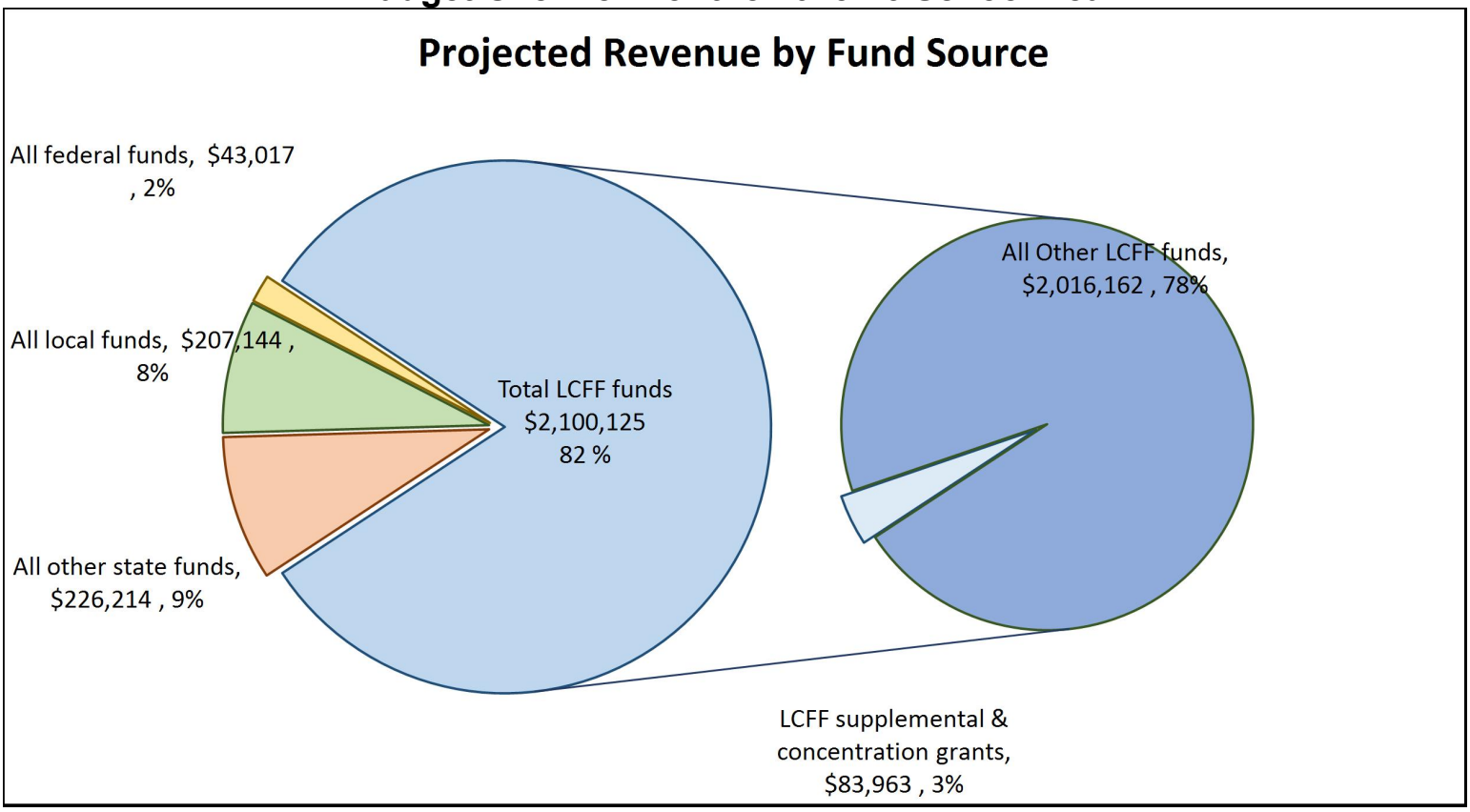
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richmond Elementary School District
CDS Code: 64170
School Year: 2025-26
LEA contact information:
Brian Boyer
Superintendent/ Principal
bboyer@richmondelementary.com
530-257-2338

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

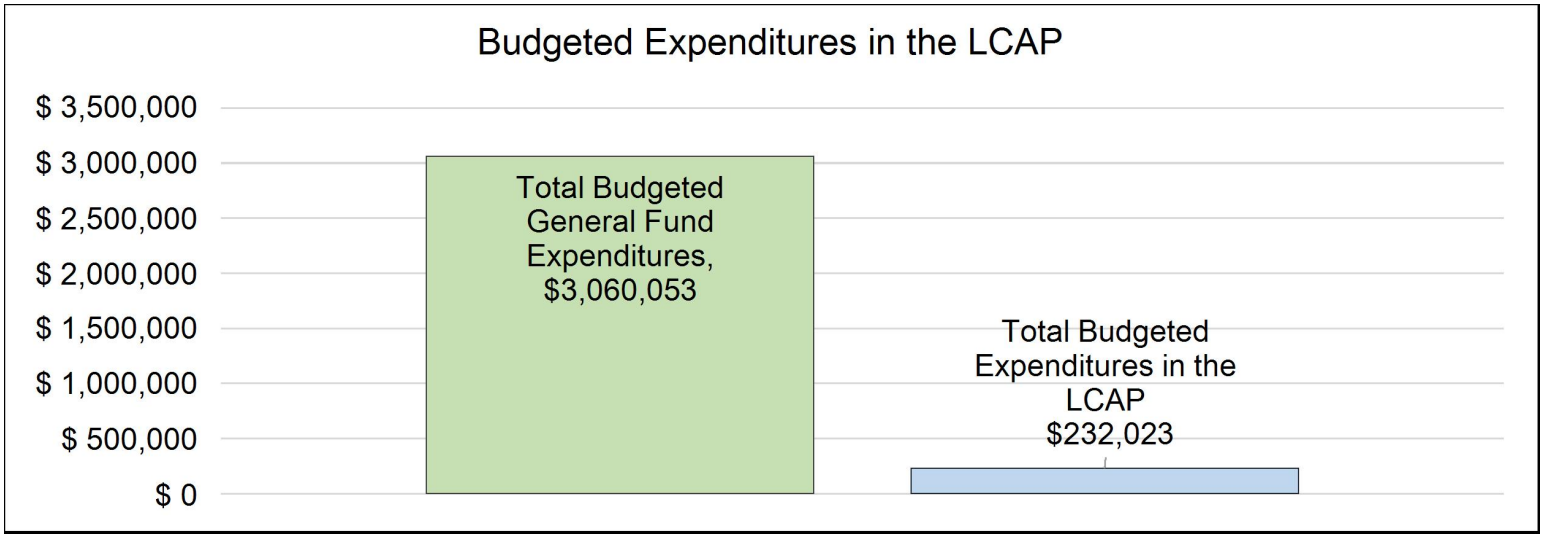


This chart shows the total general purpose revenue Richmond Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richmond Elementary School District is $2,576,500, of which $2100125 is Local Control Funding Formula (LCFF), $226214 is other state funds, $207144 is local funds, and $43017 is federal funds. Of the $2100125 in LCFF Funds, $83963 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 Richmond 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: Richmond Elementary School District plans to spend $3060053 for the 2025-26 school year. Of that amount, $232023 is tied to actions/services in the LCAP and $2,828,030 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

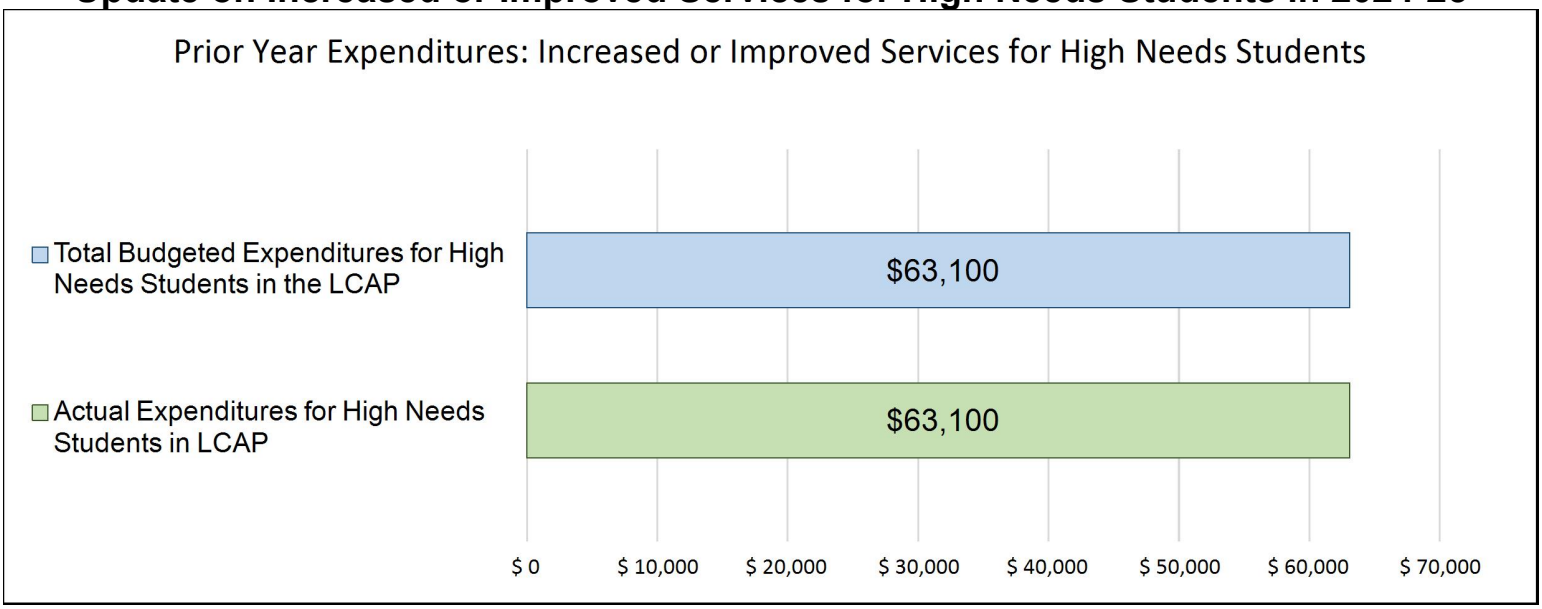
Any funds associated with operating costs and staff salaries.

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

In 2025-26, Richmond Elementary School District is projecting it will receive $83963 based on the enrollment of foster youth, English learner, and low-income students. Richmond Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Elementary School District plans to spend $155623 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 Richmond 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 Richmond 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, Richmond Elementary School District's LCAP budgeted $63100 for planned actions to increase or improve services for high needs students. Richmond Elementary School District actually spent $63100 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
Richmond Elementary School District	Brian Boyer Superintendent/ Principal	bboyer@richmondelementary.com 530-257-2338

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.

Just minutes from Susanville California, Richmond Elementary School District (Richmond Elementary) is a single site consisting of approximately 193 students in transitional kindergarten through eighth grade. As one of the oldest schools/ districts in Lassen County, Richmond Elementary houses a deeply rooted history of excellence, community, and tradition. Approximately half of Richmond's students are inter-districts from the surrounding communities. Enrollment has been declining the last two years at Richmond Elementary and across Lassen County. The decline in enrollment is partially due to the state prison outside of Susanville, the effects of inflation, and families moving out of California.

Richmond does not currently have any foster youth or English language learners. In 2023, the district has 35 total students identified as Socioeconomically Disadvantaged, which is 18.3% of the schools population. With an ADA of 191, 43.44% of all students are performing at or above grade level in math with 50% at or above grade level in English language arts. This data is not in line with performance of only socioeconomically disadvantaged student performance. In other words, we do not have a demonstrated learning gap when we compare low-income and non-low-income groups.

Demographics: Richmond Elementary has a student population of 81.2% white students, 9.9% Hispanic, 8.9% students with disabilities.
PTO: Richmond Elementary has a strong, supportive Parent Teacher Organization, the Richmond Community Association (RCA) Athletics: Richmond Elementary offers a variety of sports including flag football, basketball, volleyball, track and cross country.
Enrichment/Electives: Richmond Elementary has had an elective wheel so that students have opportunities to enrich and expand their regular curriculum.

Assemblies/Awards: Richmond Elementary offers student of the month, principal's honor roll, as well as a variety of subject-matter awards. Traditional field trips: Richmond Elementary offers field trips including Farm Days (3rd-4th grade), Lava Beds (5th) Outdoor Education Camp (6th), Shasta Caverns (7th), and the 8th Grade Trip.

Richmond strives to be a continuous-learning community, looks for ways to improve student outcomes by working jointly with teachers, staff, students, and parents to identify academic and behavioral improvements that would enhance student, parent, and staff success and school satisfaction. Richmond Elementary currently has no English Learners, Homeless, or Foster Youth students.

Richmond does not receive equity multiplier funds.

Reflections: Annual Performance

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

A reflection of the school Dashboard shows a decline in performance in English Language Arts of 42.1 points. This result is .8 points below standard, which puts the district in the YELLOW. Out of the seven performance student subgroups, only white was identified due to no other subgroups having a measurable number to show a measurement. The Dashboard also shows a decline in performance in Mathematics of 33.9 points. This result is 17.8 points below standard, which also puts the district in the YELLOW. The same subgroup of white is the only one identified due to others not having a measurable population. The decline in ELA and Mathematics is concerning to the district as Richmond has always been in the GREEN and BLUE, showing achievements above standard. Few theories have risen as to why the decline in performance. Most notably is the changes in administration for the past three years along with not having the accountability and structure of interventions for those students who show an achievement gap in core subjects.

Also included on the school Dashboard is the data showing students who are chronically absent. This indicator is in the ORANGE. Although reported that chronic absenteeism is a factor every school deals with, Richmond has been proactive in the past in addressing the ongoing challenges of getting students in class receiving direct instruction. An increase of 1% from the previous year may not seem impactful, however, Richmond's small school population calculates 9.2% of students are chronically absent. This data will be used to drive action plans within the LCAP.

The CA Healthy Kids Survey showed an improvement of students feeling safe at Richmond. Data not collected in the past for 6th and 8th grade shows results of 69% and 80% respectively that agree/strongly agree students feel safe at Richmond. Other grades surveyed was the 5th and 7th grade, each showing 85% and 91% respectively that agree/strongly agree the school is a safe place. An alarming result from the CAHKS that the district will create a plan for and implement into the LCAP is from our middle school students. Out of 56 students surveyed, 15% of 6th grade, 18% of 7th grade and 30% of 8th grade reportedly considered suicide within the past 12 months. Along with this result, over all social emotional health responses in all middle school students is elevated, which shows the district needs to put in place actions that support the emotional health of middle school students. An additional statistic pulled from middle school responses is that over 70% of the 56 students surveyed have experience some type of bullying, 50% is cyberbullying. These results are not attached to any subgroup of students, including low income.

The CAHKS Parent survey along with the summer climate survey showed parents wanting more communication with student grade progress and future events. 44% of parents surveyed stated the district promotes parent involvement. Only 29% state the school seeks the input of parents in district decision making. These low percentages will be used to create actions within the LCAP to increase parent involvement. Parents also report the school enforces rules fairly, however the percent in subcategories such as promotes respect is only 22%. This low number could be due to inconsistencies with prior administration and the numerous administrators in a short amount of time.

CAASPP State assessments have shown an increase of those meeting or exceeding state standards at an average of 3-5% throughout all grades from 2019 to present. However, this slight percent can be improved through an ongoing implementation of the district structured Intervention program. Through staff collaboration during PLC's, staff are able to breakdown specific student needs and create intervention plans that will result in increased test schools. Plans are consistently being reviewed and modified to meet the needs of all district students, especially those that contribute to the achievement gap within grades. These achievement gaps are not from any specific student subgroup.

Reflections: Technical Assistance

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

N/A

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated and classified staff	Professional Learning Communities occurred every other Wednesday throughout the school year for a total of 40 hours. Within the 40 hours, approximately a third of the time was used to discuss actions directly related to past LCAP action plans and its impact on student achievement. Additional meeting time was spent on program improvement and analyzing assessment data for direct intervention support to close student achievement gaps. Both Certificated and Classified staff were engaged in discussions and provided feedback to program effectiveness. In the development of the LCAP, staff was guided on future needs of students and identifying sub groups needing intense interventions, along with enrichment programs for qualifying students.
Parent input	Over the summer, a climate survey was available for parents to take as a way to provide input on school programs and future needs. Due to the change in administration, the climate survey was a meaningful tool as to areas needing addressed immediately in order to create a smooth transition between school years. Multiple identified areas ranging from academics to communication was recorded and actions were put in place at the beginning of the school year. The same survey will occur every summer to show effectiveness.
Local Bargaining Units	Both CTA and CSEA provided input into the creation of the LCAP through monthly meetings. Meetings included items on the agenda that reflected the unit members areas of concern and suggestions for improvement. A total of 4 CTA meetings and 6 CSEA meeting were held over to 2023-2024 school year.

Educational Partner(s)	Process for Engagement
Local Administrators	As part of administrative credentialing, retired local administrators have meet regularly with the superintendent on school achievements and areas of need. These meeting have helped create talking points and direction on structuring staff PLC's in order to achieve effective communication with staff. Meetings with the superintendent and veteran administrators occurred weekly throughout the school year for a total of 40 hours. In addition to these meetings, administration has been actively engaged in monthly Small School Leadership seminars. These meetings consist of numerous administrators and coaches throughout Northern California. The purpose is to collaborate best practices and share solutions to common issues rural districts face. A total of 7 monthly meetings have been held throughout the 2023-2024 school year, consisting of 14 hours.
LCAP Parent Advisory Meetings	Starting January 2024, one hour before each school board meeting is an LCAP parent advisory meeting. The meetings have been utilized to share with staff, parents, and stakeholders the progress being made to the current LCAP and progress toward the future LCAP. Each month, an invitation letter is communicated to all families and an invitation letter is posted on the school website with an agenda. Significant progress toward accomplishing LCAP goals have resulted from these meetings. It is planned for the following year that LCAP parent advisory meetings are held before every board meeting to maximize attendance and feedback.
Students	Programs are driven by the results and needs of district students. Their input is sought at every available time discussions can be had. Numerous class meetings with the classroom teacher or administrator occur weekly. Discussions revolve around specific topics and are grade/ age appropriate in order to acquire valid data. Middle school Leadership meets weekly for selected students. These meeting allow opportunities for communication between students and staff. At these meetings, students have agendas that specifically identify areas of need and program suggestions. To allow the whole student body opportunities to voice their concerns, leadership holds student council meetings. These student council meetings are held once a month. Two representatives from each grade is nominated to represent their

Educational Partner(s)	Process for Engagement
	class and voice of their peers. Notes are taken during these meetings and shared with staff and administration. Program and scheduling changes have occurred as a result of the student council meetings.
SELPA (Students with Disabilities)	The district engages with the SELPA board each year and shares information about our plan and learns from the information presented by other districts. The sharing of information is helpful in bringing new ideas to the table.

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

Richmond facilitated a comprehensive engagement process to gather feedback from educational partners at various levels, including district-wide surveys, community meetings, student focus groups, and stakeholder meetings. These opportunities allowed stakeholders to share their perspectives, priorities, and concerns regarding student needs, school programs, and district initiatives. The feedback collected from educational partners was analyzed to identify common themes, trends, and areas of concern. Data analysis included examining survey responses, summarizing comments from forums and meetings, and synthesizing input from diverse stakeholder groups to gain a comprehensive understanding of the priorities and concerns expressed. Based on the feedback received, key priorities and areas of focus were identified for inclusion in the LCAP. Educational partners input informed decisions about which goals, strategies, and actions would have the greatest impact on improving student outcomes and addressing the needs of all students, particularly those who are historically underserved.

The feedback provided by educational partners directly influenced the development of specific goals and objectives within the LCAP. Meetings were held monthly before board meetings. A diverse group frequented these meetings which included parents, teachers, classified staff and office managers. All were able to speak openly and ideas were documented and contributed to the group. Stakeholder input helped to shape the language, scope, and actions associated with each goal, ensuring alignment with the identified priorities and aspirations of Richmond community. Educational partners played a critical role in collaboratively designing action plans and strategies to achieve the goals outlined in the LCAP. Input from teachers, administrators, parents, students, and community members informed the selection of evidence-based practices, interventions, and initiatives to address identified needs and improve student outcomes.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Richmond Elementary will continue to implement and refine a Multi-Tiered System of Support (MTSS), utilizing multiple forms of data to identify the academic, social-emotional, and/or behavioral needs of our students. Student need will inform instructional decisions which will improve academic outcomes for all students. Systems will be put in place to establish the collection of data, disaggregation and analysis to determine inequities and measure program effectiveness. Activities and strategies based on an in-depth analysis of assessment data, will be designed and implemented to improve student achievement and outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The goal was developed in collaboration with stakeholders during the monthly LCAP parent advisory meetings, as well as monthly staff meetings. The goal was developed to improve academic outcomes for all students at Richmond Elementary. By implementing and refining a Multi-Tiered System of Support (MTSS), the school intends to identify and address the academic needs of students through targeted interventions and instructional strategies tailored to their individual needs. In addition to academic needs, the goal recognizes the importance of addressing students' social-emotional and behavioral needs. By utilizing multiple forms of data, the school can identify students who may require additional support in these areas and provide interventions to promote their well-being and success in school.

The goal emphasizes the use of data to inform instructional decisions and interventions. By collecting and analyzing various forms of data, including academic assessments, behavioral observations, and social-emotional screenings, the school can gain insights into students' strengths and areas for growth, allowing for more targeted and effective support. The goal highlights the importance of equity and inclusion in the implementation of MTSS. By establishing systems to collect, disaggregate, and analyze data, the school can identify and address inequities in student outcomes and access to resources. This ensures that all students, regardless of background or ability, have equitable opportunities to succeed.

Lastly, the development of the goal addresses the need to measure the effectiveness of the Multi-Tiered System of Support and related interventions. By monitoring and evaluating program implementation and student outcomes, the school can assess the impact of its efforts and make data-informed decisions to continuously improve and refine its practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A Teachers are appropriately assigned and fully credentialed in the subject area they are teaching CALPADS	2023-2024 100% are appropriately assigned 90% are fully credentialed	2024-2025 100% are appropriately assigned 90% are fully credentialed		100% appropriately assigned 100% fully credentialed	No difference
1.2	1B Students have access to standards-aligned instructional materials WILLIAMS REPORT	2023-2024 100%	2024-2025 100%		100%	No difference
1.3	2A Implementation of academic content and performance standards LOCAL PERFORMANCE INDICATORS REFLECTION TOOL	Baseline Data Collected- Spring 2024 Common Core Standards for ELA- 5 Full implementation and sustainability Common Core Standards for Mathematics-5 Full implementation and sustainability	Spring 2025 Common Core Standards for ELA-5 Full implementation and sustainability Common Core Standards for Mathematics-5 Full implementation and sustainability Next Generation Science		Common Core Standards for ELA-5 Full implementation and sustainability Common Core Standards for Mathematics- 5 Full implementation and sustainability Next Generation Science	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Next Generation Science Standards- 4 Full implementation History/ Science- 4 Full implementation	Standards- 4 Full implementation History/ Science- 4 Full implementation		Standards- 5 Full implementation and sustainability History/ Science- 5 Full implementation and sustainability	
1.4	2B Programs and services enable English learners to access CCCSS and ELD standards LOCAL PERFORMANCE INDICATORS REFLECTION TOOL	This is not applicable as Richmond ESD does not currently have any enrolled English learners	This is not applicable as Richmond ESD does not currently have any enrolled English learners		N/A	N/A
1.5	4A California Assessment of Student Performance and Progress. Percent of pupils meeting/exceeding grade-level standards CAASPP	2022/2023 CAASPP ELA: 3rd 28.5% 4th 41% 5th 73% 6th 57.7% 7th 62% 8th 41% Mathematics: 3rd 52% 4th 41% 5th 53% 6th 38% 7th 43% 8th 35%	2023/2024 CAASPP ELA: 3rd 42.8% 4th 35% 5th 41% 6th 53.3% 7th 70.8% 8th 75% Mathematics: 3rd 33.3% 4th 20% 5th 32% 6th 33.3% 7th 33.3% 8th 60%		2025 CAASPP ELA: 3rd 80% 4th 80% 5th 80% 6th 80% 7th 80% 8th 80% Mathematics: 3rd 80% 4th 80% 5th 80% 6th 80% 7th 80% 8th 80%	ELA: 3rd +14% 4th -6% 5th -32% 6th -4.4% 7th +8.8% 8th +34% Mathematics: 3rd 18.7% 4th -21% 5th -21% 6th -4.7% 7th -9.7% 8th +25%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	4B Percentage of pupils who have completed A-G	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in A-G courses	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in A-G courses		N/A	N/A
1.7	4C Percentage of pupils who have completed CTE courses	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in CTE courses	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in CTE courses		N/A	N/A
1.8	4D Percentage of pupils who have completed A-G and CTE	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in A-G or CTE courses	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in A-G or CTE courses		N/A	N/A
1.9	4E Percentage of English learners making progress toward English proficiency as measured by state assessment	This is not applicable because Richmond ESD does not currently serve any students who are English learners	This is not applicable because Richmond ESD does not currently serve any students		N/A	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			who are English learners			
1.10	4F English Learner reclassification rate	This is not applicable because Richmond ESD does not currently serve any students who are English learners	This is not applicable because Richmond ESD does not currently serve any students who are English learners		N/A	N/A
1.11	4G Percentage of students who pass the AP exam with a score of 3 or higher	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in any AP courses	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in any AP courses		N/A	N/A
1.12	4H Percentage of participation and demonstration of college preparedness	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who do not participate or demonstrate college preparedness	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who do not participate or demonstrate college preparedness		N/A	N/A
1.13	5A School attendance rates SCHOOLWISE SIS	Spring 2024 95.22%	Spring 2025 95.63%		Spring 2027 98%	+.41%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.14	5B Chronic absenteeism rates SCHOOLWISE SIS	Spring 2024 11.17%	Spring 2025 6%		Spring 2027 <3%	-5.17%
1.15	5C Middle school dropout rate SCHOOLWISE SIS	Spring 2024 0%	Spring 2025 0%		Spring 2027 0%	No change
1.16	5D High school dropout rate	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in high school	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in high school		N/A	N/A
1.17	5E High school graduation rate	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who do not enrolled in high school	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who do not enrolled in high school		N/A	N/A
1.18	6A Student suspension rate	Spring 2024 0%	Spring 2025 0%		Spring 2027 0%	No change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	SCHOOLWISE SIS					
1.19	6B Student expulsion rate SCHOOLWISE SIS	Spring 2024 0%	Spring 2025 0%		Spring 2027 0%	No change
1.20	7A Percentage of students with access to and enrolled in a broad course of study 7B Programs and services for low income, English Language Learners, and Foster Youth 7C Programs and services developed and provided to students with disabilities MASTER SCHEDULE	2023-2024 TK-8th Grade 100% ELA 100% Mathematics 100% Science 100% Social Studies 100% Health 100% Physical Education 100% Arts 100% Music	2024-2025 TK-8th Grade 100% ELA 100% Mathematics 100% Science 100% Social Studies 100% Health 100% Physical Education 100% Arts 100% Music		2026-2027 TK-8th Grade 100% ELA 100% Mathematics 100% Science 100% Social Studies 100% Health 100% Physical Education 100% Arts 100% Music	No change
1.21	8A Pupil outcomes in subjects areas listed in course access (ELA, Mathematics) NWEA MAP SCORES Percent based on Meeting or Exceeding grade level standards	NWEA MAP SPRING 2024 ELA Kindergarten: 64% 1st Grade: 89% 2nd Grade: 100% 3rd Grade: 57% 4th Grade: 52% 5th Grade: 50% 6th Grade: 86 % 7th Grade: 75% 8th Grade: 70%	NWEA MAP SPRING 2025 ELA Kindergarten: 84% 1st Grade: 82% 2nd Grade: 86% 3rd Grade: 86% 4th Grade: 60% 5th Grade: 45% 6th Grade: 50		NWEA MAP SPRING ELA: 1st 70% 2nd 70% 3rd 70% 4th 70% 5th 70% 6th 70% 7th 70%	ELA: 1st +20% 2nd -7% 3rd +29% 4th +8% 5th -5% 6th +36% 7th +1% 8th +11% Mathematics:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Mathematics Kindergarten: 82% 1st Grade: 89%, 2nd Grade: 100% 3rd Grade: 62% 4th Grade: 61% 5th Grade: 45% 6th Grade: 53% 7th Grade: 83% 8th Grade: 70%	% 7th Grade: 76% 8th Grade: 81% Mathematics Kindergarten: 84% 1st Grade: 88%, 2nd Grade: 76% 3rd Grade: 84% 4th Grade: 76% 5th Grade: 50% 6th Grade: 42% 7th Grade: 52% 8th Grade: 81%		8th 70% Mathematics: 1st 70% 2nd 70% 3rd 70% 4th 70% 5th 70% 6th 70% 7th 70% 8th 70%	1st +2% 2nd -1% 3rd -16% 4th +15% 5th +5% 6th -11% 7th -31% 8th +11%

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.

The district fully implemented its planned actions under Goal 1, focusing on strengthening MTSS systems. Professional development sessions were delivered regularly, with staff collaborating during PLCs to evaluate student data and inform interventions. The school counselor and SEL initiatives addressed the growing need for student mental health support. Programs such as PBIS and student recognition events helped promote positive behavior. Overall, implementation aligned closely with original plans, with a districtwide commitment to data-driven instruction and equity.

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

There were no significant material differences between the budgeted and actual expenditures for Goal 1. Funds were allocated and used as intended, particularly in areas like the school counselor position, PBIS incentives, and supplemental curriculum. Minor cost adjustments were absorbed within budget lines, and all actions were executed within planned funding limits.

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

The actions taken under Goal 1 have been partially effective. Gains were noted in attendance rates and several grade levels saw improved performance in ELA and math (e.g., ELA 3rd and 8th grade, Math 8th grade). However, some grades, particularly 4th and 5th, demonstrated declines in both CAASPP and NWEA results, especially in math. The school counselor, SEL programs, and assessment analysis have

contributed to improved student support and informed planning. Nevertheless, further development is needed to ensure consistency in academic gains across all grades.

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.

Based on the results and feedback, the district will refine MTSS practices by emphasizing consistency in intervention delivery and focusing more on mathematics instruction. Adjustments include reviewing instructional strategies, enhancing professional development on math pedagogy, and targeting students who underperformed despite available supports. The school will continue using CAASPP and NWEA data to adjust and strengthen interventions in real time.

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	Professional Development/ Staff Collaboration	Professional development to all staff with regards to utilizing technology to enhance student learning, classroom management, curriculum implementation and support. Additionally, the district will support release time for classroom teachers to visit other classrooms and different schools in order to observe promising programs that are closing the achievement gap, serving SE, EL and low income students.	$3,000.00	No
1.2	Transitional Kindergarten	Maintain the position and structure to provide a seamless educational program that gives students foundational reading skills. To comply with state requirements, hire a para educator to support students using the Response to Intervention model, specifically supporting the district's unduplicated population. Money will be used to provide extra resources and curriculum to the TK program supporting the transition into Kindergarten.	$1,000.00	No
1.3	Attendance Support Program	Student attendance will continue to be encouraged and supported through individual and public acknowledgment at assemblies, conferences, and at Board Meetings. Student engagement will continue to be measured by a low number of absences and high or perfect attendance rates. Engagement will also be measured by low chronic absentee rates.	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Support Services and Programs	Promote a positive school culture and anti-bullying program through classroom activities and school initiatives. Support services that discourages all forms of bullying and disrespect through programs available such as DARE, Bullying Prevention, Project Alert, and Kindness Challenge. Provide surveys and student council meetings that support students ideas on how to accept and support others, as well as ideas on how to reduce bullying and build school community.	$7,000.00	Yes
1.5	Positive Behavior Intervention and Supports (PBIS)	PBIS will be implemented and utilized with fidelity. Data will be analyzed and staff will look for additional opportunities to enhance its use to positively support student behavior. Acknowledgment programs and incentives will be continued to measure student engagement and encourage positive behavior. Funds allocated will be used to provide students additional rewards through field trips, prizes, and events that recognize positive behavior.	$1,100.00	Yes
1.6	Data Analysis of Assessments	Teachers will utilize data from past and current year state assessments, as well as grade-level curriculum assessments to evaluate and monitor student learning. Results will guide instruction and intervention strategies. Effective use of the assessments will be used to introduce elective opportunities and enrichment programs. Funds will be used for assessment tools, professional development speakers to assist in the interpretation of results, and training on how to effectively use the discovered data to drive student interventions.	$500.00	No
1.7	Supplemental Curriculum and Programs	Purchase supplemental curriculum and programs in all academic areas. Supplemental curriculum plays a crucial role in supporting the diverse needs of students, enriching the quality of instruction, and promoting academic excellence. It's use complements the core curriculum by providing additional support, enrichment, and opportunities for students to succeed and thrive academically.	$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Health and Social Emotional Learning (SEL)	Utilize the school nurse or other heather care professionals to deliver effective Health mini lessons to grades TK-5. Health curriculum will be explored and purchased for the use in grades 6-8, meeting the National Health Standards requirement. SEL curriculum will be integrated into all grades to promote the holistic development of students by equipping them with the skills and competencies needed to navigate life's challenges, build positive relationships, and achieve personal and academic success.	$4,000.00	Yes
1.9	Implementation of Standards Based Instruction and Materials	Teachers will continue to implement standards-based instruction and collaborate to identify the most effective strategies for student achievement. California standard aligned materials will be available that meet the needs of Richmond student population. Students will have the opportunity for expanded learning, as well as enrichment courses as provided by the Gifted and Talented Education Program (GATE).	$2,000.00	No
1.10	School Counselor	Retaining a school counselor will support students in all grades in academic, social, emotional, and personal development. In addition to direct supports to students, the school counselor will assist in the development of programs the revolve around crisis intervention, suicide prevention, and school safety plan.	$146,023.00	Yes
1.11	Math Adoption	District will review new math curriculum and materials when released by the state projected to be Fall 2026. District will consider possible adoption of updated curriculum for all students.	$50,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Richmond Elementary will ensure that all students, staff and community have access to a safe, clean school facility with a welcoming environment that is inviting to all. Richmond will engage families and community members to seek input in decision making and increase parental participation and attendance at all school functions.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Ensuring that all students, staff, and community members have access to a safe and clean school facility is essential for their physical and emotional well-being. A safe and welcoming environment promotes a sense of security, belonging, and support, which are crucial for student learning and development. The goal emphasizes the importance of creating an environment that is inviting to all, regardless of background. By fostering a culture of inclusivity and equity, Richmond Elementary seeks to ensure that every student, staff member, and community member feels valued, respected, and supported.

Engaging families and community members in decision-making processes is key to building strong partnerships and fostering a sense of ownership and investment in the school community. By seeking input from families and community members, Richmond Elementary can better understand their needs, priorities, and concerns, and collaborate on solutions to improve the school environment and educational experience. Increasing parental participation and attendance at school functions is linked to positive student outcomes, including academic achievement, attendance, and behavior. When parents are actively involved in their children's education and engaged in school activities, students tend to perform better academically and develop stronger social-emotional skills.

Building strong connections with families and community members enhances the school's ability to meet the diverse needs of its students and address challenges more effectively. When families and community members are involved and invested in the success of the school, they are more likely to provide support, resources, and advocacy to help achieve shared goals.

This goal is designed to maintain the progress of current programs previously initiated or currently implemented. The LEA plans to maintain progress toward this goal by setting clear goals and outcomes set by stakeholders, developing a plan, implementing initiatives, continue to monitor and evaluate programs. Furthermore, the LEA will adjust strategies as needed and document outcomes. The matrixes stated below support the goal and allow the district to measure specific changes over time to evaluate the effectiveness of the plans in place.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	1C School Facilities are maintained and in good repair FIT REPORT	Spring 2024 97.96%	Spring 2025 98.1%		Spring 2027 100%	.14%
2.2	3A Parent input in making decisions: percentage of parents who feel they have the ability to offer input in decision making CALIFORNIA HEALTHY KIDS SURVEY	2023-2024 29% Strongly agree 37% Agree 17% Disagree 2% Strongly disagree	2024-2025 50% Strongly agree 20% Agree 10% Disagree 0% Strongly disagree		2026-2027 70% Strongly agree 30% Agree 0% Disagree 0% Strongly disagree	+21% Strongly agree -17% Agree -7% Disagree -2% Strongly disagree
2.3	3B Promote parental participation for programs for low income students, English learner and Foster youth LOCAL PERFORMANCE INDICATOR RATING	2023-2024 3- Initial implementation	2024-2025 3- Initial Implementation		2026-2027 4- Full implementation	remained the same
2.4	3C Promote parental participation for programs for students with disabilities	2023-2024 3- Initial implementation	2024-2025 4- Full Implementation		2026-2027 4- Full implementation	+1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	LOCAL PERFORMANCE INDICATOR RATING					
2.5	6C Student perception of school safety: percentage of students who believe that they are safe at school CALIFORNIA HEALTHY KIDS SURVEY	2023-2024 Grade 5 85% Grade 6 69% Grade 7 91% Garde 8 80%	2024-2025 Grade 5 81% Grade 6 data unavailable Grade 7 82% Grade 8 63%		2026-2027 Grade 5 95% Grade 6 95% Grade 7 95% Grade 8 95%	Grade 5 -4% Grade 6 UNV Grade 7 -9% Garde 8 -17%

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.

The district successfully carried out actions under Goal 2, maintaining facilities through scheduled inspections and repairs. Parent engagement activities, including open house events, class assemblies, and LCAP advisory meetings, were consistently promoted and held throughout the year. Communications were strengthened via phone calls, newsletters, and the school website. While the engagement activities were well attended and structured, the perception of school safety among some middle school grades declined and became an area of concern.

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

There were no material differences in the expenditures for Goal 2. Budgeted amounts for facilities, parent engagement, and surveys were spent as planned. Actions such as the FIT report, parent meetings, and event promotion were implemented at low cost and within expected financial parameters.

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

The district made measurable progress in improving parent input in decision-making, with a 21% increase in parents who “strongly agree” they have input. Participation in school functions also rose, and LCAP Advisory Council meetings contributed to actionable input. However,

the effectiveness in addressing student perception of safety was mixed—grades 7 and 8 showed decreased feelings of safety, likely tied to social-emotional concerns and bullying. This highlighted the need for deeper interventions for upper grade students.

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.

Based on the data and community feedback, the district plans to enhance emotional and behavioral supports in the middle school, including stronger anti-bullying programs and targeted SEL lessons. Additional focus will also be placed on student voice, expanding the use of surveys and leadership councils. Parent engagement strategies will continue to grow through targeted outreach and improved communication about how input is used to shape decisions.

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	Facilities are in good repair	Maintenance of facilities will be a priority measured by monthly inspection reports. Short and long term maintenance goals will be maintained by the Superintendent and Facility Manager. The goals will be reviewed each spring and a deferred maintenance plan will be developed to guide repair and maintenance projects for the upcoming school year.	$10,500.00	No
2.2	Facility Survey	Conduct a FIT report from an inspection tool to ensure safe, clean, and modern facilities. Utilize the data to drive progress of the Facility Master Plan priorities.	$300.00	No
2.3	Parent and Family Involvement	Provide and maintain activities that connect families and community members to school. The district will communicate and encourage LCAP Parent Advisory Council, Back to School Night, Holiday Assemblies, Open House, Science Project, Class Events, Awards Assemblies, Parent surveys, volunteer opportunities, and Field Trips. Awareness of these events will be done through all calls, posted on the school website, social media and class newsletters.	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Board Meeting Participation	Parents will be encouraged to attend monthly board meetings as to get insight in the functioning and programs being accomplished at Richmond. Parents and community members will be encouraged to attend LCAP meetings which occur one hour before each board meeting and give input about school policies, accomplishments and expenditures.	$100.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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.

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.

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

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.

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

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
$83963	$

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
4.232%	0.847%	$16,802.00	5.079%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Support Services and Programs **Need:** Students come with varying backgrounds, learning styles, and abilities. Support services help address these differences and ensure that all students have access to the resources they need to succeed.	Support services in schools play a crucial role in helping all students succeed by addressing their diverse needs. These services include academic support, such as tutoring and special education, which helps students who may struggle with specific subjects or learning disabilities. Emotional and psychological support, like counseling, assists students in managing stress, mental health issues, and personal challenges. Additionally, services like career guidance help students plan their futures, while resources for students with disabilities	1.1, 1.2, 1.3, 1.20, 1.21

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	ensure they have equal access to education. Overall, support services create a more inclusive and supportive learning environment, helping every student reach their full potential.	
1.5	**Action:** Positive Behavior Intervention and Supports (PBIS) **Need:** Programs that focus on social skills, conflict resolution, and emotional intelligence help students navigate relationships and build resilience. **Scope:** LEA-wide	Positive Behavioral Interventions and Supports (PBIS) is implemented schoolwide to promote a positive school climate and improve student behavior. By establishing clear expectations, teaching appropriate behaviors, and recognizing positive actions, PBIS helps reduce disruptive behavior and create a safer, more supportive learning environment. This proactive approach benefits all students by encouraging consistent, positive behavior and reducing the need for disciplinary actions. Ultimately, PBIS fosters a school culture where students feel respected, valued, and motivated to succeed.	1.1, 1.18, 1.19
1.8	**Action:** Health and Social Emotional Learning (SEL) **Need:** Curriculum and activities designed to develop emotional intelligence, empathy, and social skills. Also, programs where students are trained to help resolve conflicts among their peers, such as peer mediation. **Scope:** LEA-wide	SEL and health programs contribute to the overall success of a school by improving academic performance, behavior, and relationships, while also supporting the mental and emotional well-being of students and staff. These programs create a positive and inclusive school environment, foster healthy lifestyle choices, and prepare students for long-term success both in and out of school.	1.1, 1.13, 1.14, 1.15, 1.18, 1.19
1.10	**Action:** School Counselor **Need:**	A school counselor is essential for fostering a positive, supportive, and effective learning environment. Their role in providing academic, social, and emotional support benefits not only individual students but also enhances the overall	1.13, 1.14, 1.15, 1.18, 1.19

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
	Professional who provide guidance, counseling, and support for emotional and psychological issues. **Scope:** LEA-wide	functioning and culture of the school. By addressing a wide range of needs, school counselors help ensure that all students have the opportunity to succeed academically and personally.	
2.3	**Action:** Parent and Family Involvement **Need:** Educational sessions for parents on various topics such as child development, effective parenting strategies, and academic support. **Scope:** LEA-wide	Parent and family involvement creates a supportive, collaborative, and effective educational environment. It enhances student achievement, improves behavior and attendance, strengthens school-home relationships, and fosters a positive school climate. By engaging families, schools can ensure that students receive comprehensive support and benefit from a more enriched and inclusive educational experience.	2.2, 2.3, 2.4, 2.5

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

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.

N/A

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

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	1984002	83963	4.232%	0.847%	5.079%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$229,023.00	$3,000.00	$0.00	$0.00	$232,023.00	$151,023.00	$81,000.00

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
1	1.1	Professional Development/ Staff Collaboration	Students with Disabilities Low income	No			All Schools	Yearly	$3,000.00	$0.00	$3,000.00				$3,000.00	
1	1.2	Transitional Kindergarten	All	No			All Schools Specific Schools: Richmond Elementary TK	Yearly	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.3	Attendance Support Program	All	No			All Schools Specific Schools: Richmond Elementary TK-8	Yearly	$0.00	$1,000.00	$1,000.00				$1,000.00	
1	1.4	Support Services and Programs	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Yearly	$0.00	$7,000.00	$7,000.00				$7,000.00	
1	1.5	Positive Behavior Intervention and Supports (PBIS)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Yearly	$100.00	$1,000.00	$1,100.00				$1,100.00	
1	1.6	Data Analysis of Assessments	All	No			All Schools Specific Schools: Richmond Elementary k-8	Yearly	$500.00	$0.00	$500.00				$500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	**1.7**	Supplemental Curriculum and Programs	All	No			All Schools Specific Schools: Richmond Elementary TK-8	Yearly	$0.00	$5,000.00	$5,000.00				$5,000.00	
1	**1.8**	Health and Social Emotional Learning (SEL)	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Yearly	$1,000.00	$3,000.00	$1,000.00	$3,000.00			$4,000.00	
1	**1.9**	Implementation of Standards Based Instruction and Materials	All	No			All Schools Specific Schools: Richmond Elementary TK-8	Yearly	$0.00	$2,000.00	$2,000.00				$2,000.00	
1	**1.10**	School Counselor	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Yearly	$145,523.00	$500.00	$146,023.00				$146,023.00	
1	**1.11**	Math Adoption	All	No			All Schools Specific Schools: Richmond Elementary 1-8	2026	$0.00	$50,000.00	$50,000.00				$50,000.00	
2	**2.1**	Facilities are in good repair	All	No			All Schools Specific Schools: Richmond Elementary TK-8		$500.00	$10,000.00	$10,500.00				$10,500.00	
2	**2.2**	Facility Survey	All	No			All Schools Specific Schools: Richmond Elementary TK-8		$300.00	$0.00	$300.00				$300.00	

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
2	2.3	Parent and Family Involvement	Foster Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools		$0.00	$500.00	$500.00				$500.00	
2	2.4	Board Meeting Participation	All	No			All Schools Specific Schools: Richmond Elementary TK-8		$100.00	$0.00	$100.00				$100.00	

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
1984002	83963	4.232%	0.847%	5.079%	$155,623.00	0.000%	7.844 %	**Total:**	$155,623.00
								LEA-wide Total:	$155,623.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	Support Services and Programs	Yes	LEA-wide	Foster Youth Low Income	All Schools	$7,000.00	
1	**1.5**	Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,100.00	
1	**1.8**	Health and Social Emotional Learning (SEL)	Yes	LEA-wide	Foster Youth Low Income	All Schools	$1,000.00	
1	**1.10**	School Counselor	Yes	LEA-wide	Foster Youth Low Income	All Schools	$146,023.00	
2	**2.3**	Parent and Family Involvement	Yes	LEA-wide	Foster Youth Low Income	All Schools	$500.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$136,500.00	$166,812.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development/ Staff Collaboration	No	$3,000.00	$3,000.00
1	**1.2**	Transitional Kindergarten	No	$1,000.00	$1,000.00
1	**1.3**	Attendance Support Program	No	$1,000.00	$0.00
1	**1.4**	Support Services and Programs	Yes	$7,000.00	$7,000.00
1	**1.5**	Positive Behavior Intervention and Supports (PBIS)	Yes	$1,100.00	$1,100.00
1	**1.6**	Data Analysis of Assessments	No	$500.00	$500.00
1	**1.7**	Supplemental Curriculum and Programs	No	$5,000.00	$5,000.00
1	**1.8**	Health and Social Emotional Learning (SEL)	Yes	$4,000.00	$626.00
1	**1.9**	Implementation of Standards Based Instruction and Materials	No	$2,000.00	$0
1	**1.10**	School Counselor	Yes	$50,500.00	$137,686
1	**1.11**	Math Adoption	No	$50,000.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.1**	Facilities are in good repair	No	$10,500.00	$10000
2	**2.2**	Facility Survey	No	$300.00	$300
2	**2.3**	Parent and Family Involvement	Yes	$500.00	$500
2	**2.4**	Board Meeting Participation	No	$100.00	$100

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)
$79,902	$63,100.00	$63,100.00	$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Support Services and Programs	Yes	$7,000.00	7000		
1	1.5	Positive Behavior Intervention and Supports (PBIS)	Yes	$1,100.00	1100		
1	1.8	Health and Social Emotional Learning (SEL)	Yes	$4,000.00	4000		
1	1.10	School Counselor	Yes	$50,500.00	50500		
2	2.3	Parent and Family Involvement	Yes	$500.00	500		

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)
$1,984,002	$79,902		4.027%	$63,100.00	0.000%	3.180%	$16,802.00	0.847%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - 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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