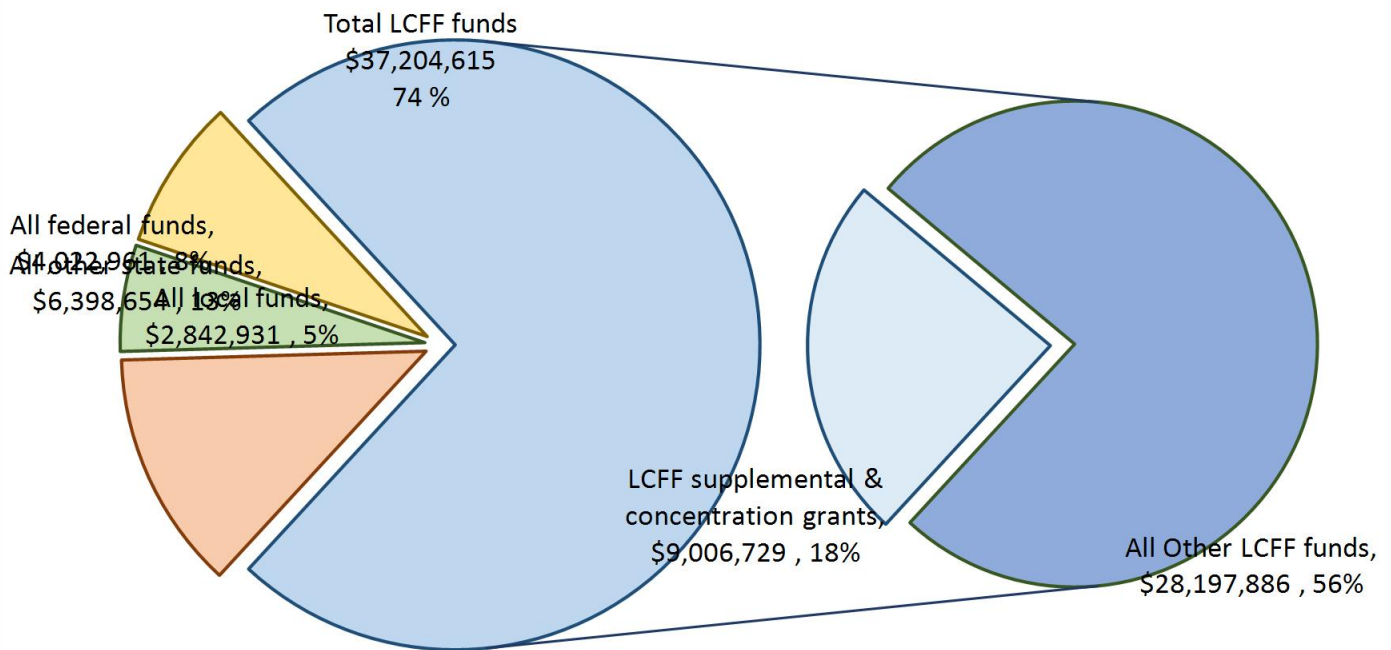# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland Union Elementary School District

CDS Code: 15-63578-0000000

School Year: 2024-25

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 2024-25 School Year
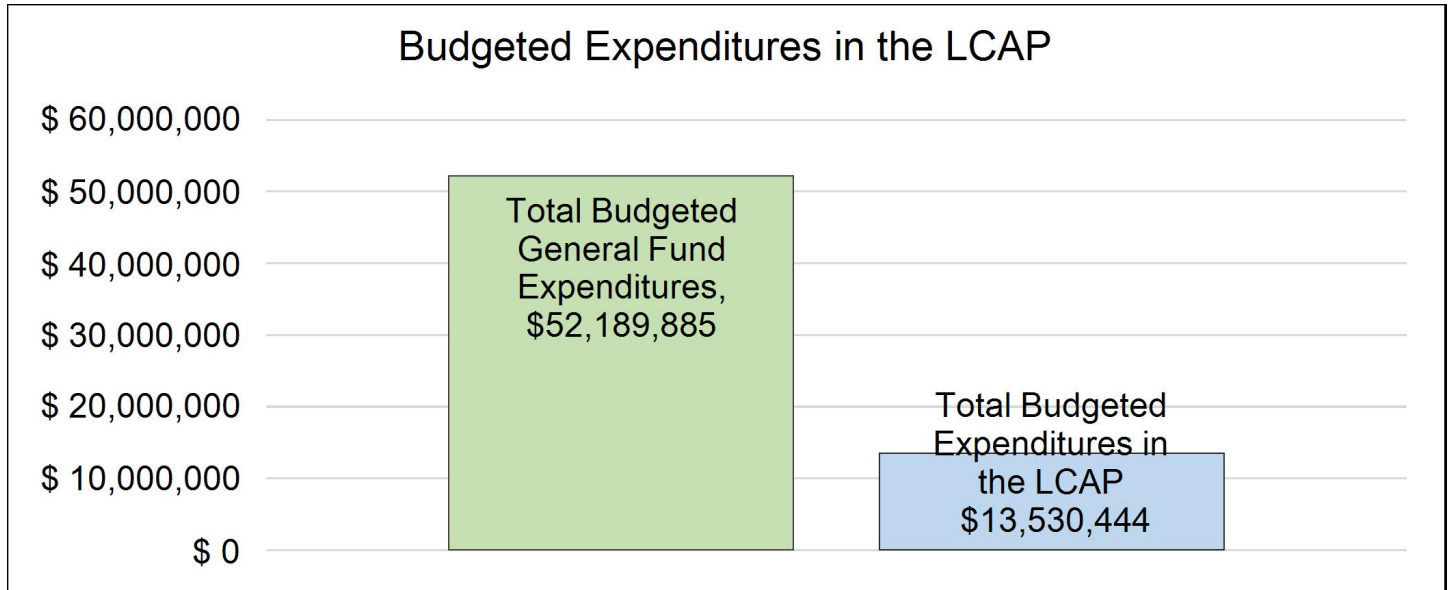
Projected Revenue by Fund Source

Total LCFF funds
$37,204,615
74 %

All federal funds,
$4,032,961 , 8%
All other state funds,
$6,398,654 , 13%
All local funds,
$2,842,931 , 5%

LCFF supplemental &
concentration grants,
$9,006,729 , 18%

All Other LCFF funds,
$28,197,886 , 56%

The text description for the above chart is as follows: The total revenue projected for Richland Union Elementary School District is $50,469,161, of which $37,204,615 is Local Control Funding Formula (LCFF), $6,398,654 is other state funds, $2,842,931 is local funds, and $4,022,961 is federal funds. Of the $37,204,615 in LCFF Funds, $9,006,729 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $52,189,885

Total Budgeted Expenditures in the LCAP $13,530,444

This chart provides a quick summary of how much Richland Union Elementary School District plans to spend for 2024-25. 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 Union Elementary School District plans to spend $52,189,885 for the 2024-25 school year. Of that amount, $13,530,444 is tied to actions/services in the LCAP and $38,659,441 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
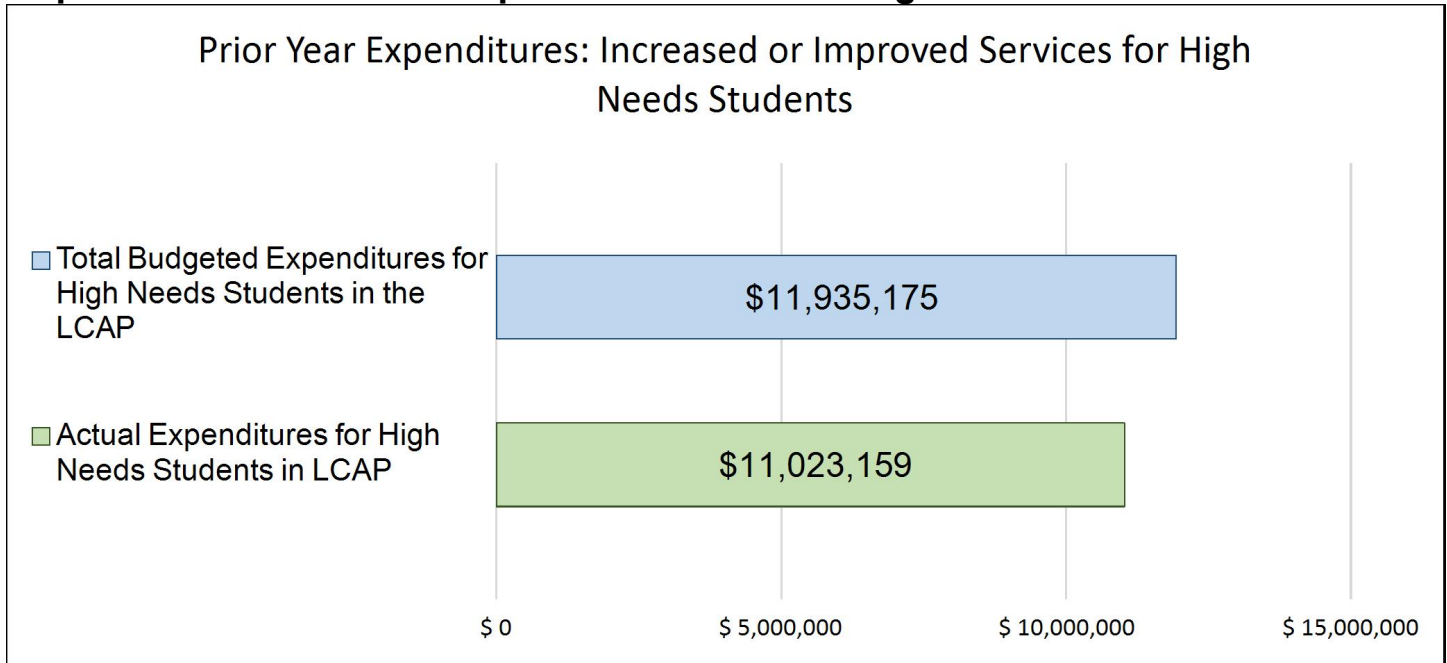
General Fund expenditures not included in the Local Control and Accountability Plan (LCAP) for the 2024-2025 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities) and capital outlay projects.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Richland Union Elementary School District is projecting it will receive $9,006,729 based on the enrollment of foster youth, English learner, and low-income students. Richland Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richland Union Elementary School District plans to spend $11,247,642 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 2023-24

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $11,935,175

☐ Actual Expenditures for High Needs Students in LCAP — $11,023,159

$ 0 $ 5,000,000 $ 10,000,000 $ 15,000,000

This chart compares what Richland Union Elementary 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 Union Elementary 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 2023-24, Richland Union Elementary School District's LCAP budgeted $11,935,175 for planned actions to increase or improve services for high needs students. Richland Union Elementary School District actually spent $11,023,159 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $912,016 had the following impact on Richland Union Elementary School District's ability to increase or improve services for high needs students:

In 2023-24, Richland School District's LCAP budgeted $11,935,174.20 for planned actions to increase or improve services for high needs students. Richland School District actually spent $11,023,159.00 for actions to increase or improve services for high needs students in 2023-24.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richland Union Elementary School District	Annette Blacklock Assistant Superintendent, Educational Services	ablacklock@rsdshafter.org 661-746-8600

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)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a (SARC) Number/percentage of misassignments of teachers of English learners Total teacher misassignments, and vacant teacher positions	(2020-2021 SARC) Misassignments of teachers of English learners = 0/0.0% Total teacher misassignments = 0/0.0% Vacant teacher positions = 0/0.0% Fully Credentialed Teachers = 99%	(CALPADS Report 4.3 - May 2022) Misassignments of teachers of English learners = 4/2.63% Total teacher misassignments = 4/2.63% Vacant teacher positions = 1/0.7% Fully Credentialed Teachers = 98.7%	(CALPADS Report 4.3 - April 2023) Misassignments of teachers of English learners = 0% Total teacher misassignments = 0% Vacant teacher positions = 0% Fully Credentialed Teachers = 97%	(CALPADS Report 4.3 - April 2024) Misassignments of teachers of English learners = 0% Total teacher misassignments = 0% Vacant teacher positions = 1.2% Fully Credentialed Teachers = 96.3%	(CALPADS Report 4.3 - May 202) Misassignments of teachers of English learners = 0/0.0% Total teacher misassignments = 0/0.0% Vacant teacher positions = 0/0.0% Fully Credentialed Teachers = 100%
Priority 1b (SARC) Number/percentage of students without	(2020-2021 SARC) 0/0.0%	(2021-2022 SARC) 0/0.0%	(2022-2023 SARC) 0/0.0%	(2023-2024 SARC) 0/0.0%	(2023.24 SARC) 0/0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
access to their own copies of standards-aligned instructional materials for use at school and home					
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	All RSD facilities met or exceeded the "good repair" standard on the FIT as indicated on the 2023-2024 State Reported SARC	(2023-24 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) English Language Development (ELD) Mathematics (Math) Next Generation Science Standards (NGSS) History-Social Science (HSS) Career Technical Education (CTE)	(Spring 2021) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2)	(Spring 2022) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2.5) HSS (Score = 3) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2)	(Spring 2023) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2.5) HSS (Score = 2.5) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 3)	(Spring 2024) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 3) HSS (Score = 3) 2. Providing instruction materials ELA (Score = 4) ELD (Score = 3) Math (Score = 4) NGSS (Score = 4)	(Spring 2024) 1. Progress in providing professional learning for teaching ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4) 2. Providing instruction materials ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Health Education Content Standards (HE) Physical Education (PE) Visual and Performing Arts (VAPA) World Language (WL) (Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	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) 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 needs of groups of teachers/staff (Score = 3) 5b. Identifying the professional learning needs of individual teachers (Score = 3)	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) 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 needs of groups of teachers/staff (Score = 2) 5b. Identifying the professional learning needs of individual teachers (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) 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 needs of groups of teachers/staff (Score = 3) 5b. Identifying the professional learning needs of individual teachers (Score = 3)	HSS (Score = 3) 3. Implementing policies and programs to support staff ELA (Score = 3) ELD (Score = 3) Math (Score = 4) NGSS (Score = 3) HSS (Score = 3) 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 needs of groups of teachers/staff (Score = 4) 5b. Identifying the professional learning needs of individual teachers (Score = 4)	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) 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 needs of groups of teachers/staff (Score = 4) 5b. Identifying the professional learning needs of individual teachers (Score = 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)	5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)	5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)	5c. Providing support for teachers on the standards they have not yet mastered (Score = 4)	5c. Providing support for teachers on the standards they have not yet mastered (Score = 4)
Priority 2b Implementation of CA Academic Standards using SBE Self-Reflection Tool in: English Language Development (ELD) (Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	(Spring 2021) 1. Progress in providing professional learning for teaching ELD (Score = 4) 2. Providing instruction materials ELD (Score = 4) 3. Implementing policies and programs to support staff ELD (Score = 4)	(Spring 2022) 1. Progress in providing professional learning for teaching ELD (Score = 4) 2. Providing instruction materials ELD (Score = 4) 3. Implementing policies and programs to support staff ELD (Score = 4)	(Spring 2023) 1. Progress in providing professional learning for teaching ELD (Score = 4) 2. Providing instruction materials ELD (Score = 4) 3. Implementing policies and programs to support staff ELD (Score = 4)	(Spring 2024) 1. Progress in providing professional learning for teaching ELD (Score = 3) 2. Providing instruction materials ELD (Score = 3) 3. Implementing policies and programs to support staff ELD (Score = 3)	(Spring 2024) 1. Progress in providing professional learning for teaching ELD (Score = 5) 2. Providing instruction materials ELD (Score = 5) 3. Implementing policies and programs to support staff ELD (Score = 5)
Priority 7a	(2021 Master Schedule)	(2022 Master Schedule)	(2023 Master Schedule)	(2024 Master Schedule)	(2024 Master Schedule)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access and are enrolled in a broad course of study	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	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	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	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	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%	(2024 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 5.52% English learner: 6.2% Foster youth: 0 %	(2024 Master Schedule) Percent of students enrolled in additional elective classes: Low income: 15% English learner: 20% Foster youth: 5%
Priority 7b Programs and services developed and provided to low income, English learner, and foster youth pupils	(2021 Master Schedule) 100% of English learners have access to designated/integrated ELD based on master schedule	(2022 Master Schedule) 100% of English learners have access to designated/integrated ELD based on master schedule	(2023 Master Schedule) 100% of English learners have access to designated/integrated ELD based on master schedule	(2024 Master Schedule) 100% of English learners have access to designated/integrated ELD based on master schedule	(2024 Master Schedule) 100% of English learners have access to designated/integrated ELD based on master schedule

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	100% of unduplicated students who might be struggling have access to academic interventions based on master schedule	100% of unduplicated students who might be struggling have access to academic interventions based on master schedule	100% of unduplicated students who might be struggling have access to academic interventions based on master schedule	100% of unduplicated students who might be struggling have access to academic interventions based on master schedule	100% of unduplicated students who might be struggling have access to academic interventions based on master schedule
Priority 7c Students with disabilities have access and are enrolled in a broad course of study	(2021 Master Schedule) 52% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEPs	(2022 Master Schedule) 52.1% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEPs	(2023 Master Schedule) 53% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEP	(2024 Master Schedule) 54.3% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEP	(2024 Master Schedule) 55% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEPs

Goal Analysis

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.

Actions 1.1, 1.4, and 1.5 were implemented as intended. Teachers received professional development emphasizing research-based strategies tailored to meet the diverse needs of English learners, low-income students, and foster youth. We were successful in providing training in integrating Explicit Direct Instruction (EDI) principles with ELA and math practices and literacy support spanning kindergarten through sixth grade with ongoing support provided based on classroom observations and teacher requests. Training was also provided on the integration of English Language Development (ELD) within the instructional framework, focusing on language functions across subjects.

Continuous coaching and classroom walkthroughs were conducted to monitor strategy implementation.   A challenge that emerged during the walkthroughs was the need for consistent utilization of teaching methodologies. An instructional aide was provided, allowing prekindergarten students with special needs to mainstream into general education classes to successfully meet the state indicator of instructional minutes in general education.

Action 1.6 was not fully implemented as intended. Given the implementation of other site and district initiatives, the greatest challenge was time constraints. Our success, however, was that all administrators received training from our county office in UDL principles, with administrators introducing principles during their staff meetings.

Action 1.3 was fully implemented, as we were successful in coordinating the LCAP development and implementation. Although 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, our challenge continues to be increasing the number of parents participating in/attending feedback opportunities.

Actions 1.7 and 1.8 were fully implemented, enabling us to achieve our technology goals by providing a 2:1 device/student ratio and ensuring students access well-maintained technology resources.

Action 1.9 was implemented as intended. We successfully provided educational technology support to teachers in and out of the classroom. The greatest challenge was the low staff participation in training offered. Addressing this issue will be vital in ensuring that teachers are equipped with the necessary skills to integrate technology into their instructional practices effectively.

Action 1.10 was fully implemented as we sustained our two zero-period classes. We were prepared to add an additional zero period if necessary. However, increasing the enrollment of our English learners has been a challenge, indicating a need for further outreach in this area.

Finally, our Dual Language Immersion program (Action 1.11) continues to expand, with plans to add fifth-grade classes in the 2024-25 academic year, reflecting our commitment to bilingual education.

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 amount budgeted for the 2023-24 LCAP Goal 1 was $1,953,408.71.The estimated actual expenditures for 2023-24 LCAP Goal 1 was $1,584.405.00. This is a difference of $369,003.71. The substantive differences were:

Action 1.1 (Curriculum and Instruction Services) $264,696.00. Some of the professional development provided to teachers was paid for using ESSER III funds, resulting in a material difference.

Action 1.3 (LCAP Coordination & Leadership): $25,173. The cost of providing communication books for educational partners was overestimated.

Action 1.8 (Technology Technicians): $40,219. The cost of the total salary and benefits for the new technician was lower than budgeted.

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

Actions 1.1 and 1.9 have shown effectiveness in providing professional learning to both groups of teachers and individual teachers, resulting in an achievement level of "initial implementation" for NGSS and a "full implementation" level for HSS. However, despite their effectiveness in these areas, these actions have proven ineffective in attaining the desired level of "full implementation and sustainability" for ELA, ELD, Math, and PE when it comes to supporting our teachers on the Common Core State Standards and state frameworks with a focus on the principles of Explicit Direct Instruction (EDI). While Action 1.9 was effective in its objectives, attendance at the training sessions was lower than anticipated.

Action 1.3 was effective in updating educational partners on the implementation and outcomes of Goals and Actions in the LCAP.

Action 1.4 was somewhat effective in reaching our outcome of having students with disabilities participate in regular class settings for 80% of their time by only 0.7 percent. Additionally, we successfully achieved the objective of ensuring that students with disabilities had access to programs and services as outlined in their Individualized Education Programs (IEPs).

Action 1.5 effectively upheld our goal of ensuring no teachers were misassigned in teaching English learners or any other capacity. However, despite its effectiveness, Action 1.5 fell short of achieving our desired outcomes of not having vacant teacher positions and ensuring that all teachers were fully credentialed.

Action 1.6 was ineffective in its objective of providing teachers with supplemental services needed to implement strategies from the English Learner Toolkit, Reading Recovery, and Universal Design for Learning, as we did not meet our desired level of implementation. On a positive note, we conducted training for both district and site administration on the principles of Universal Design for Learning (UDL) and introduced these principles during staff meetings.

Actions 1.7 and 1.8 were effective. We maintained our current levels of technology in the classrooms, facilitating instructional support. We continue to maintain a ratio of 2:1 electronic devices, ensuring students' accessibility to digital learning tools. These actions have provided essential assistance to teachers in navigating district platforms linked to instruction, thereby fostering the integration of 21st-century skills into our educational practices.

Action 1.10 was ineffective as we did not reach our desired outcome in the percentage of unduplicated students enrolled in additional elective classes.

Action 1.11 proved effective as we maintained our Dual Language Program and supported our teachers in enhancing their expertise in helping students master a second language. Furthermore, we successfully expanded the program by adding a grade level each year, ensuring continuity and growth in bilingual education.

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 proved ineffective in delivering professional learning to groups and individual teachers due to its broad scope, attempting to address numerous district initiatives. To enhance effectiveness, rather than address all district initiatives, we will implement a targeted coaching cycle. The cycle will focus on increasing student engagement and improving their use of academic language, critical thinking, and collaborative problem-solving skills across all subjects. We believe changing the action to reduce the number of district initiatives teachers have training in and including a more targeted approach will better serve teachers' professional learning needs and support them in acquiring the necessary skills to better support student growth. The metric will also change to reflect the change in the action.

Action 1.2 was completed in Year of of this LCAP and will be removed.

Action 1.3 will be moved to Goal 2, as we recognize its primary focus on engaging and informing educational partners about the implementation, monitoring, and effectiveness of action outcomes.

Action 1.5 was ineffective in achieving our desired outcomes of not having vacant teacher positions and ensuring all teachers were fully credentialed. We will strategically prioritize retaining our current teachers by supporting them in successfully clearing their credentials and providing training in effective instructional delivery methods and classroom management. We believe this approach will strengthen our support for new teachers, increase satisfaction, and reduce turnover within our district.

Action 1.6 was ineffective in achieving our desired outcomes and will be removed.

Action 1.10 was not ineffective, as we did not reach our target percentage of unduplicated students enrolled in zero-period classes. Moving forward, adjustments to this action will include emphasizing the importance of students enrolling in the before-school zero period to both students and parents. In addition, we will offer an after-school zero period. We believe these adjustments will increase student enrollment.

Actions 1.7 and 1.8 will be combined into one action as they both support the same purpose.

Action 1.9 proved ineffective in increasing teacher participation and interest in professional development related to educational technology. To improve its impact, we are conducting a comprehensive review of all district-wide third-party systems, focusing on renewing programs that directly address the learning gaps of Kindergarten through eighth-grade students and aim to increase student performance on grade-level standards and close achievement gaps between our low-income, English learners and the all student group. The metric will be changing to reflect the change in the action.

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)

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. Mathematics (-63.1) points DFS (an increase of 8.7 points from the previous year) as measured by CAASPP. Science 15.89% of students met or exceeded the	2020-21 KiDS Dashboard English Language Arts (-70.6) points Distance From Standard (DFS) as measured by CAASPP. Mathematics (-108.4) points DFS as measured by CAASPP. Science 8.89% of students met or exceeded the Standard for Science	2021-22 KiDS Dashboard English Language Arts (-55.2) points Distance From Standard (DFS) as measured by CAASPP. Mathematics (-99.8) points DFS as measured by CAASPP. Science 11.55% of students met or exceeded the Standard for Science	2022-23 KiDS Dashboard English Language Arts (-67) points Distance From Standard (DFS) as measured by CAASPP. Mathematics (-92.4) points DFS as measured by CAASPP. Science 15.33% of students met or exceeded the Standard for Science as measured by the CAST.	2022-23 KiDS Dashboard English Language Arts The Distance From Standard will improve to (-30.5) as measured by CAASPP. Mathematics The Distance From Standard will improve to (-53.1) as measured by CAASPP. Science The number of students who meet or exceed the Standard for Science as

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard for Science as measured by the CAST.	as measured by the CAST.	as measured by the CAST.		measured by CAST will increase to 24.9%.
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.	39.1% of ELs made progress toward English proficiency as reported on the 2023 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 reclassifiDataed 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.	9.86% of RSD-identified ELs were reclassified in the 2023-2024 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 2023-24 KiDS Dashboard.
Priority 8a Other Pupil Outcomes: Foundational Skills in Early Literacy	2021 DIBELS Composite Scores 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%)	2022 DIBELS Composite Scores 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%)	2023 DIBELS Composite Scores 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%)	2024 DIBELS Composite Scores Kindergarten students scoring at/above MOY benchmark (63%) 1st grade students scoring at/above MOY benchmark (54%) 2nd grade students scoring at/above MOY benchmark (49%)	2024 DIBELS Composite Scores 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%)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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) From 2023-24 SARCs: 5th Grade: 99.8% of students participated in all components of the PFT 7th Grade: 98% of students participated in all components of the PFT	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

Goal Analysis

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.

Actions 2.1 and 2.2 were partially implemented as intended. Staff were trained in early literacy acquisition strategies. Some intervention groups were fluid, with some students exiting the support classes. One challenge is that more students need Tier 3 intervention than our current staffing level can facilitate. In addition, the current scheduling has focused on language arts and early literacy, not leaving adequate time for those who need Tier 3 math support. Staff turnover also resulted in inconsistent student support.

Action 2.3 was partially implemented as intended. Three literacy Academic Recovery Teachers (ARTs) successfully provided literacy support to teachers and students. Our challenge was not being able to secure qualified math ARTs. However, we partnered with our county office to provide training and support to math teachers.

Action 2.4 was partially implemented as intended. Administrators scheduled training modules for staff members at two of our school sites based on observed needs and staff requests. The two greatest challenges are the level of comfort some staff members have with the use of technology and the fact that a few staff members have exhausted some of the training modules.

Action 2.5 was implemented as intended. Students referred to the STAR team received tailored tiered interventions addressing their academic or behavioral needs. Administrators and TOSAs were trained on the KiDs Early Warning System. However, due to the delay in releasing the warning system, we were unable to provide the training to the STAR team at the beginning of the year as scheduled.

Action 2.6 was implemented as intended. We provided the GATE Program and adjusted our procedures to accurately identify unduplicated students who were potential qualifiers for the program. Furthermore, we partnered with UC San Diego to provide a GATE certification program to all interested teachers. Regrettably, despite our efforts, we encountered challenges in increasing the enrollment of unduplicated students in the program, primarily because these students did not meet the requirements.

Action 2.7 Implemented third-party systems for student assessment administration and data analysis, facilitating instructional decision-making. Successes include initiating the Continuous Improvement Process (CIP) with two teams actively engaged and significant staff input. Grade-level meetings were held to analyze assessment data and plan the next steps, with administrators monitoring implementation. Some challenges included time constraints for professional development (PD) and managing multiple third-party systems. Additionally, not all teachers immediately implemented and followed agreed-upon strategies to improve scholar achievement.

Action 2.8 was implemented as intended. We successfully offer diverse hands-on activities, collaborative projects, and interactive experiences for summer school students, fostering critical thinking, and creative problem-solving across various subjects like robotics, coding, art, ELA, math, science, and engineering. Though there are no challenges for the 2023-24 summer school, with ESSER money expiring, we will be challenged to provide the staffing (teachers, paras) as we have done in the past.

Action 2.9 Professional learning to support English Learners was partially implemented as intended. Training sessions were conducted for EL parents and staff, covering identification criteria, reclassification procedures, available programs, and the analysis of assessment data for instructional decision-making. K-8th grade teachers also received training on language functions. Additionally, 7th-8th grade ELD teachers received training in designated ELD. Although instructional materials for ELD instruction were purchased based on feedback, the volume of initiatives and training sessions led to insufficient time to effectively cover all materials and processes. There is also a recognized need for further training and support in teaching newcomers and long-term English learners.

Action 2.10 Library Services has been fully implemented as intended, with many classrooms regularly attending their scheduled sessions and an expanded book selection provided at each school site. We have successfully organized fiction books by genre for easier browsing, increasing book circulation. Community engagement events at three elementary schools have drawn attendance ranging from 80 to 300

students and families. Despite these efforts, there's been a steady decline in library circulation over the past five years, with a 15% decrease noted districtwide in the fall semester. One challenge identified is the inconsistency in the number of books students can check out across libraries.

Action 2.11 School site academic support has been partially implemented, with over 85% of staff trained on EDI and EL strategies. New teachers have received EDI training and coaching, and all current staff members have been trained. However, there are challenges in consistent EDI implementation, finding time for follow-up coaching, and integrating EL strategies into content areas.

Action 2.12 School site student group support was partially implemented, with some students benefiting from enrichment opportunities like Oral Language sessions and occasional after-school support programs. A challenge was teacher availability to provide planned after-school support to students not meeting standards.

Action 2.13 Class Size Reduction was fully implemented, with students benefiting from smaller classes, allowing teachers to offer more individualized support. However, challenges persisted in filling all vacancies promptly, resulting in the need to rely on several intern teachers.

Action 2.14 was partially implemented as intended. Physical Education (PE) Aids were provided to the school sites to decrease the student-to-teacher ratios and enhance students' engagement in physical activities. One challenge has been ensuring that all elementary master schedules utilize both aides to decrease class sizes.

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 amount budgeted for the 2023-24 LCAP Goal 2 was $7,590,091.60.The estimated actual expenditures for 2023-24 LCAP Goal 2 was $7,150,873.00. This is a difference of $439,218.60. The substantive differences were:

Action 2.3 (Academic Recovery Teachers) $459,639.05 - We were unable to hire qualified certificated teachers for the academic recovery teacher positions in math. Action 2.4 (Professional Learning in Differentiated Instruction) $24,392.02 - We did not have the level of participation in professional development offered. Action 2.7 (Data Analysis and Instructional Decision Making) $52,973.82 - There were time constraints in providing the amount of professional development, resulting in an overbudgeting of the amount needed for this action.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 2.1 and 2.5 were ineffective in achieving our desired outcomes in English Language Arts (ELA) and Math CAASPP. Though we fell short of reaching our overall goals, our sites did have some success in supporting students through interventions, according to local site data.

Action 2.2 and 2.3 were somewhat effective in reaching our DIBELS outcome. Significant increases were made each year in our targeted grade levels overall and among our unduplicated student groups, as measured by DIBELS. While we were unable to secure Math Academic Recovery Teachers to support students in math we did experience some growth on Math CAASPP. We also provided a significant amount of training to teachers with ongoing support throughout the 2023-24 school year in Math in lieu of being able to hire Math Academic Recovery Teachers.

Actions 2.4 and 2.9 were ineffective in achieving our desired outcomes in English learner progress and reclassification rate. We did experience a 10% growth in our English learner progress in year two but regressed in year three. And though we did not meet our reclassification rate outcome, we made growth all three years.

Action 2.6, 2.8, and 2.12 were ineffective in meeting the desired outcomes in ELA, Math, and Science.

Actions 2.7, 2.10, 2.11, and 2.13 failed to achieve the desired outcomes in ELA, Math, and Science. Although we did not meet our desired outcome in math, five student groups increased their distance toward the standard, and English learners maintained their distance. In science the percentage of students meeting/exceeding the standard increased yearly. In addition, our K-6 grade students made some progress on our district ELA and Math benchmarks, while 7th-8th made minimal progress. We also successfully completed our first year in the Continous Improvement Process (CIP) as part of our qualification for Differentiated Assistance.

For Action 2.14 we were unable to determine effectiveness based on the State data changes from collecting the percent of students passing four or more physical fitness standards to reporting the participation rate. That said, we had 98% of 7th-grade and 99.8% of 5th-grade students reported as participating.

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.

Our Goal 2 will now become our Goal 3 (with Goal 3 becoming our Goal 2) to align with our schools' site plans.

Action 2.1 fell short of achieving our desired outcomes in English Language Arts (ELA) and Math. To increase effectiveness, we will develop a process that focuses on greater consistency in our intervention program approach and implementation, including time for intervention staff at each site to visit one another and observe best practices and a review of our entry and exit criteria. We will also look at scheduling to ensure there is adequate time for math support for those in need. These changes will strengthen our program by helping us identify and provide consistent implementation of strategies proving effective across our district, leading to better student outcomes.

Action 2.2 was somewhat effective in reaching our desired DIBELS outcome. We will provide a process for regular, consistent monitoring of the implementation of program strategies by staff and the use of strategies by students. This will increase effectiveness by identifying gaps in implementation and student use, allowing us to make necessary program changes.

Action 2.3 was somewhat effective in reaching our desired DIBELS and Math CAASPP outcomes. We will be changing this action from one single action to two separate actions. This action (2.3) will continue to focus on ELA. A new action will be added to address math. The new Math action will include increased training for our staff using a coaching cycle recently developed with our County office as we continue our search for qualified Math Recovery Teachers. This change will ensure that teachers possess the necessary training and skills to support students in mathematics more effectively and allow us to continue the work in Early Literacy that is resulting in improved student outcomes.

Action 2.4 was ineffective in achieving our English learner progress and reclassification rate outcomes. We will remove this action and add a focus goal for English learners with new actions.

Action 2.5 was found to be ineffective in raising student achievement in ELA/Math. To increase its effectiveness, we plan to provide training on the KiDS Early Warning System for all staff members. We believe this will improve student outcomes by equipping our staff with more timely data, enabling them to offer students the support they require at an earlier stage.

Action 2.6 was ineffective in meeting the measurable outcomes. We will be changing the action to include an analysis of our current policies, procedures, and assessment instruments for identifying GATE-eligible students in order to ensure we are eliminating as many biases and barriers often faced by our English learners, low-income, and foster students. We believe these changes will result in more equitable opportunities for these students to demonstrate their strengths.

Action 2.7 was somewhat effective in meeting our desired outcomes. We observed successes within specific student groups and have successfully completed the focusing direction phase of the Continuous Improvement Process (CIP) as a result of qualifying for Differentiated Assistance. We have decided to continue with this action. For the 2024-25 LCAP, there will be a shift in focus towards the initial implementation of CIP plan initiatives in collaboration with our County Office. We believe that persisting with this plan will result in greater student outcomes.

Action 2.8 will be removed and replaced with our Expand Learning Opportunities program opportunities during the summer.

Action 2.9 was ineffective in achieving our English learner progress and reclassification rate outcomes. We will remove this action and add a focus goal for English learners with new actions.

Action 2.10 was ineffective in raising student achievement in ELA. We will revise the book circulation procedures for library services to enhance students' access to a broader range of books they can check out to read at school and home. We will be moving this action to Goal 2, focusing on a continued increase in family involvement. Though our new metric will focus on increased family involvement, we know that increased involvement leads to improved student achievement.

Action 2.11 was ineffective in meeting our desired outcomes and will be removed.

Action 2.12 was ineffective in meeting our desired outcomes. We will change this action by developing and using a monitoring tool with fidelity to assess our implementation of instructional strategies and integration of EL strategies into content areas. We believe this will strengthen our efforts by providing sites with timely data to offer staff immediate feedback and targeted support.

Action 2.13 was ineffective in meeting our desired outcomes. We will change this action by expediting the hiring process to reduce reliance on interns for class size reduction. We believe this will strengthen our efforts by ensuring students receive personalized support from fully credentialed teachers.

Action 2.14 will remain with a change in the metric.

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)

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 Seeking Input for Decision Making (Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	(Spring 2021 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 4) Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 4)	(Spring 2022 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 3) Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 3)	(Spring 2023 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 3.5) Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 3.5)	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making (Score = 4) Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 4)	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making. (Score of 5) Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score of 5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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)	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)	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)	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)	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)
Priority 3b How the school district will promote parental participation in programs for low income, English learner, and foster youth pupils. Parent and Family Engagement Self-Reflection Tool (Rating Scale as follows) 1 – Exploration and Research Phase	(Spring 2021 Parent and Family Engagement Self-Reflection Tool) 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) Progress in providing families of low	(Spring 2022 Parent and Family Engagement Self-Reflection Tool) 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) Progress in providing families of low	(Spring 2023 Parent and Family Engagement Self-Reflection Tool) 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) Progress in providing families of low	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) 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 = 4) Progress in providing families of low	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) 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) Progress in providing families of low

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 4.5)	income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 2)	income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 3)	income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 4)	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)
Priority 3c How the school district will promote parental participation in programs for students with disabilities. 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	(Spring 2021 Parent and Family Engagement Self-Reflection Tool) Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. (Score = 4)	(Spring 2022 Parent and Family Engagement Self-Reflection Tool) Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. (Score = 3)	(Spring 2023 Parent and Family Engagement Self-Reflection Tool) Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. (Score = 3.5)	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. (Score = 4)	(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. (Score of 5)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
5 – Full Implementation and Sustainability					
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 is 93.3% as determined by 2023-2024 local attendance data in KiDS Dashboard as reported on 4/15/2024.	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 is 20.7% as determined by 2023-2024 local data in KiDS Dashboard as reported on 4/15/2024.	The RSD CA rate will decrease to 5% as determined by local attendance data in KiDS Dashboard.
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 is 0.0% as determined by 2023-2024 local data in KiDS Dashboard as reported on 4/15/2024	The RSD middle school dropout rate will be maintained at 0% as measured by 2022-23 middle school dropout data in KiDS Dashboard.
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 is 2.14% as determined by 2023-2024 local data in KiDS Dashboard as reported on 4/15/2024	The RSD suspension rate will decrease by 1% as determined by local suspension data in KiDS Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 was 0% as determined by 2023-24 local expulsion data in KiDS Dashboard on 4/15/2024	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 98% of stakeholders believe RSD schools are safe.	2022 LCAP Educational Partner Survey 86% of Educational Partners believe RSD schools are safe.	2023 LCAP Educational Partner Survey 91% of Educational Partners believe RSD schools are safe.	2024 LCAP Educational Partner Survey 91.5% of Educational Partners believe RSD schools are safe	2024 LCAP Educational Partner Survey 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 82% 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	2022 Richland School District Spring Student Survey 59.2% of 5th and 6th 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	2024 Richland School District Spring Student Survey 36.2% of 5th and 6th 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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	38% of 5th and 6th grade students reported feeling connected 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 37% of 7th and 8th grade students reported feeling connected 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 15.3% of 7th and 8th grade students reported feeling connected most or all of the time	26.4% of 5th and 6th grade students reported feeling connected most or all of the time 19.5% of 7th and 8th grade students reported feeling safe most or all of the time 19.1% of 7th and 8th grade students reported feeling connected 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 80% of 7th and 8th grade students will report feeling connected most or all of the time

Goal Analysis

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.

Action 3.1 and 3.3 were implemented as intended. We successfully offered Parent education sessions that were well attended, indicating strong interest and participation from parents. In addition, we used multiple modes of communication for parents and increased participation in school events. However, we encountered challenges in reaching approximately one percent of parents electronically due to errors in their email addresses and phone numbers. Another challenge was a reduction of funding and some families having difficulty with our new Parent Center location.

Actions 3.2 and 3.4 were implemented as intended, successfully providing direct services to students and their families to remove barriers hindering regular school attendance. One challenge was some families did not follow through with the services offered. Another is helping parents understand that excused absences contribute to their children being chronically absent. The YES Club saw great participation from foster youth despite the challenge of arranging transportation to a central location.

Actions 3.5 and 3.13 were successfully implemented as intended. Our efforts resulted in providing all our students with valuable field trip opportunities, allowing them to enhance their learning experiences outside the classroom. Additionally, we introduced a music program for our elementary students starting from grade two. Although securing a qualified music teacher proved challenging initially, we managed to overcome this hurdle later in the year. Furthermore, there is a need to revamp the master schedule to increase the number of students served.

Actions 3.6, 3.14, and 3.15 (Support for students at risk of expulsion/dropout) were implemented as intended. We were successful in coordinating the identification of students who were at risk, regularly meeting to identify and provide appropriate support for students, or referring them to partner agencies who could provide more intensive support. One of the challenges we faced was determining how to further support students who consistently displayed defiance.

Actions 3.7, 3.8, 3.11, and 3.12 (SEL and School Climate - Susp/Climate Survey) were implemented as intended. School Psychologists, School Social Workers, and Counselors provided mental health and social-emotional support services to students who may have needed assistance adjusting to school, family, and community, along with ongoing counseling services to help students overcome barriers. Despite these efforts, challenges remain in engaging parents for consent due to mental health stigma, and there is a notable prevalence of grief among scholars requiring sensitive support.

Actions 3.9 and 3.10 (Attendance - Health Services) were implemented as intended. Health staff supported students with health, vision, dental, home, and hospital services, ensuring that students could fully participate in school activities. Moreover, health staff partnered with an agency to provide 50 students with glasses.

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 amount budgeted for the 2023-24 LCAP Goal 3 was $2,291,673.83.The estimated actual expenditures for 2023-24 LCAP Goal 3 was $2,287,881.00. This is a difference of $103,792.83. The substantive differences were:
Action 3.3 (Parent and Family Communication) $22,214.00. We budgeted the student information system portion of our communications platform, which should have been paid for with our general fund.

Action 3.13 (Extended Learning Programs) $34,888.00. Our elementary music teacher was hired later in the year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Actions 3.1 and 3.3 were ineffective as we did not reach our desired outcome. Despite not achieving our goals, we did hold 62 workshops and parent education classes, with 1,666 parents attending. 85% of those surveyed found the sessions "very useful," 10% "somewhat useful," and 5% "undecided."

Actions 3.2, 3.4, 3.5, 3.9, 3.10, and 3.13 were somewhat effective in reaching our desired outcomes. Though we did not reach our desired goals, we did increase the attendance rate to 93.3% and significantly reduced our chronic absenteeism rate.

Actions 3.6, 3.14, and 3.15 were effective in maintaining our desired outcome of 0% of our students being expelled or dropped out of school.

Actions 3.7, 3.8, 3.11, and 3.12 (SEL and School Climate - Susp/Climate Survey) were ineffective in meeting our desired outcomes of reducing the suspension rate, increasing the percentage of educational partners who believe our schools are safe, and increasing a sense of connectedness in our students. However, the suspension did decrease, putting us within 1.14% of our goal. Additionally, there was a slight increase in the percentage of educational partners who believe our schools are safe. Though our 5th and 6th grade students declined slightly in feeling safe and connected, our 7th and 8th grade students had slight increases in both areas.

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.

Our Goal 3 will now become our Goal 2 (with Goal 2 becoming our Goal 3) to align with our schools' site plans.

Action 3.1 proved ineffective in meeting our desired outcome of full implementation and sustainability, but we did increase each year toward the goal. To improve effectiveness, our liaison will survey families to determine topics of interest/need, increase the visibility of the Parent Center at community events outside of the school setting, and send personalized invitations to families of student groups for whom the trainings/workshops are targeted. We believe this will expand our reach, including a broader span of families we are seeking to support, resulting in improved outcomes.

Action 3.2 will be removed as it is duplicating efforts with other actions and is not necessary.

Action 3.3 proved ineffective in meeting our desired outcome of full implementation and sustainability, but we did increase each year toward the goal. To address this issue, we will develop protocols and offer training sessions to ensure that site staff actively retrieve exception reports and promptly follow up with families who are not receiving messages from our communications platform. Alternative arrangements will be made to facilitate communication with these families if necessary. We believe this improved approach will enhance our overall communication with families.

Action 3.4 proved somewhat effective in meeting our desired attendance rate and chronic absenteeism outcomes. Positively, we did increase the attendance rate to 93.3% and reduced our chronic absenteeism rate significantly. To improve effectiveness, we will develop a district-

wide campaign to educate parents about chronic absenteeism versus attendance rates and the differences between excused and unexcused absences. We will emphasize the adverse impact of both types of absences on their children's education and in meeting graduation requirements. We believe this approach will lead to decreased absences.

Action 3.5 proved somewhat effective in meeting our desired attendance rate and chronic absenteeism outcomes. Positively, we did increase the attendance rate to 93.3% and reduced our chronic absenteeism rate significantly. To improve effectiveness, we will educate students about chronic absenteeism and the adverse effects it can have. We will also survey students to seek out the types of off-campus learning excursions they are interested in. We believe this change will encourage better attendance.

Action 3.7 proved ineffective in meeting our desired outcome of reducing the suspension rate; however, we decreased the percentage and came within 1.14% of our goal. To increase effectiveness in this area, we will remove this action and create a new action that coordinates the efforts of our school social workers, counselors, and school psychologist (Social-Emtional Supports for Students).

Action 3.8 proved ineffective in meeting our desired outcome of reducing the suspension rate; however, we decreased the percentage and came within 1.14% of our goal. To increase effectiveness in this area, we will remove this action and create a new action that coordinates the efforts of our school social workers, counselors, and school psychologist (Social-Emtional Supports for Students).

Action 3.9 proved ineffective in meeting our desired outcome; however, we increased the attendance rate to 93.3% and reduced our chronic absenteeism rate significantly. To improve effectiveness, our nursing staff will reach out to partner with local agencies to provide on-site health services, such as immunization clinics, dental screenings, and vision tests, to increase the number of students who have access. We believe this will result in fewer student absences due to illness or other health barriers.

Action 3.10 proved ineffective in meeting our desired attendance outcome, though we made significant progress. To improve our attendance outcomes, we will increase our sanitization efforts by sanitizing classrooms/offices on Saturdays. We believe this increase in sanitization will reduce the number of absences due to illness.

Action 3.11 proved ineffective in meeting our desired outcome of reducing the suspension rate; however, we decreased the percentage and came within 1.14% of our goal. To improve effectiveness, our assistant principals will be trained in KiDS to collect data on the location and types of behavior incidents and interventions with our student groups and identify areas for improvement. We believe that analyzing the data and making informed decisions about adjustments to the PBIS action plans will result in improved social-emotional outcomes for our students.

Action 3.12 proved ineffective in meeting our desired outcome of reducing the suspension rate; however, we decreased the percentage and came within 1.14% of our goal. To increase effectiveness in this area, we will remove this action and create a new action that coordinates the efforts of our school social workers, counselors, and school psychologist (Social-Emtional Supports for Students).

Action 3.13 proved somewhat effective in meeting our desired outcomes. However, we increased the attendance rate to 93.3% and reduced our chronic absenteeism rate significantly. We adjusted the action in year three of the 2021-2024 LCAP to add an elementary music teacher. There was a delay in hiring a qualified music teacher and a challenge with the master schedule. We will continue the action, beginning the

year with a qualified music teacher and an improved master schedule to increase the number of students served. We believe this improvement in overall implementation will increase the effectiveness of the action.

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.

Instructions

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

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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

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

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

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

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

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

California Department of Education
November 2023

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

Plan Summary [2024-25]

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 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. Shafter's economy remains rooted in agriculture, boasting a diverse array of crops from almonds to cotton, alongside growing sectors in manufacturing, logistics, and energy, establishing it as an industrial center.

The district, overseen by a dedicated Governing Board and administrative team, serves a student body of 2,575 spanning transitional kindergarten through eighth grade. The district has four schools that provide a nurturing environment for academic and personal growth: Golden Oak Elementary School (TK-6 729 student enrollment), Redwood Elementary School (TK-6; 672 student enrollment), Sequoia Elementary School (TK-6: 585 student enrollment), and Richland Junior High School (7-8; 589 student enrollment). 87% of the student population qualifies for free or reduced lunch, as indicated in the 2023 California School Dashboard. Due to the Community Eligibility Provision, the district will continue providing free meals to all students. The student population is 93.4% Hispanic/Latino, 5.1% White, 4.5%, Asian, 0.7% African American, 0.1% Native Hawaiian or Pacific Islander, 87% Low Income, 36.2% English Learners, 12.3% Students With Disabilities, 0.7% Foster Youth, and 5% homeless as indicated in the 2023 California School Dashboard. We are impacted by the enrollment decline prevalent in numerous California districts. Furthermore, chronic absenteeism, student safety, and addressing students' social-emotional needs persist as ongoing challenges and areas of significant concern.

The Richland School District is dedicated to utilizing technology to enhance the learning experience and connect students with real-world environments. At Golden Oak Elementary, we provide a Dual Language Program that supports students' journey towards biliteracy and fosters global interconnectedness. Our Dual program allows English learners to maintain their sense of identity and heritage using their native language. We also offer a Gifted and Talented Education Program (GATE) for third through eighth-grade students, focusing on promoting complex levels of thinking through collaborative work, innovative solutions, and challenging students' unique creative abilities. GATE teachers utilize Project Lead the Way (PLTW), a project-based learning program incorporating science, technology, engineering, and math (STEM) to prepare students with in-demand skills and real-world problem-solving abilities. Additionally, we provide various support and enrichment programs such as at-home tutoring through Professional Tutors of America (PTOA), after-school academies, an extended school year for special education students, and 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), we are able to offer students opportunities for homework assistance, visual and performing arts, after-school clubs, band, flag teams, field trips, sports clinics, and competitive sports.

We offer comprehensive mental health services, including access to four social workers, four school psychologists, and two counselors dedicated to addressing students' mental health needs. Additionally, our schools are equipped with two school nurses and five health aides, who, with our Student and Family Resource Center personnel, work with the community to provide preventive care, health education, and guidance in health-related decision-making.

None of our schools are receiving Equity Multiplier funding.

Reflections: Annual Performance

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

The following is a reflection on our annual performance based on reviewing the California School Dashboard and our local data:

RSD schools that received the lowest performance level on one or more state indicators on the 2023 Dashboard are:
Golden Oak Elementary (English Learner Progress)
Redwood Elementary (English Learner Progress, ELA, Math)
Sequoia Elementary (English Learner Progress)
Richland Junior High (ELA, Math, Suspension Rate)

RSD student groups with the lowest performance level on one or more indicators on the 2023 Dashboard are:
English Learners (English Learner Progress, Suspension Rate, ELA, Math)
Foster Youth (Suspension Rate)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (ELA)

Student groups within a school with the lowest performance level on one or more indicators on the 2023 Dashboard are:
Golden Oak:
English Learners (English Learner Progress)
Students with Disabilities (ELA, Math)

Redwood:
English Learners (English Learner Progress, ELA, Math, Suspension Rate)
Socioeconomically Disadvantaged (ELA, Math)
Students with Disabilities (ELA)
Hispanic (ELA, Math)
Homeless (Suspension Rate)

Richland Junior High:
English Learners (ELA, Math, Suspension Rate)
Socioeconomically Disadvantaged (ELA)
Students with Disabilities (ELA, Math)
Hispanic (ELA, Math)

Sequoia:
English Learners (English Learner Progress, ELA, Math)
Students with Disabilities (ELA)

The following document highlights goals and actions that address the identified needs of student groups and schools with the lowest performance levels on the 2023 CA School Dashboard: RSD School and Student Group Support Document
https://4.files.edl.io/5403/05/24/24/213726-b28542a6-113a-414e-a6a8-152db55529d4.pdf

Our district had an overall increase of 7.4 points DFS from 2022 to 2023 in Math on the CA School Dashboard. While Districtwide, our ELs maintained their overall math performance on the 2023 Dashboard, all other student groups experienced growth in math, contributing to a performance gap that needs to be addressed.

Our district had an overall decrease of 11.7 points DFS from 2022 to 2023 in ELA on the CA School Dashboard. District-wide, our homeless and white student groups increased, while all other student groups decreased on the 2023 Dashboard.

Our district's chronic absenteeism rate decreased significantly from 31.3% on the 2022 Dashboard to 21.3% on the 2023 Dashboard, with all student groups experiencing decreased chronic absenteeism.

Though our district maintained our overall suspension rate on the 2023 Dashboard, our ELs, Foster Youth, Homeless, Hispanic, and Asian student groups had increases in their 2023 Dashboard suspension rate.

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: 64% in 2024 compared to 52% in 20223, indicating a 12% increase.
Socioeconomically Disadvantaged: 61% in 2024 compared to 48% in 2023, indicating a 13% increase.
English learners: 58% in 2024 compared to 45% in 2023, indicating a 13% increase.
Foster youth: (Fewer than five students - data not displayed for privacy)

First-grade student groups who met or exceeded the DIBELS Mid-Year Benchmark:
All Students: 54% in 2024 compared to 39% in 2023, indicating a 15% increase.
Socioeconomically Disadvantaged: 54% in 2024 compared to 37% in 2023, indicating a 17% increase.
English learners: 41% in 2024 compared to 28% in 2023, indicating a 13% increase.
Foster youth: (Fewer than five students - data not displayed for privacy)

Second-grade student groups who met or exceeded the DIBELS Mid-Year Benchmark:
All Students: 49% in 2024 compared to 44% in 2023, indicating a 5% increase.
Socioeconomically Disadvantaged: 57% in 2024 compared to 43% in 2023, indicating a 14% increase.
English learners: 37% in 2024 compared to 29% in 2023, indicating a 17% increase.
Foster youth: (Fewer than five students - data not displayed for privacy)

We continue to be excited about our students' progress in early literacy. For each grade level, in addition to the "All Students" groups, our low-income and English learners saw increases in the percentage of students meeting/exceeding the mid-year benchmark. We are proud of our three Academic Recovery Teachers (ARTs), who have supported students and our teachers while continually refining our framework for teaching early literacy.

Reflections: Technical Assistance

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

RSD qualifies for Differentiated Assistance for our English Learners based on the 2023 Dashboard in Priority 4 - Academic Indicator/CAASPP and Priority 6 - School Climate Indicator/Suspension Rate. We are currently in our second year of Differentiated Assistance and continue to participate in a Continuous Improvement Process (CIP) with our County office of education. Last school year, we identified our problem of practice surrounding our student performance and its root causes during the "focusing direction" phase, and we are currently in the "Preparation State of Implementation". During our current phase, one team is focused on the identified need to unify around our core beliefs by developing a shared vision. Our second team is addressing the implementation of evidence-based instructional delivery methods to ensure mastery of essential standards, initially concentrating on mathematics with the aim of replicating success across all subject areas. Actions that will be supporting this work include Action 1.1 (Curriculum and Instruction), Action 1.3 (Comprehensive School Site Program Support), Action 2.2 (LCAP Coordination/Leadership), and Action 3.10 (Data Analysis and Decision Making).

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.

The schools that have been identified for comprehensive support and improvement (CSI) are Redwood Elementary and Richland Junior High.

Support for Identified Schools

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

In our efforts to support our two CSI-eligible schools, we have successfully completed the CSI application for funding at both campuses. Drawing from our previous work with the County Office in the Continuous Improvement Process (CIP), it became evident that both schools saw value in pursuing a similar approach. We collaborated closely with the County Office to facilitate the initiation of CIP support. Both Redwood Elementary and Richland Junior High Schools have completed comprehensive needs assessments, selected evidence-based interventions, and identified specific resource inequities. Both schools have developed plans for the implementation of their selected evidence-based practices and are included in their 2024-25 SPSAs.

At Redwood Elementary, they have identified an inequity stemming from a disparity between student grades and academic performance, highlighting the unfairness of grading practices. To effectively address this issue, they recognize the need to implement a rubric for teachers to determine student grades more accurately.

For Richland Junior High, we have identified an inequity where equivalent courses may not offer high- and low-need students an equal level of challenge through their assignments. Additionally, access to curriculum aligned with empowering grade-level standards may not be consistent for all students.

Monitoring and Evaluating Effectiveness

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

To ensure the successful implementation of evidence-based practices determined by each school's CSI plan, we will hold quarterly meetings with our site administrative and CIP teams. During these meetings, we will review interim data to assess the effectiveness of our strategies. Based on the data analysis, we will provide recommendations to further improve the support provided.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Parents	February - March 2024: Our LCAP Educational Partner Survey was posted on our school and district websites. Multiple Parent Square notifications with the survey links were sent as well. LCAP Roadshows were held at each school site during the day with two evening Roadshows meetings held (one in English and one in Spanish). During the Roadshows, parents were provided the "Your Input Matters!" feedback form to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAPs purpose, the goals, actions, expenditures, and expected outcomes; we presented the most current state and local data available for students/student groups and the progress over the past 3 years; we answered questions and assisted parents in completing their feedback forms and/or the LCAP Educational Partner Survey.
Students	On November 2, 2023, and April 18, 2024, students in 3rd to 8th grade were given two occasions to share feedback on School Connectedness, Sense of Safety, and suggest improvements for their schools. Moreover, from January 29 to February 2, 2024, students had the opportunity to take part in the Healthy Kids Survey. In April 2024, as part of our CIP process, student groups were also asked to complete a survey to provide input on our Vision.
Teachers	February - March 2024: Our LCAP Educational Partner Survey was posted on our school and district websites. Notification via email and Parent Square with the

Educational Partner(s)	Process for Engagement
	survey links were sent as well. LCAP Roadshows were held at each school site during the day with an evening Roadshows meeting held. During the Roadshows, teachers were provided the "Your Input Matters!" feedback form to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAPs purpose, the goals, actions, expenditures, and expected outcomes; we presented the most current state and local data available for students/student groups and the progress over the past 3 years; we answered questions and assisted participants in completing their feedback forms and/or the LCAP Educational Partner Survey.
Principals and Administrators	In addition to the March LCAP Roadshows at their school sites and LCAP Educational Partner Survey, we met quarterly beginning October 2023 to review LCAP and SPSA goals and actions. Feedback was also solicited during Full Cabinet and Principal meetings in the Spring 2024.
Other School Personnel	February - March 2024: Our LCAP Educational Partner Survey was posted on our school and district websites. Multiple Parent Square notifications with the survey links were sent as well. LCAP Roadshows were held at each school site during the day. During the Roadshows, classified staff were provided the "Your Input Matters!" feedback form to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAPs purpose, the goals, actions, expenditures, and expected outcomes; we presented the most current state and local data available for students/student groups and the progress over the past 3 years; we answered questions and assisted assisted staff with the feedback forms and/or the LCAP Educational Partner Survey.
Richland Teachers Association (RTA)	In addition to the LCAP Roadshow at each school site and LCAP Survey, the LCAP Draft was emailed to the RTA president May 20, 2024, with an invitation to meet in person or to email suggestions - met with RTA president May 24, 2024.
Classified School Employees Association (CSEA)	In addition to the LCAP Roadshow at each school site and LCAP Survey, the LCAP Draft was emailed to the CSEA president May 20, 2024, with an invitation to meet in person or to email suggestions.

Educational Partner(s)	Process for Engagement
Parent Advisory Committee	In addition to the LCAP Roadshow and survey opportunities, PAC members also had regular monthly meetings where information and data were reviewed. These meetings provided ongoing opportunities for us to answer questions, hear their feedback, and continually remind them of their role and its importance in our continuous improvement. In February, we reviewed the Midyear Report with them. The LCAP draft was presented during the regularly scheduled meeting on May 22, 2024, allowing time for questions and feedback from members. The members were in agreement with the goals and actions in the LCAP draft. There were no questions for the superintendent on the LCAP draft.
English Learner Advisory Committee	In addition to the LCAP Roadshow and survey opportunities, DELAC members also had regular monthly meetings where information and data were reviewed. These meetings provided ongoing opportunities for us to answer questions, hear their feedback, and continually remind them of their role and its importance in our continuous improvement. In February, we reviewed the Midyear Report with them. The LCAP draft was presented during the regularly scheduled meeting on May 22, 2024, allowing time for questions and feedback from members. The Superintendent promptly responded in writing to any questions and feedback received on May 23, 2024. The members were in agreement with the goals and actions in the LCAP draft. They appreciated that the feedback they provided throughout the process was evident in the draft. There were no questions for the superintendent on the LCAP draft.
Special Education Local Plan Area (SELPA)	We had two opportunities to consult with SELPA. The first was during our Differentiated Assistance meeting with KCSOS on December 1, 2023 and during our county office LCAP Day 1 Training on December 11, 2024.

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

Based on the feedback we received as we engaged with our Educational Partners, the LCAP was influenced in the following goals and actions:

Goal 1:

Based on Educational Partner feedback, additional funding will target math, English Language Development, and collaborative teaching. A focused coaching cycle will enhance specific teaching competencies and improve student engagement, academic language proficiency, critical thinking, and collaborative problem-solving skills (Action 1.1)

Educational partner feedback shared a need for increased support for low-performing students by way of after-school programs, teacher training, and grade-level planning time to identify and support student groups (Action 1.3)

Feedback from our education partners, including parents, teachers, and administrators, indicated access to current technology as a potential barrier to student success, citing the need for updated devices (Action 1.7)

Educational partners continue to request the Dual Program as a pathway for students to earn their seal of biliteracy in high school (Action 1.8)

Goal 2:
Educational partners requested parent training to continue and to have the training communicated via Parent Square (Actions 2.1, 2.3)

Educational partners requested that we continue with two district nurses and the health staff at school sites (Action 2.5)

Students have requested that our elementary music program continue with our elementary music teacher (Action 2.8)

DELAC and other educational partners have requested to see an increase in the number of books available to students in our libraries as well as an increase in family literacy events (2.9)

DELAC and other educational partners requested that we coordinate support for students at risk of not graduating (Actions 2.11, 2.12)

Goal 3:
Education partners and DELAC asked to provide additional support for English learners in ELA and in math (3.1, 3.2)

Goal 4:
Educational partners stated a need to better support our English learners, including a program for designated ELD instruction, LTEL support, and newcomer support. Based on the feedback received, we will include increased professional learning, supplemental instructional materials to support English learners, tutoring, and form a committee to select a designated ELD program (Actions 4.1, 4.2, 4.3, 4.4).

Public Comment Posting Period was May 30 - June 8, 2024. Our Public Hearing was held on June 10, 2024, at a regularly scheduled Board meeting. Public comments were heard and considered in the final LCAP, which was adopted at a regularly scheduled Board meeting on June 24, 2024.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Along with implementing Common Core State Standards instruction and integration of 21st Century Skills in all classrooms, we will provide the conditions for learning, including qualified teachers and the appropriate facilities to pave the way for students to succeed in their current grade level and prepared for College and Careers.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 7: Course Access (Conditions of Learning)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the students they are teaching	2023-2024 Appropriately assigned: 100% Teachers fully credentialed: 96.3%			2026-2027 Appropriately assigned: 100% teachers fully credentialed: 97.3%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CALPADS Report 4.1 & 4.3 State Priority: 1a					
1.2	Percent of pupils who have access to standards-aligned instructional materials Source: Textbook Inventory (Local) State Priority 1b	2023-2024 100%			2026-2027 100%	
1.3	Percent of facilities that met or exceeded the "good repair" standard on the Facilities Inspection Tool Source: Facilities Inspection Tool (Local) State Priority 1c	2023-2024 100%			2026-2027 100%	
1.4	Percent of teachers consistently and effectively using instructional strategies for student groups Source: Classroom Observation Form State Priority: 2a	2023-2024 Explicit Direct Instruction (39%) Academic Conversations (31%) Student Success Criteria (21%)			2026-2027 Explicit Direct Instruction (55%) Academic Conversations (46%) Student Success Criteria (36%)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Percent of teachers using KiDS to access student group data at least monthly Source: Usage Report State Priority: 2a	2023-2024 8.1%			2026-2027 30%	
1.6	Level of implementation in providing professional learning to teachers Source: CDE Self-Reflection Tool State Priority: 2a	2023-2024 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Initial Implementation) HSS (Initial Implementation)			2026-2027 ELA (Full Implementation) ELD (Full Implementation) Math (Full Implementation) NGSS (Full Implementation) HSS (Full Implementation)	
1.7	Percent of students who have access to computing devices at school and at home Source: LMS Report State Priority: 2a	2023-2024 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%			2026-2027 All students: 100% Low-income: 100% English Learners: 100% Foster Youth: 100%	
1.8	Level of implementation in providing professional learning and instructional material to teach ELD	2023-2024 Professional Learning (Initial Implementation) Instructional Materials (Initial Implementation)			2026-2027 Professional Learning (Full Implementation)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE Self-Reflection Tool State Priority 2b				Instructional Materials (Full Implementation)	
1.9	Percent of low-income and English learners enrolled in the Dual Language Program Source: SIS Report State Priority: 7a	2023-2024 Low-income: 81% English learners: 48%			2026-2027 Low-income: 85% English learners: 50%	
1.10	Percent of low-income and English learner students enrolled in additional elective classes Source: SIS Report State Priority: 7b	2023-2024 Low income: 5.52% English learner: 6.2%			2026-2027 Low income: 7.52% English learner: 9.2%	
1.11	Percent of students with disabilities who are in general education class more than 80% of the time Source: SIS Report State Priority: 7c	2023-2024 54.3%			2026-2027 56.3%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instruction Services - Director	The Curriculum and Instruction Director will coordinate comprehensive, high-quality professional development sessions for teachers and administrators rooted in the Common Core State Standards and Frameworks. These sessions will prioritize the effective implementation of the district's chosen curriculum and instructional methodologies, emphasizing Explicit Direct Instruction (EDI) during ELA and Math lessons. After initial training, ongoing support will help teachers integrate district initiatives into their teaching, with attention to English learners and disadvantaged students. Additional funding will target math, English Language Development, and collaborative teaching. A focused coaching cycle will enhance specific teaching competencies and improve student engagement, academic language proficiency, critical thinking, and collaborative problem-solving skills.	$496,423.07	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses for this action include the director's salary, extra time for teachers/substitutes, consultant costs, training materials, supplemental materials, assessment copies, and learning management systems.		
1.2	Teacher Induction Program Support Provider	The Induction Program Support Provider will mentor new teachers, interns, and teachers working toward acquiring appropriate credentials focusing on content and pedagogy in conjunction with professional learning offered by the district and county office of education. Training will emphasize effective teaching methods, including Explicit Direct Instruction, to boost academic performance for low-income students, English learners, and Foster Youth. The Support Provider will also engage in district-wide ELD professional development to assist teachers in implementing instructional initiatives. Retention efforts will prioritize credential clearance and training in instructional delivery and classver.room management to support existing teachers and reduce turnover. Expenses for this action include induction contract and supplies	$212,573.00	Yes
1.3	Comprehensive School Site Program Support	To improve the learning conditions for the lowest performing student groups and foster a culture of continuous improvement, principals will provide professional development opportunities tailored to their teachers' needs and planning time to ensure cohesive implementation of instructional strategies while informing instructional decisions. Training will be provided in conducting effective grade-level collaborative meetings. Regular meetings will be held with district leadership and site administrators to calibrate practices and monitor the effectiveness of implemented practices. Expenses will include contracted services, extra time for teachers, substitutes, duplication, and supplemental materials to support professional development and implementation of instructional strategies	$154,415.50	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	PreSchool Mainstreaming	One instructional aide will provide instructional support for our English learners, low-income students, and foster youth in PreK special day classes mainstreaming into our TK general education program as we work toward increasing the percentage of time our students with disabilities participate in a general education class setting. Expenses: Instructional aide	$26,623.17	No
1.5	Educational Technology	The Education Technology Teacher will assist classroom teachers in effectively integrating technology through the use of district-adopted and other programs focused on leveraging technology to support English learners, low-income, and at-risk student groups. The Ed. Technology Teacher will focus on our district-wide 3rd party systems that directly address the learning gaps of K-8th grade students and the achievement gaps between our English learners, low-income and our all-student group, providing training and ongoing assistance to staff in the appropriate use and assignment of universal tools for online testing, facilitating the collection, disaggregation, and interpretation of data by student groups to guide teaching and learning for our English learners including LTELs, foster youth, and low-income students. Expenses include personnel, benefits, supplies	$153,088.67	Yes
1.6	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. Digital and mailing notices emphasizing the benefits of enrolling in a zero period will be sent to unduplicated students and their parents. We will also consider an after-school zero period to provide an alternative to our targeted students who are unable to attend early classes. Expenses extra time	$29,248.80	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Technology	The Director of Technology will identify district and school technology needs to maintain current levels of technology to support the delivery of instruction. The director and three technology technicians will manage the deployment, maintenance, and technical support of electronic devices for students and staff, including replacing outdated and/or damaged equipment. Expenses include personnel, benefits, equipment, supplies	$975,604.00	Yes
1.8	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 2024-25, fifth grade will be added, and sixth grade in 2025-26. A Spanish elective beginning in 2026-27 will be offered to junior high students, prioritizing unduplicated pupils in the dual program. Expenses include professional development, extra time, supplemental instructional materials, supplies	$56,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	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.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

Priority 5: Pupil Engagement (Engagement)

Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on educational partner feedback from local surveys, and current state and local data, Goal 2 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 support 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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	2023-2024 Full Implementation (Score =4)			2026-2027 Full Implementation (Score =4)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CDE Self-Reflection Tool State Priority: 3a					
2.2	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. Source: CDE Self-Reflection Tool State Priority: 3b	2023-2024 Full Implementation (Score = 4) Score = 4 (All Students) Score = 4 (ELs) Score = 4 (LI) Score = 4 (FY)			2026-2027 Full Implementation (Score = 4) Score = 4 (All Students) Score = 4 (ELs) Score = 4 (LI) Score = 4 (FY)	
2.3	Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students. Source: CDE Self-Reflection Tool State Priority: 3c	2023-2024 Full Implementation (Score = 4)			2026-2027 Full Implementation (Score = 4)	
2.4	Attendance Rate	May 2024			May 2027	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS Dashboard State Priority: 5a	93.3% (All Students) 93.86% (ELs) 93.08% (LI) 94.20% (FY)			95% (All Students) 95% (ELs) 95.08% (LI) 95% (FY)	
2.5	Chronic Absenteeism Rate Source: Ca School Dashboard State Priority: 5b	2023 data 30.1% (All students) 26.9% (ELs) 31.5% (LI) 24.1% (FY)			2026 data 20% (All students) 16.9% (ELs) 21.5% (LI) 15.1% (FY)	
2.6	Middle School Dropout Rate Source: CALPADS Report 8.1b State Priority: 5c	2023-2024 0% (All Students) 0% (ELs) 0% (LI) 0% (FY)			2026-27 0% (All Students) 0% (ELs) 0% (LI) 0% (FY)	
2.7	Student Suspension Rate Source: Ca School Dashboard State Priority: 6a	2023 data 5.3% (All Students) 6.5% (ELs) 5.4% (LI) 15.2% (FY)			2026 data 2.3% (All Students) 4% (ELs) 3% (LI) 7% (FY)	
2.8	Student Expulsion Rate	0% (2022-23 data) 0% (All Students)			0% (2025-26 data) 0% (All Students)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: Dataquest State Priority: 6b	0% (ELs) 0% (LI) 0% (FY)			0% (ELs) 0% (LI) 0% (FY)	
2.9	Percent of students who feel a sense of connectedness most or all of the time Source: Annual Spring Student Climate Survey State Priority: 6c	2023-2024 26.4% (5th & 6th Grade) 19.1% (7th & 8th Grade)			2026-2027 51% (5th & 6th Grade) 44% (7th & 8th Grade)	
2.10	Percent of students feeling safe most or all of the time Source: Annual Spring Student Climate Survey State Priority: 6c	2023-2024 36.2% (5th & 6th Grade) 19.5% (7th & 8th Grade)			2026-2027 61% (5th & 6th Grade) 44% (7th & 8th Grade)	
2.11	Percent of educational partners who feel a sense of connectedness Source: Annual LCAP Educational Partner Survey State Priority: 6c	2023-2024 66% (Staff) 63% (Parents of All Students) 63% (EL Parents) 51% (LI Parents) N/A (FY Parents)			2026-2027 75% (Staff) 70% (Parents of All Students) 70% (EL Parents) 60% (LI Parents) N/A (FY Parents)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Percent of educational partners who believe RSD schools are safe Source: Annual LCAP Educational Partner Survey State Priority: 6c	2023-2024 63% (Staff) 60% (Parents of All Students) 87% (EL Parents) 56% (LI Parents) N/A (FY Parents)			2026-2027 75% (Staff) 70% (Parents of All Students) 90% (EL Parents) 65% (LI Parents) N/A (FY Parents)	
2.13	Percent of 8th grade students meeting graduation requirements Source: Student Information System State Priority 6c	2023-2024 86% (All Students) 70% (ELs) 85% (LI) 66% (FY)			2026-2027 89% (All Students) 73% (ELs) 88% (LI) 70% (FY)	
2.14	Percent of families receiving site and district electronic communication Source: Parent Square Dashboard State Priority 6c	May 2024 99%			May 2027 99%	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Educational Parent Engagement - Community Liaison	One Community Liaison will coordinate and provide parent education to build the parents' capacity to support their student's learning and development at home and strengthen the partnerships with families of our English learners, low-income and foster youth. Training may include, but will not limited to, positive parenting, creating confident students, home-to-school communication, involvement in programs that support the unique needs of student groups, the importance of school attendance, and mental health wellness and awareness. Additionally, families will complete surveys to identify topics of interest, and efforts will be made to increase the Parent Center's visibility at community events. Personalized invitations will be sent to the families of targeted student groups to broaden support and enhance outcomes. Expenses include salaries, benefits, contracts, travel, materials and supplies	$194,323.39	Yes
2.2	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	$199,399.34	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Expenses include salaries, benefits, child care, materials and supplies		
2.3	Parent & Family Communication	School site and district secretaries, clerks, and administrators will use multiple communication channels such as Parent Square, texts, phone calls, emails, and websites to increase parental engagement in district and school events and advisory councils. Through our communication platform's group feature, we'll send specialized e-invitations to parents of unduplicated pupils and pupils with exceptional needs to encourage participation. Additionally, we'll establish protocols and provide training sessions for site staff to actively retrieve exception reports and promptly follow up with families who aren't receiving messages. Alternative communication arrangements will be made if needed or requested. Expenses include communications platforms	$23,507.50	Yes
2.4	Attendance/Chronic Absenteeism Support	Five 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, one 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. To address chronic absenteeism, we will launch a district-wide campaign to educate parents about attendance rates, chronic absenteeism, and the distinction between excused and	$308,340.52	Yes

Action #	Title	Description	Total Funds	Contributing
		unexcused absences. The campaign will highlight the negative impact of absences on students' education and graduation requirements. Expenses include salaries and benefits, travel, incentives, materials and supplies		
2.5	Health Services - District Nurse & Health Aide	An additional District Nurse and two health aides will provide increased access to care health services to students including on-site health services such as immunization clinics and dental and vision screenings, to minimize disruptions to learning due to poor access to basic health care. They will provide first aid, administer medications, and liaise with parents. Additionally, the nurse will coordinate training for school staff and parents of parents of our low-income, foster, and English learners on student health needs including the use of EpiPens and AEDs. Expenses include salaries, benefits, extra time for training, materials and supplies	$250,171.20	Yes
2.6	Health and Safety	The MOT Director will address and monitor the improved sanitation of facilities to decrease student illness and absences, particularly among unduplicated pupils, and enhance facility sanitation measures by incorporating the 5-step cleaning routine with new techniques. Additionally, one custodian will sanitize classrooms and offices on Saturdays which will lead to a reduction in absences due to illness. Expenses include salaries and benefits, sanitization supplies	$88,493.70	Yes
2.7	TK-8 Educational Excursions	To deepen the understanding of subjects and demonstrate connections between ideas that our English learners often need support in, principals at all sites will coordinate educational excursions for TK-8th-grade students, aiming to provide active and engaging experiences. We will survey	$132,438.80	Yes

Action #	Title	Description	Total Funds	Contributing
		students to identify preferred off-campus learning experiences by unduplicated groups so they can have equal access to these enrichment opportunities. Additionally, we will educate students about chronic absenteeism and its negative impacts to improve attendance rates. Expenses include transportation and entry fees		
2.8	Extended Learning Programs	In partnership with our after-school ASES and Expanded Learning Opportunities Programs, folklorico, music, and other 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. Additionally, one music teacher will be provided 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 in grades 2-6. Expenses include salaries, benefits, materials and supplies	$105,513.99	Yes
2.9	Library Services	Our district librarian and four library aides will foster student engagement and enhance family involvement both within the school and in the broader community providing regular family literacy events. To cultivate a text-rich environment and ensure equitable access for low-income, English learners, and Foster Youth, additional efforts will include implementation of revised book circulation procedures to broaden student access to a diverse array of books, with all libraries becoming a hub of services offering technology lessons and the curation of resources in alignment with educational standards. Expenses include salaries, benefits, books, materials, and supplies	$549,268.29	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Positive Culture and Climate Support	Assistant Principals at all four sites will utilize KiDS to gather data on behavior incidents and interventions across student groups, identifying areas for improvement. Through data analysis and informed decision-making, they will adjust PBIS action plans to enhance social-emotional outcomes for our students. In addition, they will coordinate/facilitate staff training in social-emotional learning and the ongoing implementation of Positive Behavior Interventions and Supports (PBIS), utilizing alternative behavioral approaches, such as Restorative Practices, to address the needs of unduplicated pupil groups effectively. Our assistant principals will use these strategies and resources to aid in managing student behavior, ensuring that unduplicated pupils remain engaged in learning. Additionally, funding will be used to increase student engagement and family involvement in events and activities. Expenses include salaries, benefits, extra time for training, materials and supplies	$505,103.21	Yes
2.11	Social Emotional Supports for Students	Social-emotional support staff, including four school social workers, two school counselors, and one school psychologist, will work collaboratively to provide mental health support to students, priority given to low-income, foster youth and ELs. Services to be coordinated will include conducting counseling groups, assisting with positive behavior supports, providing grief counseling, and completing assessments to determine appropriate educational or behavioral supports. The social-emotional support staff will also engage in the implementation of PBIS (Positive Behavior Interventions and Supports) to enhance students' sense of safety and school connectedness while promoting the academic and social success of students. Expenses include salaries, benefits, extra time for training and events, materials and supplies	$942,219.06	Yes
2.12	Dean of Success	The Dean of Success will support unduplicated pupils at RJH who are at-risk by communicating and interacting on a continuous basis to encourage	$184,975.73	Yes

Action #	Title	Description	Total Funds	Contributing
		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. In addition, one-yard duty aide will facilitate engagement activities during student breaks in designated areas. Expenses include salaries, benefits, training, materials, and supplies		
2.13	Student & Family Supports Coordinator	One student and family support coordinator will 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. Expenses include salaries, benefits, materials and supplies	$133,226.00	Yes
2.14	Opportunity Class	One Opportunity Class/Teacher and one instructional will provide differentiated instruction to students in 5th-8th grade as an alternative to suspension or expulsion. The teacher will provide a supportive environment with a grade-level curriculum, tutorial assistance, and guidance. The teacher will also facilitate scheduling to ensure students receive social-emotional support to help them overcome barriers to learning and return to their regular school environment. Expenses include salaries, benefits, extra time for training, materials and supplies	$156,260.10	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	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.	Broad Goal

State Priorities addressed by this goal.

> Priority 4: Pupil Achievement (Pupil Outcomes)
>
> Priority 8: Other Pupil Outcomes (Pupil Outcomes)

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 #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2023-2024 • 67 (All Students) • 90.3 (ELs) • 70.2 (LI) • 130.8 (FY)			2026-2027 • 58 (All Students • 81.3 (EL) • 60.2 (LI) • 125 (FY)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		• 124.5 (SWD)			• 115 (SWD)	
3.2	Math CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2023-2024 • 92.4 (All Students) • 109.9 (EL) • 95.1 (LI) • 170.5 (FY) • 150.5 (SWD)			2026-2027 • 81 (All Students) • 100.9 (EL) • 86 (LI) • 160 (FY) • 141.5 (SWD)	
3.3	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2023-2024 15.33% (All Students) 1.27% (EL) 14.04% (LI) NA (FY) 1.35% (SWD)			2026-2027 20.33% (All Students) 8% (EL) 20% (LI) NA (FY) 5% (SWD)	
3.4	Percent of students at or above benchmark on DIBELS Mid Year Composite	2023-2024 All Students: 63% (Kindergarten)			2026-2027 All Students:	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: KiDS State Priority: 8a	54% (1st Grade) 49% (2nd Grade) EL: 58% (Kindergarten) 41% (1st Grade) 37% (2nd Grade) LI: 61% (Kindergarten) 54% (1st Grade) 47% (2nd Grade) FY (Less than 15 students): 33% (Kindergarten) 33% (1st Grade) 0% (2nd Grade) SWD: 46% (Kindergarten) 38% (1st Grade) 26% (2nd Grade)			70% (Kindergarten) 60% (1st Grade) 55% (2nd Grade) EL: 63% (Kindergarten) 46% (1st Grade) 42% (2nd Grade) LI: 70% (Kindergarten) 60% (1st Grade) 55% (2nd Grade) FY (Less than 15 students): 35% (Kindergarten) 35% (1st Grade) 35% (2nd Grade) SWD: 50% (Kindergarten) 43% (1st Grade) 30% (2nd Grade)	
3.5	Percent of students scoring at or above benchmark on iReady Math Mid-Year (a new program to be implemented 2024-25,	2023-2024 0% (All Students) 0% (ELs) 0% (LI) 0% (FY)			2026-2027 17% (All Students) 7% (ELs) 16% (LI) 10% (FY)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	therefore we have no previous baseline) Source: KiDS State Priority: 8a					
3.6	Percent of students with physical education grade of "C" or higher on third quarter reporting period Source: KiDS State Priority: 8a	2023-2024 75% (All Students) 68% (ELs) 74% (LI) 82% (FY)			2026-2027 80% (All Students) 73% (ELs) 80 % (LI) 82% (FY)	
3.7	Percent of unduplicated students identified as eligible for GATE services Source: SIS State Priority 8a	2023-2024 7% (ELs) 85% (LI) 0% (FY)			2026-2027 10 % (ELs) 85 % (LI) 1% (FY)	
3.8	Percent of students scoring at or above benchmark on iReady ELA Mid-Year (a new program to be implemented 2024-25, therefore we have no previous baseline) Source: KiDS State Priority: 8a	2023-2024 0% (All Students) 0% (ELs) 0% (LI) 0% (FY)			2026-2027 26.2% (All Students) 8.62% (ELs) 25.4% (LI)	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Percent of students performing at achievement level three in ELA as measured by Ca Alternate Assessment (CAA) Source: CAASPP/ELPAC ETS State Priority: 4a	2023-2024 0% (All Students) N/A (EL) 0% (LI) N/A (FY)			2026-2027 3% (All Students) N/A (EL) 3% (LI) N/A (FY)	
3.10	Percent of students performing at achievement level three in Math as measured by Ca Alternate Assessment (CAA) Source: CAASPP/ELPAC ETS State Priority: 4a	2023-2024 0% (All Students) N/A (EL) 0% (LI) NA (FY)			2026-2027 3% (All Students) N/A (EL) 3% (LI) N/A (FY)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Academic Recovery Teachers- ELA	To address student learning loss, accelerate learning progress, and close achievement gaps between all students and our unduplicated pupils, three academic recovery teachers, one at each site, will provide services to students while providing teachers with a structured framework for supplemental instruction through guided reading and differentiating for losses experienced by our unduplicated pupils. Additionally, paraprofessionals in TK-2 classrooms will provide individual support to our English learners and low-income and foster youth. Expenses include salaries, benefits, extra time for training, professional development, materials and supplies	$1,215,401.82	Yes
3.2	Academic Recovery Teachers- Math	Four academic recovery teachers will provide instructional services to students while supporting teachers with research-based practices for mathematics instruction. These practices aim to increase student engagement and mastery of grade-level standards through rigorous pedagogy. Teachers will be mentored in the use of higher-order questioning techniques to enhance student access to challenging grade-level content, ensuring a balanced focus on conceptual understanding and procedural fluency. This approach aims to elevate academic discourse, fostering a deeper understanding of mathematics and increasing student success across all content areas. Expenses include salaries, benefits, extra time for training, professional development, materials and supplies	$473,258.80	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Reading Intervention Support	Under the direction of elementary site administrators, classroom teachers and 18 paraprofessionals will provide small-group interventions in math and literacy. School sites will regularly monitor program implementation, staff delivery of instructional strategies, and students' application of the strategies. This monitoring will help identify gaps in implementation and student usage, allowing for timely and necessary adjustments to improve this Tier 2 program's impact. Expenses include salaries, benefits, instructional materials, substitute pay	$494,273.81	Yes
3.4	Intervention Support	To support our English learners, foster youth, and low-income students, three intervention teachers and one paraprofessional will provide strategic and targeted instruction based on student needs, utilizing district-established screeners and diagnostic assessments. School site Student Study Teams will make recommendations to guide these Tier 3 interventions. In addition, we will develop a process to ensure consistency in our intervention approach and implementation. This includes allowing intervention staff to visit each other's sites to observe best practices, reviewing our entry and exit criteria, and optimizing scheduling to ensure adequate time for math support, leading to better student outcomes. Expenses include salaries, benefits, extra time for training, conference fees, and instructional supplies.	$488,900.52	Yes
3.5	SST	To help close the achievement gaps between our English learners, low-income, foster youth and our all student group, the SST/STAR team members at all sites will analyze data and prescribe multi-tiered interventions. Training will be provided on the KiDS Early Warning Intervention System and data entry into the SIS so staff can access timely data, enabling earlier and more effective student support and ultimately improving outcomes for students performing below grade level.	$54,873.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses include stipend/extra pay for SST/STAR team members		
3.6	Enrichment Program for Unduplicated Students GATE	Eleven GATE teachers will provide challenging, enriching, and accelerated instructional services, supported by a diverse curriculum, differentiated instruction, and meaningful assessments for GATE students. Teachers will participate in professional development to address the needs of unduplicated pupils who are gifted learners in one or more content areas. District directors will collaborate with principals to monitor and implement protocols for identifying unduplicated pupils performing at advanced levels in local and state assessments across various content areas. This includes analyzing current identification procedures and assessment instruments for identifying GATE-eligible students, aiming to eliminate biases and barriers faced by English learners, low-income, and foster students to ensure equitable opportunities.

Expenses include certificated salaries, benefits, extra time for professional development, conferences, supplemental instructional materials, and supplies | $1,473,111.16 | Yes |
| **3.7** | School Site Student Group Support | All four school sites will be allocated resources to implement instructional strategies and best practices that support the academic achievement of English learner, low-income, and foster student groups who are performing at the lowest performance level and to close achievement gaps. These include afterschool and Saturday academies, differentiation for English Learners (ELs) during universal access time, and professional development for effective integration of English Language Development (ELD) strategies across content areas. Additionally, a monitoring tool will be developed and used with fidelity to assess the implementation of these instructional strategies and the integration of EL strategies into content areas in order to provide timely data, enabling sites to offer immediate feedback and targeted support to staff. | $26,904.90 | Yes |

Action #	Title	Description	Total Funds	Contributing
		Expenses include extra time for PD and academies, substitute pay, supplemental materials and supplies		
3.8	ELA Support for Students with Disabilities	Teachers will support students by using IXL to diagnose and create individualized action plans. The action plans will support students with their language arts' skills needed to continue progressing and to support their IEP language arts goals. Expenses include program training and support	$4,200.00	No
3.9	Math Support for Students with Disabilities	Teachers will support students by using IXL to diagnose and create individualized action plans. The action plans will support students with the math skills needed to continue progressing and to support their IEP math goals. Expenses include program training and support	$5,000.00	No
3.10	Data Analysis and Instructional Decision Making	Our Continuous Improvement Process (CIP) teams, administrators and staff will have time and training to build our collective capacity in understanding the purpose of assessment, administering appropriate assessments, analyzing assessment data, and making data-driven instructional decisions to support effective teaching for our English learners, low-income pupils, foster youth, and homeless youth, maximizing their learning. We will focus on the initial implementation of CIP plan initiatives in collaboration with our County Office. Expenses include extra time and salaries for training and plan development, a supplemental program to disaggregate data	$188,924.82	Yes

Action #	Title	Description	Total Funds	Contributing
3.11	Class Size Reduction	Class sizes in grades TK-8 will be maintained at a maximum of 27:1 to support the achievement of our low-income students, foster youth, and English learners, allowing for greater access to individualized instruction. Additionally, we will expedite the hiring process to reduce reliance on interns, ensuring that students receive personalized support from fully credentialed teachers. We believe these measures will significantly strengthen our efforts to provide high-quality education and improve student outcomes. Expenses include salaries for 22 teachers, classroom overload pay, supplies	$2,781,319.76	Yes
3.12	PE Aides	Six PE aides will help reduce the adult-to-student ratio at our elementary sites, to support the physical education program for students. We recognize that smaller student-to-teacher ratios are among the strongest indicators of student success, and understand that students with higher levels of physical fitness tend to achieve better academically. This will help enhance both academic and physical education outcomes for low-income students, English learners, and foster youth Expenses include salaries, benefits, supplies	$91,461.49	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	By the end of the 2026-2027 academic year, we will increase the percentage of English Learners (ELs) who make progress toward English proficiency on ELPAC to 49.1% as determined by the California School Dashboard English Learner Performance Indicator.	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Thirty-six percent of the district's student population are English learners (ELs). We are committed to supporting language acquisition and academic achievement for this population. Our English Learner Performance Indicator (ELPI) on the 2023 CA School Dashboard was red, with 39.1% of ELs who progressed at least one ELPI level, a decline of 10.4% over the previous year. The 2023 Dashboard also shows that our reclassified English Learners (RFEPs) declined 20.6 points in the Distance from Standard (DFS) in ELA over 2022. We currently have 63 long-term English learners (LTELs) and 100 current ELs at risk of becoming LTELs. Of those at risk, 46% are at Level 2 (the English language is somewhat developed), and 42% are at Level 3 (the English language is moderately developed) on the 2023 Summative ELPAC. Additionally, our District English Learner Advisory Committee and other educational partners communicated a need for greater support for our ELs, our newcomers with limited to no English, and more training for teachers to support ELs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) Source: CA School Dashboard State Priority 4E	2023 39.1%			2026 49.1%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Percentage of English learners reclassified (English Learner Reclassification Rate) Source: KiDS State Priority 4F	2022-23 Data 9.65%			2025-26 Data 11%	
4.3	ELA CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2023 • 90.3 (ELs)			2026 • 81.3 (ELs)	
4.4	Math CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2023 • 109.9 (ELs)			2026 • 100.9 (ELs)	
4.5	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2023 1.27% (EL)			2026 8% (EL)	

Goal Analysis [2023-24]

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

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

Not Applicable.

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.

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Designated ELD	The Director of Curriculum and Instruction and School Principals will improve the Designated English Language Development (ELD) program by providing curriculum and ongoing professional development to enhance instructional strategies and the overall learning environment. We will provide professional development for teachers, including a coaching model to equip them with the most recent research-based strategies and culturally responsive practices tailored to ELD students. We will incorporate technology-based resources and interactive tools to make lessons more engaging and accessible. Additionally, we will foster a collaborative environment where teachers, students, and families work together to address individual needs more effectively. By regularly assessing student progress through formative assessments, we will allow for timely interventions and personalized support, ensuring that each student advances in their language proficiency.	$289,597.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Expenses include extra time, benefits, instructional materials, an online program, a contract for professional development		
4.2	Integrated ELD	The Director of Curriculum and Instruction and School Principals will coordinate professional development and follow-up support for teachers on effectively teaching integrated English Language Development (ELD) using GLAD (Guided Language Acquisition Design) strategies and Thinking Maps. The professional development will introduce educators to the fundamentals of GLAD strategies and Thinking Maps, emphasizing their application in the classroom. Following the initial training, ongoing coaching and support will be provided. The county coordinator will model lessons in real time to demonstrate effective practices, followed by collaborative planning sessions where teachers will create tailored lesson plans incorporating these methodologies. We will conduct regular classroom observations to provide actionable feedback and highlight areas of growth and improvement. Teachers collaborate regularly to share insights and analyze student data to make informed instructional decisions. This structured approach will ensure continuous development and refinement of teaching practices focused on integrating ELD seamlessly into everyday instruction across the content.

Expenses include extra time, benefits, instructional materials, online program, contract for professional development | $30,000.00 | Yes |
| **4.3** | LTEL Support | The Director of Curriculum and Instruction and School Principals will support long-term English learners (LTELs) by implementing comprehensive assessments to identify the student's current proficiency levels, followed by creating an individualized learning plan. We will support teachers with ongoing professional development in differentiated instruction, culturally responsive teaching, and integrating language objectives with content. Instruction will include vocabulary building, reading comprehension activities, and interactive methods like group work and technology use. Extra-curricular programs such as after-school tutoring and summer language immersion will provide additional support. Finally, | $23,000.00 | Yes |

Action #	Title	Description	Total Funds	Contributing
		we will engage parents by using resources and communication to reinforce learning at home. Administrators will conduct regular classroom walkthroughs to identify strengths and areas for improvement to ensure the effectiveness of the strategies in improving LTELs' academic success. Expenses include extra time, benefits, instructional materials, online program		
4.4	Newcomer Support	The Director of Curriculum and School Principals will support newcomers learning English as a second language; we will provide a comprehensive ESL program that begins with an initial assessment to measure students' proficiency levels. Based on these assessments, we will develop individualized learning plans to address specific needs and goals. The program will incorporate immersive language instruction emphasizing practical communication skills in reading, writing, speaking, and listening. Additionally, we will integrate technology such as language-learning apps and interactive software that can enhance engagement and provide personalized practice opportunities. We will purchase culturally responsive teaching materials that reflect students' backgrounds to help create an inclusive environment. Extra support through after-school tutoring sessions will focus on language development and peer mentorship programs to further aid their integration. Finally, we will involve families by offering orientation sessions and multilingual resources to ensure they understand how to support their children in language acquisition. By regularly monitoring the progress of newcomer students, we will tailor instruction to meet their evolving needs. Expenses include extra time, benefits, instructional materials, online program	$13,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$9,006,729	$1,328,899.00

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
34.985%	4.259%	$1,134,375.97	39.244%

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

Required Descriptions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Curriculum and Instruction Services - Director **Need:** The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) is at the lowest performance level for English learners, low-income, as a district and at Redwood, Sequoia, RJH. In addition, English learners received the lowest indicator in Math at the district level, Redwood, RJH, and	This action provides teachers with the knowledge and understanding to support our English learners with academic language and literacy skills to be successful in ELA and Math. We are providing this on an LEA-wide basis due to the scope of student groups at the school and district levels scoring at the lowest performance levels in ELA and Math and because we know that all low-performing students can benefit from improved student engagement, academic language proficiency,	We will monitor the progress of the effective use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Sequoia. Our education partner feedback also indicated the need for increased professional learning and instructional materials to support English learners. **Scope:** LEA-wide	critical thinking, and collaborative problem-solving skills.	We will also use the self-reflection tool to survey teachers on our progress in providing professional learning and materials to effectively teach ELD (Metric 1.8).
1.2	**Action:** Teacher Induction Program Support Provider **Need:** On the 2023 CA School Dashboard, our English learners (ELs) and low-income students performed at the lowest performance level in ELA, with ELs performing at the lowest performance level in math. Currently, approximately 16% of our teaching staff are either new or not fully credentialed. Research has shown that higher levels of teacher preparedness have positive impacts on student achievement. Being able to support and retain credentialed teachers will support our low-income and English learners, populations typically underrepresented by highly qualified teachers. DELAC and administrators have also indicated a need to have new teachers provided with support on effective strategies for English learners. **Scope:** LEA-wide	Providing all new and not fully credentialed teachers with a mentor will provide ongoing support and follow-up to training, help new teachers navigate challenges, learn effective teaching strategies, and feel supported in their roles, which will lead to increased efficacy and greater satisfaction and retention of qualified teachers. In addition to providing this action for our unduplicated students, we will provide this action LEA-wide because all students performing below grade level will benefit from highly qualified teachers.	We will measure effectiveness by the percentage of fully credentialed teachers (Metric 1.1). We will also monitor the progress of the effective use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).
1.3	**Action:** Comprehensive School Site Program Support	This will address the needs of English learners, low-income students, and all student groups by	We will monitor the progress of the effective

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) and math is at the lowest performance level for English learners, low-income, and Hispanic students at Redwood and RJH, and for English learners at Sequoia. Golden Oak, Redwood, and Sequoia were at the lowest performance level in English Learner Progress. In addition, educational partner feedback shared a need for increased support for low-performing students by way of after-school programs, teacher training, and grade-level planning time to identify and support student groups. **Scope:** LEA-wide	allowing teachers time to collaborate and calibrate practices that are proving effective for these groups. Though this action is focused on our English learners and low-income students, we are providing it LEA-wide so that all students performing below grade level can benefit from an increased culture of continuous improvement.	use and integration of instructional methodologies and strategies for English learners, low-income students, and all students through regular classroom observations (Metric 1.4).
1.5	**Action:** Educational Technology **Need:** The 2023 CA School Dashboard Academic Indicator for English Language Arts (ELA) is at the lowest performance level for English learners, low-income, as a district and at Redwood, Sequoia, RJH. In addition, English learners received the lowest indicator in Math at the district level, Redwood, RJH, and Sequoia. After reviewing local usage reports, site and district administrators have reported that the third-party systems designed to close learning gaps among at-risk students are not being consistently utilized across all sites.	By reducing the number of third-party systems and focusing on providing teacher and student support on one or two high-leverage systems, teachers will be able to more quickly identify the learning needs of our low-income and English learners and provide differentiated support. We are providing it LEA-wide, as all students performing below grade level can benefit from differentiated support.	We will monitor effectiveness with the percentage of teachers using KiDS to access student group data (Metric 1.5).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
1.6	**Action:** Zero Period **Need:** The 2023 CA Dashboard shows our English learners and low-income students performing at the lowest performance level in ELA and Math. Currently, 6.2% of our English learners and 5.52% of our low-income students are enrolled in an additional elective. Our English learners do not have the option of taking two electives because one of the electives they must take is their designated ELD class. Additionally, low-income students often have limited access to experiences such as the arts and music. In addition, our DELAC members have requested the zero-period option and that we educate our parents on the importance of students taking electives. **Scope:** Schoolwide	By providing a Zero period, ELs and low income students have the opportunity to participate in additional electives to increase their motivation, engagement, and allow them to acquire new skills and experiences which will lead to increased academic performance. We are providing this to our ELs and low-income students as well as all students because we know that all students performing below grade level can benefit from acquiring new skills and experiences.	Percent of low-income and English learner students enrolled in additional elective classes (Metric 1.10)
1.7	**Action:** Technology **Need:** On the 2023 CA School Dashboard, our English learners (ELs) and low-income students performed at the lowest performance level in ELA, with ELs performing at the lowest	By providing technology devices at home, our low-income students and ELs can easily access lessons and third-party systems when they are not at school. By promoting equitable access for our unduplicated students, they are more equipped to develop their 21st-century skills and have access to information and resources to deepen and expand learning beyond the school day. We are	We will monitor effectiveness by the percentage of low income, ELs, and FY students who have access to computing devices at school and at home (Metric 1.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance level in math. Additionally, our English Learner Progress Indicator is at the lowest performance level. Students who have access to computers at home increase the amount of time spent on educational activities outside of the school day. Low-income and minority families frequently face challenges in accessing electronic devices. We want to ensure equitable access to our unduplicated students. In addition, feedback from our education partners, including parents, teachers, and administrators, indicated access to current technology as a potential barrier to student success and a need for updated devices. **Scope:** LEA-wide	providing this to our low-income and English learners as well as all students because we know that all students performing below grade level can benefit from additional practice.	
1.8	**Action:** Dual Language Program **Need:** The 2023 CA Dashboard shows our English learners and low-income students performing at the lowest performance level in ELA and Math. Research suggests the cognitive benefits of bilingual or biliterate students including enhanced problem-solving skills, improved memory, and greater cognitive flexibility. By providing a dual language program, students who are English learners from low-income families will have increased opportunities to improve skills needed for academic success. In addition, our educational partners continue to request the	This action will support our English learners, especially those from low-income families, as Dual language programs systematically use English learners' home language to scaffold the acquisition of English literacy and thus take advantage of English learners' existing language abilities. Though priority enrollment is given to our English learners and our low-income students, it is being offered to all students as we know that all students can benefit from the benefits of being bilingual.	Percent of English learners and low-income students enrolled in the Dual Language Program (Metric 1.9)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Dual Program as a pathway for students to earn their seal of biliteracy in high school. **Scope:** LEA-wide		
2.1	**Action:** Educational Parent Engagement - Community Liaison **Need:** On the 2023 CA School Dashboard, our EL and foster youth received the lowest performance indicator for suspension rate (6.5% for ELs and 15.2 for foster youth). 26.4% of 5th and 6th grade and 19.1% of 7th and 8th grade students felt a sense of connectedness on the 2024 Spring Student Climate Survey. On the 2024 Annual LCAP Educational Partner survey, 63% of parents felt a sense of connectedness to the schools district-wide. In addition, our DELAC feedback has communicated the need for parent workshops, increased parent events with students, and support to be more involved in their students' education. **Scope:** LEA-wide	We know building and strengthening partnerships with our families is essential for creating a welcoming and supportive environment. Providing families of English Learners (ELs), low-income students, and foster youth with the training and tools to assist their children will increase their confidence and involvement in school activities, fostering a greater sense of connectedness. By involving families in their children's education, our schools can improve student outcomes and foster a sense of belonging for ELs within the school community. We will provide this action LEA-wide because all students whose families do not feel a sense of connectedness will benefit, leading to stronger family/school relationships.	We will monitor the effectiveness of providing families of low-income, English learners, and foster youth pupils with information and resources to support student learning and development at home using our CDE Self-Reflection tool (Metric 2.2) We will also monitor the progress of parent connectedness and involvement for Els, LI, and FY and for all students using our annual LCAP Ed Partner Survey (Metric 2.11)
2.2	**Action:** LCAP Coordination & Leadership - Assistant Superintendent **Need:**	By ensuring that families of our unduplicated pupils have access to up-to-date information on the purpose of the LCAP and their role in providing feedback, we can develop more effective goals and actions to support their children. Keeping	Progress in building the capacity of and supporting family members to effectively engage in advisory groups and

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, we still have a significant number of unduplicated students who are chronically absent. Building the capacity of and supporting family members of our English Learners, low-income students, and foster youth to effectively engage in advisory groups and decision-making is essential to ensuring they provide feedback in the development of the Local Control and Accountability Plan (LCAP) to ensure the needs of unduplicated pupils are being addressed. Based on the CDE Self-Reflection tool, families rated our district at a level 4 (full implementation) building said capacity. We want to ensure that we continue our progress. Additionally, DELAC and PAC have communicated the desire for our district to continue providing the types and scope of opportunities they have to give feedback. **Scope:** LEA-wide	families informed about progress toward intended outcomes will make our actions and services more robust, leading to improved student outcomes. This initiative will be implemented LEA-wide, as all students can benefit from the comprehensive actions informed by the feedback we receive.	decision-making (Metric 2.1) We will also monitor the progress of parent connectedness and involvement for Els, LI, and FY and for all students using our annual LCAP Ed Partner Survey (Metric 2.11)
2.3	**Action:** Parent & Family Communication **Need:** The 2023 California School Dashboard reports that the chronic absenteeism rate for English	Providing the electronic communications platform will meet the needs of our unduplicated pupils by ensuring timely access to school and district communication translated into their preferred language. We will provide this action LEA-wide, as	We will monitor the effectiveness of the action by the percentage of families reached with our communication platform (Metric 2.14)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, we still have a significant number of unduplicated students who are chronically absent. 2024 Parent Square Dashboard indicates we have a 99% rate of effectively communicating electronically with parents for all student subgroups, and we have 63% of our parents feeling a sense of connectedness. We want to continue providing timely communication in our students' families preferred language and increase their sense of connectedness. **Scope:** LEA-wide	all students can benefit from timely communication.	We will also monitor the effectiveness of our communication with the percentage of educational partners who feel a sense of connectedness (Metric 2.11)
2.4	**Action:** Attendance/Chronic Absenteeism Support **Need:** The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of	Our attendance staff will collaborate and provide direct services to remove barriers preventing our unduplicated students from regularly coming to school. Though we consider the needs of unduplicated pupils a priority, we recognize that four other student groups have a low-performance level for chronic absenteeism. As such, we will implement action district-wide.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	unduplicated students who are chronically absent. **Scope:** LEA-wide		
2.5	**Action:** Health Services - District Nurse & Health Aide **Need:** The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of unduplicated students who are chronically absent. **Scope:** LEA-wide	We know that our low-income students and English learners often lack access to high-quality healthcare due to economic barriers such as poverty, lack of insurance or inadequate insurance, language barriers, and geographic barriers such as residing in areas with a shortage of health professionals. Our health staff will support students' basic health needs to help ensure they are physically well, reducing the likelihood of illnesses or conditions that could lead to absenteeism. Though we consider the needs of our low-income students a priority, we recognize that four other student groups have a low-performance level for chronic absenteeism and can all benefit from the services provided by our health staff. As such, we will implement the action district-wide.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.6	**Action:** Health and Safety **Need:** The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at	The increased sanitation of our school facilities on Saturdays will help reduce student illness and reduce absences during flu season. By implementing the action district-wide, we will create a healthier and safer environment for all students, thereby reducing absenteeism and promoting academic success.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of unduplicated students who are chronically absent. **Scope:** LEA-wide		Absenteeism Rate (Metric 2.5)
2.7	**Action:** TK-8 Educational Excursions **Need:** The 2023 California School Dashboard reports the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of unduplicated students who are chronically absent. **Scope:** LEA-wide	English learners, low-income, and foster youth often have limited opportunities to go on excursions with parents due to financial constraints, language barriers, or unstable living situations. By participating in enriching activities outside the classroom, our students will feel more connected to their education and are more likely to attend school to take advantage of such opportunities. Providing field trips will not only contribute to higher attendance rates but will also improve their academic outcomes. Because having common experiences can increase peer interactions and school connectedness, the action will be provided on an LEA-wide basis.	We will monitor progress for English learners, low-income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.8	**Action:** Extended Learning Programs **Need:** The 2023 California School Dashboard reveals that chronic absenteeism rates for English Learners (ELs) stand at 26.9%, for low-income (LI) students at 31.5%, and for foster youth (FY) at 24.1%, categorizing them within the medium performance level both district-wide and across our four schools. Despite some improvement, a significant number of unduplicated students still struggle with chronic absenteeism. Moreover, according to the Annual Student Climate Survey, only 26.4% of 5th and 6th-grade students reported feeling a sense of connectedness at their schools. Educational partners (students, staff, families, DELAC) have also communicated their desire to have music programs at our elementary sites, as our community does not offer music programs outside of the school setting. **Scope:** Schoolwide	English learners, low-income, and foster youth often have limited opportunities to participate in music programs, especially in elementary schools. By participating in enrichment activities such as music, educational partners believe our students will feel more connected to their education and are more likely to attend school to take advantage of such opportunities. Providing a music program for our elementary students will contribute to higher attendance rates and improve their academic outcomes. Because having common experiences can increase peer interactions and school connectedness, the action will be provided on an LEA-wide basis.	We will monitor progress for English learners, low-income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.9	**Action:** Library Services **Need:** On the 2023 CA School Dashboard, our EL and foster youth received the lowest performance indicator for suspension rate (6.5% for ELs and 15.2 for foster youth). 26.4% of 5th and 6th grade and 19.1% of 7th	Our DELAC and the students and families of our low-income students, English learners, and foster youth have requested that we continue to offer and increase the number of family events at our libraries. This action will increase peer interactions and school connectedness for ELs, low-income, and foster youth and ensure more equitable access to library services and events. We will provide this action LEA-wide as all students	We will monitor progress for English learners, low-income students, foster youth, and all student groups using: Ca School Dashboard Suspension Rate (Metric 2.7), and Spring Student

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	and 8th grade students felt a sense of connectedness on the 2024 Spring Student Climate Survey. DELAC and educational partner feedback shared that many students have limited access to safe spaces and free events, such as the school library events outside of the regular school day, where they can interact with peers. **Scope:** LEA-wide	benefit from a school environment where they feel connected.	Climate Survey (Metric 2.9)
2.10	**Action:** Positive Culture and Climate Support **Need:** Our school district received the lowest performance indicator on the 2023 California School Dashboard for suspensions for English learners and foster youth, while two schools received the lowest performance indicator for English learners, homeless students, and the all-student group. In addition, four student groups, including low-income students, are in the low-performance indicator in suspension, demonstrating a need to reduce the suspension rate for our unduplicated students district-wide. **Scope:** LEA-wide	By utilizing PBIS and restorative strategies, we will be able to more effectively manage student behavior, build and repair relationships, resolve conflicts, and foster a positive and inclusive school culture, thereby ensuring that unduplicated pupils remain actively engaged in learning. By identifying more specifically the locations, times, and types of incidents affecting our unduplicated pupils, we can be proactive in anticipating situation antecedents, focus efforts on additional training, and ensure we have adequate staffing and resources to support student success. We will offer this on an LEA-basis because other student groups have high suspension rates.	We will monitor the percentage of English learners and foster youth being suspended, including all students by using the: California School Dashboard student group suspension rates (Metric 2.7)
2.11	**Action:** Social Emotional Supports for Students	Staff will support English learners, low-income youth, and foster youth by providing counseling opportunities for students to engage in meaningful	We will monitor the progress of English learners, low-income,

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Our school district received the lowest performance indicator on the 2023 California School Dashboard for suspensions for English learners and foster youth, while two schools received the lowest performance indicator for English learners, homeless students, and the all-student group. In addition, four student groups, including low-income students, are in the low-performance indicator in suspension, demonstrating a need to reduce the suspension rate for our unduplicated students district-wide. On the Annual Student Climate Survey, only 26.4% of 5th and 6th and 19.1% of 7th-8th grade students reported feeling a sense of connectedness at their schools. Multiple educational partner groups communicated the need to have more social-emotional support for students. **Scope:** LEA-wide	dialogue. This will restore relationships with their peers and staff by empowering students to take responsibility for their actions, repair harm caused to others, and develop empathy and communication skills. We will provide this action LEA-wide as all students benefit from restorative practices and an environment where students and staff feel valued and respected.	foster youth, and all students using the: Annual Spring Student Climate Survey (Metric 2.9) Ca. School Dashboard Suspension Rate (Metric 2.7)
2.12	**Action:** Dean of Success **Need:** For 2023-2024, the middle school dropout rate per CALPADS is 0% for low-income students, English learners, and foster youth. For the 2023-2024 academic school year, 86% of 8th-grade students qualify to graduate from Richland Junior High. 70% of our English learners, 85% of our low-income students, and 66% of our Foster Youth qualify to graduate. Input from DELAC and other educational	Through regular communication and interaction with our unduplicated pupils who are at risk, the Dean of Success will encourage student participation in extracurricular activities to foster a positive mindset and healthy attitude toward themselves. This support will increase the likelihood that they graduate from junior high and set the stage for high school and future academic pursuits. It will also provide a pathway out of poverty, leading to better life outcomes. Supporting our students is vital for their development, opportunities, and well-being. We will provide this LEA-wide as all at-risk students	We will monitor the progress of English learners, low-income, foster youth, and all students using the: Ca. School Dashboard Suspension Rate (Metric 2.7) Percent of 8th grade students who meet graduation requirements (Metric 2.13)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	partners asked that graduation requirements be shared often with students and parents and that we provide the support our unduplicated students need to meet junior high graduation requirements, stay engaged in their education, and ensure they do not drop out of school. **Scope:** Schoolwide	will benefit from services provided by the Dean of Success.	
2.13	**Action:** Student & Family Supports Coordinator **Need:** The 2023 California School Dashboard reports that the chronic absenteeism rate for English Learners (ELs) is 26.9%, low-income (LI) students is 31.5%, and foster youth (FY) at 24.1%, placing them in the medium performance level district-wide and across our four schools. Although we have seen improvement in this area, our educational partners (parents, staff, site/district administrators, and DELAC) indicated that there is still a significant number of unduplicated students who are chronically absent. **Scope:** LEA-wide	To continue reducing chronic absenteeism for our low-income English learners and foster youth, the student and family support coordinator will collaborate with school sites, county agencies, and community outreach programs to address students' unmet needs. By doing this, we will create a supportive school environment that removes barriers, encourages school attendance, and improves academic outcomes for students. Educational partner feedback also indicated a need for a family support center, such as our Family Resource Center. We will provide this action LEA-wide as all students with attendance barriers can benefit from the services provided by the Family Resource Center.	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.14	**Action:** Opportunity Class **Need:**	To maintain a zero percent expulsion rate and reduce the suspension rate for our English learners and foster youth, the opportunity class will serve as an alternative to suspension and	We will monitor the progress of English learners, low-income,

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	On the 2023 CA School Dashboard, our English learners (ELs) and low-income students performed at the lowest performance level in ELA, with ELs performing at the lowest performance level in math. While our district's expulsion rate for unduplicated students and all student subgroups is zero percent, we did receive the lowest performance indicator on the 2023 California School Dashboard for suspensions for English learners and foster youth, with two schools receiving the lowest performance indicator for English learners, homeless students, and the all-student group. In addition, four student groups, including low-income students, are in the low-performance indicator in suspension, demonstrating a need to reduce the suspension rate for our unduplicated students district-wide. Educational partners, including DELAC teachers, parents, and site administrators, have indicated a need for the Opportunity Class in lieu of suspension so that students do not miss out on instruction and fall further behind. **Scope:** LEA-wide	expulsion. This approach helps our at-risk students remain engaged in learning and stay academically caught up. In addition to providing academic services, the opportunity class will provide social-emotional support, including one-on-one counseling to help students develop resilience, manage their emotions, and build positive relationships. The families of students in the Opportunity class will also receive wrap-around services from our Family Resource Center.	foster youth, and all students using the: Ca. School Dashboard Suspension Rate (Metric 2.7) Student Expulsion rate (Metric 2.8)
3.1	**Action:** Academic Recovery Teachers- ELA **Need:** 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the	Academic Recovery Teachers will help teachers plan lessons and provide support in early literacy to support teachers in teaching English learners and students from low-income backgrounds to develop reading comprehension skills that can bridge educational gaps, promote equitable learning opportunities, and empower students to succeed academically. Supporting students in	We will monitor the progress for English learners, low income, and foster youth and for all students using:

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	following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Ed. Partners and DELAC feedback was to provide additional support for English learners in ELA by providing training, supplemental materials, and strategies for students. **Scope:** Schoolwide	mastering these skills will foster critical thinking, enhance vocabulary, and support effective communication, all of which are essential for academic success. The action will be provided schoolwide at the elementary schools because all students reading below grade level can benefit from the opportunities to improve their reading skills.	ELA CAASPP Distance From Standard (Metric 3.1) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4)
3.2	**Action:** Academic Recovery Teachers- Math **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. Ed. Partners and DELAC feedback was regarding providing additional support for English learners and low-income students in math by providing ongoing training, supplemental materials, and strategies for students.	Math Academic Recovery Teachers will help teachers in lesson planning and provide targeted support in math to English learners and students from low-income backgrounds. The focus will be on mathematical practices to foster the development of essential math skills necessary for academic success. The program will be implemented school-wide at elementary schools, ensuring that all students below grade level in math can benefit from this comprehensive assistance.	We will monitor the progress for English learners, low-income, and foster youth, and for all students using: Math CAASPP Distance From Standard (Metric 3.2) Percent of students scoring at or above benchmark on iReady Mid Year (Metric 3.5)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.3	**Action:** Reading Intervention Support **Need:** The 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Our educational partners (teachers, parents, site administrators) have stated a need to provide intervention services to students performing below grade level. **Scope:** Schoolwide	Reading intervention teachers will provide targeted literacy services to students reading below grade level. This action aims to support English learners and low-income students, address educational gaps, and promote equitable learning opportunities. By helping students master these skills, we will foster critical thinking, enhance vocabulary, and encourage effective communication, all essential for academic success. We will implement this action school-wide at the elementary schools as all students reading below grade level will benefit.	We will monitor the progress for English learners, low income, and foster youth and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4)
3.4	**Action:** Intervention Support **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition,	Reading and math intervention teachers will provide targeted literacy and math services to students performing below grade level. This initiative will support English learners and low-income students, addressing educational gaps and promoting equitable learning opportunities. By helping students master these skills, we will foster critical thinking, enhance vocabulary, and improve mathematical understanding, all essential for academic success. We will implement this	We will monitor the progress for English learners, low income, and foster youth and for all students using: Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4)

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	Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. Also, on the 2023 California School Dashboard, the ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Our educational partners (teachers, parents, site administrators) have stated a need to provide intervention services to students performing below grade level. **Scope:** Schoolwide	schoolwide at all elementary campuses as all students performing below grade level will benefit from the opportunity to improve their reading and math skills.	Percent of students scoring at or above benchmark on iReady Mid Year Math (Metric 3.5)
3.5	**Action:** SST **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received	To bridge the achievement gap of our unduplicated pupils, the SST team will collaborate to identify and address the academic, behavioral, and social-emotional needs of students who are experiencing difficulties in school and provide earlier and more effective support for students, ultimately enhancing educational outcomes. This support will be provided on an LEA-wide basis because all students performing below grade level can benefit from it.	We will monitor the progress for English learners, low income, and foster youth and for all students using: Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. Educational partner input (parents, teachers, site administrators) and our DELAC have stated a need to continue our SST process. **Scope:** LEA-wide		Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)
3.6	**Action:** Enrichment Program for Unduplicated Students GATE **Need:** Based on the 2024-2025 GATE identification data, it is observed that only 7% of qualified students for GATE are English Learners (ELLs), compared to 85% being low-income students. Our current practices for identification of giftedness are predominantly rooted in assessment data and high academic	Understanding the importance of English learners and low-income students having access to challenging curricula and enrichment activities, this action will address the need to overcome identification biases present in our current qualification processes. By reviewing and updating our assessment instruments and local criteria, we seek to ensure equitable access to programs that can help bridge educational gaps, offering resources and enrichment activities that may not be available in their regular classroom settings.	We will monitor the progress of English learners, low-income, and foster youth, and for all students using: The percent of students identified as eligible for GATE (Metric 3.7)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	performance, which may fail to recognize the unique potential of ELLs, possibly masking their exceptional capabilities, leading to their significant underrepresentation in our gifted programs. We will adopt more inclusive identification strategies that accommodate the diverse profiles of ELLs to ensure equitable opportunities for all students displaying gifted potential. **Scope:** LEA-wide		
3.7	**Action:** School Site Student Group Support **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and	Schools with low-performing scores in math and ELA will provide differentiated services, language support, and after-school academies to English learners and low-income students to address their unique educational needs. By offering tailored assistance and additional resources, we will help close achievement gaps, improve academic outcomes, and ensure all students have equitable opportunities to succeed. Because all students who are not meeting grade-level standards could benefit from these services, the services will be provided district-wide.	We will monitor the progress for English learners, low income, and foster youth and for all students using: Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners. **Scope:** LEA-wide		
3.10	**Action:** Data Analysis and Instructional Decision Making **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. For ELA, the 2023 California School Dashboard performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students,	Data analysis and instructional decision-making are important for improving teaching and learning for English learners and low-income students. As our teachers and administrators engage in this process, they will identify specific areas where our unduplicated students need additional support, allowing them to tailor interventions to meet their unique needs. Furthermore, by continuously monitoring progress through data, teachers will make informed adjustments to their teaching strategies, ensuring that all students have equitable opportunities to succeed academically. Because all students benefit from tailored interventions this action will be provided school-wide to support students who are underperforming to improve academic outcomes.	We will monitor the progress of English learners, low-income, foster youth, and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Math CAASPP Distance From Standard (Metric 3.2) Percent of students scoring at or above benchmark on DIBELS Composite Mid Year (Metric 3.4), Math Mid Year (Metric 3.5), and iReady ELA Mid Year (Metric 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	while Sequoia Elementary has the lowest performance indicator for English learners. **Scope:** LEA-wide		
3.11	**Action:** Class Size Reduction **Need:** On the 2023 California School Dashboard, the performance indicator in mathematics for English learners is in the lowest performance level for the district and the following schools: Redwood Elementary, Sequoia Elementary, and Richland Junior High. In addition, Redwood Elementary has the lowest math performance level for low-income and all student groups. Richland Junior High received the lowest performance level among all student groups. 2023 California School Dashboard ELA performance indicator for English learners and low-income students is in the lowest performance level for the district and the following schools: Redwood Elementary and Richland Junior High. Also, Redwood Elementary and Richland Junior High received the lowest performance level for all students, while Sequoia Elementary has the lowest performance indicator for English learners.	By reducing class sizes, teachers will be able to give English learners and low-income students more individualized attention, allowing for tailored instruction that meets their specific needs. Additionally, smaller classes create a more supportive and interactive environment, fostering better engagement and participation, all supporting academic improvement. Class size reduction will be provided to LEA-wide to all students because it enhances the overall quality of education by allowing teachers to address diverse learning styles more effectively and manage classroom dynamics more efficiently.	We will monitor the progress for English learners, low-income, and foster youth, and for all students using: ELA CAASPP Distance From Standard (Metric 3.1) Math CAASPP Distance From Standard (Metric 3.2) Percent of students at or above benchmark on DIBELS Mid Year Composite (Metric 3.4) Percent of students scoring at or above benchmark on iReady Math Mid Year (Metric 3.5) and iReady ELA Mid Year (Metric 3.8)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.12	**Action:** PE Aides **Need:** We have 68% of English learners, 74% of low-income students, and 82% of foster youth with a grade of "C" or better in PE on 3rd quarter reporting period. Additionally, educational partners have communicated a need for a lower student-to-teacher during PE, and our students have requested a greater variety of activities during PE. **Scope:** Schoolwide	By reducing the size of PE classes, teachers can offer English learners and low-income students more personalized attention tailored to their unique needs. Smaller classes foster a more supportive and interactive atmosphere, enhancing engagement and participation in physical education activities. This increased involvement not only supports physical fitness but has also been shown to improve recall and memory, leading to better academic outcomes. This will be provided to all students schoolwide as all students can benefit from healthier lifestyles through regular physical activity.	We will monitor the progress for English learners, low-income students, foster youth, and the all students group using: Percent of students with PE grade of "C" or higher on third-quarter reporting period (Metric 3.6)
4.2	**Action:** Integrated ELD **Need:** On the 2023 California School Dashboard, English learners have the lowest performance level (red) in ELA and Math. As measured by the 2023 CA Science Test, 1.27% of English learners met or exceeded the standard in Science. Additionally, our educational partners, including our DELAC, have requested that we provide a program and training to support teachers in providing English language support for our English learners.	We will address the unique needs of our English learners and provide targeted support to bridge gaps in language proficiency by implementing an effective integrated ELD program. This program will support English learners' social integration and confidence, fostering an inclusive, equitable learning environment that benefits the entire student community while empowering English learners to thrive both academically and socially. This will be provided on an LEA-wide basis for all students as this initiative focuses on academic language development for English learners but extends its benefits to all students who need to improve, enhancing their listening, speaking, reading, and writing skills across various content areas.	We will monitor the progress of ELs by using: ELA CAASPP Distance From Standard (Metric 4.3) Math CAASPP Distance From Standard (Metric 4.4) Percent of students who met/exceeded the standard as measured by CAST (Metric 4.5)

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
4.1	**Action:** Designated ELD **Need:** On the 2023 CA School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. We also have our three elementary schools ELPI at the lowest performance level (Red) on the 2023 CA School Dashboard and our junior high in the Orange performance level. Additionally, our educational partners, including our DELAC have requested that we provide a program and training to support teachers in providing English language support for our English learners. **Scope:** Limited to Unduplicated Student Group(s)	This action addresses how we can better prepare ELs to make progress toward English language proficiency or maintain the highest level to acquire the necessary language and academic skills to perform better on standardized assessments through providing training and structured lessons that emphasize vocabulary development, interactive activities, and real-world communication practice, to help students gain confidence and fluency in using English across various contexts.	We will monitor the progress of ELs by using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) Metric 4.1 Percentage of English learners reclassified (English Learner Reclassification Rate) Metric 4.2
4.3	**Action:** LTEL Support	Teachers will participate in targeted training and prepare structured lessons that emphasize	We will monitor the progress using:

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Need: On the 2023 CA School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. We also have our three elementary schools ELPI at the lowest performance level (Red) on the 2023 CA School Dashboard and our junior high in the Orange performance level. Additionally, our educational partners, including our DELAC have requested that we provide a program and training to support teachers in providing English language support for our English learners. **Scope:** Limited to Unduplicated Student Group(s)	vocabulary development, interactive activities, and real-world communication practice, to equip students with the essential language and academic skills. These strategies will help build student's confidence and fluency in using English across different contexts.	Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) (Metric 4.1) Percentage of English learners reclassified (English Learner Reclassification Rate) (Metric 4.2)
4.4	**Action:** Newcomer Support **Need:** On the 2023 CA School Dashboard, the percentage of English learner students who made progress toward English proficiency on the ELPAC (ELPI Rate) was 39.1%. We also have our three elementary schools ELPI at the lowest performance level (Red) on the 2023 CA School Dashboard and our junior high in the Orange performance level. Additionally, our educational partners, including our DELAC have requested that we provide a program and training to support teachers in providing English language support for our English learners.	Teachers will provide special lessons that focus on learning new words, doing fun activities, and practicing real-life conversations. These lessons will help students gain important language and academic skills. By doing this, we can help newcomers become more confident and fluent in English.	We will monitor the progress using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) (Metric 4.1) Percentage of English learners reclassified (English Learner Reclassification Rate) (Metric 4.2)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

Not Applicable

Additional Concentration Grant Funding

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

The following personnel are included in our plan to increase the number of staff providing direct services to students at our schools with a high concentration (above 55%) of foster youth, English learners, and low-income students:

18 paraprofessionals (Goal 3 Action 3)
1 health aide (Goal 2 Action 5)
1 custodian (Goal 2 Action 6)
1 Opportunity teacher (Goal 2 Action 14)

Additionally, the plan includes increasing the hours of 18 paraprofessionals, resulting in more direct services students receive 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 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 certificated staff providing direct services to students	NA	Elementary: 21:1 Junior High: 21:1

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	25,744,489.00	9,006,729	34.985%	4.259%	39.244%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,247,642.90	$1,637,717.49	$0.00	$645,083.73	$13,530,444.12	$10,685,697.17	$2,844,746.95

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Curriculum and Instruction Services - Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$272,147.62	$224,275.45	$496,423.07				$496,423.07	
1	1.2	Teacher Induction Program Support Provider	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$162,403.00	$50,170.00	$50,170.00			$162,403.00	$212,573.00	
1	1.3	Comprehensive School Site Program Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$1,699.06	$152,716.44	$154,415.50				$154,415.50	
1	1.4	PreSchool Mainstreaming	Students with Disabilities	No			Specific Schools: Golden Oak Elementary PK-TK	2024-25 through 2026-27	$26,623.17	$0.00		$26,623.17			$26,623.17	
1	1.5	Educational Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$152,088.67	$1,000.00	$153,088.67				$153,088.67	
1	1.6	Zero Period	English Learners Low Income	Yes	School wide	English Learners Low Income	Specific Schools: Richland Junior High 7th and 8th grade	2024-25 through 2026-27	$29,248.80	$0.00	$29,248.80				$29,248.80	
1	1.7	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$232,154.00	$743,450.00	$975,604.00				$975,604.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Dual Language Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary TK-5 (2024-25 with one grade added each year)	2024-25 through 2026-27	$30,000.00	$26,000.00	$56,000.00				$56,000.00	
2	2.1	Educational Parent Engagement - Community Liaison	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$121,873.39	$72,450.00	$105,821.16			$88,502.23	$194,323.39	
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$169,399.34	$30,000.00	$199,399.34				$199,399.34	
2	2.3	Parent & Family Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$0.00	$23,507.50	$23,507.50				$23,507.50	
2	2.4	Attendance/Chronic Absenteeism Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$294,640.52	$13,700.00	$308,340.52				$308,340.52	
2	2.5	Health Services - District Nurse & Health Aide	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 through 2026-27	$242,771.20	$7,400.00	$250,171.20				$250,171.20	
2	2.6	Health and Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 through 2026-27	$85,993.70	$2,500.00	$88,493.70				$88,493.70	
2	2.7	TK-8 Educational Excursions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$2,438.80	$130,000.00	$132,438.80				$132,438.80	
2	2.8	Extended Learning Programs	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	2024-25 through 2026-27	$103,013.99	$2,500.00	$105,513.99				$105,513.99	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.9	Library Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$500,428.29	$48,840.00	$326,800.29			$222,468.00	$549,268.29	
2	2.10	Positive Culture and Climate Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$428,416.18	$76,687.03	$505,103.21				$505,103.21	
2	2.11	Social Emotional Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$325,203.06	$617,016.00	$795,528.74	$146,690.32			$942,219.06	
2	2.12	Dean of Success	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	2024-25 through 2026-27	$169,475.73	$15,500.00	$184,975.73				$184,975.73	
2	2.13	Student & Family Supports Coordinator	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	2024-25 through 2026-27	$124,226.00	$9,000.00	$133,226.00				$133,226.00	
2	2.14	Opportunity Class	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th - 8th	2024-25 through 2026-27	$117,260.10	$39,000.00	$156,260.10				$156,260.10	
3	3.1	Academic Recovery Teachers- ELA	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	$1,210,901.82	$4,500.00	$1,215,401.82				$1,215,401.82	
3	3.2	Academic Recovery Teachers- Math	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$468,758.80	$4,500.00	$473,258.80				$473,258.80	
3	3.3	Reading Intervention Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	$494,273.81	$0.00	$494,273.81				$494,273.81	
3	3.4	Intervention Support	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	$487,400.52	$1,500.00	$488,900.52				$488,900.52	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.5	SST	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$54,873.00	$0.00	$54,873.00				$54,873.00	
3	3.6	Enrichment Program for Unduplicated Students GATE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	2024-25 through 2026-27	$1,461,111.16	$12,000.00	$13,707.16	$1,459,404.00			$1,473,111.16	
3	3.7	School Site Student Group Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$16,580.87	$10,324.03	$26,904.90				$26,904.90	
3	3.8	ELA Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-25 through 2026-27	$0.00	$4,200.00				$4,200.00	$4,200.00	
3	3.9	Math Support for Students with Disabilities	Students with Disabilities	No			Specific Schools: Golden Oak Elementary and Richland Junior High	2024-25 through 2026-27	$5,000.00	$0.00		$5,000.00			$5,000.00	
3	3.10	Data Analysis and Instructional Decision Making	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$3,414.32	$185,510.50	$21,414.32			$167,510.50	$188,924.82	
3	3.11	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 through 2026-27	$2,766,319.76	$15,000.00	$2,781,319.76				$2,781,319.76	
3	3.12	PE Aides	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	2024-25 through 2026-27	$91,461.49	$0.00	$91,461.49				$91,461.49	
4	4.1	Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$13,097.00	$276,500.00	$289,597.00				$289,597.00	
4	4.2	Integrated ELD	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools		$15,000.00	$15,000.00	$30,000.00				$30,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
4	4.3	LTEL Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,000.00	$20,000.00	$23,000.00				$23,000.00	
4	4.4	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,000.00	$10,000.00	$13,000.00				$13,000.00	

2024-25 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
25,744,489.00	9,006,729	34.985%	4.259%	39.244%	$11,247,642.90	0.000%	43.690 %	**Total:**	$11,247,642.90
								LEA-wide Total:	$8,312,269.74
								Limited Total:	$325,597.00
								Schoolwide Total:	$2,609,776.16

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	$496,423.07	
1	1.2	Teacher Induction Program Support Provider	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,170.00	
1	1.3	Comprehensive School Site Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,415.50	
1	1.5	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$153,088.67	
1	1.6	Zero Period	Yes	Schoolwide	English Learners Low Income	Specific Schools: Richland Junior High 7th and 8th grade	$29,248.80	
1	1.7	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$975,604.00	

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	1.8	Dual Language Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary TK-5 (2024-25 with one grade added each year)	$56,000.00	
2	2.1	Educational Parent Engagement - Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$105,821.16	
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,399.34	
2	2.3	Parent & Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,507.50	
2	2.4	Attendance/Chronic Absenteeism Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$308,340.52	
2	2.5	Health Services - District Nurse & Health Aide	Yes	LEA-wide	English Learners Low Income	All Schools	$250,171.20	
2	2.6	Health and Safety	Yes	LEA-wide	English Learners Low Income	All Schools	$88,493.70	
2	2.7	TK-8 Educational Excursions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,438.80	
2	2.8	Extended Learning Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	$105,513.99	
2	2.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$326,800.29	
2	2.10	Positive Culture and Climate Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$505,103.21	
2	2.11	Social Emotional Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$795,528.74	

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	2.12	Dean of Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	$184,975.73	
2	2.13	Student & Family Supports Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	$133,226.00	
2	2.14	Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th - 8th	$156,260.10	
3	3.1	Academic Recovery Teachers- ELA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$1,215,401.82	
3	3.2	Academic Recovery Teachers- Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$473,258.80	
3	3.3	Reading Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$494,273.81	
3	3.4	Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$488,900.52	
3	3.5	SST	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$54,873.00	
3	3.6	Enrichment Program for Unduplicated Students GATE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Grades 3-8	$13,707.16	
3	3.7	School Site Student Group Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,904.90	
3	3.10	Data Analysis and Instructional Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,414.32	
3	3.11	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,781,319.76	
3	3.12	PE Aides	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: Golden Oak,	$91,461.49	

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 (%)
					Low Income	Redwood, Sequoia		
4	4.1	Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$289,597.00	
4	4.2	Integrated ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
4	4.3	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$23,000.00	
4	4.4	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$13,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,259,224.89	$12,271,951.88

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	$626,965.94	$362,392.00
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	$196,668.04	$171,495.00
1	1.4	PreSchool Mainstreaming	No	$24,842.00	$16,748.00
1	1.5	Teacher Induction Program Support Provider	Yes	$212,400.04	$204,344.00
1	1.6	School Site Support for Conditions for Learning	Yes	$96,426.92	$96,426.92
1	1.7	Technology Equipment	Yes	$538,787.00	$501,404.00
1	1.8	Technology Technicians	Yes	$220,319.49	$180,100.00
1	1.9	Education Technology Teacher	Yes	$158,559.38	$156,961.00
1	1.10	Zero Period	Yes	$36,582.00	$36,280.00
1	1.11	Dual Language Program	Yes	$23,600.00	$23,600.00

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	2.1	Intervention Support	Yes	$474,543.25	$465,946.00
2	2.2	Reading Intervention Support	Yes	$540,159.20	$581,469.00
2	2.3	Academic Recovery Teachers	Yes	$1,657,683.05	$1,198,044.00
2	2.4	Professional Learning in Differentiated Instruction	Yes	$34,637.98	$10,245.96
2	2.5	SST/STAR	Yes	$55,873.00	$55,873.00
2	2.6	GATE Program	Yes	$1,465,615.01	$1,440,665.00
2	2.7	Data Analysis and Instructional Decision Making	Yes	$186,924.82	$133,951.00
2	2.8	Summer School	No	$311,892.82	$310,500.00
2	2.9	Professional Learning (ELs) - C & I Director	Yes	$41,892.15	$38,850.00
2	2.10	Library Services	Yes	$578,501.16	$566,366.00
2	2.11	School Site Academic Support	Yes	$17,457.50	$17,457.00
2	2.12	School Site Student Group Support	Yes	$2,785.44	$2,721.00
2	2.13	Class Size Reduction	Yes	$2,871,304.08	$2,902,853.00

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	2.14	Physical Education - Aides	Yes	$94,526.49	$93,872.00
3	3.1	Educational Parent Engagement - Community Liaison	Yes	$180,147.54	$179,242.00
3	3.2	Access to Basic Needs & Education - Parent Educator	Yes	$66,258.80	$69,008.00
3	3.3	Parent & Family Communication	Yes	$43,000.00	$20,786.00
3	3.4	Attendance/Chronic Absenteeism Support	Yes	$293,201.70	$290,236.00
3	3.5	TK-8 Educational Excursions	Yes	$122,438.00	$119,000.00
3	3.6	Student & Family Support Services - Coordinator	Yes	$124,329.25	$121,923.00
3	3.7	School Psychologist	Yes	$142,915.42	$155,646.00
3	3.8	School Social Workers	Yes	$629,904.80	$598,361.00
3	3.9	Health Services - District Nurse & Health Aide	Yes	$236,895.94	$237,983.00
3	3.10	Health and Safety	Yes	$102,077.72	$100,210.00
3	3.11	Positive Culture and Climate Support	Yes	$173,708.04	$173,708.00
3	3.12	Counseling Services	Yes	$181,614.01	$180,975.00
3	3.13	Extended Learning Programs	Yes	$119,500.00	$84,612.00

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	3.14	Dean of Success	Yes	$174,691.21	$172,103.00
3	3.15	Opportunity Class	Yes	$199,595.70	$199,595.00

2023-24 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)
$10,599,323.00	$11,935,174.20	$11,023,159.00	$912,015.20	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Curriculum and Instruction Services - Director	Yes	$626,965.94	$362,692.00		
1	1.3	LCAP Coordination & Leadership - Assistant Superintendent	Yes	$196,668.04	$171,495.00		
1	1.5	Teacher Induction Program Support Provider	Yes	$55,500.00	$55,447.00		
1	1.6	School Site Support for Conditions for Learning	Yes	$96,426.92	$96,426.00		
1	1.7	Technology Equipment	Yes	$538,787.00	$501,404.00		
1	1.8	Technology Technicians	Yes	$220,319.49	$180,100.00		
1	1.9	Education Technology Teacher	Yes	$158,559.38	$156,961.00		
1	1.10	Zero Period	Yes	$36,582.00	$36,280.00		
1	1.11	Dual Language Program	Yes	$23,600.00	$23,600.00		
2	2.1	Intervention Support	Yes	$474,543.25	$465,946.00		
2	2.2	Reading Intervention Support	Yes	$540,159.20	$581,469.00		
2	2.3	Academic Recovery Teachers	Yes	$1,657,683.05	$1,198,044.00		
2	2.4	Professional Learning in Differentiated Instruction	Yes	$10,198.20	$10,198.00		

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	2.5	SST/STAR	Yes	$55,873.00	$55,873.00		
2	2.6	GATE Program	Yes	$1,465,615.01	$1,440,665.00		
2	2.7	Data Analysis and Instructional Decision Making	Yes	$19,414.32	$17,559.00		
2	2.9	Professional Learning (ELs) - C & I Director	Yes	$11,892.15	$6,850.00		
2	2.10	Library Services	Yes	$368,639.91	$357,366.00		
2	2.11	School Site Academic Support	Yes	$17,457.50	$17,457.00		
2	2.12	School Site Student Group Support	Yes	$2,785.44	$2,721.00		
2	2.13	Class Size Reduction	Yes	$2,871,304.08	$2,902,853.00		
2	2.14	Physical Education - Aides	Yes	$94,526.49	$93,872.00		
3	3.1	Educational Parent Engagement - Community Liaison	Yes	$94,984.34	$94,079.00		
3	3.2	Access to Basic Needs & Education - Parent Educator	Yes	$4,000.00	$4,000.00		
3	3.3	Parent & Family Communication	Yes	$43,000.00	$20,786.00		
3	3.4	Attendance/Chronic Absenteeism Support	Yes	$184,834.82	$180,446.00		
3	3.5	TK-8 Educational Excursions	Yes	$122,438.00	$119,000.00		
3	3.6	Student & Family Support Services - Coordinator	Yes	$124,329.25	$121,923.00		
3	3.7	School Psychologist	Yes	$100.00	$100.00		
3	3.8	School Social Workers	Yes	$629,904.80	$598,361.00		
3	3.9	Health Services - District Nurse & Health Aide	Yes	$236,895.94	$237,983.00		

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	3.10	Health and Safety	Yes	$102,077.72	$100,210.00		
3	3.11	Positive Culture and Climate Support	Yes	$173,708.04	$173,708.00		
3	3.12	Counseling Services	Yes	$181,614.01	$180,975.00		
3	3.13	Extended Learning Programs	Yes	$119,500.00	$84,612.00		
3	3.14	Dean of Success	Yes	$174,691.21	$172,103.00		
3	3.15	Opportunity Class	Yes	$199,595.70	$199,595.00		

2023-24 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)
$26,636,102.00	$10,599,323.00	5.85%	45.643%	$11,023,159.00	0.000%	41.384%	$1,134,375.97	4.259%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

- For school districts, see [Education Code Section 52062 (California Legislative Information)](#);

   - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

  - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)
Description

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

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.

- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

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

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.

- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

  o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,

  o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.

- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.

- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

- In addition to this information, the LEA must also identify:

  - The school or schools to which the goal applies

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

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).

- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

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

Broad Goal
Description

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

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

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.

- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

  o These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

  o The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

  o The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

  o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

  o 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.

  o Indicate the school year to which the baseline data applies.

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

    ▪ This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.

  - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

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

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

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.

  - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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

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

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. "Effectiveness" means the degree to which the actions were successful in producing the target result and "ineffectiveness" means that the actions did not produce any significant or targeted result.

    o   In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o   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.

    o   Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

    o   As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

        ▪   The reasons for the ineffectiveness, and

        ▪   How changes to the action will result in a new or strengthened approach.

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

Action #

- Enter the action number.

Title

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

Description

- Provide a brief description of the action.

- o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

- o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

- o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

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

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.

  - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

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

Required Actions
- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

    o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

    o These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

- The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

  - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

  - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

  - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

- o **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.

- o **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).

  - o **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.

  - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as

a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

- As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

  o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table
- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

  o 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**

  o 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)**

  o 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**

  o 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)**

  o 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 (%)**

  o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  o 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)**

  o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table
- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**

- o 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)**

  - o 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)**

  - o 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)**

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

California Department of Education
November 2023