s Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA’s eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at <https://www.cde.ca.gov/fg/aa/lc/>.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- 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.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.
- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- 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.
- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 CCR Section 15496(a)(8).

- **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 of 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 + 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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