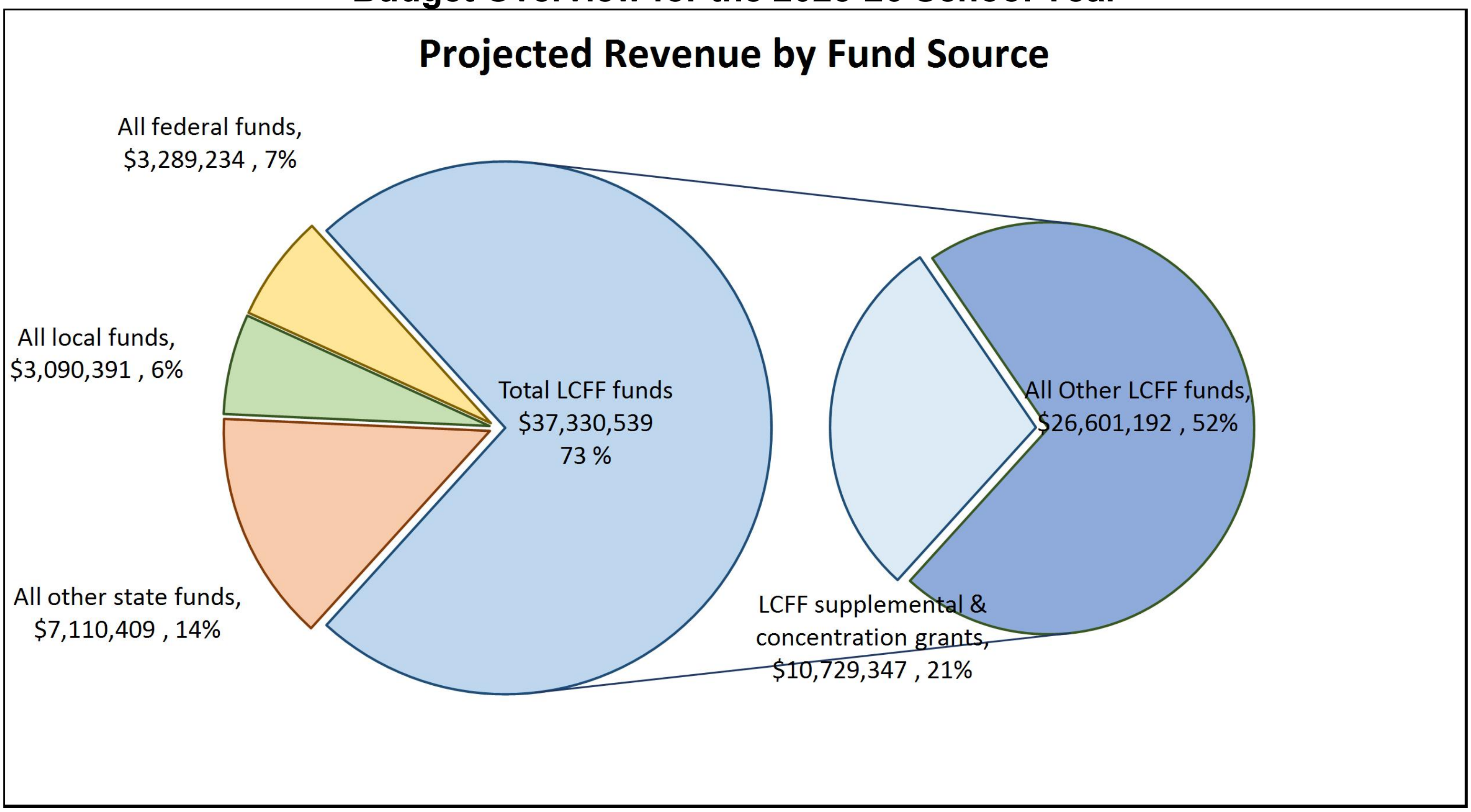
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland Union Elementary School District
CDS Code: 15-63578-0000000
School Year: 2025-26
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 2025-26 School Year

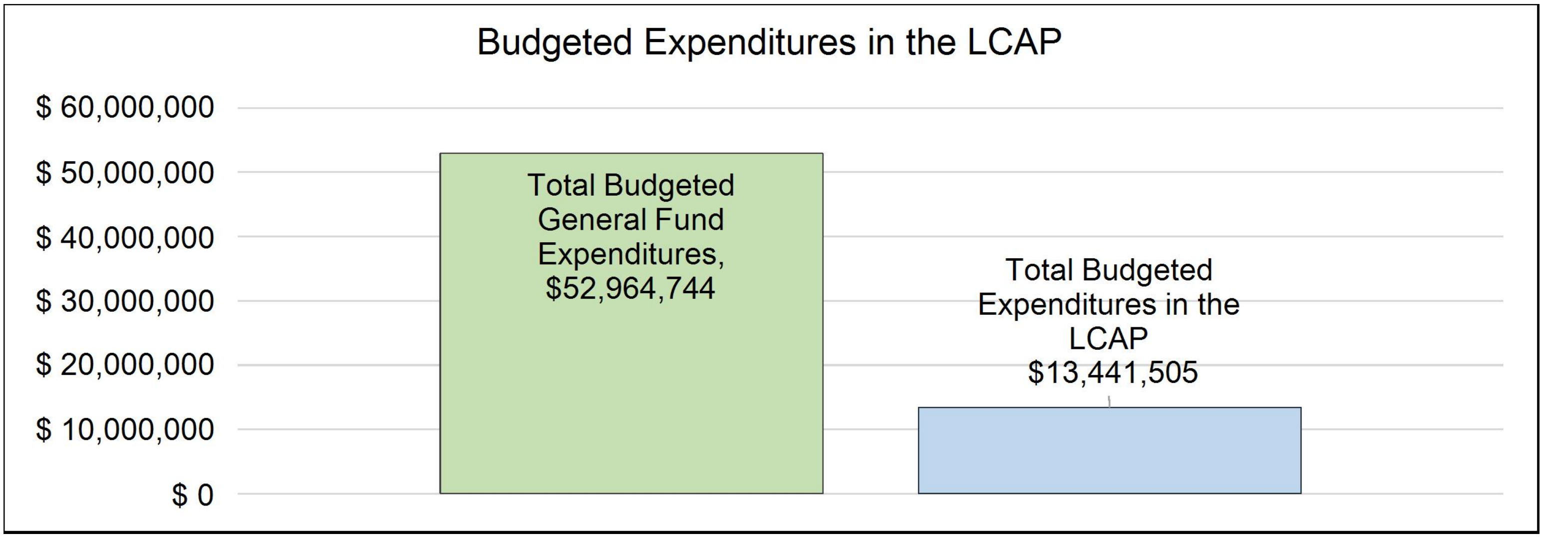


This chart shows the total general purpose revenue Richland Union Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richland Union Elementary School District is $50,820,573, of which $37,330,539 is Local Control Funding Formula (LCFF), $7,110,409 is other state funds, $3,090,391 is local funds, and $3,289,234 is federal funds. Of the $37,330,539 in LCFF Funds, $10,729,347 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Richland Union Elementary School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Richland Union Elementary School District plans to spend $52,964,744 for the 2025-26 school year. Of that amount, $13,441,505 is tied to actions/services in the LCAP and $39,523,239 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

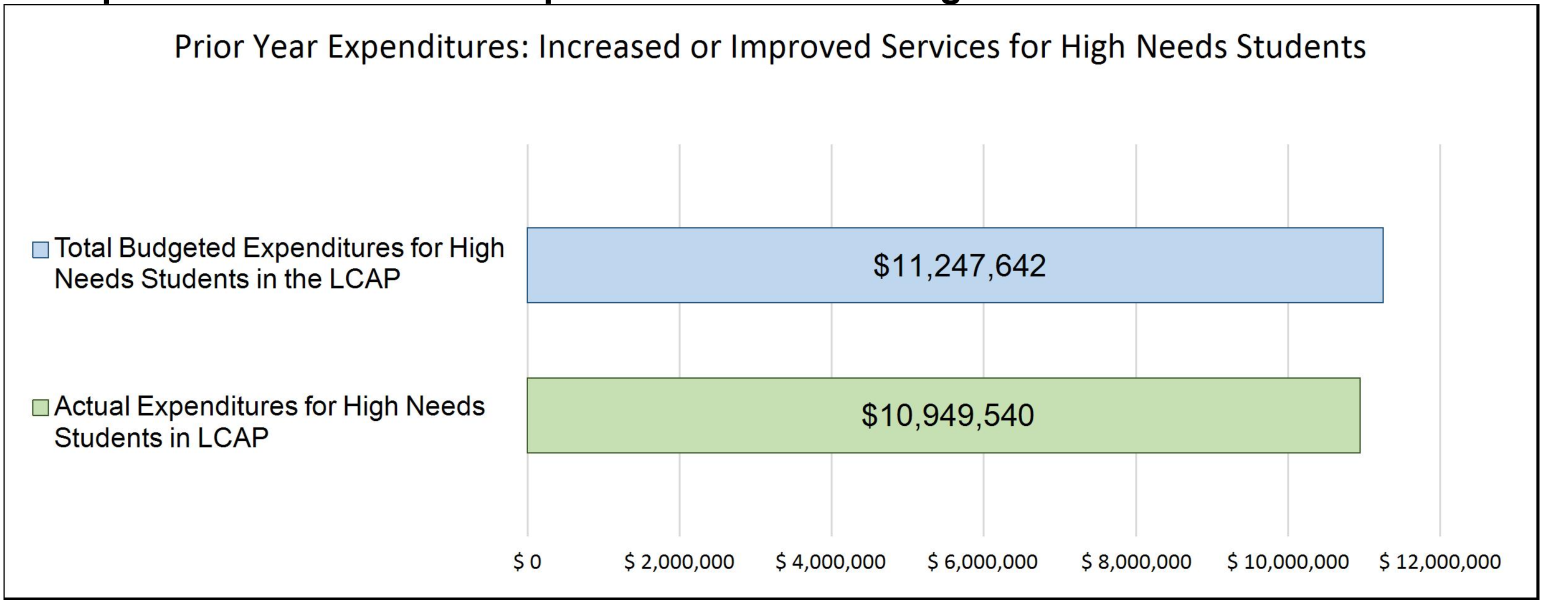
General Fund expenditures not included in the Local Control and Accountability Plan (LCAP) for the 2024-2025 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and 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 2025-26 School Year

In 2025-26, Richland Union Elementary School District is projecting it will receive $10,729,347 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 $11,426,049 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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 2024-25, Richland Union Elementary School District's LCAP budgeted $11,247,642 for planned actions to increase or improve services for high needs students. Richland Union Elementary School District actually spent $10,949,540 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $298,102 had the following impact on Richland Union Elementary School District’s ability to increase or improve services for high needs students:

In 2024-25, Richland School District's LCAP budgeted $11,247,642.90 for planned actions to increase or improve services for high needs students. Richland School District actually spent $10,949,540.00 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

The Richland School District is located in the city of Shafter, California. It is 18 miles (29 km) Northwest of Bakersfield and 89 miles North of Los Angeles. According to the 2020 census, the population was 19,953, a slight increase from the previous report of 19,271. Shafter's economy remains rooted in agriculture, boasting a diverse array of crops from almonds to cotton, alongside growing manufacturing, logistics, and energy sectors, establishing it as an industrial center.

The district, overseen by a dedicated Governing Board and administrative team, serves a student body of 2,451 spanning preschool through eighth grade. The district has four schools that provide a nurturing environment for academic and personal growth: Golden Oak Elementary School (PK-6; 745 student enrollment), Redwood Elementary School (TK-6; 617 student enrollment), Sequoia Elementary School (TK-6: 538 student enrollment), and Richland Junior High School (7-8; 551 student enrollment). 88.5% of the student population qualifies for free or reduced lunch, as indicated in the 2024 California School Dashboard. Due to the Community Eligibility Provision, the district will continue providing free meals to all students. The student population is 93.5% Hispanic/Latino, 4.4% White, 1.3% Asian, 0.6% African American, 0.1% Native Hawaiian or Pacific Islander, 88.5% Low Income, 34.2% English Learners, 13.9% Students With Disabilities, 0.9% Foster Youth, and 5% homeless as indicated in the 2024 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.

At Richland School District, we believe in "The Richland Way", a shared philosophy that guides our work and unites our community. We can build a culture of mutual respect and understanding, ensuring that every scholar, staff member, parent, and community member feels acknowledged, heard, and valued. We will uphold high expectations for ourselves and one another, providing the challenges and support necessary to help every scholar reach their full potential. We must remain unwavering in our commitment to fostering exemplary character, academic success, and lifelong personal development. Every day, we strive to provide each student with the quality instruction and equitable support they need to thrive as productive members of society.

The Richland School District is dedicated to utilizing technology to enhance the learning experience and connect students with real-world environments. Golden Oak Elementary provides 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 Shafter Family Resource Center personnel, work with the community to provide preventive care, health education, and guidance in health-related decision-making.

By embracing “The Richland Way”, we are committed to providing a safe, supportive, and enriching educational experience that empowers every student to reach their full potential.

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 2024 California School Dashboard (Dashboard) and our local data:

English Language Arts
Medium Performance Level: All Students, Hispanic, Social Economically Disadvantaged (SED)
Low-Performance Level: English Learners (ELs), Homeless (HL), Students with Disabilities (SWD), White
Very Low-Performance Level: Long-Term English Learners (LTELs)

Mathematics
Medium Performance Level: All Students, Hispanic, HL, SED, White
Low Performance Level: ELs, LTELs, SWD

English Learner Progress
Medium Performance Level: ELs
Low-Performance Level: LTELs

Chronic Absenteeism
Medium Performance Level: All Students, Asian, ELs, Foster Youth (FY), Hispanic, LTELs, SED, SWD
Low-Performance Level: HL, White

Suspension Rate
Very High-Performance Level: Asian
High-Performance Level: ELs, White
Medium Performance Level: All Students, Hispanic, HL, LTELs, SED, SWD.
Low-Performance Level: FY

Richland School District (RSD) student groups showed notable improvement in Mathematics from 2023 to 2024, with an overall increase of 11.6 points Distance From Standard (DFS), as indicated on the 2024 Dashboard. ELs saw an increase of 12.7 points DFS, with all other student groups increasing between 8 and 20 points DFS.

As indicated on the 2024 Dashboard, our district experienced an overall increase of 10.8 points DFS in English Language Arts (ELA) from 2023 to 2024. While most student groups saw gains ranging from 3 to 11 points DFS, the White student group and LTELs maintained their level.

Our district's chronic absenteeism rate dropped from 30.1% on the 2023 Dashboard to 21.6% on the 2024 Dashboard, with all student groups declining. Similarly, our district's suspension rate decreased from 5.3% on the 2023 Dashboard to 3.1% on the 2024 Dashboard. While all student groups experienced rate reductions ranging from 0.4% to 4.2%, our LTELs had a significant decline of 12.9%

These gains in student achievement and engagement reflect ongoing efforts to enhance instructional practices, targeted support, and intervention strategies. However, challenges persist, particularly for ELs, LTELs, and Students with Disabilities (SWD), who continue to perform below standard in ELA, Math, and EL Progress. Addressing achievement gaps remains a priority, requiring our continued commitment to data-driven interventions and sustained student support across all schools.

Our district continues to see encouraging progress in early literacy as reflected in the comparison of our 2024 and 2025 Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Mid-Year Benchmark results for Kindergarten through 2nd grade:

Kindergarten: The percentage of students meeting or exceeding the benchmark increased by 6% overall, with socioeconomically

disadvantaged (SED) students improving by 9% and English learners (ELs) by 1%.
First Grade: Overall proficiency rose by 8%, with SED students improving by 6%, while EL performance remained stable.
Second Grade: There was a 5% overall increase, with a 1% gain among ELs, though SED students saw a slight 1% decline.

We remain committed to strengthening early literacy instruction, with notable gains among our unduplicated student groups. The dedicated efforts of our three Academic Recovery Teachers (ARTs) have been instrumental in supporting both students and teachers, refining instructional strategies, and enhancing our early literacy framework. Moving forward, we will continue to focus on ensuring consistent growth for all students, particularly among our EL and SED populations, while maintaining high-quality intervention support.

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://drive.google.com/file/d/1t18SyW5KGMyWdxWA3YcMTnPkFw5odeqB/view?usp=sharing

Learning Recovery and Emergency Block Grant
RSD has unexpended LREBG funds for the 2025-26 school year.

On January 9, 2025, RSD, in collaboration with Kern COE, conducted a comprehensive needs assessment to evaluate student performance and identify areas for targeted support. The team analyzed data from the 2024 California School Dashboard alongside local assessment data to determine key priorities for intervention.

A review of state and local data indicates significant academic challenges in ELA and Math among the following student groups: SED, ELs, SWD, and LTELs, indicating a need for focused instructional support. While student attendance has improved somewhat, chronic absenteeism remains a critical issue across all school sites, negatively impacting student connectedness and achievement.

Based on our needs analysis, Goal 2, Action 11, directly addresses the need to provide social-emotional and mental health support services by providing a school psychologist to deliver comprehensive SEL support to students, including our low-income students, foster youth, and English learners experiencing learning difficulties and behavioral concerns. This aligns with EC Section 32526(c)(2)(C), which allows for the integration of evidence-based pupil support to remove barriers to learning and improve student well-being.
Goal 3, Action 4, directly addresses the need to provide targeted, small-group instruction and support for students struggling with language development, particularly English Learners, LTELs, and students with disabilities. A speech pathologist will work with students to improve oral language skills, communication abilities, and literacy acquisition. This aligns with EC Section 32526(c)(2)(B)(ii), which supports the implementation of one-on-one or small group learning supports to accelerate learning recovery.
Goal 3, Action 11, directly addresses the need to increase individualized instruction by reducing class sizes in grades 4-8 to a maximum of 27:1. This reduction will allow teachers to provide more targeted academic support, prioritizing low-income students, foster youth, and English learners. This action aligns with EC Section 32526(c)(2)(A), which permits the use of funds to decrease staff-to-pupil ratios, thereby stabilizing instructional services and promoting learning recovery.

Reflections: Technical Assistance

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

RSD has successfully made progress on our state performance indicators and did not meet eligibility for Differentiated Assistance based on the 2024 Dashboard. Yet, we remain deeply committed to the Continuous Improvement Process (CIP) in partnership with our County Office of Education. We recognize the value of this structured approach in strengthening our practices and driving sustained student success. Currently, we are in the "Initial Implementation" stage, focusing on implementing evidence-based instructional strategies to ensure mastery of essential standards. Our initial emphasis is on mathematics, with a goal of scaling successful practices across all subject areas. LCAP 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 Coordinations/Leadership), and Action 3.10 (Data Analysis and Decision Making). By continuing this work, we reinforce our commitment to equitable, high-quality instruction that improves districtwide student outcomes. In addition, RSD has taken steps to collectively redefine our district-wide mission and vision of serving our students -- "We Can... We Will... We Must..."

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.

Based on the 2024 California School Dashboard, there are no schools eligible for comprehensive support and improvement.

Support for Identified Schools

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

Based on the 2024 California School Dashboard, there are no schools eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

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

Based on the 2024 California School Dashboard, there are no schools eligible for comprehensive support and improvement.

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 2025: Our LCAP Educational Partner Survey was posted on our school and district websites. Multiple Parent Square notifications with the survey links and QR codes were sent as well. LCAP Roadshows were held at each school site during the day, and two evening Roadshow meetings were held (one in English and one in Spanish). During the Roadshows, parents were provided with our 2024-27 RSD LCAP Booklet to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAP's 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 year; we answered questions and assisted parents in providing feedback using digital or paper copies of the LCAP Educational Partner Survey.
Students	On November 7, 2024, and April 3, 2025, 5th to 8th grade students were given two occasions to share feedback on School Connectedness and sense of Safety and suggest improvements for their schools. From February 10th to 14th, 2025, students had the opportunity to take part in the Healthy Kids Survey. On April 11th, our Junior High Student Advisory Council met to provide feedback for LCAP development.
Teachers	February - March 2025: Our LCAP Educational Partner Survey was posted on our school and district websites. Notifications via email and Parent Square with the

Educational Partner(s)	Process for Engagement
	survey links and QR codes were sent as well. LCAP Roadshows were held at each school site during the day, and an evening Roadshow meeting was held. During the Roadshows, teachers were provided with our 2024-27 RSD LCAP Booklet to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAP's 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 year; we answered questions and assisted participants in completing their feedback using digital or paper copies of 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 August 2024 to review LCAP and SPSA goals and actions. Feedback was also solicited during Full Cabinet and Principal meetings in the Spring of 2025.
Other School Personnel	February - March 2025: 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 with our 2024-27 RSD LCAP Booklet to be able to write down questions and/or suggestions as we presented a slideshow review of the LCAP's 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 year; we answered questions and assisted participants in completing their feedback using digital or paper copies of 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 on May 12, 2025, requesting feedback by May 16, 2025, with an invitation to meet in person or to email suggestions.
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 on May

Educational Partner(s)	Process for Engagement
	12, 2025, requesting feedback by May 16, 2025, with an invitation to meet in person or to email suggestions.
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 21, 2025, 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 21, 2025, allowing time for questions and feedback from members. The Superintendent promptly responded in writing to any questions and feedback received on May 23, 2025. 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 consulted with our SELPA on February 4th, 2025, during our county office LCAP training.
Equity Multiplier School(s) Educational Parnters	Our district did not receive any Equity Multiplier funds.

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, we will continue to provide additional funding to target math, English Language Development, and collaborative teaching, using a focused coaching cycle to enhance specific teaching competencies and improve student engagement, academic language proficiency, critical thinking, and collaborative problem-solving skills (Action 1.1)

Educational partner feedback continues to indicate 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, continues to indicate access to current technology as a potential barrier to student success, citing the need to maintain and update devices as needed (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 indicated the need for 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 and continue to provide engaging field trips. (Actions 2.7, 2.8)

DELAC and other educational partners have indicated the desire to maintain the number of books available to students in our libraries, as well as increase the family literacy events (2.9)

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

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

Goal 4:
Educational partners, including teachers, indicated the need to better support our English learners, including supporting our new supplemental 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 have our ELD committee continue to meet quarterly to provide feedback on program implementation (Actions 4.1, 4.2, 4.3, 4.4).

In developing the 2025–26 LCAP, we carefully considered all feedback from our educational partners, including survey responses, advisory group input, and site-based engagement sessions. While not all suggestions could be implemented in full, each recommendation was reviewed and balanced against available funding, staffing capacity, and district priorities. The resulting goals and actions reflect a thoughtful integration of stakeholder perspectives and a strategic allocation of resources to best support student success and equity across the Richland School District.

Public Comment Posting Period was May 27 - June 8, 2025. Our Public Hearing was held on June 9, 2025, 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 30, 2025.

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%	2024-2025 Appropriately assigned: 100% Teachers fully credentialed: 96.67%		2026-2027 Appropriately assigned: 100% Teachers fully credentialed: 97.3%	Year 1 to Baseline Percentage Point Difference: Appropriately assigned: Zero (0)

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					Teachers fully credentialed: 0.37
1.2	Percent of pupils who have access to standards-aligned instructional materials Source: Textbook Inventory (Local) State Priority 1b	2023-2024 100%	2024-2025 100%		2026-2027 100%	Year 1 to Baseline Percentage Point Difference: Zero (0)
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%	2024-2025 100%		2026-2027 100%	Year 1 to Baseline Percentage Point Difference: Zero (0)
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%)	2024-2025 Explicit Direct Instruction (45%) Academic Conversations (35%) Student Success Criteria (42%)		2026-2027 Explicit Direct Instruction (55%) Academic Conversations (46%) Student Success Criteria (36%)	Year 1 to Baseline Percentage Point Difference: Explicit Direct Instruction (6%) Academic Conversations (4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Student Success Criteria (21%)
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%	2024-2025 8.8%		2026-2027 30%	Year 1 to Baseline Percentage Point Difference: 0.7%
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)	2024-2025 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)	Year 1 to Baseline Difference: ELA (0) ELD (0) Math (0) NGSS (0) HSS (0)
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%	2024-2025 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%	Year 1 to Baseline Percentage Point Difference: All students: 0% Low-income: 0% English Learners: 0% Foster Youth: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.8	Level of implementation in providing professional learning and instructional material to teach ELD Source: CDE Self-Reflection Tool State Priority 2b	2023-2024 Professional Learning (Initial Implementation) Instructional Materials (Initial Implementation)	2024-2025 Professional Learning (Full Implementation) Instructional Materials (Initial Implementation)		2026-2027 Professional Learning (Full Implementation) Instructional Materials (Full Implementation)	Year 1 to Baseline Difference: Professional Learning (1) Instructional Materials (0)
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%	2024-2025 Low-income: 82% English learners: 39%		2026-2027 Low-income: 85% English learners: 50%	Year 1 to Baseline Percentage Point Difference: Low-income: 1% English learners: -9%
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%	2024-2025 Low income: 7.14% English learner: 18.36%		2026-2027 Low income: 7.52% English learner: 9.2%	Year 1 to Baseline Percentage Point Difference: Low income: 1.62% English learner: 12.16%
1.11	Percent of students with disabilities who are in general education class more than 80% of the time Source: SIS Report	2023-2024 54.3%	2024-2025 52.3%		2026-2027 56.3%	Year 1 to Baseline Percentage Point Difference: (-2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 7c					

Goal Analysis [2024-25]

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

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

Actions 1.1, 1.2, and 1.3 were implemented as intended. Teachers received professional development on research-based strategies to support English learners, low-income students, and foster youth. This included training in Explicit Direct Instruction (EDI) integrated with ELA and math and literacy support for grades K–6. Teachers also received training on embedding English Language Development (ELD) strategies using “Thinking Maps.” Ongoing support was provided through observations and teacher requests. Classroom walkthroughs were used to collect data to monitor instructional implementation. However, a key challenge was that walkthroughs were more frequently conducted in classrooms of teachers identified as needing additional support rather than across all classrooms. This created an incomplete data set and limited our ability to assess districtwide progress. To improve accuracy and equity in data collection, we are refining our walkthrough process to ensure it is more balanced and representative of all classrooms. Additionally, we continue to evaluate how to balance the need for high-quality professional development with minimizing instructional disruptions, as teacher release time remains a consideration.

Action 1.4 was implemented as intended, as all TK students in the special day class mainstream into a general education classroom for part of their school day with the support of an instructional aide.

Actions 1.5 and 1.7 were implemented as intended, enabling us to achieve our technology goals by providing a 2:1 device/student ratio and ensuring students access well-maintained technology resources.

Action 1.6 was implemented as intended, and we were able to sustain our two zero-period classes. We were prepared to add an additional zero period if necessary.

Action 1.8 was implemented as intended. Our Dual Language Immersion program continues to expand, with plans to add sixth-grade classes in the 2025-26 academic year, reflecting our commitment to biliteracy 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 2024-25 LCAP Goal 1 was $2,103,976.The estimated expenditures for 2024-25 LCAP Goal 1 are $1,996,564.96. This is a difference of $107,411.04. The substantive differences were:

Action 1.1 (Curriculum & Instruction) $40,198.07. The estimated actual expenditures were lower than budgeted due to Kern County Superintendent of Schools (KCSOS) providing transitional kindergarten (TK) teacher training at no cost to the district using grant funds and the actual cost of K–8th grade teacher training and curricular materials came in lower than anticipated, reflecting savings on professional development and instructional supply purchases.

Action 1.7 (Technology) $60,439.00. Estimated actual expenditures were less than budgeted due to cost savings achieved in hardware and software procurement. The district overestimated the need for replacement technology, and due to competitive pricing and vendor discounts, the necessary equipment was acquired below the projected costs.

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

Actions 1.1, 1.2, and 1.3 effectively supported the district's goal of ensuring all teachers were appropriately assigned and fully credentialed. As a result, 97% of teachers held full credentials with no misassignments related to English learners or other areas. Professional learning for teachers achieved a "Full Implementation" level, while support for English Language Development (ELD) materials reached "Initial Implementation," with plans to purchase new ELD supplemental materials this year. Implementation of Explicit Direct Instruction (EDI), academic conversations, and student use of success criteria showed measurable impact. 100% of teachers participated in EDI and academic conversations training. Targeted coaching was provided to first and fourth grades, with continued support for kindergarten, third, and sixth through eighth grades. Instructional observations indicated:

45% of teachers consistently and effectively used EDI strategies; 35% consistently and effectively used academic conversations; 42% consistently and effectively supported students in applying success criteria. These results indicate meaningful progress in instructional practice. However, continued professional development and monitoring are needed to increase consistent implementation.

Action 1.4 was somewhat effective in mainstreaming TK students with disabilities in a general education setting. Though 100% of our TK students were mainstreamed, the percentage of those students placed in general education classrooms for more than 80% of the day decreased slightly from 54.3% in 2023–24 to 52.3% in 2024–25. This data suggests the need to strengthen efforts to increase the time in general education. We will provide professional learning and continue to focus on increasing collaboration with staff so that students can participate in general education environments for an increased time.

Action 1.5 was effective in increasing teacher use of the KiDs platform to access student group data, with 8.8% of teachers utilizing the data at least monthly—a 0.7% increase from the previous year. While the increase was modest, it reflects ongoing progress toward building a data-informed culture to support student learning and equity-focused instruction.

Action 1.6 was effective in expanding access to instructional time and course offerings for unduplicated student groups. Enrollment data show a 1.61% increase in low-income student participation in zero-period classes, rising to 7.14% of total enrollment. Notably, English learner participation in zero period increased by 12.16%, with 18.36% of English learners now enrolled.

Action 1.7 was effective, as 100% of students—including low-income students, English learners, and foster youth—had access to computing devices at school and at home, providing equitable access to computing and completing assignments outside of the classroom.

Action 1.8 was effective in expanding access to our TK–5 dual language immersion program. The program continues to serve a high percentage of unduplicated students, with 82% of enrolled students identified as low-income—an increase of 1% from the previous year. English learners currently make up 39% of enrollment, reflecting a slight 0.9% decrease from the previous year. Despite the small dip in English learner enrollment, the program remains a key strategy in supporting bilingualism and biliteracy. Plans to expand the program to include sixth grade in 2025–26 demonstrate the district's continued commitment to increasing access to high-quality bilingual education.

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.

There are no changes being made to the goal, metrics, outcomes, or actions within Goal 1.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	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. 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.	$453,340.13	Yes

Action #	Title	Description	Total Funds	Contributing
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	$230,281.66	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	$69,737.00	Yes
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	$25,053.00	No

Action #	Title	Description	Total Funds	Contributing
		toward increasing the percentage of time our students with disabilities participate in a general education class setting. Expenses: Instructional aide		
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	$154,256.03	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	$29,264.73	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	$1,003,247.33	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	$20,000.00	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)	2024-2025 Full Implementation (Score =4)		2026-2027 Full Implementation (Score =4)	Year 1 to Baseline Difference: 0

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 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)	2024-2025 Full Implementation (Score = 4)		2026-2027 Full Implementation (Score = 4)	Year 1 to Baseline Difference: 0
2.3	Progress in supporting families 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)	2024-2025 Full Implementation (Score = 4)		2026-2027 Full Implementation (Score = 4)	Year 1 to Baseline Difference: 0
2.4	Attendance Rate Source: KiDS Dashboard	May 2024 (All Students) 93.3% (ELs) 93.86% (LI) 93.08%	May 2025 (All Students) 94% (ELs) 94% (LI) 94%		May 2027 (All Students) 95% (ELs) 95% (LI) 95.08%	Year 1 to Baseline Percentage Point Difference: (All Students) 0.7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 5a	(FY) 94.20%	(FY) 96%		(FY) 95%	(ELs) 0.14 (LI) 0.92 (FY) 1.8
2.5	Chronic Absenteeism Rate Source: Ca School Dashboard State Priority: 5b	2022-2023 (All students) 30.1% (ELs) 26.9% (LI) 31.5% (FY) 24.1%	2023-2024 (All students) 21.6% (ELs) 19.1% (LI) 22.6% (FY) 17.9%		2025-2026 (All students) 20% (ELs) 16.9% (LI) 21.5% (FY) 15.1%	Year 1 to Baseline Percentage Point Difference: (All students) -8.5 (ELs) -7.8 (LI) -8.9 (FY) -6.2
2.6	Middle School Dropout Rate Source: CALPADS Report 8.1b State Priority: 5c	2023-2024 (All Students) 0% (ELs) 0% (LI) 0% (FY) 0%	2024-2025 (All Students) 0% (ELs) 0% (LI) 0% (FY) 0%		2026-27 (All Students) 0% (ELs) 0% (LI) 0% (FY) 0%	Year 1 to Baseline Percentage Point Difference: (All Students) 0 (ELs) 0 (LI) 0 (FY) 0
2.7	Student Suspension Rate Source: Ca School Dashboard State Priority: 6a	2022-2023 (All Students) 5.3% (ELs) 6.5% (LI) 5.4% (FY) 15.2%	2023-2024 (All Students) 3.1% (ELs) 2.3% (LI) 3.2% (FY) 11.8%		2025-2026 (All Students) 2.3% (ELs) 4% (LI) 3% (FY) 7%	Year 1 to Baseline Percentage Point Difference: (All Students) -2.2 (ELs) -4.2 (LI) -2.2 (FY) -3.4
2.8	Student Expulsion Rate Source: Dataquest State Priority: 6b	2022-23 (All Students) 0% (ELs) 0% (LI) 0%	2023-24 (All Students) 0% (ELs) 0% (LI) 0%		2025-26 (All Students) 0% (ELs) 0% (LI) 0%	Year 1 to Baseline Percentage Point Difference: (All Students) 0.09

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(FY) 0%	(FY) 0%		(FY) 0%	(ELs) 0 (LI) 0 (FY) 0
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 (5th & 6th Grade) 26.4% (7th & 8th Grade) 19.1%	2024-2025 (5th & 6th Grade) 50% (7th & 8th Grade) 36.3%		2026-2027 (5th & 6th Grade) 51% (7th & 8th Grade) 44%	Year 1 to Baseline Percentage Point Difference: (5th & 6th Grade) 23.6 (7th & 8th Grade) 17.2
2.10	Percent of students feeling safe most or all of the time Source: Annual Spring Student Climate Survey State Priority: 6c	2023-2024 (5th & 6th Grade) 36.2% (7th & 8th Grade) 19.5%	2024-2025 (5th & 6th Grade) 50.2% (7th & 8th Grade) 34.4%		2026-2027 (5th & 6th Grade) 61% (7th & 8th Grade) 44%	Year 1 to Baseline Percentage Point Difference: (5th & 6th Grade) 14 (7th & 8th Grade) 14.9
2.11	Percent of educational partners who feel a sense of connectedness Source: Annual LCAP Educational Partner Survey State Priority: 6c	2023-2024 (Staff) 66% (Parents of All Students) 63% (EL Parents) 63% (LI Parents) 51% (FY Parents) N/A	2024-2025 (Staff) 69% (Parents of All Students) 67% (EL Parents) 100% (LI Parents) 64% (FY Parents) N/A		2026-2027 (Staff) 75% (Parents of All Students) 70% (EL Parents) 70% (LI Parents) 60% (FY Parents) N/A	YeYear 1 to Baseline Percentage Point Difference: (Staff) 3 (Parents of All Students) 4 (EL Parents) 37 (LI Parents) 13 (FY Parents) N/A

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 (Staff) 63% (Parents of All Students) 60% (EL Parents) 87% (LI Parents) 56% (FY Parents) N/A	2024-2025 (Staff) 73% (Parents of All Students) 77% (EL Parents) 100% (LI Parents) 71% (FY Parents) N/A%		2026-2027 (Staff) 75% (Parents of All Students) 70% (EL Parents) 90% (LI Parents) 65% (FY Parents) N/A	Year 1 to Baseline Percentage Point Difference: (Staff) 10 (Parents of All Students) 17 (EL Parents) 13 (LI Parents) 15 (FY Parents) N/A
2.13	Percent of 8th-grade students meeting graduation requirements Source: Student Information System State Priority 6c	2023-2024 (All Students) 86% (ELs) 70% (LI) 85% (FY) 66%	2024-2025 (All Students) 84% (ELs) 68% (LI) 83% (FY) 100%		2026-2027 (All Students) 89% (ELs) 73% (LI) 88% (FY) 70%	Year 1 to Baseline Percentage Point Difference: (All Students) -2 (ELs) -2 (LI) -2 (FY) 34
2.14	Percent of families receiving site and district electronic communication Source: Parent Square Dashboard State Priority 6c	May 2024 99%	2024-2025 99%		May 2027 99%	Year 1 to Baseline Percentage Point Difference: Zero (0)

Goal Analysis [2024-25]

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

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

Action 2.1 was implemented as planned, offering parent education workshops to enhance family capacity to support student learning and foster strong home-school partnerships. The district saw increased family attendance, particularly among Hispanic, Spanish-speaking, and low-income parents, who comprised 95% and 80% of attendees. A total of 29 parents graduated from the PIQE STEM program, 19 from the Family Engagement program, and 12 completed the Positive Discipline course. Most workshops (85%) were conducted in person, and sessions with incentives or relevant topics had higher attendance. Surveys showed that 100% of parents found the workshops valuable, and 88% reported improved confidence and skills for home application.

Action 2.2 was implemented as intended. From July 2024 through June 2025, the Assistant Superintendent led a series of monthly and quarterly collaborative meetings with principals, directors, TOSAs, library/media specialists, counselors, assistant principals, health staff, and community liaisons to monitor and support implementation. The district also provided regular board presentations and updates to ensure transparency and alignment around LCAP progress and fiscal planning. Ongoing engagement with Parent Advisory Committees, DELAC, and school site teams allowed the district to assess fidelity to planned actions, evaluate progress toward the three-year goals, and maintain alignment with LCFF priorities. These efforts included continuous data reviews and collaborative decision-making conversations that enabled real-time adjustments to actions and resource allocations, ensuring responsive and practical support for unduplicated pupils. While the number of families participating in collaborative meetings has grown, we always strive to increase participation.

Action 2.3 To promote inclusive participation in school and district events, we utilized multiple communication channels—ParentSquare, text messages, phone calls, emails, and websites—successfully reaching 99% of families—school and district staff, including secretaries, clerks, and administrators, coordinated outreach efforts. The ParentSquare group feature enabled targeted e-invitations to families of unduplicated pupils and students with exceptional needs, encouraging equitable engagement in advisory councils and events. To ensure no family was left out, we established protocols for site staff to review exception reports weekly and follow up with those not receiving communications. We also arranged alternative communication methods upon request from parents/guardians to meet specific family needs.

Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.13 were implemented as intended. Action 2.4 targeted early identification and intervention for students at risk of chronic absenteeism, supported by coordinated SART/SARB processes and a parent education campaign. Action 2.5 nurses and health aides assisted in reducing health-related absences. Action 2.6 improved sanitation protocols and facility cleanliness to limit illness-related absences. Actions 2.7 to 2.9 provided enrichment experiences, expanded arts programming, and increased access to literacy and technology resources—all of which contributed to student engagement and motivation. Lastly, Action 2.13 offered critical wraparound services to families facing economic and housing instability, helping remove systemic barriers to regular attendance. These actions collectively formed a multi-tiered support strategy that led to measurable improvements in attendance and student well-being.

Actions 2.10 and 2.11 were successfully implemented. We integrated a district-wide Positive Behavior Interventions and Supports (PBIS) system alongside social-emotional learning (SEL) supports. Assistant Principals led efforts at each school to analyze behavioral trends using KiDS and Kickboard at one school site, which guided updates to PBIS action plans and site-level supports. Implementation included monthly PBIS meetings, active supervision training for yard staff (90% attendance), and site-based recognition systems like LiveSchool points, monthly rallies, and school store incentives. Our social-emotional support staff—four school social workers, two counselors, and one psychologist—provided tiered services to unduplicated students, focusing on low-income, foster youth, and English learners. Services included individual and group counseling, restorative practices, and parent engagement. School-wide initiatives such as Connection Crew, Kindness Squad, and Pride Academy addressed emotional well-being and school connectedness. A challenge identified is the need to provide targeted classroom management training for some teachers to strengthen the consistent and effective implementation of Tier 1 behavior supports.

Action 2.12 was implemented as intended, with the Dean of Success providing continuous support and outreach to unduplicated pupils at Richland Junior High who are identified as at-risk. The Dean fostered strong connections with students by encouraging participation in various school-based engagement activities, including academic and athletic clubs, PBIS-centered events, student government, field trips, and assemblies. These efforts helped create a positive, inclusive school culture promoting healthy attitudes and a student growth mindset. A yard duty aide was also assigned to facilitate student engagement during break periods in designated zones, promoting structured and safe interactions among peers. Although a mid-year change in the Dean of Success presented a transitional challenge, program implementation remained a priority. Student participation in both extracurricular and school-wide events has improved compared to prior years, supporting the goal of enhancing school connectedness and reducing disengagement among unduplicated students.

Action 2.14 was implemented as planned. A dedicated teacher and instructional aide provided differentiated, grade-level instruction in a supportive setting for students in grades 5–8 as an alternative to suspension or expulsion. The program included tutorial support, behavior guidance, and scheduling, allowing social-emotional services access. Nine students were enrolled during the 2024–25 school year. Three students successfully returned to their home schools, demonstrating improved attendance and an average GPA of 3.0. One student was reintegrated part-time by attending a general education science class at Richland Junior High. The remaining five students also showed academic growth, increasing from failing grades to GPAs between 2.5 and 3.5, with two students making the Honor Roll. No Opportunity Class students were suspended or expelled this year, and all showed improvements in behavior. School social workers and the district counselor provided daily social-emotional support, and students and families were connected to external agencies to address additional needs. The Opportunity Class has effectively supported at-risk students through academic recovery, behavior improvement, and targeted SEL services. One of the challenges we continue to have is that a few students continue to arrive late to school.

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 2024-25 LCAP Goal 2 was $3,773,240.83.The estimated actual expenditures for 2024-25 LCAP Goal 2 are $3,825,671.05. This is a difference of -$52,430.22. The substantive differences were:

Action 2.7 (TK-8th Educational Excursions) -$28,942.20. Per-student costs were significantly higher than anticipated for sixth-grade students attending SCICON, our outdoor science education program.

Action 2.10 (Positive Culture and Climate) -$43,673.79. This material difference was due to an increased need to provide extra time compensation for substitute and additional staff to cover yard supervision. Throughout the year, we have experienced a higher-than-normal rate of absences among regular yard supervisors, requiring more frequent coverage from classified staff beyond their regular duties to ensure student safety during recess and lunch periods.

Action 2.12 (Dean of Success) $24,900.73. The Dean of Success position was vacant for several months during the year. While the position was budgeted for a full year of salary and benefits, hiring a qualified Dean of Success took time.

Action 2.14 (Opportunity Class) -$11,506.90. Two primary factors contributed to this material difference. First, the Opportunity Class teacher assigned to this program advanced on the salary schedule (step and column), resulting in a higher compensation rate than was initially projected. Second, the cost of installing and maintaining a dedicated restroom facility for the Opportunity Class exceeded initial estimates.

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

Actions 2.1, 2.2, and 2.3 effectively promoted family engagement, supported families in providing feedback, and strengthened school-home connections. According to the CDE Self-Reflection Tool, parents rated the district at Level 4 – Full Implementation (Metric 2.2), reflecting strong confidence in the parent education workshops provided. Additionally, on the CDE Self-Reflection Tool for Priority 3, parents rated the district at Level 4 – Full Implementation, indicating a strong perception of inclusive practices and communication (Metric 2.1). Local metrics further support effectiveness as 67% of parents reported feeling connected to their schools, an increase of 4 percentage points (%pts) from the previous year. 100% of English Learner parents and 64% of low-income parents reported a sense of connectedness, representing increases of 37%pts and 13%pts, respectively (Metric 2.11). Metric 2.14 shows that 99% of parents/guardians were successfully reached through ParentSquare.These results suggest that the leadership and collaborative structures are key in elevating the district's engagement and responsiveness, particularly for unduplicated pupil groups.

Actions 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, and 2.13 were effective in supporting improved attendance outcomes and reducing chronic absenteeism among all student groups, with a focused impact on unduplicated pupils. Based on Metric 2.4 (Attendance Rate), as reported in the May 2024 KiDS Dashboard, the district maintained an overall attendance rate of 94%, with English Learners at 94%, low-income students at 94%, and foster youth at 96%. These figures reflect meaningful gains from the baseline year, including an overall increase of 0.7%pts, 0.14%pts for ELs, 0.92%pts for low-income students, and 1.8%pts for foster youth. Metric 2.5 (Chronic Absenteeism Rate) data from the 2024 California School Dashboard further validates the effectiveness of these actions. Chronic absenteeism dropped to 21.6% overall, with subgroup rates at 19.1% (ELs), 22.6% (low-income), and 17.9% (foster youth). This represents a decrease of 8.5 percentage points overall, 7.8 percentage points for ELs, 8.9 percentage points for low-income students, and 6.2 percentage points for foster youth. These outcomes reflect the collective impact of Actions 2.4 through 2.9 and Action 2.13.

Actions 2.10 and 2.11 were effective in improving school climate and reducing our suspension rate for all student groups, with targeted benefits for unduplicated pupils. Implementing Positive Behavior Interventions and Supports (PBIS), coupled with expanded social-emotional learning (SEL) and behavioral health services, contributed to measurable improvements. Student Suspension Rate (Metric 2.7) decreased across all reported groups from 2023 to 2024: All Students: from 5.3% to 3.1% (2.2%pts decrease); (EL): from 6.5% to 2.3% (4.2%pts decrease); (LI): from 5.4% to 3.2% (2.2%pts decrease); and (FY): from 15.2% to 11.8% (3.4%pts decrease). These reductions indicate the actions were particularly impactful for high-needs students, including foster youth and English learners. Student Perception of Safety (Metric 2.10) also showed significant improvement: 5th & 6th Grade increased from 36.2% to 50.2% and 7th & 8th Grade increased from 19.5% to

34.4%, an increase of 14.0%pts and 14.9%pts, respectively. This upward trend in school connectedness and safety perception reflects the success of schoolwide PBIS Tier 1 implementation, expanded SEL supports, and student leadership opportunities such as Connection Crew and Kindness Squad.

Action 2.12 was somewhat effective in improving the graduation rate for our Foster Youth (Metric 2.13). Although we saw a slight reduction in the rate overall and with our ELs and LI students (-2%pts), we will continue the action as written, knowing the new Dean of Student Success will begin the process of monitoring and supporting earlier in the year.

Action 2.14 was effective in supporting a reduction in suspensions for high-risk student populations. The Opportunity Class provided structured academic and behavioral interventions that contributed to district-wide decreases in suspension rates and maintained near-zero expulsion rates. Student Suspension Rates (Metric 2.7) showed improvement from 2023 to 2024: All Students: from 5.3% to 3.1% (2.2% decrease), (ELs): from 6.5% to 2.3% (4.2% decrease), (LI): from 5.4% to 3.2% (2.2% decrease), (FY): from 15.2% to 11.8% (3.4% decrease). These declines reflect the positive impact of targeted behavioral supports offered in the Opportunity Class, particularly for unduplicated pupils. None of the students enrolled in the Opportunity Class were suspended or expelled, demonstrating the action's direct effectiveness in mitigating discipline issues. Student Expulsion Rate (Metric 2.8) remained low: 2023-24: 0% (All Students), with 0% expulsion for ELs, FY, and LI students, compared to 2022–23: 0% for all groups. The continued zero-expulsion trend for the most vulnerable student groups reinforces the effectiveness of proactive, restorative supports in place.

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.

Action 2.11 to use LREGB funds to address identified needs.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	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	$179,369.60	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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 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	$199,974.91	Yes
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	$21,799.00	Yes

Action #	Title	Description	Total Funds	Contributing
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 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	$322,525.72	Yes
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	$275,917.54	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	$90,221.56	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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 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	$217,950.49	Yes
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	$109,739.27	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	$538,373.49	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$506,838.52	Yes
2.11	LREBG Action 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	$870,358.70	Yes

Action #	Title	Description	Total Funds	Contributing
		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. According to Mahoney, Durlak, and Weissberg 2018, SEL programs appear to have as great a long-term impact on academic growth as has been found for programs designed specifically to support academic learning. Metrics being used to monitor the action: 2.7 and 2.9 LREBG funds supporting this action: $72,737.80.00 in 2025-26 and $128,820.00 in 2026-27. Expenses include salaries, benefits, extra time for training and events, materials and supplies.		
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 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	$175,978.80	Yes
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	$139,833.23	Yes

Action #	Title	Description	Total Funds	Contributing
		ensure students have access to appropriate programs given their unique circumstances. Expenses include salaries, benefits, materials and supplies		
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	$132,600.09	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 3 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	2022-2023 (All Students) -67 (ELs) -90.3 (LI) -70.2 (FY) -130.8 (SWD) -124.5	2023-2024 (All Students) -56.1 (ELs) -85.1 (LI) -59.8 (FY) No Data (SWD) -113		2025-2026 (All Students) -58 (EL) -81.3 (LI) -60.2 (FY) -125 (SWD) -115	Year 1 to Baseline Difference: (All Students) 10.9 (ELs) 5.2 (LI) 10.4 (FY) No Data (SWD) 11.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Math CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 (All Students) -92.4 (ELs) -109.9 (LI) -95.1 (FY) -170.5 (SWD) -150.5	2023-2024 (All Students) -80.8 (EL) -97.2 (LI) -83.6 (FY) No Data (SWD) -136.2		2025-2026 (All Students) -81 (EL) -100.9 (LI) -86 (FY) -160 (SWD) -141.5	Year 1 to Baseline Difference: (All Students) 11.6 (EL) 12.7 (LI) 11.5 (FY) No Data (SWD) 14.3
3.3	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 (All Students) 15.33% (EL) 1.27% (LI) 14.04% (FY) NA (SWD) 1.35%	2023-2024 (CA Dashboard Baseline) (All Students) 22.1 (EL) 28.2 (LI) 22.5 (FY) NA (SWD) 30.4		2025-2026 (All Students) 19.1 (EL) 25.2 (LI) 19.5 (FY) 19.1 (SWD) 27.4	Year 1 to Baseline Difference: (All Students) NA (EL) NA (LI) NA (FY) NA (SWD) NA
3.4	Percent of students at or above benchmark on DIBELS Mid Year Composite Source: KiDS State Priority: 8a	2023-2024 All Students: (Kindergarten) 63% (1st Grade) 54% (2nd Grade) 49% EL: (Kindergarten) 58% (1st Grade) 41% (2nd Grade) 37% LI: (Kindergarten) 61% (1st Grade) 54% (2nd Grade) 47%	2024-2025 All Students: (Kindergarten) 70% (1st Grade) 62% (2nd Grade) 54% EL: (Kindergarten) 59% (1st Grade) 41% (2nd Grade) 38% LI: (Kindergarten) 70% (1st Grade) 60%		2026-2027 All Students: 70% (Kindergarten) 60% (1st Grade) 55% (2nd Grade) EL: 63% (Kindergarten) 46% (1st Grade) 42% (2nd Grade) LI: 70% (Kindergarten) 60% (1st Grade)	Year 1 to Baseline Difference: All Students: (Kindergarten) 7%pts (1st Grade) 8%pts (2nd Grade) 5%pts EL: (Kindergarten) 1%pts (1st Grade) 0%pts (2nd Grade) 1%pts LI: (Kindergarten) 9%pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		FY (Less than 15 students): (Kindergarten) 33% (1st Grade) 33% (2nd Grade) 0% SWD: (Kindergarten) 46% (1st Grade) 38% (2nd Grade) 26%	(2nd Grade) 56% FY (Less than 15 students): (Kindergarten) 0% (1st Grade) 0% (2nd Grade) 0% SWD: (Kindergarten) 39% (1st Grade) 46% (2nd Grade) 42%		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)	(1st Grade) 6%pts (2nd Grade) 9%pts FY (Less than 15 students): (Kindergarten) -33%pts (1st Grade) -33%pts (2nd Grade) 0%pts SWD: (Kindergarten) -7%pts (1st Grade) 8%pts (2nd Grade) 16%pts
3.5	Percent of students scoring at or above benchmark on iReady Math Mid-Year (a new program to be implemented 2024-25, therefore we have no previous baseline) Source: KiDS State Priority: 8a	2023-2024 (All Students) 0% (ELs) 0% (LI) 0% (FY) 0%	2024-2025 (All Students) 13% (ELs) 3% (LI) 12% (FY) No Data		2026-2027 (All Students) 17% (ELs) 7% (LI) 16% (FY) 10%	Year 1 to Baseline Difference: (All Students) 13%pts (ELs) 3%pts (LI) 12%pts (FY) No Data
3.6	Percent of students with physical education grade of “C” or higher on third quarter reporting period Source: KiDS	2023-2024 (All Students) 75% (ELs) 68% (LI) 74% (FY) 82%	2024-2025 (All Students) 77.12% (ELs) 69.98% (LI) 71.43%		2026-2027 (All Students) 80% (ELs) 73% (LI) 80% (FY) 82%	Year 1 to Baseline Difference: (All Students) 2.12%pts (ELs) 1.98%pts

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	State Priority: 8a		(FY) 77.27%			(LI) -2.57%pts (FY) -4.73%pts
3.7	Percent of unduplicated students identified as eligible for GATE services Source: SIS State Priority 8a	2023-2024 (ELs) 7% (LI) 85% (FY) 0%	2024-2025 (ELs) 4% (LI) 88% (FY) 0%		2026-2027 (ELs) 10% (LI) 85% (FY) 1%	Year 1 to Baseline Difference: (ELs) -3%pts (LI) 3%pts (FY) 0%pts
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 (All Students) 0% (ELs) 0% (LI) 0% (FY) 0%	2024-2025 (All Students) 22% (ELs) 5% (LI) 22% (FY) No Data		2026-2027 (All Students) 26.2% (ELs) 8.62% (LI) 25.4%	Year 1 to Baseline Difference: (All Students) 22%pts (ELs) 5%pts (LI) 22%pts (FY) No Data
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	2022-2023 (All Students) 0% (EL) N/A (LI) 0% (FY) N/A	2023-2024 (All Students) 14.81% (EL) Less than 11 Students N/A (LI) 14.81% (FY) N/A		2025-2026 (All Students) 3% (EL) N/A (LI) 3% (FY) N/A	Year 1 to Baseline Difference: (All Students) 14.81%pts (ELs) N/A% (LI) 14.81%pts (FY) N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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	2022-2023 (All Students) 0% (EL) N/A (LI) 0% (FY) NA	2023-2024 (All Students) 3.7% (ELs) N/A Less than 11 Students (LI) 3.7% (FY) N/A		2025-2026 (All Students) 3% (EL) N/A (LI) 3% (FY) N/A	Year 1 to Baseline Difference: (All Students) 3.7% pts (ELs) N/A (LI) 3.7% pts (FY) No Data

Goal Analysis [2024-25]

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

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

Action 3.1 and Action 3.3 were implemented as intended to support academic recovery in English Language Arts (ELA). Academic Recovery Teachers (ARTs) at each elementary site provided targeted instructional support through small-group reading interventions, guided reading, progress monitoring, and modeling best practices for teachers. ARTs also supported DIBELS assessments, data analysis, goal setting, and curriculum planning, and provided professional development for teachers and instructional aides. Several teachers and ARTs participated in morphology training in spring 2024; however, a broader district-wide focus on morphology was delayed due to shifts in site priorities (CIP status at RJH and RW). Instructional aides provided Tier 2 reading, writing, and mathematics support during Universal Access (UA) time, adapting to student needs. Challenges included attendance among instructional aides and scholars, impacting the consistency of intervention delivery. Despite these challenges, ARTs and aides provided critical targeted support that improved small-group instruction and addressed academic gaps for unduplicated students.

Action 3.2 was partially implemented as intended. Four Academic Recovery Teachers (ARTs) were intended to be hired to provide direct instructional services in mathematics while supporting teachers with research-based practices to increase student engagement and mastery of grade-level standards. While three Math ARTs were not hired during the 2024–25 school year, the Math ARTs for elementary schools were hired in April 2025 and will start in their new assignment in August 2025. In the interim, four teachers were trained as Math Experts from each site, and KCSOS Math Coordinators provided professional learning, modeled lessons, and built teacher capacity in higher-order questioning, conceptual understanding, and procedural fluency. They also offered ongoing coaching throughout the year to strengthen math instruction. One Math ART supported seventh and eighth-grade teachers, and both grade levels used CAASPP CFAs and FIABs to monitor students' progress, make instructional adjustments, provide student feedback, and use data-driven planning to reflect on improved math pedagogy and instructional practices. Challenges included not being able to hire qualified Math ARTs and the limited time for collaboration and planning during the instructional day. Despite these challenges, progress was made in supporting teachers and improving mathematics instruction across the district.

Actions 3.4 and 3.5 were fully implemented as intended to strengthen Tier 2 and 3 interventions for English learners, low-income students, and foster youth. Intervention teachers and paraprofessionals provided targeted instruction based on diagnostic assessments and SST team referrals, with a focus on early literacy support and structured lessons aligned to the Science of Reading. Intervention staff collaborated with classroom teachers and ARTs to monitor scholar progress and adjust instruction as needed. The SST process was strengthened with the use of the KiDS Early Warning System, which helped identify students for additional support, referral, or service exit. While collaboration was strong overall, challenges included inconsistent intervention teacher collaboration, behavioral disruptions among some students, and occasional difficulties engaging families in the SST process.

Action 3.6 was fully implemented as planned for the Gifted and Talented Education (GATE) program, providing challenging, enriching, and accelerated instruction. Eleven dedicated GATE teachers have effectively delivered differentiated instruction and meaningful assessments, supported by professional development explicitly aimed at addressing the needs of unduplicated gifted learners. Teachers used the GATE icons and structures, ensuring consistency across classrooms. The district expanded testing to include all 2nd-grade students and extended opportunities for scholars working above grade level in grades 2 through 6, ensuring broader identification and equity in GATE placements. Directors and principals collaborated effectively to refine identification protocols and assessment tools, actively addressing and aiming to reduce biases and barriers for English learners, low-income students, and foster youth. The district continues to use i-Ready data successfully to differentiate instruction and track scholars' performance.

Action 3.7 was fully implemented as planned, with all four school sites providing evidence-based instructional strategies aimed at closing academic achievement gaps for English learners, low-income students, and foster youth. Site actions included differentiated instruction during universal access, after-school and Saturday academies, and professional development for integrating English Language Development (ELD) strategies across content areas. Key successes included regular data collection through classroom observations, collaborative grade-level meetings, and consistent administrative and Academic Response Team participation, demonstrating a strong commitment to student needs. Effective modeling of ELD strategies in staff meetings positively impacted teacher practices, especially in differentiated ELA instruction, though consistency in Math differentiation varied. Administration conducted classroom walkthroughs using the Teacher Success Tool to record and analyze instructional practices. We continue refining the Teacher Success Tool, working with the county office on developing a dashboard in KiDs to collect the data in order to analyze and support improved instruction delivery.

Actions 3.8 and 3.9 were implemented as intended to diagnose student needs, create individualized action plans to support language arts and math proficiency, and address specific IEP goals. Teachers selected IXL as a supplemental online program, and training and ongoing support were provided to facilitate the program's practical use. As of the mid-year evaluation, 3 out of 17 teachers actively utilize IXL and find it appropriate and beneficial for instruction. However, 13 out of 17 teachers transitioned away from the platform, primarily due to students lacking sufficient independence for effective use or because teachers have shifted their instructional focus to the i-Ready platform, which teachers perceive as better aligned with their current instructional strategies. While these teachers ceased using IXL, they effectively employed i-Ready to address student language arts and math proficiency IEP goals. Since most teachers no longer use IXL and have indicated a clear preference for i-Ready, we have decided not to renew the IXL subscription. Future resource allocation will reflect the instructional tools and platforms most effective, favored by teaching staff, and best suited to student learning needs.

Actions 3.10 and 3.11 were implemented effectively. Continuous Improvement Process (CIP) teams, administrators, and staff participated in structured training and collaborative planning to enhance data-driven instructional decisions, focusing on English learners, low-income pupils, foster youth, and homeless youth. Regular Collaborative Planning Time (CPT) meetings utilized Cycles of Inquiry (COIs) and analyzed data from i-Ready, DIBELS, and CAASPP assessments to track student progress—grade-level meetings transitioned from quarterly to mid-year for improved responsiveness, with additional targeted intervention planning. The data wall and training with KCSOS further guided instructional adjustments. While implementation consistency varied, monitoring and support were ongoing. In 2023-2024, grades K, 3, and 5 were fully trained, and grades 1, 2, 4, and 6 received partial training. In 2024-2025, grades 1, 2, 4, and 6 are undergoing additional training to be fully trained by June 2025, while grades K, 3, and 5 continue receiving coaching. Some challenges experienced were due to staffing.

Action 3.12 was implemented as intended, with two PE aides supporting the elementary physical education program at each elementary school, aligning with grade-level PE standards under the direction of the PE teacher. Although hiring challenges initially delayed full staffing, the team was fully staffed by December. The presence of aides has successfully reduced the adult-to-student ratio, positively impacting student engagement and reducing disciplinary issues by providing more immediate interventions and individualized support, particularly benefiting low-income students, English learners, and foster youth. Additionally, PE staff support structured recess activities, enhancing student interactions and preventing conflicts. Continued staffing stability is essential for maximizing these benefits moving forward.

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 2024-25 LCAP Goal 3 was $7,297,630.08.The estimated actual expenditures for 2024-25 LCAP Goal 3 are $7,102,319.40. This is a difference of $195,310.68. The substantive differences were:

Action 3.1 (ART ELA) -$58,146.18. The overage was primarily due to increased costs for salaries and benefits for substitutes for the instructional aides. We experienced a higher-than-anticipated number of instructional aides' absences, requiring substitute instructional aides to ensure uninterrupted support for ELA instruction.

Action 3.2 (ART Math) $347,271.80. We experienced difficulty hiring qualified Academic Recovery Teachers for Math during the 2024–25 school year, resulting in significant unspent funds. After analyzing the job description and recruitment barriers, the qualification requirement was revised from a Single-Subject Math credential to a Multiple-Subject credential, broadening the pool of eligible candidates. This strategic change led to successful hiring late in the year, positioning the district to fully implement the action in the 2025–26 school year.

Action 3.11 (Class Size Reduction) -$92,016.24. This overage was driven by higher-than-projected expenses for certificated substitute teachers. Substitutes were needed more frequently than anticipated to maintain reduced class sizes, as regular classroom teachers were absent more often and, in many cases, for extended periods of time.

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

Actions 3.1 and 3.3 were effective in improving ELA and early literacy outcomes. CAASPP results indicated substantial progress in ELA for all student groups from 2023 to 2024 (Metric 3.1). The distance from standard improved in all student groups. The "All Students" group improved from -67 to -56.1, English learners improved slightly from -90.3 to -85.1, and low-income students saw gains from -70.2 to -59.8. Students with disabilities (SWD) also showed improvement, moving from -124.5 to -113. Data for foster youth was not available due to enrollment of fewer than fifteen students. Early literacy measured by DIBELS Mid-Year Composite also showed growth (Metric 3.4). Overall, the "All Students" group increased by 7 percentage points in Kindergarten and 5 percentage points in 2nd Grade compared to the previous year. English learners maintained steady performance, with Kindergarten holding between 58%-59% and 1st grade constant at 41%, while 2nd Grade showed 1 percentage point growth. Low-income students demonstrated notable increases: Kindergarten grew from 61% to 70%, 1st Grade from 54% to 60%, and 2nd Grade from 47% to 56%, reflecting improvements of 9%, 6%, and 9%, percentage points respectively. SWD exhibited mixed outcomes, declining by 7%pts in Kindergarten but increasing by 8% pts in 1st Grade and 16%pts in 2nd Grade. The literacy and ELA growth across student groups, especially among low-income students and SWD, was supported by the targeted interventions of Academic Recovery Teachers (ARTs) and instructional aides, which reduced our class sizes, allowing for more individual time with teachers. Despite these successes, continued targeted support is required for English learners, foster youth, and students with disabilities. Moving forward, addressing attendance issues, reinforcing Tier 1 instruction, and expanding targeted intervention supports will be critical to closing persistent achievement gaps and fostering sustained academic improvement, as well as reaching our 3-year target.

Action 3.2 was effective in improving mathematics outcomes for students. Based on the CAASPP Distance from Standard, all student groups made gains between 2023 and 2024 (Metrics. The “All Students” group improved by 11.6 points (from -92.4 to -80.8), English learners improved by 12.7 points (from -109.9 to -97.2), low-income students improved by 11.5 points (from -95.1 to -83.6), and students with disabilities improved by 14.3 points (from -150.5 to -136.2). Data for foster youth was unavailable due to an enrollment of less than 15 students. Similarly, there was in increase in the percent of students at or above the iReady mid year math benchmark from 2024 to 2025 (0% to 13% for the “All Student” group; 0% to 3% for English learners, 0% to 12% for low-income students, and 0% to 14.3% for students with disabilities, indicating the beginning of positive trends toward the 2026–27 targets. While three Math ARTs were not hired during the school year for the elementary sites, KCSOS Math Coordinators provided ongoing coaching, and site-based Math Expert teachers contributed to improved instructional practices and student achievement. Implementing the newly hired elementary Math ARTs, beginning in August 2025, is anticipated to accelerate progress in mathematics achievement further.

Actions 3.4 and 3.5 were somewhat effective in providing early literacy intervention support to students based on the improvements in reading benchmarks as measured by the DIBELS Mid-Year Composite. Metric 3.4, above, shows the “All Students” group made significant improvement across all grade levels (K-2) from 2023-24 to 2024-25. English Learners had growth in K and 2nd Grade, with 1st Grade maintaining. For our Low-Income students, we saw strong growth in all grade levels. Though our Foster Youth (FY) performance decrease represents fewer than 10 students across all three grade levels, it does highlight a need for our continued efforts of targeted intervention. Students with Disabilities (SWD) outcomes had mixed results, with declines in Kindergarten, but notable gains in 1st and 2nd Grade. In addition, Metric 3.8, iReady ELA Mid-Year Benchmark (new program) has initial data that shows the “All Students” group and Low-income group in grades K-8 at 22% at or above benchmarks, indicating a promising initial implementation. English learners are having limited success, with only 5% at or above the benchmark, emphasizing the need for increased ELD support. Furthermore, the i-Ready Math Mid-Year Benchmark (Metric 3.5), shows early but modest progress. As with Metric 3.8, performance among English Learners was significantly lower than the "All Students" and Low-income student groups, highlighting a need for enhanced differentiated instruction. While we are making progress toward our 3-year target, there is a continued need to focus on supporting English Learners (EL), Foster Youth (FY), and Students with Disabilities (SWD) to ensure equitable academic outcomes.

Action 3.6 was effective in providing differentiated and enriched instruction for gifted students. As measured by Metric 3.7 (percent of unduplicated students identified as eligible for GATE services), low-income student identification increased from 85% (2023–24) to 88% (2024–25), surpassing the 2026–27 goal. English Learner identification decreased from 7% to 4%. Foster Youth identification remained at 0%, highlighting an ongoing area for improvement. While instructional practices and professional development were effective, a challenge is the number of English learners who don't meet the criteria for GATE, despite updating the process to be more equitable.

Action 3.7 was effective as students demonstrated growth in DIBELS reading benchmark (Metric 3.4), with Kindergarten improving by 7 percentage points, 1st Grade by 8 points, and 2nd Grade by 5 points. While Low-Income students showed substantial improvement, ranging from 6 to 9 percentage points across all grades, English Learners experienced minimal increases, with just a 1-point rise in Kindergarten and 2nd Grade and no improvement in 1st Grade. Foster Youth faced significant declines of 33 percentage points in both Kindergarten and 1st Grade. Students with Disabilities exhibited mixed outcomes, declining by 7 percentage points in Kindergarten but showing gains of 8 and 16 percentage points in 1st and 2nd grades, respectively. Our initial implementation of the new i-Ready Math assessment showed positive but limited outcomes (Metric 3.5), with a 13 percentage point increase of all students meeting benchmarks. Low-Income students closely mirrored this performance with a 12 percentage point improvement, whereas English Learners showed only modest improvement at 3 percentage points. The i-Ready ELA assessment (Metric 3.8) demonstrated more substantial initial effectiveness, with overall student achievement rising by 22 percentage points. Low-Income students matched this increase, indicating equitable progress, while English Learners showed a more modest gain of 5 percentage points. Foster Youth data was not available for these new metrics as their enrollment is less than 15 students. Moving forward, continued targeted support for English learners, foster youth, and students with disabilities in primary grades will be essential to address persistent achievement gaps more effectively.

Actions 3.8 and 3.9 were effective in enhancing student academic growth and engagement through the implementation of the i-Ready diagnostic tool. In its first year of use, students with disabilities in grades K-8 demonstrated measurable progress in both reading and math. In reading, students scoring at mid or above grade level increased from 4% at the beginning of the year (BOY) to 9% at mid-year (MOY). Those at early on-grade level rose from 9% to 13%. Students one grade level below remained constant at 29%, while those two grade levels below dropped from 22% to 16%. Students three or more grade levels below decreased from 35% to 32%. Kindergarten students are not included in the lowest performance category for reading. In math, the percentage of students scoring at mid or above grade level rose from 1% at BOY to 3% at MOY, and early on-grade level increased from 5% to 9%. Students one grade level below increased from 34% to 43%, while those two grade levels below decreased from 28% to 18%. Students three or more grade levels below dropped from 32% to 27%. On the CA Alternative Assessment (CAA), our SWD had gains in ELA and Math from 2022-23 to 2023-24 (Metrics 3.9 and 3.10). This was the case for all student groups. These gains reflect early positive outcomes from targeted support, particularly benefiting students with disabilities (SWD), and suggest strong potential for continued growth as implementation deepens.

Actions 3.10 and 3.11 have shown effectiveness in improving student outcomes across multiple measures. ELA CAASPP (Metric 3.1) data from 2022-2023 and 2023-2024 demonstrated improvement, with the "All Students" group closing the Distance from Standard by 10.9 points, ELs by 5.2 points, LI by 10.4 points, and SWD by 11.5 points. Math CAASPP (Metric 3.2) results also improved, with decreases in Distance from Standard by 11.6 points for the "All Students" group, 12.7 points for ELs, 11.5 points for LI, and 14.3 points for SWD. DIBELS mid-year composite scores (Metric 3.4) indicated positive growth overall from 2023-2024 and 2024-2025, with Kindergarten improving by 7 percentage points, 1st grade by 8 percentage points, and 2nd grade by 5 percentage points. Gains among LI students were positive, though progress among EL students was modest. FY student performance decreased significantly, highlighting a need for targeted interventions. iReady Math (Metric 3.5), in 2024-2025, showed 13% of All Students meeting benchmarks, though EL students saw minimal progress (3%). iReady ELA (Metric 3.8) demonstrated strong initial success, with 22% of All Students reaching benchmarks, including significant improvements for LI students. Overall, continued strategic implementation and targeted support remain essential to address disparities and sustain positive trends.

Action 3.12 demonstrated moderate effectiveness in improving physical education outcomes (Metric 3.6), with the overall percentage of students receiving a grade of "C" or higher increasing from 75% (2023-2024) to 77.12% (2024-2025). English Learners showed slight improvement (68% to 69.98%), while Low-Income and Foster Youth student groups experienced slight decreases (74% to 71.43% and 82% to 77.27%, respectively). Continued staffing stability and targeted support remain critical to achieving future performance targets.

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.

Actions 3.8 and 3.9 will be changed to reflect the use of i-Ready as a diagnostic tool to help create individualized action plans to support their IEP goals for ELA (Action 3.8) and Math (Action 3.9). The metrics for both of these actions will remain the same (Metrics 3.9 and 3.10).
Actions 3.4 and 3.11 to use LREBG funds and address identified needs.
Metric 3.3 has been updated to reflect the inclusion of the California Science Test (CAST) on the 2024 California School Dashboard. Accordingly, our Year 1 Outcome has been revised to report the Distance from Standard (DFS) for student performance on the CAST, as reported in the 2024 Dashboard. This DFS value will serve as our new baseline for future progress monitoring and our new 3-year target. This change ensures alignment with updated state accountability measures and reflects our commitment to using the most current and relevant performance data to drive improvement.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	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,	$1,244,798.65	Yes

Action #	Title	Description	Total Funds	Contributing
		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		
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	$559,720.00	Yes
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	$510,440.72	Yes
3.4	LREBG Action Intervention Support	To support our English learners, foster youth, and low-income students, three intervention teachers and one paraprofessional will provide strategic	$648,302.31	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Research indicates that early speech and language difficulties are linked to lower reading, writing, spelling, grammar, and numeracy performance throughout elementary and middle school years. Speech language pathologists are critical in enhancing student outcomes within general and special education programs. They provide evidence-based interventions to students with communication disorders and collaborate with educators to develop effective strategies that increase a student's access to the curriculum. To address the communication needs of students, a speech pathologist will be provided to work with students one-on-one or in small groups to accelerate learning recovery. Metrics being used to monitor the action: Metric 3.4 and 3.5 LREBG funds supporting this action: $143,352.00 in 2025-26 and $150,519.00 in 2026-27. Expenses include salaries, benefits, extra time for training, conference fees, and instructional supplies.		
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 extra time for professional development, conferences, supplemental instructional materials, and supplies.	$16,207.16	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. Expenses include extra time for PD and academies, substitute pay, supplemental materials and supplies	$17,825.56	Yes

Action #	Title	Description	Total Funds	Contributing
3.8	ELA Support for Students with Disabilities	Teachers will support students by using district supplemental programs as a diagnostic tool to help 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	$0.00	No
3.9	Math Support for Students with Disabilities	Teachers will support students by using district supplemental programs as a diagnostic tool to help 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	$0.00	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	$121,553.29	Yes
3.11	LREBG Action 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.	$4,392,206.39	Yes

Action #	Title	Description	Total Funds	Contributing
		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. This action is grounded in research summarized by Mathis (2016), which identifies class size as a key, policy-sensitive factor influencing student outcomes. The research emphasizes that smaller class sizes substantially impact academic achievement, graduation rates, and the development of non-cognitive skills. These benefits are especially significant for low-income and minority students who are most affected by overcrowded classrooms. While class size reduction carries implementation costs, it is recognized as one of the most cost-effective long-term strategies to support learning and equity. Metrics being used to monitor the action: Metric 3.1, 3.2, 3.4, 3.5, and 3.8 LREBG funds supporting this action: $1,207,071.44 in 2025-26 and $664,467.00 in 2026-27. Expenses include salaries for 22 teachers, classroom overload pay, and supplies		
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	$91,259.18	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	2022-2023 39.1%	2023-2024 43.2%		2025-2026 49.1%	Year 1 to Baseline Percentage Point Difference: 4.1%

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	2022-2023 9.65%	2023-2024 10.24%		2025-2026 Data 11%	Year 1 to Baseline Percentage Point Difference: 0.59%
4.3	ELA CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 (ELs) -90.3	2023-2024 (ELs) -85.1		2025-2026 (ELs) -81.3	Year 1 to Baseline DFS Difference: (ELs) 5.2
4.4	Math CAASPP Distance From Standard Source: CA School Dashboard State Priority: 4a	2022-2023 (ELs) -109.9	2023-2024 (ELs) -97.2		2025-2026 (ELs) -100.9	Year 1 to Baseline DFS Difference: (ELs) 12.7
4.5	Percent of students who met or exceeded the standard as measured by CAST Source: CAASPP/ELPAC ETS State Priority: 4a	2022-2023 (ELs) 1.27%	2023-2024 (ELs) 0.72%		2025-2026 (ELs) 8%	Year 1 to Baseline Percentage Point Difference: (ELs) -0.55%

Goal Analysis [2024-25]

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

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

Action 4.1 was successfully implemented. The Director of Curriculum and Instruction and School Principals strengthened the Designated English Language Development (ELD) program through targeted curriculum resources, and all teachers were trained in engagement strategies from DataWORKS Explicit Direct Instruction to support English learners. Richland Junior High (RJH) teachers specifically received ongoing coaching in effective ELD practices. Collaboration among teachers, students, and families was enhanced, and regular formative assessments informed timely interventions and personalized support. The district formed an English Learner (EL) Committee, which reviewed and piloted lessons to select a districtwide supplemental EL program, purchased in June 2025.

Action 4.2 was successfully implemented. The Director of Curriculum and Instruction and School Principals coordinated professional development through Guided Language Acquisition Design (GLAD) strategies at Richland Junior High and Thinking Maps at the elementary schools. Initial training emphasized practical classroom applications, supported by ongoing coaching and lesson modeling from the county coordinator. Regular collaborative planning enabled teachers to integrate these strategies into daily instruction effectively. Classroom observations confirmed consistent implementation of designated ELD and provided actionable feedback for continuous improvement. Teachers regularly analyzed student data and shared best practices. While challenges included finding adequate time for collaborative planning, implementation significantly enhanced instructional practices and increased teacher confidence in using ELD strategies.

Action 4.3 was partially implemented. The Director of Curriculum and Instruction and School Principals supported long-term English learners (LTELs) by conducting comprehensive assessments to identify students' proficiency levels and developing individualized learning plans. Teachers received professional development focused on differentiated instruction, culturally responsive teaching, and integrating language objectives with content instruction. Instruction emphasized vocabulary building, reading comprehension, group work, and the use of technology to enhance engagement. Site teams promoted family engagement through multilingual resources and communication to support learning at home. A substantive difference from the planned actions was the non-implementation of after-school tutoring and summer language immersion due to staffing constraints. Administrators conducted regular classroom walkthroughs to monitor the effectiveness of strategies and identify areas for continued improvement. Overall, the action contributed to more targeted instructional practices for LTELs during the regular instructional day.

Action 4.4 was partially implemented to support newcomers learning English as a second language. The Director of Curriculum and Instruction and the School Principals conducted initial English proficiency assessments and developed individualized learning plans to address specific student needs. Instruction emphasized practical communication skills in reading, writing, speaking, and listening, supported by integrating technology-based tools such as language-learning apps and interactive software. Culturally responsive teaching materials were purchased to create a more inclusive classroom environment. Family engagement efforts included orientation sessions and multilingual resources to help families support their children's language development at home. A substantive difference from the planned actions was the non-implementation of after-school tutoring and peer mentorship programs due to staffing and resource constraints. Regular monitoring of newcomer progress allowed instruction to be tailored to evolving needs. The upcoming purchase of a districtwide supplemental English learner program in June 2025 will strengthen future support for newcomers.

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 a detailed review of expenditures related to Goal 3. The total budgeted amount was $355,397, while the estimated actual expenditures totaled $277,585.83, resulting in a difference of $47,811.17. The difference is attributed to the following action-specific adjustments:

Action 4.1 (Designated ELD) $44,407.97 This underspending is primarily attributed to a delay in adopting and rolling the new ELD program. Although the English Learner (EL) Committee completed the program selection process by the end of the school year, the adoption was postponed due to significant challenges in securing supplemental materials. Many publishers have limited or ceased production of ELD-specific resources tied to current ELA core programs, as the field prepares for new California Department of Education (CDE) approved ELA/ELD adoptions expected within the next three to four years. Current ELA core programs are also projected to go out of print within the next four years, further complicating material availability.

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

Action 4.1 effectively improved progress toward the district's goal of improving outcomes for English learner students. Based on Metric 4.1, the percentage of English learners making progress toward English proficiency, as measured by the ELPAC (ELPI Rate), has steadily increased from 39.1% in 2023 to 43.2% in 2024, demonstrating a clear upward trajectory. This positive trend indicates that the instructional strategies teachers use are positively influencing student language proficiency. Metric 4.2, the English Learner Reclassification Rate, also improved from 9.65% in the 2022-23 school year to 10.24% in 2023-24. These incremental gains further confirm that the implemented actions effectively support language proficiency and reclassification among English learners.

Action 4.2 demonstrated initial effectiveness in improving academic outcomes for English learners. In English Language Arts, the CAASPP Distance from Standard improved from -90.3 in 2023 to -85.1 in 2024, showing positive progress toward the 2026 goal of -81.3. This growth reflects the positive impact of professional development focused on evidence-based strategies. In Mathematics, the CAASPP Distance from Standard improved from -109.9 in 2023 to -97.2 in 2024, indicating meaningful progress toward the 2026 goal of -100.9. Continued monitoring and support will be critical to sustain this improvement. In Science, the percentage of English learners meeting or exceeding standards on the CAST declined from 1.27% in 2023 to 0.72% in 2024, well below the 2026 target of 8%. This highlights the need for increased focus and targeted support in science instruction. Overall, Action 4.2 has been partially effective, with notable gains in ELA and math, while identifying Science as an area requiring additional attention.

Action 4.3 demonstrated an initial positive impact in supporting long-term English learners (LTELs). The English Learner Progress Indicator (ELPI Rate) increased from 39.1% in 2023 to 43.2% in 2024, showing movement toward the 2026 goal of 49.1%. Additionally, the English Learner Reclassification Rate rose from 9.65% in 2022-23 to 10.24% in 2023-24, with a projected increase to 11% by 2025-26. While after-school tutoring and summer language immersion were not implemented, individualized learning plans, teacher professional development, and differentiated instructional strategies contributed to the observed gains. Continued focus on extended learning opportunities and full program implementation is expected to accelerate LTELs' academic success and reclassification outcomes.

Action 4.4 demonstrated an initial positive impact in supporting newcomer English learners. The English Learner Progress Indicator (ELPI Rate) improved from 39.1% in 2023 to 43.2% in 2024, reflecting measurable progress toward the 2026 target of 49.1%. Similarly, the English Learner Reclassification Rate increased from 9.65% in 2022-23 to 10.24% in 2023-24, with a projected rise to 11% by 2025-26. Although after-school tutoring and peer mentorship programs were not implemented, individualized learning plans, immersive instruction, integration of technology tools, and family engagement efforts contributed to student growth. The upcoming implementation of the districtwide supplemental English learner program in June 2025 is expected to further accelerate newcomer progress toward English proficiency and reclassification goals.

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

There are no changes being made to the goal, metrics, outcomes, or actions within Goal 4.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	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.	$6,658.20	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	$5,000.00	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,	$3,000.00	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	$3,000.00	Yes

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$10,729,347.00	$1,400,308.00

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
41.761%	2.712%	$698,979.14	44.473%

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. Current data and education partner feedback indicates the need for continued 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. Current data and DELAC and administrators continue to indicate the 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).

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
1.3	**Action:** Comprehensive School Site Program Support **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. Current data and educational partner feedback continue to share the 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	This will address the needs of English learners, low-income students, and all student groups by 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.	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).
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. Current local usage reports and site and district administrators continue to report that the third-party systems designed to close	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
	learning gaps among at-risk students are not being consistently utilized across all sites. **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. Current data and our DELAC feedback continue to demonstrate a need to offer the zero-period option and the need to 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:**	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	We will monitor effectiveness by the percentage of low income, ELs, and FY students who have access to computing

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
	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. 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. Current data and feedback from our education partners, including parents, teachers, and administrators, continue to indicate access to current technology as a potential barrier to student success and a need for updated devices. **Scope:** LEA-wide	develop their 21st-century skills and have access to information and resources to deepen and expand learning beyond the school day. We are 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.	devices at school and at home (Metric 1.7)
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	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
	from low-income families will have increased opportunities to improve skills needed for academic success. Current data and our educational partners' feedback requesting for a Dual Program as a pathway for students to earn their seal of biliteracy in high school, demonstrate a need to continue our program. **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. Current data and our DELAC feedback demonstrate the need for continued parent workshops, increased parent events with students, and support for parents 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)

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
2.2	**Action:** LCAP Coordination & Leadership - Assistant Superintendent **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, 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. Current data and feedback from DELAC and PAC demonstrate a need for our district to continue providing the types and scope of opportunities they have to give feedback. **Scope:** LEA-wide	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 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.	Progress in building the capacity of and supporting family members to effectively engage in advisory groups and 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)

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
2.3	**Action:** Parent & Family Communication **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, 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. Current data and educational partner feedback indicates a need to continue providing timely communication in our students' families' preferred language and increase their sense of connectedness. **Scope:** LEA-wide	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 all students can benefit from timely communication.	We will monitor the effectiveness of the action by the percentage of families reached with our communication platform (Metric 2.14) 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	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
	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. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. **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. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. **Scope:**	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)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
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 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. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. **Scope:** LEA-wide	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 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	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	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
	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. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. **Scope:** LEA-wide	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.	
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. Current data and educational partner feedback (students, staff, families, DELAC) indicate a need to continue to have music programs at our elementary sites, as our community does not offer music programs outside of the school setting.	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)

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: Schoolwide		
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 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. Current data and educational partner feedback indicates a need to continue offering a place for our unduplicated pupils to interact with peers outside of their regular school day. **Scope:** LEA-wide	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 benefit from a school environment where they feel connected.	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 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	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	We will monitor the percentage of English learners and foster youth being suspended, including all students by using the:

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
	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. Current data indicate a need for continued positive culture and climate support. **Scope:** LEA-wide	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.	California School Dashboard student group suspension rates (Metric 2.7)
2.11	**Action:** LREBG Action Social Emotional Supports for Students **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.	Staff will support English learners, low-income youth, and foster youth by providing counseling opportunities for students to engage in meaningful 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.	We will monitor the progress of English learners, low-income, foster youth, and all students using the: Annual Spring Student Climate Survey (Metric 2.9) Ca. School Dashboard Suspension Rate (Metric 2.7)

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
	Current data and educational partner feedback indicate a need for continued increase in social-emotional support for students. **Scope:** LEA-wide		
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 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	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 will benefit from services provided by the Dean of Success.	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)
2.13	**Action:** Student & Family Supports Coordinator **Need:**	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	We will monitor progress for English learners, low income students, and for all students using: KiDs Dashboard Attendance

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, 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. Current data and educational partner feedback indicate a continued need to provide support to address chronic absenteeism. **Scope:** LEA-wide	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.	Rates (Metric 2.4) and Ca. School Dashboard Chronic Absenteeism Rate (Metric 2.5)
2.14	**Action:** Opportunity Class **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. 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.	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 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.	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) Student Expulsion rate (Metric 2.8)

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
	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. Current data and educational partners feedback, including DELAC teachers, parents, and site administrators, indicate a continued 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		
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 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 continue to indicate we provide additional support for English learners in ELA by providing training, supplemental materials, and strategies for students.	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 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.	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)

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: Schoolwide		
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 and current data indicate the need to continue to provide additional support for English learners and low-income students in math by providing ongoing training, supplemental materials, and strategies for students. **Scope:** LEA-wide	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)
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	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	We will monitor the progress for English learners, low income, and foster youth and for all students using:

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 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 current data and educational partner's feedback (teachers, parents, site administrators) continue to indicate the need to provide intervention services to students performing below grade level. **Scope:** Schoolwide	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.	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:** LREBG 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, 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	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 schoolwide at all elementary campuses as all students performing below grade level will benefit from the opportunity to improve their reading and math skills.	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 Mid Year Math (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
	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 current data and educational partner's feedback (teachers, parents, site administrators) continue to indicate the need to provide intervention services to students performing below grade level. **Scope:** Schoolwide		
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 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	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 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. Our current data and Educational partner input (parents, teachers, site administrators) and our DELAC continue to state the need for our SST process. **Scope:** LEA-wide		
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 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 continue to implement inclusive identification strategies that	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
	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 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.	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
	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, while Sequoia Elementary has the lowest performance indicator for English learners. **Scope:** LEA-wide	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
3.11	**Action:** LREBG 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. **Scope:** LEA-wide	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)
3.12	**Action:** PE Aides	By reducing the size of PE classes, teachers can offer English learners and low-income students more personalized attention tailored to their unique	We will monitor the progress for 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: 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	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.	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. Current data and our educational partners' feedback, including our DELAC, continue to indicate we provide a program and training to support teachers in providing English language support for our English learners. **Scope:** LEA-wide	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)

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. Current data and our educational partner's feedback, including our DELAC, continue to indicate 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 **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	Teachers will participate in targeted training and prepare structured lessons that emphasize 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.	We will monitor the progress using: Percentage of English learner students who make progress toward English proficiency on ELPAC (ELPI Rate) (Metric 4.1)

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	CA School Dashboard and our junior high in the Orange performance level. Current data and our educational partners' feedback, including our DELAC, indicate a need to continue providing a program and training to support teachers in providing English language support for our English learners. **Scope:** Limited to Unduplicated Student Group(s)		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 current data and educational partners' feedback, including our DELAC, continue to indicate 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)	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)

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:

30 paraprofessionals (Goal 3 Action 1)
1 health aide (Goal 2 Action 5)
1 custodian (Goal 2 Action 6)
1 Opportunity teacher and one paraprofessional (Goal 2 Action 14)

Additionally, the plan includes increasing the hours of 18 paraprofessionals (Action 3.3), which will result 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: 1:16 Junior High: 1:20
Staff-to-student ratio of certificated staff providing direct services to students	NA	Elementary: 1:15 Junior High: 1:13

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	25,692,037.00	10,729,347.00	41.761%	2.712%	44.473%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$11,426,049.09	$1,448,214.24	$0.00	$567,241.93	$13,441,505.26	$11,070,965.49	$2,370,539.77

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	$267,005.13	$186,335.00	$453,340.13				$453,340.13	
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	$155,281.66	$75,000.00	$75,000.00			$155,281.66	$230,281.66	
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	$4,737.00	$65,000.00	$69,737.00				$69,737.00	
1	1.4	PreSchool Mainstreaming	Students with Disabilities	No			Specific Schools: Golden Oak Elementary PK-TK	2024-25 through 2026-27	$25,053.00	$0.00		$25,053.00			$25,053.00	
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	$153,756.03	$500.00	$154,256.03				$154,256.03	
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	$29,264.73	$0.00	$29,264.73				$29,264.73	
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	$242,847.33	$760,400.00	$1,003,247.33				$1,003,247.33	

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-6 (2025-26)	2024-25 through 2026-27	$3,000.00	$17,000.00	$20,000.00				$20,000.00	
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	$121,919.60	$57,450.00	$90,230.09			$89,139.51	$179,369.60	
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	$166,974.91	$33,000.00	$199,974.91				$199,974.91	
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	$21,799.00	$21,799.00				$21,799.00	
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	$300,575.72	$21,950.00	$322,525.72				$322,525.72	
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	$257,217.54	$18,700.00	$275,917.54				$275,917.54	
2	2.6	Health and Safety	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools	2024-25 through 2026-27	$90,221.56	$0.00	$90,221.56				$90,221.56	
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	$7,950.49	$210,000.00	$217,950.49				$217,950.49	
2	2.8	Extended Learning Programs	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	2024-25 through 2026-27	$108,239.27	$1,500.00	$109,739.27				$109,739.27	
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	$508,223.49	$30,150.00	$315,552.73			$222,820.76	$538,373.49	

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	2.10	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	$434,751.49	$72,087.03	$506,838.52				$506,838.52	
2	2.11	LREBG Action 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	$259,342.70	$611,016.00	$797,620.90	$72,737.80			$870,358.70	
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	$165,478.80	$10,500.00	$175,978.80				$175,978.80	
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	$130,333.23	$9,500.00	$139,833.23				$139,833.23	
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	$132,100.09	$500.00	$132,600.09				$132,600.09	
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	$1,240,298.65	$4,500.00	$1,244,798.65				$1,244,798.65	
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	$553,720.00	$6,000.00	$559,720.00				$559,720.00	
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	$510,440.72	$0.00	$510,440.72				$510,440.72	
3	3.4	LREBG Action 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	$646,802.31	$1,500.00	$504,950.31	$143,352.00			$648,302.31	
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	

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	**3.6**	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	$1,707.16	$14,500.00	$16,207.16				$16,207.16	
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	$7,172.82	$10,652.74	$17,825.56				$17,825.56	
3	**3.8**	ELA Support for Students with Disabilities	Students with Disabilities	No			All Schools	2024-25 through 2026-27	$0.00	$0.00	$0.00				$0.00	
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	$0.00	$0.00	$0.00				$0.00	
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	$3,553.29	$118,000.00	$21,553.29			$100,000.00	$121,553.29	
3	**3.11**	LREBG Action 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	$4,382,206.39	$10,000.00	$3,185,134.95	$1,207,071.44			$4,392,206.39	
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	$91,259.18	$0.00	$91,259.18				$91,259.18	
4	**4.1**	Designated ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,658.20	$3,000.00	$6,658.20				$6,658.20	
4	**4.2**	Integrated ELD	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$5,000.00	$0.00	$5,000.00				$5,000.00	
4	**4.3**	LTEL Support	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools		$3,000.00	$0.00	$3,000.00				$3,000.00	

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
					cated Student Group(s)											
4	**4.4**	Newcomer Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		$3,000.00	$0.00	$3,000.00				$3,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
25,692,037.00	10,729,347.00	41.761%	2.712%	44.473%	$11,426,049.09	0.000%	44.473 %	**Total:**	$11,426,049.09
								LEA-wide Total:	$8,746,959.23
								Limited Total:	$12,658.20
								Schoolwide Total:	$2,666,431.66

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	$453,340.13	
1	**1.2**	Teacher Induction Program Support Provider	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$75,000.00	
1	**1.3**	Comprehensive School Site Program Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$69,737.00	
1	**1.5**	Educational Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$154,256.03	
1	**1.6**	Zero Period	Yes	Schoolwide	English Learners Low Income	Specific Schools: Richland Junior High 7th and 8th grade	$29,264.73	
1	**1.7**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,003,247.33	

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-6 (2025-26)	$20,000.00	
2	2.1	Educational Parent Engagement - Community Liaison	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,230.09	
2	2.2	LCAP Coordination & Leadership - Assistant Superintendent	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$199,974.91	
2	2.3	Parent & Family Communication	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,799.00	
2	2.4	Attendance/Chronic Absenteeism Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$322,525.72	
2	2.5	Health Services - District Nurse & Health Aide	Yes	LEA-wide	English Learners Low Income	All Schools	$275,917.54	
2	2.6	Health and Safety	Yes	LEA-wide	English Learners Low Income	All Schools	$90,221.56	
2	2.7	TK-8 Educational Excursions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$217,950.49	
2	2.8	Extended Learning Programs	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia 2nd - 6th	$109,739.27	
2	2.9	Library Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$315,552.73	
2	2.10	Positive Culture and Climate Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$506,838.52	
2	2.11	LREBG Action Social Emotional Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$797,620.90	
2	2.12	Dean of Success	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High	$175,978.80	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	**2.13**	Student & Family Supports Coordinator	Yes	LEA-wide	Foster Youth Low Income	All Schools	$139,833.23	
2	**2.14**	Opportunity Class	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 6th - 8th	$132,600.09	
3	**3.1**	Academic Recovery Teachers- ELA	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$1,244,798.65	
3	**3.2**	Academic Recovery Teachers- Math	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$559,720.00	
3	**3.3**	Reading Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$510,440.72	
3	**3.4**	LREBG Action Intervention Support	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$504,950.31	
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	$16,207.16	
3	**3.7**	School Site Student Group Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$17,825.56	
3	**3.10**	Data Analysis and Instructional Decision Making	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$21,553.29	
3	**3.11**	LREBG Action Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,185,134.95	
3	**3.12**	PE Aides	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	$91,259.18	
4	**4.1**	Designated ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,658.20	

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 (%)
4	**4.2**	Integrated ELD	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
4	**4.3**	LTEL Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	
4	**4.4**	Newcomer Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$13,530,444.12	$13,232,381.45

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	$496,423.07	$456,225.00
1	**1.2**	Teacher Induction Program Support Provider	Yes	$212,573.00	$207,773.00
1	**1.3**	Comprehensive School Site Program Support	Yes	$154,415.50	$153,599.00
1	**1.4**	PreSchool Mainstreaming	No	$26,623.17	$26,623.17
1	**1.5**	Educational Technology	Yes	$153,088.67	$152,581.00
1	**1.6**	Zero Period	Yes	$29,248.80	$28,639.00
1	**1.7**	Technology	Yes	$975,604.00	$915,165.00
1	**1.8**	Dual Language Program	Yes	$56,000.00	$56,000.00
2	**2.1**	Educational Parent Engagement - Community Liaison	Yes	$194,323.39	$188,212.23
2	**2.2**	LCAP Coordination & Leadership - Assistant Superintendent	Yes	$199,399.34	$199,400.00
2	**2.3**	Parent & Family Communication	Yes	$23,507.50	$21,507.50

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	**2.4**	Attendance/Chronic Absenteeism Support	Yes	$308,340.52	$309,035.00
2	**2.5**	Health Services - District Nurse & Health Aide	Yes	$250,171.20	$260,276.00
2	**2.6**	Health and Safety	Yes	$88,493.70	$97,250.00
2	**2.7**	TK-8 Educational Excursions	Yes	$132,438.80	$161,381.00
2	**2.8**	Extended Learning Programs	Yes	$105,513.99	$104,453.00
2	**2.9**	Library Services	Yes	$549,268.29	$547,823.00
2	**2.10**	Positive Culture and Climate Support	Yes	$505,103.21	$548,777.00
2	**2.11**	Social Emotional Supports for Students	Yes	$942,219.06	$930,202.32
2	**2.12**	Dean of Success	Yes	$184,975.73	$160,075.00
2	**2.13**	Student & Family Supports Coordinator	Yes	$133,226.00	$129,512.00
2	**2.14**	Opportunity Class	Yes	$156,260.10	$167,767.00
3	**3.1**	Academic Recovery Teachers- ELA	Yes	$1,215,401.82	$1,273,548.00
3	**3.2**	Academic Recovery Teachers- Math	Yes	$473,258.80	$125,987.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Reading Intervention Support	Yes	$494,273.81	$501,761.00
3	**3.4**	Intervention Support	Yes	$488,900.52	$498,879.00
3	**3.5**	SST	Yes	$54,873.00	$52,409.00
3	**3.6**	Enrichment Program for Unduplicated Students GATE	Yes	$1,473,111.16	$1,463,353.00
3	**3.7**	School Site Student Group Support	Yes	$26,904.90	$26,904.90
3	**3.8**	ELA Support for Students with Disabilities	No	$4,200.00	$4,200.00
3	**3.9**	Math Support for Students with Disabilities	No	$5,000.00	$5,000.00
3	**3.10**	Data Analysis and Instructional Decision Making	Yes	$188,924.82	$185,510.50
3	**3.11**	Class Size Reduction	Yes	$2,781,319.76	$2,873,336.00
3	**3.12**	PE Aides	Yes	$91,461.49	$91,431.00
4	**4.1**	Designated ELD	Yes	$289,597.00	$245,189.03
4	**4.2**	Integrated ELD	Yes	$30,000.00	$32,596.80
4	**4.3**	LTEL Support	Yes	$23,000.00	$20,000.00

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)
4	**4.4**	Newcomer Support	Yes	$13,000.00	$10,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$10,550,820.00	$11,247,642.90	$10,949,540.23	$298,102.67	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	$496,423.07	$456,225.00		
1	**1.2**	Teacher Induction Program Support Provider	Yes	$50,170.00	$45,370.00		
1	**1.3**	Comprehensive School Site Program Support	Yes	$154,415.50	$153,559.00		
1	**1.5**	Educational Technology	Yes	$153,088.67	$152,581.00		
1	**1.6**	Zero Period	Yes	$29,248.80	$28,639.00		
1	**1.7**	Technology	Yes	$975,604.00	$915,165.00		
1	**1.8**	Dual Language Program	Yes	$56,000.00	$56,000.00		
2	**2.1**	Educational Parent Engagement - Community Liaison	Yes	$105,821.16	$99,710.00		
2	**2.2**	LCAP Coordination & Leadership - Assistant Superintendent	Yes	$199,399.34	$199,400.00		
2	**2.3**	Parent & Family Communication	Yes	$23,507.50	$21,507.50		
2	**2.4**	Attendance/Chronic Absenteeism Support	Yes	$308,340.52	$309,035.00		
2	**2.5**	Health Services - District Nurse & Health Aide	Yes	$250,171.20	$260,276.00		

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	2.6	Health and Safety	Yes	$88,493.70	$97,250.00		
2	2.7	TK-8 Educational Excursions	Yes	$132,438.80	$161,381.00		
2	2.8	Extended Learning Programs	Yes	$105,513.99	$104,453.00		
2	2.9	Library Services	Yes	$326,800.29	$325,355.00		
2	2.10	Positive Culture and Climate Support	Yes	$505,103.21	$548,777.00		
2	2.11	Social Emotional Supports for Students	Yes	$795,528.74	$783,512.00		
2	2.12	Dean of Success	Yes	$184,975.73	$160,075.00		
2	2.13	Student & Family Supports Coordinator	Yes	$133,226.00	$129,512.00		
2	2.14	Opportunity Class	Yes	$156,260.10	$167,767.00		
3	3.1	Academic Recovery Teachers- ELA	Yes	$1,215,401.82	$1,273,548.00		
3	3.2	Academic Recovery Teachers- Math	Yes	$473,258.80	$125,987.00		
3	3.3	Reading Intervention Support	Yes	$494,273.81	$501,761.00		
3	3.4	Intervention Support	Yes	$488,900.52	$498,879.00		
3	3.5	SST	Yes	$54,873.00	$52,409.00		
3	3.6	Enrichment Program for Unduplicated Students GATE	Yes	$13,707.16	$3,949.00		
3	3.7	School Site Student Group Support	Yes	$26,904.90	$26,904.90		
3	3.10	Data Analysis and Instructional Decision Making	Yes	$21,414.32	$18,000.00		

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	3.11	Class Size Reduction	Yes	$2,781,319.76	$2,873,336.00		
3	3.12	PE Aides	Yes	$91,461.49	$91,431.00		
4	4.1	Designated ELD	Yes	$289,597.00	$245,189.03		
4	4.2	Integrated ELD	Yes	$30,000.00	$32,596.80		
4	4.3	LTEL Support	Yes	$23,000.00	$20,000.00		
4	4.4	Newcomer Support	Yes	$13,000.00	$10,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$25,773,641.00	$10,550,820.00	4.259%	45.195%	$10,949,540.23	0.000%	42.483%	$698,979.14	2.712%

Local Control and Accountability Plan Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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