

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richfield Elementary School - District

CDS Code: 52-71654-0000000

School Year: 2024-25

LEA contact information:

Jeff Scheele

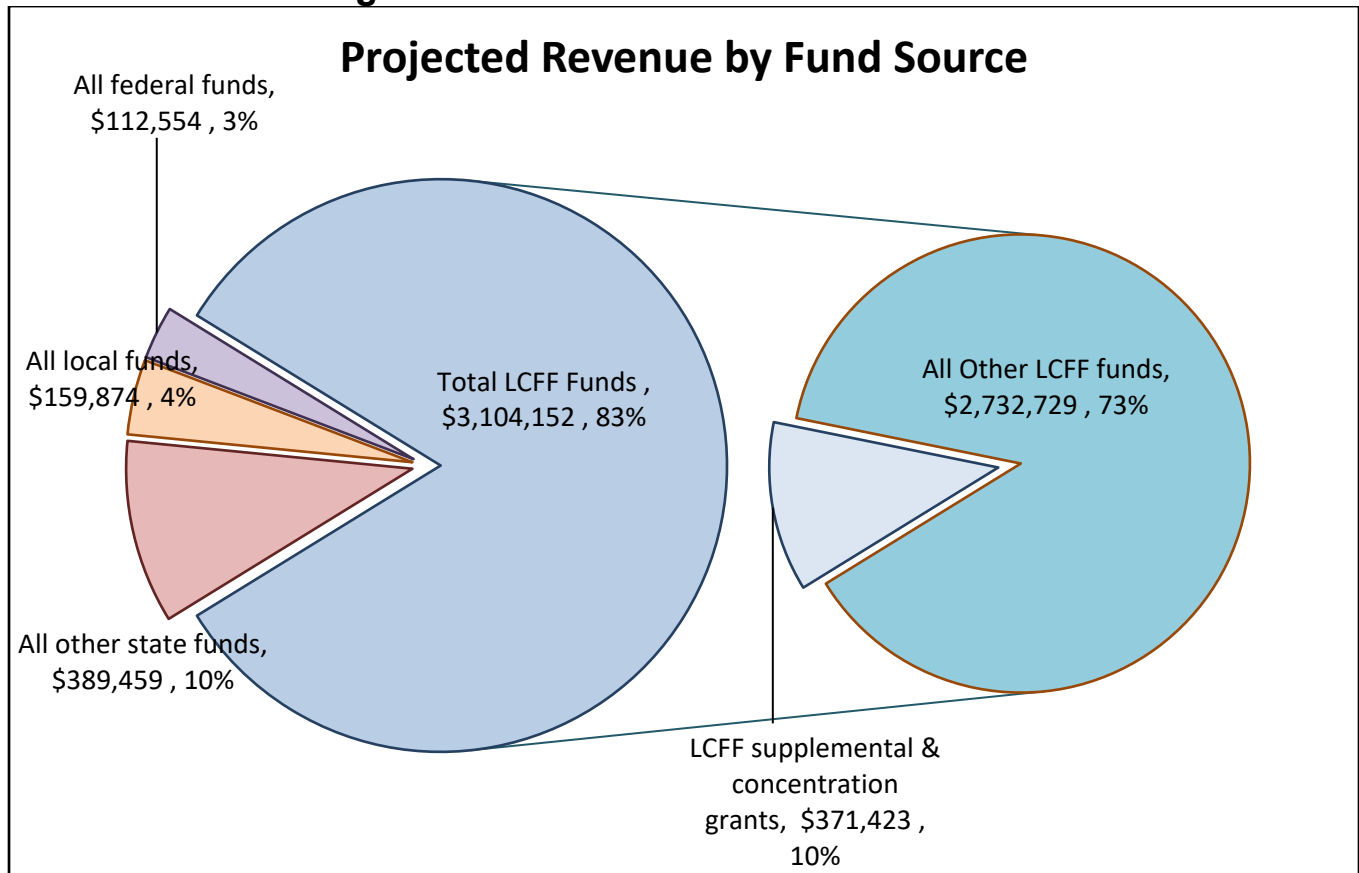
Superintendent/Principal

jscheele@richfieldschool.org

(530) 824-3354

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

Budget Overview for the 2024-25 School Year

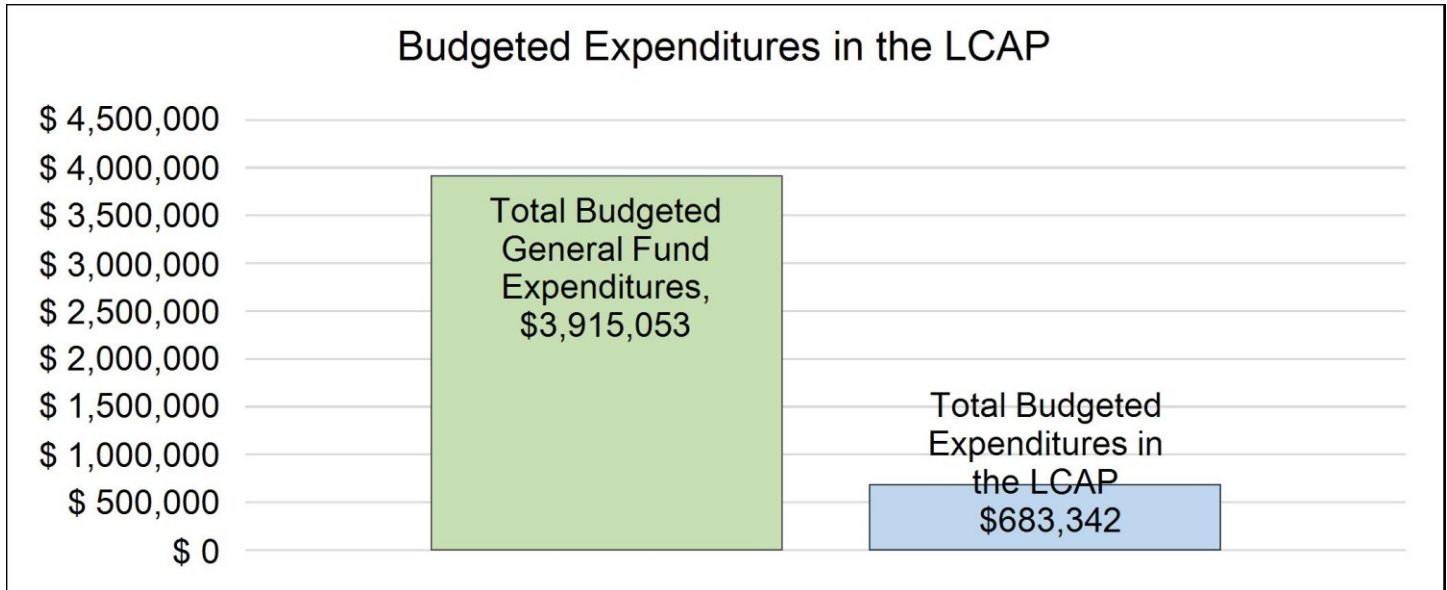


This chart shows the total general purpose revenue Richfield Elementary School - District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richfield Elementary School - District is \$3,766,039, of which \$3,104,152 is Local Control Funding Formula (LCFF), \$389,459 is other state funds, \$159,874 is local funds, and \$112,554 is federal funds. Of the \$3,104,152 in LCFF Funds, \$371,423 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 Richfield Elementary School - District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Richfield Elementary School - District plans to spend \$3,915,053 for the 2024-25 school year. Of that amount, \$683,342 is tied to actions/services in the LCAP and \$3,231,711 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

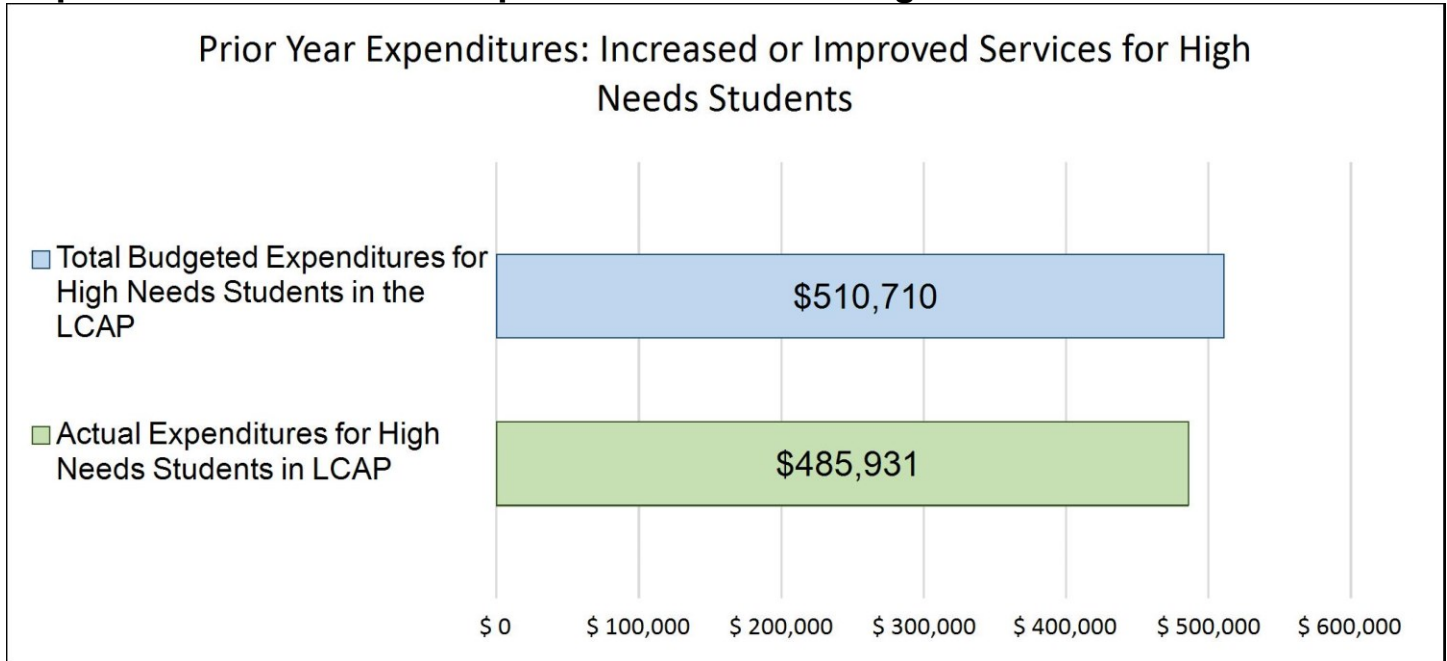
General operating costs have not been included as well as basic program salaries and services.

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

In 2024-25, Richfield Elementary School - District is projecting it will receive \$371,423 based on the enrollment of foster youth, English learner, and low-income students. Richfield Elementary School - District must describe how it intends to increase or improve services for high needs students in the LCAP. Richfield Elementary School - District plans to spend \$544,645 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Richfield 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 Richfield Elementary School - District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Richfield Elementary School - District's LCAP budgeted \$510,710 for planned actions to increase or improve services for high needs students. Richfield Elementary School - District actually spent \$485,931 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-24,779 had the following impact on Richfield Elementary School - District's ability to increase or improve services for high needs students:

Other funding sources were utilized in order to maximize services and programs. All actions were completed as described as we increased/improved services for our unduplicated students.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richfield Elementary School - District	Jeff Scheele Superintendent/Principal	jscheele@richfieldschool.org (530) 824-3354

Goals and Actions

Goal

Goal #	Description
1	<p>Student Achievement:</p> <p>All students, and each individual demographic subgroup will grow by at least one year's Mean Grade Equivalent (GE) on STAR Reading and Math assessments and score at Standard or above on ELA and Math as measured by CAASPP. The percentage of English Learners attaining growth in language proficiency will meet or exceed the state targets annually as measured by the ELPAC.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress for all students in reading and ELA	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR READING</p> <p>All Students: +0.9 GE Hispanic: +1 White: +0.9 SED: +1.1 SWD: +0.7 EL: +0.9</p> <p>CAASPP ELA 18/19: 47% met/exceeded standard.</p>	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR READING:</p> <p>All Students: + 0.6 Hispanic: + 0.5 White: + 0.7 SED: + 0.6 SWD: + 0.5 EL: + 0.5</p> <p>CAASPP ELA 20/21: 43% met/exceeded standard</p>	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR READING:</p> <p>All Students: + 0.7 Hispanic: + 0.7 White: + 0.8 SED: + 0.6 SWD: +0.8 EL: + 0.7</p> <p>CAASPP ELA 21/22: 39.61% met/exceeded standard</p>	<p>CAASPP ELA 22/23: 51% met/exceeded standard</p> <ul style="list-style-type: none"> Update: in 22/23 we increased 12.11% to 51.72% met/exceeded in ELA (Dataquest) 	<p>All students and subgroups attaining one year's growth "STAR Mean Grade Equivalent (GE)" on STAR Reading:</p> <p>CAASPP ELA 2021 Scores will be new baseline</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Progress for all students in Math	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR MATH:</p> <p>All Students: +0.8 Hispanic: +0.8 White: +0.7 SED: +0.8 SWD: +1.0 EL: +0.4</p> <p>CAASP MA 18/19: 38% met/exceeded standard</p>	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR MATH:</p> <p>All Students: + 0.9 GE Hispanic: + 0.7 White: + 1.1 SED: + 1.1 SWD: + 1.0 EL: +0.8</p> <p>CAASP MA 20/21: 37% met/exceeded standard</p>	<p>% of students attaining one year's growth "Mean Grade Equivalent (GE)" on STAR MATH:</p> <p>All Students: + 0.9 GE Hispanic: + 0.9 White: + 1.0 SED: + 0.9 SWD: + 0.9 EL: + 0.9</p> <p>CAASP MATH 21/22: 38.07% met/exceeded standard</p>	<p>CAASP MATH</p> <ul style="list-style-type: none"> 22/23: 37.93% met/exceeded standard 22/23 51.72% met/exceeded standard 	<p>All students and subgroups attaining one year's growth "STAR Mean Grade Equivalent (GE)" on STAR Math:</p> <p>CAASPP Math 2021 Scores will be new baseline</p>
EL Reclassification	ELPAC (Aeries Analytics Dashboard) 20/21: 31.1% level 4	ELPAC (Aeries Analytics Dashboard) 21/22:: 30.8 % level 4	ELPAC (ELPAC Summative Data File) 22/23:: 20% level 4	16% of students who took the ELPAC Scored a 4 and were candidates for reclassification but still need to meet local criteria.	ELPAC EL performance will improve over 2021 scores.
ELPAC Proficiency	ELPAC (Aeries Analytics Dashboard) 20/21 (All grades) ELA: 33.3% met level 3	ELPAC (Aeries Analytics Dashboard) 21/22 (All grades) ELA: 30.8% met level 3	ELPAC (ELPAC Summative Data File) 22/23 (All grades) ELA:38% met level 3	We have determined that Aeries Analytics contains data flaws therefore this metric will be replaced for the 2024-27 LCAP.	ELPAC EL performance will improve over 2021 scores.
Highly Qualified Teachers	All RESD teachers fully certified to teach	All RESD teachers were fully certified to	All Core RESD teachers were fully	All Core RESD teachers were fully	All RESD teachers fully certified to teach

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	to their instructional assignment and have appropriate EL certification. One teacher will be an intern for the 21/22 school year.	teach to their instructional assignment and had the appropriate EL certification. The one teacher that started out as an intern for the 21/22 school year completed her credential in December and was fully credentialed from that point on.	certified to teach to their instructional assignment and had the appropriate EL certifications or were properly certified to intern or had the appropriate bridge certifications. Our Internship first grade teacher completed her internship in May of 2023.	certified to teach to their instructional assignment and had the appropriate EL certifications or were properly certified to intern or had the appropriate bridge certifications.	to their instructional assignment and have appropriate EL certification. All teachers will have clear credentials.
CCSS Implementation and sufficiency	All teachers will continue to implement a balanced CCSS program utilizing our 19/20 derived Essential Standards and standards based curriculum.	All teachers continued to implement a balanced CCSS program utilizing our 19/20 derived Essential Standards and standards based curriculum.	All teachers continued to implement a balanced CCSS program utilizing our 19/20 derived Essential Standards and standards based curriculum.	All teachers continued to implement a balanced CCSS program utilizing our 19/20 derived Essential Standards and standards based curriculum.	All teachers will continue to implement a balanced CCSS program utilizing our 19/20 derived Essential Standards and standards based curriculum.
(Imported from Goal 3) 1:1 device to student ratio TK-8 and appropriate PD, desktop and Lan support.	1:1 Ratio across all grade levels	1:1 ratio maintained.	1:1 ratio maintained.	1:1 ratio maintained.	RESD will maintain a device ratio of 1:1 Chromebook to students in each class and also maintain a functioning windows computer lab for class checkout with appropriate computer lab/librarian support. There is a possibility that the Windows computer lab will be

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					repurposed into usable classroom space.

Goal Analysis

An analysis of how this goal was carried out in the previous year.
A description of any substantive differences in planned actions and actual implementation of these actions.

This goal supported our EL progress as evidenced on the dashboard. We made progress in all areas when reflecting on "all students." All groups increased except for one.

1.1 This action was changed to address two first grade classes and one TK
1.8 The windows computer lab was disbanded and we moved to 1:1 chromebooks.

All other actions were done as described.

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.

1.1 Costs increased due to an 8.0% negotiated raise for employees.
1.2: Other funding sources were utilized.
1.4: Other funding sources were utilized.
1.6: We supplemented the afterschool tutoring program with LCFF funds.
1.8: Other funding sources were utilized.
1.10: Costs increased due to an 8.0% negotiated raise for employees. We also hired a teacher to cover the Tier 2 intervention program.

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

These actions were effective in supporting the goal achievement as evidenced by the progress made.

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

This goal will be modified for the new LCAP with a strong focus on academic progress.

1.4 Deleted: Addressed in other school plans.

1.8 Deleted: Addressed in other school plans.

Metric 1.1 and 1.2: While we continue to identify and support an analysis of student data by subgroup, we eliminated the focus on subgroup data for the LCAP. This information was not compiled for this annual update and will not be utilized in the new LCAP.

All other actions will be carried forward into our new LCAP.

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

Goals and Actions

Goal

Goal #	Description
2	<p>Positive School Culture:</p> <p>Richfield Elementary School continuously acts to create a caring learning atmosphere where students feel safe and included as valuable members of our school community. We strive to promote students to the high school that have the desire, and the tools required, to succeed in school and career, and to become lifelong learners. Parents and community members are actively involved on campus and help in the classroom. The Richfield PTO coordinates large-scale fundraising efforts, which contribute extensively to field trips and other enrichment activities for our students. Our campus is the focal point of the Richfield community.</p>

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance Rate for 2020/21 was 84.3% as measured by Aeries. (2021-22)	21/22: 95.7%	22/23 91.9%	23/24: 95%	Attendance rate school wide will be at least 90% per year as measured by Aeries.
Chronic absenteeism Rate	Chronic Absenteeism Rate for 2020/21 was 15.7% as measured by Aeries. (2021-22)	21/22: 7.8%	22/23 8.1%	23/24: 5%	Chronic absenteeism will stay at or below the state average.
Suspension/Expulsion Rate	Suspension rate to remain below state average, and to progress from yellow to green on the state dashboard.	Suspensions: 20/21: 1.2% Expulsion: 2 stipulated expulsions	22/23 0%	23/24 Suspension: 0% Expulsion: 0%	Suspension and expulsion rates will stay at or below the state average. Suspension status will advance to Green

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	19/20: 0%				status or higher on the state dashboard.
Middle School Dropout Rates (2021-22)	Middle school dropout rates are at 0%. (2021-22)	0 middle school dropouts	0 middle school dropouts	22/23: 0	Middle school dropout rates will remain at 0%.
California Healthy Kids Survey (every other year) or Pulse school connectedness survey	The % of student respondents that answered "yes" to the "During the past 12 months, did you ever feel so sad or hopeless almost every day for two weeks or more that you stopped doing some usual activities?" prompt on the CHKS. Baseline in Spring 21 is 38%. This is an average between 7th and 8th grade. (2021-22)	Dropped by 6% down to 32%	New pre-post survey administered to gauge school connectedness efforts implemented by leadership team.	New Kelvin "Pulse" Survey I feel connected to other students (peers) at this school = 85% "Yes" or "YES!" - emphatic yes. I feel connected to the adults at this school = 75% "Yes" or "YES!"	Maintain a healthy, safe, positive school culture where students and families feel connected and will have access to social and emotional support if needed.
California School Parent Survey (CSPS) (2021-22)	The % of parent respondents that state their student is "Feeling Hopeful About the Future" in Spring 2021 was 97% Strongly Agree or Agree.	"My student is hopeful about the future" = 95% (down 2%) "School treats my student with respect" = 96% (up 5%)	This survey is administered every other year.	Parent Survey on Kelvin "Pulse": "My student is hopeful about the future" 99% report "yes" or "YES!"	Parent Survey will be used to gauge school culture.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	(2021-22) The % of parent respondents feeling the school treats their students with respect in Spring 2021 was 91% Strongly Agree or Agree. (2021-22)				
Facilities Inspection Tool	The 2020 FIT indicates facilities in good or exemplary condition.	Facilities maintained good or exemplary rating.	Facilities maintained good or exemplary rating.	All "good" or "exemplary".	Maintain all facilities in good condition and improve facilities for the benefit of all students/staff.

Goal Analysis

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

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

This was a major success for us as a school as we implemented an SEL curriculum and engaged staff in common Tier 1 practices that supported student wellbeing. Tier 2 supports also enhanced our effectiveness in supporting students. Student, staff, and parent surveys reflected positive comments in general.

2.7: We had planned on several parent nights that were not implemented.

All actions were done as described.

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.

2.2: Counseling time was increased.

2.4: Additional funding was necessary to address lighting repairs through service calls and implementing our safe school's plan.

2.5: ELOP monies were utilized instead of LCFF monies.

2.7: We had planned on several parent nights that were not implemented.

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

These actions brought our staff together to focus on school culture and student wellbeing. This created a strong sense of community within the school, including a strong leadership team focused on supporting school improvement efforts in addressing MTSS strategies.

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

This goal will be modified to more specifically target school culture and climate.
All actions will be carried over.

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

Goals and Actions

Goal

Goal #	Description
3	This goal will be integrated into Goal # 1 for 23/24. Digital Literacy and 21st Century Learning will be successfully integrated in all curriculum areas through an effective technology infrastructure and supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1:1 device to student ratio TK-8	1:1 Ratio across all grade levels	1:1 ratio maintained.	1:1 ratio maintained and Smartboards were incorporated into every room.	1:1 ration maintained	RESD will maintain a device ratio of 1:1 Chromebook to students in each class and also maintain a functioning windows computer lab for class checkout with appropriate computer lab/librarian support.
Annual staff technology survey	Staff technology survey shows that 40% of staff rate professional development on existing and new technology programs as the single biggest factor that could help with technology integration into lessons to enhance or accelerate learning.	This survey was not completed.	Survey discontinued. Individual staff trained as needed.	Survey discontinued. Individual staff trained as needed.	Annual increase in the percentage of staff expressing their effective utilization of technology to support instruction.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
K-8 Technology Standards will be in place and utilized.	<p>K-8 Technology standards in place. Students "learn to use technology" in grades TK-3 and then "use technology to learn" in the content areas.</p> <p>Keyboarding and general computer use (both Chromebooks and windows devices)</p>	Standards are in place.	Standards are in place.	Standards in place	<p>RESD Students will learn and be able to use multiple platforms by grade 3 and then utilize those platforms for content area learning in grades 3-8.</p> <p>All students can type at least 25 WPM by the time they graduate and navigate multiple platforms.</p>

Goal Analysis

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

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

This action was deleted with the goal subject and actions integrated into goal 1 and 2 during the 23/24 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.

This action was deleted with the goal subject and actions integrated into goal 1 and 2 during the 23/24 LCAP.

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

This action was deleted with the goal subject and actions integrated into goal 1 and 2 during the 23/24 LCAP.

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

This action was deleted with the goal subject and actions integrated into goal 1 and 2 during the 23/24 LCAP.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Richfield Elementary School - District	Jeff Scheele Superintendent/Principal	jscheele@richfieldschool.org (530) 824-3354

Plan Summary [2024-25]

General Information

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

Richfield Elementary School (RES D) has been proudly serving students in the Richfield Community for over a century. RES D is viewed as the center of this small agricultural community. Our school has grown over the years, and currently meets the educational needs of just over 240 students.

Teachers and staff at Richfield are dedicated to student achievement and the social and emotional health of students and staff. The small school setting and single grade-level self contained classrooms allow for strong bonds and lifelong friendships to be made.

RES D's commitment to student achievement and excellence has resulted in a variety of awards for staff and student. Academics are taken very seriously at RES D. We are extremely proud of how hard our students, staff and parents work to maintain the tradition of academic excellence at Richfield School. Running parallel to our strong commitment to academic achievement, is an equally strong commitment to student and staff social and emotional wellness.

Our core goal is to provide a foundation for all students that enables them to realize their full potential as lifetime learners, and as responsible and productive members of our society.

RES D Core Values

Learning

Richfield School believes that ALL STUDENTS can and will learn in a nurturing, safe, and supportive environment and will be given the tools to become life-long learners

Community

Richfield School believes that the school is the foundation of the community and requires a partnership among students, staff, parents, and community members which is characterized by mutual commitment and collaborative effort.

Best Effort

Richfield School believes that success can only be achieved through hard work, perseverance, commitment, and dedication in the classroom, during campus activities, within the community and at home.

Continuous Improvement

Richfield School will continually evaluate data and monitor progress and strive for continuous improvement.

Ethical Behavior

Richfield School believes our actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect.

Fiscal Responsibility

The Richfield Board of Trustees shall strive to achieve an adequate reserve level of three months operating expenses for economic uncertainties while maintaining the best possible programs for students, competitive employee salaries and an attractive, safe, and secure campus.

Reflections: Annual Performance

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

Richfield Elementary School District (RES D) is proud of our continued march towards excellence in academics, social and emotional learning, whole child support systems, and imparting a strong sense of connection to our educational community for all students. A review of our annual performance, as measured by the dashboard shows high attendance, low suspension rates, strong performance in English Language Arts and English Learner Progress, and maintaining a math scores that outperform the county and the state. RES D's Local Indicators show standards met in every category and our school is not in differentiated technical assistance.

Our highest scores (BLUE) on the dashboard included EL progress and suspension rate. Green indicators were received in absenteeism and ELA with yellow indicators received in Math. All local standards were met.

Reflections: Technical Assistance

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

NA

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
School Staff/bargaining groups - Staff Meetings, Leadership Team meetings Parents/Community - School Site Council/DELAC Students - student advisory group	Teachers/Staff: The LCAP itself, and LCAP/MTSS items/actions are a standing item on every weekly staff meeting. During the May 2024 staff meeting our staff provided feedback on LCAP and were shown the behind the scenes LCAP DTS input template including metrics, actions etc in order for staff to learn more deeply about what the LCAP entails, to refamiliarize themselves with the metrics and actions, and to refresh on who the target populations are. Staff included certificated staff and certificated union groups. Select staff, including union leadership, also serve on the school's Leadership Team, which drives our improvement efforts and regularly informs our LCAP and other strategic planning documents. Student perception data about the school was gathered via the California Healthy Kids Survey, the KELVIN school perception survey and also the Character Strong student perception data. School Site Council (SSC)/PAC (Parent): This group met in January and May to provide input on the LCAP. A special education parent serves on the SSC/PACs. DELAC: This group met during Winter and Spring (January and May) and provided feedback to the LCAP. A special education parent serves on the DELAC.

Educational Partner(s)	Process for Engagement
	SELPA has reviewed the LCAP and met with the Superintendent/Principal.

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

Students: The pre/post SEL Survey showed a continued need for student social and emotional health needs and further development of school culture and school connectedness activities. Specific feedback from students called out the practice of teachers utilizing of small group instruction. Students reported that not only did it help them learn the specific content but it also made them feel special by being shown more direct teacher to student involvement.

Parent: Feedback included but was not limited to: emphasizing small group instruction to help their students, the possibility of refurbishing/repurposing students chromebooks and giving them to families, and how it would be helpful if there was a parent education night to help parents learn our two main school communication tools: Parent Square and Aeries grade portal. They would like this in both Spanish and English.

Staff: Staff expressed approval of the above suggestions by parents/students and also expressed a desire to either continue providing the new Tier II pull-out academic program, or to provide the aide support and/or professional development in order to host their own Tier II in-class interventions. General comments including the desire to improve science instruction through a possible roving science teacher to teach in our science lab. Staff also expressed approval of and a wish for continued staff culture activities such as School Culture by Design and/or Character Strong culture activities.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make continuous academic progress and receive the tools to become lifelong learners	Focus 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 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Richfield believes that every teacher and classroom should have all the knowledge, tools, curriculum and resources needed to ensure that every student meets or academic exceed standards as measured by annual assessments.
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic progress in ELA and Math as measured by CAASPP:	ELA 22/23: 51.72% met/exceeded MATH 22/23: 37.93% met/exceeded			100% of students are meeting proficiency on ELA and Math.	
1.2	Teachers appropriately credentialed and assigned as measured by Williams reporting	In 2024/25 11/13 classroom teachers will have "clear" credential,			100% with clear credentials	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One w/a STSP, one w/a PIP (both pre-interns)				
1.3	EL Reclassification: Percent of students who scored a 4 on Summative ELPAC	23/24: 16% Scored a 4.			100% of all students who score a 4 are reclassified	
1.4	Student English Language Acquisition Results - Summative ELPAC. Percentage of current EL students who progressed at least one ELPI level	See 23/24 results from MMARS estimator program for new baseline			100% of students progress at least one ELPI level	
1.5	ELL Access to state and EL standards as measured by Williams reporting.	100% of EL students have access to standards-based curriculum.			100% of EL students have access to standards-based curriculum.	
1.6	Student access to standards-based curriculum as measured by Williams reporting.	100% of students have access to standards-based curriculum.			100% of students have access to standards-based curriculum.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Primary Class Size Ratios	RESD will have appropriate staffing to meet the new Transitional Kindergarten staffing requirements, an additional teacher as needed to staff the class of 2031 "bubble" and will have appropriate class sizes to ensure state and local TK-3 CSR requirements are met.	\$141,415.00	Yes
1.2	Professional development to ensure a RESD provides and maintains a rigorous academic program	<p>Fund an additional pre-service buy-back day for certificated and classified Academic/SEL/School Culture strategies.</p> <p>Provide professional development and/or time & pay for all staff (including extra duty, substitute pay, travel, registration & consultant fees etc as needed) on/for:</p> <ul style="list-style-type: none">• School Culture by Design and Character Strong curriculum and practices• Provide funding and support for the RESD Leadership team to meet several times per year for academic and school culture activities.• Multi-tiered System of Supports (MTSS) review/implementation & follow up.• Internship, induction, and Pre-Intern (PIP) support for credentialed staff.• Designated/Integrated ELD methodology/strategies as needed for credentialed teachers to ensure state mandated Designated ELD for students is provided by credentialed teachers• reviewing and updating the Master Plan for English Learners.	\$61,773.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> School board, office staff and administration to attend professional conferences to better support students, staff & educational community. Attendance at the fall/spring CAASPP Institutes and/or equivalent for the purpose of preparation for benchmark and/or summative assessments. Compiling/administering and collaboration time regarding benchmark academic assessments High quality "best first instruction" PD in all core subjects (Hatti/Marzano) Science of Reading professional development. <p>Provide expanded PD for counselor and staff tailored to the specific academic needs of our Foster Youth, English Learners, Students w/Disabilities, and Socio-Economically Disadvantaged students</p> <p>Ensure professional development for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff.</p> <p>Provide training and support needed for teachers to conduct more small group interventions IN-CLASS, as opposed to pull out or after school program. (new 2024 stakeholder input)</p>		
1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households ("unduplicated") students	<p>~Provide additional direct paraprofessional assistance for unduplicated students</p> <p>~Support classroom teachers to provide Designated ELD instruction</p> <p>~Support small groups where classroom teachers provide intervention & enrichment in small groups</p> <p>~Provide a teacher, materials and space for our new pull-out Tier II class This includes an additional .75 paraprofessional utilizing the 15% of concentration grant funds.</p> <p>~Utilize technology support team to refurbish/prep old chromebooks/desktops to be distributed out to families after they have been properly surplus/discarded by the school board. Alternatively,</p>	\$60,826.00	Yes

Action #	Title	Description	Total Funds	Contributing
		purchase and check out new or existing chromebooks (Stakeholder engagement request).		
1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	All subscription costs for: ~Aeries ~Mystery Science ~Ren Place (AR, Star Reading/Math) ~Fastbridge ~Lexia ~Lexia English ~Successmaker ~ Other related as deemed appropriate	\$32,195.00	Yes
1.5				
1.7	1.5 Offering Broad Course of Study	~Provide a 0.4 FTE VAPA/Music-focused teacher and at least a 0.5 FTE PE teacher to enhance academic achievement through the arts and physical activity. ~Provide after school student enrichment opportunities such as GATE, SERRF, athletics, library and computer lab time. ~Provide admin, physical space and any other needed support for the new Career and Technical Education CTE program/grant for 6th-8th grades.	\$104,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.10	1.6 Additional supports for at risk and general populations	<p>~Provide funding for 1 FTE Paraprofessional ELD/Intervention aide</p> <p>~Create additional Intervention/ECE paraprofessional aide position as needed to support TK</p> <p>~Continue 1/2 time Admin position to help implement MTSS initiatives, support ELD/ELA standards implementation, support for Designated ELD, coordination of intervention programs and after school offerings & support for EL, FY, SED and SWD families to help eliminate barriers to accessing school services.</p> <ul style="list-style-type: none"> • Support of EL students language acquisition. <p>~Maintain new Tier II academic intervention certificated position for 24/25 school year</p>	\$158,298.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	All students will learn in an atmosphere of kindness where they feel safe, connected, and engaged.	Focus Goal

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

It is a priority for the Richfield Elementary educational community to maintain a safe, healthy and positive school culture where students and families feel connected and will have access to social and emotional support if needed.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate as measured by Aeries reporting	23/24: 97.3%			Maintain at/above 95%	
2.2	Chronic absenteeism rate as measured by Aeries reporting	23/24: 2.7%			Maintain below 2.5%	
2.3	Suspension/Expulsion Rates as measured by Aeries reporting.	Suspension: 0 students suspended at least one day. Expulsion: 0 students expelled.			Suspension: Below 2.0% Expulsion: Below 1.0%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Student sense of safety and connectedness to peers and adults as measured by end-of-year surveys.	85% of students feel comfortable, safe and connected their school and PEERS 75% of students feel comfortable, safe and connected to ADULTS at school			>85% of students feel connected safe w/PEERS >85% of students feel safe and connected to ADULTS	
2.5	Parent sense of safety and connectedness, hopefulness about student future as measured by end-of-year surveys.	87% This school is a friendly and welcoming place for my student. 94% My student feels safe at this school.			>85% Report "This school is a friendly and welcoming place for my student". >85%% My student feels safe at this school.	
2.6	Facility conditions as measured by annual FIT.	Rating: Excellent			Maintain GOOD or better	
2.7	Middle School Dropout rate as measured by CALPADS reporting.	22/23: 0 students reported as drop out.			0 students reported as drop out.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Community Communication and Involvement	<p>Provide parent and community outreach and improved communication through the following communication systems:</p> <ul style="list-style-type: none">~Parent Square~School website~Personal, one-to-one contacts~Teacher/parent conferences and online communication~Social Media updates~School activities will be maintained and expanded as needed.~Marquee bulletin board~School email system~Flyers in backpacks <p>Communicate opportunities for parents of unduplicated students and SWD students to participate within the school setting supporting their children.</p> <p>Maintain a School Site Council, DELAC, literacy nights, family fun nights, board meetings etc in addition to surveys to solicit and obtain parent input for school functionality and decision making.</p>	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Direct Social & Emotional Student Health Services	<p>Ensure expanded counseling services are maintained coherently and consistently.</p> <p>Maintain expanded school nurse services at one full day of service.</p> <p>Support and expand the school-wide social-emotional wellness and MTSS initiatives & curriculum, including but not limited to: Character Strong, Toolbox, SOS Curriculum, "Protect", or other SEL curriculum TBD.</p> <p>Ensure measures to eliminate barriers to access (as outlined in goal 1, action 3) are eliminated for FY, ELs, SED and SWDs for all above actions. (Subscriptions, PD and consultant fees.)</p> <p>Support the creation of a "safe space" and provide staff for a room where students can drop-in before school, during lunch or recess (or make electronic requests at any hour) for access to, or schedule and appointment with a compassionate adult for direct counseling, or "just someone to talk to" and/or other social-emotional services can be requested and/or provided.</p>	\$81,766.00	Yes
2.3	Professional Development for School Safety and School Climate Activities	<p>Continue funding, PD, materials and curriculum needed for further development of Richfield's new School Leadership Team. This team was newly created in the 22/23 school year and was staffed with teacher representation from both wings of campus (TK-4 & 5-8), our schoolwide TK-8 Resource Specialist, and classified staff representing English learners, gen-ed parents and IEP parents. This team meets regularly throughout the year to plan and facilitate staff driven activities to implement school culture activities to improve staff to student connectedness and also staff to staff connectedness activities. This leadership team will be expanded in 2024/25 school year with additional staff and roles, such as</p>	\$16,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Tier I team, Tier II team etc will be clearly defined.</p> <p>Fund an additional buy-back day for certificated and classified and a follow up day near the end of October to further reinforce and refine action and enthusiasm for School Culture/SEL activities.</p> <p>Provide professional development and release time for new ASB/Leadership student government teacher and a classified staff member to increase participation in school government & student connectedness to our school. ASB student government will be encouraged to create additional rallies, events, competitions etc to increase student connection to the school across all grade levels and amongst all demographics.</p> <p>Provide expanded PD for counselor and staff tailored to the specific social and mental health needs of our Foster Youth, English Learners, Students w/Disabilities, and Socio-Economically Disadvantaged students.</p> <p>PHYSICAL SAFETY WHILE ON CAMPUS Funding for PD, materials and implementation of:</p> <ul style="list-style-type: none"> • Active shooter protocols • Maintain shatterproof safety glass campus-wide • Ensure fully stocked safety buckets including "fight back" implements and trauma first aid kits in each building and each classroom.. • safe houses and reunification drills/response • First aid certification • Narcan & AED training, supplies • Possible campus perimeter fencing replacement • Possible intercom LCD strobe speaker upgrade <p>MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) Funding for PD, materials and implementation of: ~Staff culture activities</p> <ul style="list-style-type: none"> • Social and emotional learning activities • Adult and pupil socio-emotional wellness activities • Suicide/crisis prevention & Intervention (ASSIST, QPR) 		

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • Anti-bullying & resiliency rallies/assemblies/activities • Trauma informed instruction • School connectedness, inclusion/equity activities • Conflict resolution <p>Ensure professional development for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff.</p>		
2.4	Providing and Maintaining Appropriate School Facilities	Provide and Maintain the facilities in good repair at 100% as measured annually by SARC Facilities Inspection Tool, and NCSIG walk-about checklist and physical observation.	\$5,000.00	Yes
2.5	Provide robust extracurricular opportunities for students	Provide after school athletics program for grades 6-8 (5th, as needed) & provide teacher/staff stipend and mileage. Support/bolster any new clubs (TK-8) and provide appropriate stipends, mileage etc). Establish & fund new uniform replacement rotation for after school sports.	\$13,000.00	Yes
2.6	Empowering Parents to Support Learning	<p>Continue providing parent education nights (usually prior to back to school night for those who choose to attend to provide training to parents on how to use school tools such as parent square, Aeries, access multi-lingual supports etc. (LCAP stakeholder input)</p> <p>Provide Parent Education & Support Opportunities with bilingual support and child care for parent activities including but not limited to:</p> <ul style="list-style-type: none"> ~Provide training for parents to help their students with homework and track student grades/assignments ~Family literacy and parent education nights on campus with child care. ~Science/astronomy nights. ~open computer lab & homework lab during the evenings 	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Provide funding and staff to ensure a high functioning DELAC and include door prizes, child care and food as needed to draw a large and diverse parent group.</p> <p>Create "open lab/homework help" to support "family literacy nights" targeting EL, FY and SED students. Include transportation, child care, bilingual support services and parent education classes to help these populations overcome barriers to accessing the services.</p>		

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$371,423	\$\$13,413

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
13.619%	0.000%	\$0.00	13.619%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Primary Class Size Ratios</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require smaller class sizes and additional support to thrive in their early years of education. Smaller class sizes and dedicated aide support can provide more individualized</p>	To address these needs, RESD will implement a Transitional Kindergarten (TK)/K combo class, and a stand alone Kindergarten/1st grade combination class each with appropriate aide support for our youngest learners. This strategy ensures that class sizes meet TK and K-3 requirements, providing a conducive learning environment with a low student-to-teacher ratio. The aide support will enable more individualized instruction and assistance, helping to meet the developmental and	1.1, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>attention, enhance student engagement, and address diverse learning needs, ensuring a strong foundation for future academic success.</p> <p>Scope: LEA-wide</p>	<p>educational needs of young students. By maintaining these class structures and adhering to class size reduction (CSR) guidelines, RESD will ensure continued K-3 CSR funding, which is crucial for sustaining small class sizes and high-quality early education.</p> <p>Research supports the benefits of smaller class sizes and additional support staff in early childhood education. According to the National Education Policy Center (NEPC), smaller class sizes in early grades are associated with higher student achievement, better classroom behavior, and increased teacher-student interaction (NEPC, 2018). Additionally, the Institute of Education Sciences (IES) highlights that paraprofessional support in early grades enhances instructional quality and provides targeted interventions for students who need additional help (IES, 2010). By implementing these class structures and support strategies, RESD aims to provide an optimal learning environment that promotes the academic and social-emotional development of foster youth, English learners, and students from low socioeconomic backgrounds..</p>	
1.2	<p>Action: Professional development to ensure a RESD provides and maintains a rigorous academic program</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require</p>	<p>To address these needs, the district will fund at least two buy-back days for certificated and classified staff, including Character Strong Academic/SEL/School Culture strategies. The district will provide professional development and/or time and pay for all staff, covering extra duty, substitute pay, travel, registration, and consultant fees as needed. The PD will include:</p>	1.2, 1.6, 1.5, 1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>tailored instructional strategies and support to address their unique academic and social-emotional needs. Providing comprehensive professional development (PD) for certificated and classified staff is essential to equip them with the knowledge and skills necessary to effectively support these students and create a positive school culture.</p> <p>Scope: LEA-wide</p>	<p>Funding to support RESD's new Tier I initiative and leadership team, including PD, substitutes, staffing etc.</p> <p>School Culture by Design and Character Strong Curriculum and Practices: Training to enhance school culture and implement character education programs.</p> <p>Funding and Support for RESD Leadership Team Meetings: Regular meetings to focus on academic and school culture activities.</p> <p>Core Curriculum: Professional development on existing and pilot core curriculum.</p> <p>Multi-tiered System of Supports (MTSS): Review, implementation, and follow-up training to support a tiered approach to student support. Internship, Induction, and Pre-Intern (PIP) Support: Support for credentialed staff through various stages of their careers.</p> <p>Designated/Integrated ELD Methodology/Strategies: Training for credentialed teachers to ensure state-mandated ELD instruction is provided.</p> <p>Master Plan for English Learners: Reviewing and updating the plan to meet current needs.</p> <p>Professional Conferences: Attendance for school board, office staff, and administration to better support the educational community.</p>	

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
		<p>CAASPP Institutes: Preparation for interim and summative assessments.</p> <p>Benchmark Academic Assessments: Collaboration on compiling and administering assessments.</p> <p>Tk-8 Literacy PD: Ensuring students learn to read (K,1) and read to learn (1-8).</p> <p>Tk-8 Digital Literacy/Technology PD: Ensuring students learn to use technology (K,1) and use technology to learn (1-8).</p> <p>High Quality "Best First Instruction" PD: Training in all core subjects based on research by Hattie and Marzano.</p> <p>Expanded PD for Counselors and Staff: Tailored to the academic needs of foster youth, English learners, students with disabilities, and socio-economically disadvantaged students.</p> <p>Classified and Paraprofessional Staff Training: Ensuring all staff receive relevant PD to support certificated staff.</p> <p>In-Class Small Group Interventions: Training for teachers to conduct interventions within the classroom setting.</p> <p>Research supports the effectiveness of comprehensive and targeted professional development in improving student outcomes. The Learning Policy Institute emphasizes that high-quality PD leads to better teaching practices and</p>	

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
		improved student achievement (Darling-Hammond et al., 2017). Additionally, studies by the American Educational Research Association (AERA) highlight the importance of ongoing PD in supporting diverse learners and fostering a positive school culture (AERA, 2014). By implementing this comprehensive PD plan, the district aims to create a supportive and effective learning environment that meets the needs of all students, particularly foster youth, English learners, students with disabilities, and socio-economically disadvantaged students.	
1.3	<p>Action: Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often require additional instructional support and access to technology to fully engage in their education. Providing paraprofessional support during designated instructional times and small group settings can enhance learning outcomes. Additionally, ensuring these students have access to technology at home is crucial for supporting their academic progress and engagement.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will provide appropriate paraprofessional support time to assist unduplicated students as follows:</p> <p>In-Class Paraprofessional Support: 15% of aide time will be allocated to assist classroom teachers during Designated ELD instruction. This support ensures that English learners receive targeted assistance, allowing teachers to differentiate instruction and better meet the diverse needs of their students.</p> <p>Small Group Support: An additional .75 paraprofessional will be provided to offer small group support for unduplicated students, particularly in the new Tier II class. This targeted intervention will help address specific learning gaps and provide more personalized instruction.</p> <p>In addition to paraprofessional support, the district will utilize the technology support team to refurbish and prepare old Chromebooks for distribution to</p>	1.1, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>families after they have been properly surplused or discarded by the school board. Alternatively, the district will purchase and check out new or existing Chromebooks, up to \$7,000, to ensure that students have the necessary technology for learning at home.</p> <p>Research supports the effectiveness of targeted paraprofessional support and access to technology in improving student outcomes. According to the Institute of Education Sciences (IES), paraprofessionals play a crucial role in supporting differentiated instruction and providing additional academic assistance (IES, 2010). Furthermore, studies by the International Society for Technology in Education (ISTE) indicate that access to personal learning devices significantly enhances student engagement, supports personalized learning, and improves educational outcomes (ISTE, 2016). By implementing these strategies, we aim to provide unduplicated students with the instructional support and technology access they need to succeed academically.</p>	
1.4	<p>Action: Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from structured interventions and</p>	<p>To address these needs, the district will provide licenses for various MTSS, assessment, curriculum, and intervention software. The licenses will cover subscription costs for the following tools:</p> <p>Aeries: A comprehensive student information system that supports data management and analysis.</p>	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>assessments that help identify learning gaps and provide personalized learning experiences. Access to high-quality educational software supports their academic progress by offering targeted interventions, enhancing engagement, and enabling data-driven instruction.</p> <p>Scope: LEA-wide</p>	<p>Mystery Science: An engaging science curriculum that fosters curiosity and critical thinking.</p> <p>Tynker: A platform for coding and computer science education that enhances problem-solving and technical skills.</p> <p>Renaissance Place (AR, Star Reading/Math): Assessment and progress monitoring tools that provide insights into student performance and growth.</p> <p>Fastbridge: An assessment system that supports MTSS by identifying students' academic and behavioral needs.</p> <p>Lexia: A literacy program that provides personalized reading instruction and practice.</p> <p>Lexia English: An English language development program tailored for EL students.</p> <p>Successmaker: An adaptive learning program that offers personalized math and reading interventions.</p> <p>Other Related Software: Additional tools deemed appropriate to support the district's educational goals.</p> <p>Research supports the effectiveness of these tools in improving student outcomes. According to the International Society for Technology in Education (ISTE), educational technology that provides personalized learning experiences and data-driven</p>	

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
		<p>insights can significantly enhance student engagement and achievement (ISTE, 2016). Furthermore, the Institute of Education Sciences (IES) highlights that structured intervention programs, supported by comprehensive assessment systems, lead to better identification of learning needs and more effective instructional strategies (IES, 2009). By providing these software licenses, the district aims to equip educators with the tools they need to deliver targeted support and improve the academic success of foster youth, English learners, and students from low socioeconomic backgrounds.</p>	
1.7	<p>Action: 1.5 Offering Broad Course of Study</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to quality arts education and physical activity, which are essential for their holistic development. Additionally, these students benefit significantly from after-school enrichment opportunities that provide a safe and structured environment for academic support, personal growth, and skill development.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will:</p> <p>Hire a 0.4 FTE VAPA/Music-Focused Teacher: This teacher will provide Visual and Performing Arts (VAPA) and music education, enhancing students' creative skills, cultural awareness, and academic achievement through the arts.</p> <p>Hire at Least a 0.5 FTE PE Teacher: This teacher will focus on physical education, promoting students' physical health, social skills, and overall well-being through regular physical activity.</p> <p>Provide After-School Enrichment Opportunities: These opportunities will include GATE (Gifted and Talented Education), SERRF (Safe Education and Recreation for Rural Families), athletics, library time, and computer lab access. These programs will offer students additional academic support, enrichment activities, and safe spaces for learning and growth outside regular school hours.</p>	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>Research supports the positive impact of arts education and physical activity on student outcomes. The National Endowment for the Arts highlights that participation in the arts improves academic performance, creativity, and social-emotional skills (NEA, 2012). Similarly, the Centers for Disease Control and Prevention (CDC) emphasizes that regular physical activity is associated with better academic performance, improved concentration, and reduced behavioral problems (CDC, 2010). Additionally, after-school programs provide critical support for student achievement and personal development. According to the Afterschool Alliance, high-quality after-school programs lead to improved academic performance, increased engagement, and better social-emotional outcomes (Afterschool Alliance, 2014).</p> <p>By hiring a VAPA/Music-focused teacher and a PE teacher, and providing after-school enrichment opportunities, the district aims to enhance academic achievement, promote physical and creative development, and support the overall well-being of foster youth, English learners, and students from low socioeconomic backgrounds.</p>	
1.10	<p>Action: 1.6 Additional supports for at risk and general populations</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Fund a 1 FTE Paraprofessional ELD/Intervention Aide: This aide will provide targeted support for English learners, helping them develop their</p>	1.1, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>socioeconomic backgrounds often require additional instructional support and interventions to succeed academically. These students benefit from targeted interventions, specialized instruction, and support services that address their unique needs and help eliminate barriers to accessing school services.</p> <p>Scope: LEA-wide</p>	<p>language skills and succeed in the academic curriculum.</p> <p>Create Additional Intervention/ECE Paraprofessional Aide Positions as Needed: These aides will support early childhood education and intervention programs, ensuring that young learners receive the foundational skills necessary for future success.</p> <p>Continue a 1/2 Time Administrative Position: This position will help implement and support ELD/ELA standards, provide coaching and professional development for teachers on Designated ELD, coordinate intervention programs and after-school offerings, and support families of EL, FY, SED, and SWD students. The administrator will also work to eliminate barriers to accessing school services and implement Multi-tiered System of Supports (MTSS).</p> <p>Maintain the New Tier II Academic Intervention Certificated Position for the 23/24 School Year: This position will focus on providing intensive academic interventions for students who need additional support beyond the core curriculum.</p> <p>Research supports the effectiveness of targeted interventions and support services in improving student outcomes. The Institute of Education Sciences (IES) emphasizes that paraprofessionals play a crucial role in delivering individualized instruction and supporting differentiated learning (IES, 2010). Additionally, the National Center for Education Statistics (NCES) highlights that</p>	

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
		<p>administrative support is essential for implementing effective intervention programs and supporting teacher professional development (NCES, 2018). Furthermore, studies by the American Educational Research Association (AERA) indicate that comprehensive intervention programs and additional instructional support lead to improved academic performance and reduced achievement gaps (AERA, 2014).</p> <p>By funding these paraprofessional and administrative positions, the district aims to provide the necessary support for foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds to succeed academically and access essential school services.</p>	
2.1	<p>Action: School Community Communication and Involvement</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to effective communication and engagement with their school communities. Improving communication systems and outreach efforts is essential to ensure that these families receive timely and relevant information, can actively participate in school activities, and have their voices heard.</p> <p>Scope:</p>	<p>To address these needs, the district will enhance parent and community outreach and communication through the following systems:</p> <p>Parent Square (Aeries Platform, New 22/23): Transitioning to Parent Square, a secure communication platform integrated with Aeries, to provide streamlined and effective communication between the school and families.</p> <p>School Website: Regularly updating the school website with important information, resources, and announcements to keep families informed. Personal, One-to-One Contacts: Ensuring personal contact between school staff and families to address individual concerns and build stronger relationships.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>Teacher/Parent Conferences and Online Communication: Facilitating regular conferences and utilizing online communication tools to keep parents informed about their child's progress and school activities.</p> <p>Social Media Updates: Using social media platforms to provide timely updates and engage with the school community.</p> <p>School Activities: Maintaining and expanding school activities to promote community involvement and student engagement.</p> <p>Marquee Bulletin Board: Utilizing the school marquee to display important announcements and reminders.</p> <p>School Email System: Using the school email system to send newsletters, updates, and other important information to families.</p> <p>Flyers in Backpacks: Distributing flyers and important information directly to students to take home in their backpacks.</p> <p>Research supports the importance of effective communication and family engagement in improving student outcomes. According to the Harvard Family Research Project, strong home-school communication and family engagement are associated with higher student achievement, better attendance, and improved social-emotional development (Harvard Family Research Project, 2010). Additionally, studies by the National School</p>	

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
		<p>Public Relations Association (NSPRA) highlight that using multiple communication channels helps ensure that all families receive the information they need and can participate in school activities (NSPRA, 2014).</p> <p>By implementing these communication systems and outreach strategies, the district aims to enhance parent and community engagement, support the academic and social-emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, and create a more inclusive and supportive school environment.</p>	
2.2	<p>Action: Direct Social & Emotional Student Health Services</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face significant social-emotional challenges that can impact their academic performance and overall well-being. Expanding access to counseling and nursing services, supporting school-wide social-emotional wellness initiatives, and creating safe spaces for students are crucial steps in addressing these needs.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Expand School Counselor Access:</p> <p>Increase the school counselor's availability from 1.5 days per week to 3 days per week (or more) if a qualified provider is found. If no counselor is found, consider video conferencing options for school counseling to ensure students have access to necessary support.</p> <p>Maintain Expanded School Nurse Services:</p> <p>Continue providing expanded school nurse services, ensuring one full day of service per week to address students' health needs. Support and Expand Social-Emotional Wellness and MTSS Initiatives:</p>	

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
		<p>Implement and expand programs such as Character Strong, Toolbox, SOS Curriculum, "Protect," Ripple Effects, or other SEL curriculum TBD.</p> <p>Provide professional development (PD) and support for staff to effectively deliver these programs.</p> <p>Eliminate Barriers to Access:</p> <p>Ensure measures are in place to eliminate barriers for foster youth, English learners, students with disabilities, and socio-economically disadvantaged students, such as covering subscription costs, PD, and consultant fees.</p> <p>Create a "Safe Space":</p> <p>Establish a safe space where students can drop-in during lunch or recess or make electronic requests at any hour for access to a compassionate adult for direct counseling or just someone to talk to. Staff this room with trained personnel who can provide immediate social-emotional support and facilitate appointments for further counseling or services.</p> <p>Research supports the effectiveness of these strategies in promoting student well-being and academic success. The American School Counselor Association (ASCA) highlights that increased access to school counseling services is associated with improved student outcomes, including better attendance, academic performance, and social-emotional development (ASCA, 2019). Additionally, the National Association of School Nurses (NASN) emphasizes that school nursing services are critical for</p>	

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
		<p>managing student health needs and supporting overall well-being (NASN, 2016). Studies by the Collaborative for Academic, Social, and Emotional Learning (CASEL) show that comprehensive SEL programs improve students' social-emotional skills, behavior, and academic achievement (CASEL, 2013).</p> <p>By expanding counseling and nursing services, supporting social-emotional wellness initiatives, and creating safe spaces, the district aims to address the comprehensive needs of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, ensuring they have the support necessary for success in school and beyond.</p>	
2.3	<p>Action: Professional Development for School Safety and School Climate Activities</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional support to enhance their school experience and overall well-being. Creating a strong school leadership team, providing targeted professional development, and implementing comprehensive safety measures are essential to fostering a supportive and secure school environment.</p> <p>Scope:</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Funding for Richfield's New School Leadership Team:</p> <p>Continue funding substitute time, materials, and curriculum needed for further development of the School Leadership Team, established in the 22/23 school year.</p> <p>The team includes teacher representation from both wings of the campus (TK-4 & 5-8), the school-wide TK-8 Resource Specialist, and classified staff representing English learners, general education parents, and IEP parents. The team will meet regularly to plan and facilitate staff-driven activities aimed at improving staff-to-student and staff-to-staff connectedness.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide	<p>Fund additional buy back days for all staff. to reinforce and refine school culture activities. Professional Development for ASB/Leadership Student Government:</p> <p>Provide professional development and release time for the new ASB/Leadership student government teacher and a classified staff member. Increase participation in school government and student connectedness through rallies, events, competitions, and other activities. Expanded PD for Counselor and Staff:</p> <p>Tailor PD to the specific social and mental health needs of foster youth, English learners, students with disabilities, and socio-economically disadvantaged students. Professional Development for Leadership Team and Staff:</p> <p>Provide PD and release time for the new Leadership Team and available staff, covering:</p> <p>PHYSICAL SAFETY WHILE ON CAMPUS Funding for PD, materials and implementation of:</p> <ul style="list-style-type: none"> • Active shooter protocols • Maintain shatterproof safety glass campus-wide • Ensure fully stocked safety buckets including "fight back" implements and trauma first aid kits in each building and each classroom.. • safe houses and reunification drills/response 	

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
		<ul style="list-style-type: none"> • First aid certification • Narcan & AED training, supplies • Possible campus perimeter fencing replacement • Possible intercom LCD strobe speaker upgrade <p>MULTI-TIERD SYSTEM OF SUPPORTS (MTSS) Funding for PD, materials and implementation of: ~Staff culture activities</p> <ul style="list-style-type: none"> • Social and emotional learning activities • Adult and pupil socio-emotional wellness activities • Suicide/crisis prevention & Intervention (ASSIST, QPR) • Anti-bullying & resiliency rallies/assemblies/activities • Trauma informed instruction • School connectedness, inclusion/equity activities • Conflict resolution <p>Ensure PD for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff.</p> <p>Research supports the effectiveness of these strategies in promoting student well-being, academic success, and overall school safety. The Learning Policy Institute emphasizes that strong leadership and professional development are critical for fostering positive school culture and improving student outcomes (Darling-Hammond et al., 2017). Additionally, the National School Safety Center highlights the importance of</p>	

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
		comprehensive safety measures in ensuring a secure learning environment (National School Safety Center, 2018). By implementing these strategies, the district aims to create a supportive, inclusive, and safe school environment that benefits foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.4	<p>Action: Providing and Maintaining Appropriate School Facilities</p> <p>Need: Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often rely on the school environment for stability and safety. Ensuring that school facilities are well-maintained and equipped with comprehensive safety measures is crucial for providing a secure and supportive learning environment for these students.</p> <p>Scope: LEA-wide</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>Maintain Facilities in Good Repair at 100%:</p> <p>Ensure that all school facilities are maintained in excellent condition, addressing any repair needs promptly to provide a safe and conducive learning environment.</p> <p>Incorporate Additional Classroom Safety Measures:</p> <p>Active Shooter Response Tools: Equip classrooms with tools and resources to enhance preparedness and response during an active shooter situation.</p> <p>Extended Lockdown Preparedness Tools: Provide resources and training to handle extended lockdown scenarios, ensuring that both students and staff are prepared for prolonged emergencies.</p> <p>Traumatic Injury First Aid: Stock classrooms and key areas with trauma first aid kits and ensure staff</p>	

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
		<p>are trained in providing immediate care for traumatic injuries.</p> <p>Surveillance Cameras: Install surveillance cameras to monitor school premises and enhance overall security, deterring potential threats and ensuring quick response to incidents.</p> <p>Research supports the importance of maintaining school facilities and implementing comprehensive safety measures. According to the National Center for Education Statistics (NCES), well-maintained school facilities are associated with better student performance and higher staff morale (NCES, 2018). Additionally, the National Association of School Resource Officers (NASRO) emphasizes that comprehensive safety measures, including surveillance and emergency preparedness, are critical for ensuring a secure school environment (NASRO, 2016). By maintaining facilities in good repair and incorporating enhanced safety measures, the district aims to create a safe and supportive environment that promotes the well-being and academic success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.</p>	
2.5	<p>Action: Provide robust extracurricular opportunities for students</p> <p>Need: Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to extracurricular activities,</p>	<p>To address these needs, the district will implement the following strategies:</p> <p>After School Athletics Program:</p> <p>Provide an after-school athletics program for grades 6-8 (and 5th grade as needed), offering a</p>	

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
	<p>including athletics and clubs, which are essential for their physical health, social development, and overall well-being. Providing structured after-school programs can enhance student engagement, promote teamwork, and support the holistic development of these students.</p> <p>Scope: LEA-wide</p>	<p>variety of sports to engage students in physical activity and team sports.</p> <p>Provide teacher/staff stipends and mileage reimbursement to support those who oversee and coach the athletics program. Support and Bolster New Clubs:</p> <p>Support the establishment and growth of new clubs for students in grades TK-8, encouraging a wide range of interests and activities.</p> <p>Provide appropriate stipends, mileage reimbursement, and other necessary support to teachers and staff who lead these clubs. Uniform Replacement Rotation:</p> <p>Establish and fund a uniform replacement rotation to ensure that students participating in after-school sports have access to proper and well-maintained athletic uniforms.</p> <p>Research supports the positive impact of extracurricular activities on student outcomes. According to the Afterschool Alliance, participation in after-school programs, including sports and clubs, is associated with improved academic performance, higher school attendance, and enhanced social-emotional skills (Afterschool Alliance, 2014). Additionally, the Centers for Disease Control and Prevention (CDC) highlights that regular physical activity through school sports improves physical health, reduces stress, and fosters teamwork and leadership skills (CDC, 2010).</p>	

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
		By providing after-school athletics and club programs, along with the necessary support for teachers and staff, the district aims to enhance student engagement, promote physical and social development, and support the overall well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	

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
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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.

We do not have any actions that are limited to our unduplicated student groups. All actions are being provided on an LEA-wide basis, are targeted to addressing the needs of our unduplicated students first and foremost, and are ensuring that these student group make significant more progress than their peers.

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.

Richfield received at additional \$13,413 of concentration funds to hire additional staff to support our unduplicated students. This additional funds are being used to partially fund an additional paraprofessional to serve unduplicated students as listed in Action 1.3.

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$2,727,331	\$371,423	13.619%	0.000%	13.619%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$544,645.00	\$80,790.00	\$0.00	\$57,907.00	\$683,342.00	\$545,853.00	\$137,489.00

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	Primary Class Size Ratios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$141,415.00	\$0.00	\$141,415.00				\$141,415.00	
1	1.2	Professional development to ensure a RESD provides and maintains a rigorous academic program	Students with Disabilities English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	\$15,233.00	\$46,540.00	\$53,674.00			\$8,099.00	\$61,773.00	
1	1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$31,134.00	\$29,692.00	\$60,826.00				\$60,826.00	
1	1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$32,195.00	\$32,195.00				\$32,195.00	
1	1.6							Ongoing								
1	1.7	1.5 Offering Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$98,582.00	\$5,562.00	\$102,524.00	\$1,620.00			\$104,144.00	
1	1.8							Ongoing								
1	1.9							Ongoing								
1	1.10	1.6 Additional supports for at risk and general populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$158,298.00	\$0.00	\$58,745.00	\$58,745.00		\$40,808.00	\$158,298.00	
1	1.11							Ongoing								

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	2.1	School Community Communication and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,000.00	\$2,000.00	\$3,000.00				\$3,000.00	
2	2.2	Direct Social & Emotional Student Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$76,766.00	\$5,000.00	\$70,766.00	\$11,000.00			\$81,766.00	
2	2.3	Professional Development for School Safety and School Climate Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$11,425.00	\$5,500.00	\$3,500.00	\$6,425.00		\$7,000.00	\$16,925.00	
2	2.4	Providing and Maintaining Appropriate School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
2	2.5	Provide robust extracurricular opportunities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$3,000.00	\$13,000.00				\$13,000.00	
2	2.6	Empowering Parents to Support Learning	All	No			All Schools	Ongoing	\$2,000.00	\$3,000.00		\$3,000.00		\$2,000.00	\$5,000.00	
3	3.1		All	No			All Schools	Ongoing								
3	3.2	Staff Training on Technology Resources (Move to 1.2)						Ongoing								
3	3.3	Provide Software to Support Learning. (Move to 1.4)						Ongoing								
3	3.4	Moved to Goal 1. Provide Computer Lab Support Staff	All	No			All Schools	Ongoing								
3	3.5	Technology Support (Deleted. Addressed in 3.1)						Ongoing								

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$2,727,331	\$371,423	13.619%	0.000%	13.619%	\$544,645.00	0.000%	19.970 %	Total:	\$544,645.00
								LEA-wide Total:	\$544,645.00
								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	1.1	Primary Class Size Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$141,415.00	
1	1.2	Professional development to ensure a RESD provides and maintains a rigorous academic program	Yes	LEA-wide	English Learners Low Income	All Schools	\$53,674.00	
1	1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$60,826.00	
1	1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,195.00	

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	1.7	1.5 Offering Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$102,524.00	
1	1.10	1.6 Additional supports for at risk and general populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$58,745.00	
2	2.1	School Community Communication and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	
2	2.2	Direct Social & Emotional Student Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,766.00	
2	2.3	Professional Development for School Safety and School Climate Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,500.00	
2	2.4	Providing and Maintaining Appropriate School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
2	2.5	Provide robust extracurricular opportunities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$650,414.00	\$754,720.00

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	Primary Class Size Ratios	Yes	\$126,321.00	\$146,272.00
1	1.2	High Quality Professional Development for Academics throughout the Educational Community.	Yes	\$57,198.00	\$34,126.00
1	1.3	Additional support for Unduplicated students	Yes	\$57,656.00	\$62,268.00
1	1.4	Proper licensing for Assessment/Curriculum & Intervention Software.	Yes	\$32,195.00	\$30,361.00
1	1.5	Acknowledging/Incentivizing/Rewarding Effort	Yes	\$3,000.00	\$3,000.00
1	1.6	Afterschool Tutoring Programs	Yes	\$4,100.00	\$5,500.00
1	1.7	Expanding Broad Course of Study	Yes	\$96,680.00	\$104,414.00
1	1.8	New 23/24 (Imported from Goal 3) Provide Hardware and Connectivity to supplement and enhance curriculum.	No	0	\$39,419.00
1	1.10	Additional supports for at risk and general populations	Yes	\$146,573.00	\$172,649.00
2	2.1	School Community Communication and Involvement	Yes	\$3,000.00	\$3,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	Direct Social & Emotional Student Health Services	Yes	\$81,766.00	\$83,073.00
2	2.3	High Quality Professional Development for Social-Emotional & Physical Health Throughout the Educational Community.	Yes	\$16,925.00	\$19,776.00
2	2.4	Maintaining appropriate facilities & A Safe Campus.	No	\$5,000.00	\$34,702.00
2	2.5	Providing a Strong Extra-Curricular program.	Yes	\$13,000.00	\$13,000.00
2	2.6	Professional Development for Staff on Safe School Climate, Safety (Moved to 2.3)			
2	2.7	Empowering Parents to Support Learning	No	\$5,000.00	\$1,000.00
2	2.8	School Safety Continued (moved to 2.3)			
2	2.9	Connecting Students to their School	Yes	\$2,000.00	\$2,160.00
3	3.1	Moved to Goal #1. Provide Hardware and Connectivity.	No		
3	3.2	Staff Training on Technology Resources (Move to 1.2)			
3	3.3	Provide Software to Support Learning. (Move to 1.4)			
3	3.4	Moved to Goal 1. Provide Computer Lab Support Staff	No		
3	3.5	Technology Support (Deleted. Addressed in 3.1)			

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
383,980	\$510,710.00	\$485,931.00	\$24,779.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Primary Class Size Ratios	Yes	\$126,321.00	\$146,272.00		
1	1.2	High Quality Professional Development for Academics throughout the Educational Community.	Yes	\$49,698.00	\$4,806.00		
1	1.3	Additional support for Unduplicated students	Yes	\$57,656.00	\$44,316.00		
1	1.4	Proper licensing for Assessment/Curriculum & Intervention Software.	Yes	\$32,195.00	\$1,183.00		
1	1.5	Acknowledging/Incentivizing/Rewarding Effort	Yes	\$3,000.00	\$3000.00		
1	1.6	Afterschool Tutoring Programs	Yes		\$660.00		
1	1.7	Expanding Broad Course of Study	Yes	\$95,180.00	\$104,414.00		
1	1.10	Additional supports for at risk and general populations	Yes	\$54,394.00	\$83,842.00		
2	2.1	School Community Communication and Involvement	Yes	\$3,000.00	\$3,000.00		
2	2.2	Direct Social & Emotional Student Health Services	Yes	\$70,766.00	\$83,072.00		
2	2.3	High Quality Professional Development for Social-	Yes	\$3,500.00	\$9,206.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
		Emotional & Physical Health Throughout the Educational Community.					
2	2.5	Providing a Strong Extra-Curricular program.	Yes	\$13,000.00	0		
2	2.9	Connecting Students to their School	Yes	\$2,000.00	\$2,160.00		

To Add a Row: Click “Add Row.”

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,698,510	383,980	0	14.229%	\$485,931.00	0.000%	18.007%	\$0.00	0.000%

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.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - 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\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - 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.

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

- 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.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.
- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - 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.

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 of the number and concentration of unduplicated students in the current school year.

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

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 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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