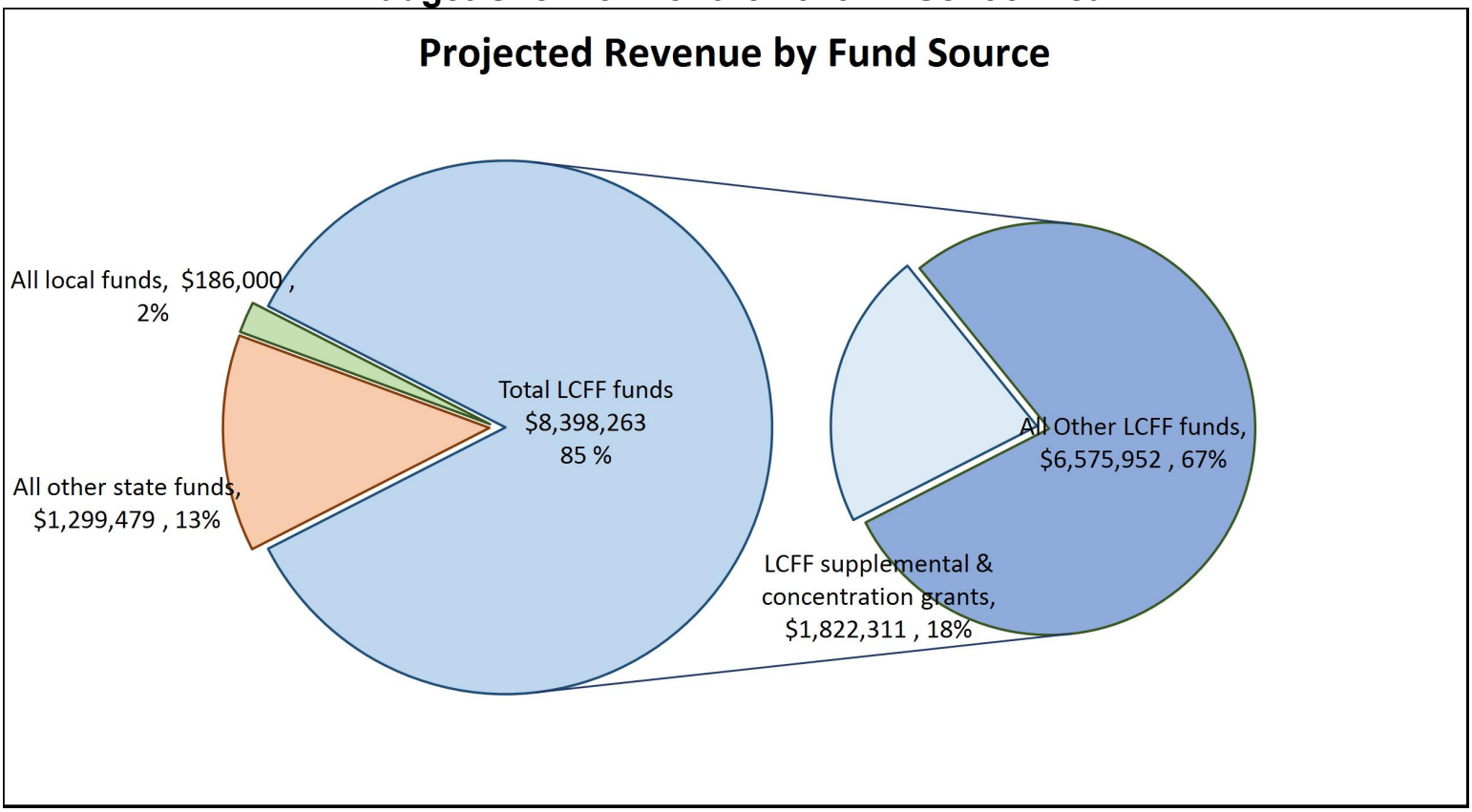
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverbank Language Academy
CDS Code: 50-75556-0113852
School Year: 2026-27
LEA contact information:
Maria Rocha
Director
mrocha@riverbankusd.org
209.869.8093

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 2026-27 School Year

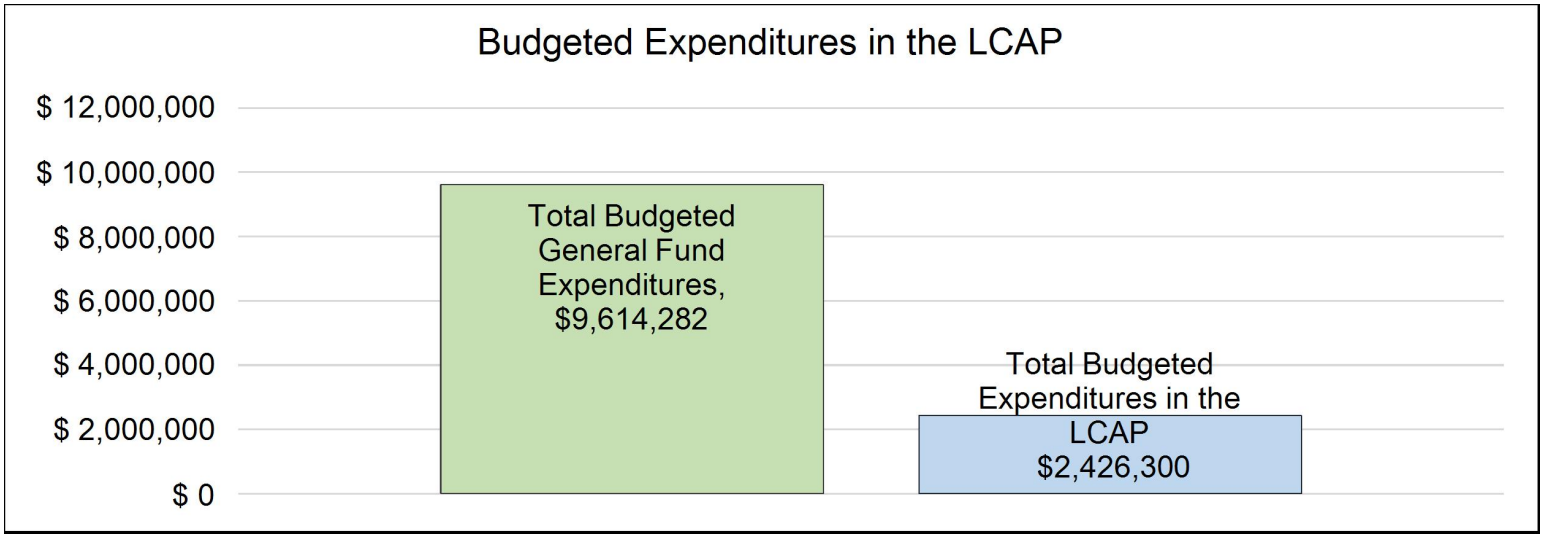


This chart shows the total general purpose revenue Riverbank Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverbank Language Academy is $9,883,742, of which $8,398,263 is Local Control Funding Formula (LCFF), $1,299,479 is other state funds, $186,000 is local funds, and $0 is federal funds. Of the $8,398,263 in LCFF Funds, $1,822,311 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 Riverbank Language Academy plans to spend for 2026-27. 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: Riverbank Language Academy plans to spend $9,614,282 for the 2026-27 school year. Of that amount, $2,426,300 is tied to actions/services in the LCAP and $7,187,982 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Core operational costs, including base teacher salaries and benefits.
Administrative and site operations.
Required contributions and indirect costs.
Routine maintenance, utilities, and general supplies.
Other foundational services necessary to operate the school.

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Riverbank Language Academy is projecting it will receive $1,822,311 based on the enrollment of Foster Youth, English learner, and low-income students. Riverbank Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Riverbank Language Academy plans to spend $2,140,300 towards meeting this requirement, as described in the LCAP.

Riverbank Language Academy has an Unduplicated Pupil Percentage (UPP) of 73% and receives $5,949,650 in supplemental and concentration funding to support English learners, low-income students, and foster youth.

While specific actions identified as “contributing” total approximately $1,668,100, Riverbank Language Academy is implementing a comprehensive, schoolwide program designed to increase or improve services for unduplicated pupils.

Due to the high percentage (73%) of unduplicated students, the school uses a schoolwide approach, as permitted under California Education Code, to ensure that services are principally directed toward and effective for unduplicated pupils.

How Services Are Increased or Improved
Services are increased or improved through:

Smaller class sizes and additional staffing
3rd grade class size reduction
Assistant Principal (Curriculum & Instruction)
EL Coordinator and bilingual instructional support

Targeted academic intervention
Early literacy intervention (K–2)
Supplemental instructional materials in English and Spanish
Data-driven instruction through PLCs

Designated and integrated English Language Development (ELD)
Dedicated EL Coordinator
Bilingual instructional support staff
Dual Language Immersion program implementation

Expanded access to mental health and behavioral supports
School counselor
Partnership with Center for Human Services
MTSS and PBIS systems

Access to enrichment and expanded learning opportunities
After school and summer programs (ELO-P)
Technology access (1:1 Chromebooks)
Enrichment, VAPA, and student engagement activities

Why These Services Are Principally Directed
These services are principally directed to unduplicated pupils because:

English learners require language acquisition support and bilingual instruction
Low-income students benefit from increased access to intervention, technology, and extended learning opportunities
Foster youth and at-risk students require additional social-emotional and behavioral supports

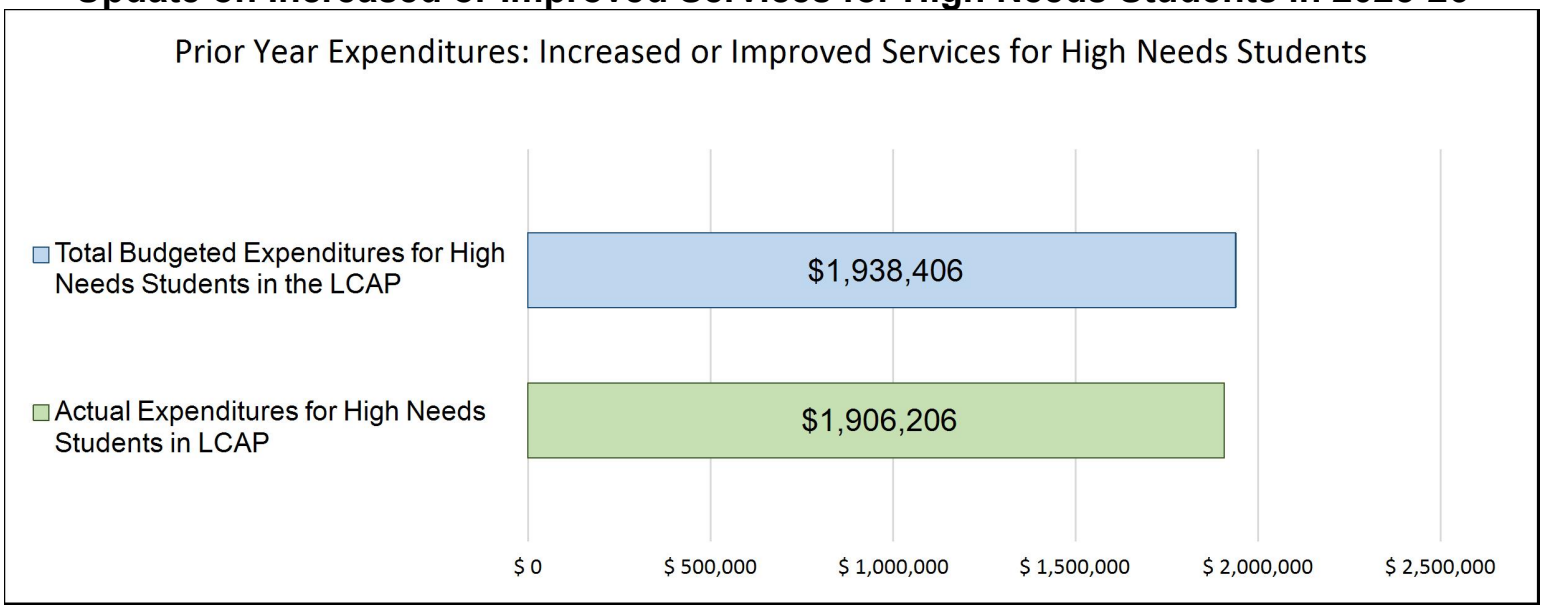
Why This Meets the “Increase or Improve” Requirement
The schoolwide services described above increase and improve services in both quantity and quality compared to the base program by:

Providing additional staff and reduced student-to-teacher ratios
Expanding intervention and support systems
Increasing access to instructional materials and technology
Enhancing social-emotional and mental health supports

As a result, Riverbank Language Academy meets the requirement to increase or improve services for unduplicated pupils in proportion to the additional funds received.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Riverbank Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Riverbank Language Academy 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 2025-26, Riverbank Language Academy's LCAP budgeted $1,938,406 for planned actions to increase or improve services for high needs students. Riverbank Language Academy actually spent $1,906,206 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $32,200 had the following impact on Riverbank Language Academy’s ability to increase or improve services for high needs students:

There was no impact on the school’s ability to increase or improve services for high-needs students. Riverbank Language Academy fully implemented the actions and services outlined in the LCAP. Funds were utilized as planned to support academic achievement, bilingual and English learner programs, social-emotional supports, and student engagement initiatives aligned to Goals 1 and 2.

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
Riverbank Language Academy	Maria Rocha Director	mrocha@riverbankusd.org 209.869.8093

Plan Summary [2026-27]

General Information

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

Riverbank Language Academy (RLA) is a TK–8 dual language immersion charter school located in Riverbank, California, within Riverbank Unified School District. RLA serves approximately 620 students in grades transitional kindergarten through eighth grade.

The student population reflects the diversity of the surrounding community. Approximately:

73% of students are identified as unduplicated pupils (English learners, low-income, and/or foster youth)
34.3% of students are English learners
92.6% of students identify as Hispanic/Latino
4.3% White
0.2% Asian
0.5% African American
Approximately 6.6% of students receive special education services

This demographic profile underscores the school's strong focus on equity and access, ensuring that all students—particularly those with the greatest needs—receive targeted academic and social-emotional support.

RLA's instructional program is centered on a rigorous dual language immersion (DLI) model, where students receive instruction in both English and Spanish with the goal of achieving bilingualism and biliteracy by the end of eighth grade. The program emphasizes strong foundational literacy skills, language development, and academic discourse across all content areas.

The school's vision is to prepare all students to be college, career, and life ready through high-quality instruction, meaningful learning experiences, and a supportive school environment. RLA has established a cohesive instructional focus grounded in research-based practices, including:

Literacy and language development through a dual language framework
Cognitively Guided Instruction (CGI) and Building Thinking Classrooms (BTC) in mathematics
GLAD strategies to support language acquisition and content access

In addition to academic programming, RLA prioritizes the development of the whole child through a Multi-Tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and social-emotional learning (SEL). These systems are designed to promote a positive school climate, reduce behavioral incidents, and ensure students feel safe, connected, and supported.

Family and community engagement are essential components of RLA's program. The school actively partners with families through parent education workshops, family engagement events, and ongoing communication to support student learning and strengthen home-school connections.

Overall, Riverbank Language Academy is committed to continuous improvement and equity-driven practices, ensuring that all students—especially unduplicated pupils—have access to the resources, instruction, and support necessary to succeed academically, socially, and emotionally.

Reflections: Annual Performance

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

A review of the California School Dashboard and local data indicates that Riverbank Language Academy (RLA) continues to demonstrate measurable progress in key academic areas, while also identifying targeted areas for continued growth.

Academic Achievement (ELA, Math, and English Learner Progress)

In English Language Arts (ELA), RLA has shown consistent improvement over time. CAASPP results increased from 46.09% of students meeting or exceeding standard in 2023, to 47.53% in 2024, and 51.39% in 2025, reflecting a steady upward trend. Additionally, the California School Dashboard shows that RLA improved from Orange status to Green, now performing approximately 3.4 points below standard, indicating strong progress toward meeting state benchmarks.

Local data supports this trend. NWEA results indicate that approximately 52% of students are meeting or exceeding RIT benchmarks in ELA, an increase from prior years.

In mathematics, RLA has also demonstrated improvement, though at a slower rate. CAASPP math results increased from 37.53% in 2023, to 41.36% in 2024, and 43.83% in 2025 of students meeting or exceeding standard. The Dashboard indicates progress to a Green status, with performance approximately 15.9 points below standard, showing continued growth but also highlighting the need for ongoing focus in mathematics instruction.

Local NWEA data shows approximately 54% of students meeting or exceeding math benchmarks, reflecting improvement in foundational math skills.

For English Learners, RLA has made significant gains in language acquisition. The English Learner Progress Indicator (ELPI) improved to a Blue status, with 66.4% of English learners making progress toward English proficiency, a substantial increase from prior years.

However, reclassification rates remain an area for growth, with approximately 15% of English learners reclassified annually, below the school's goal of increasing reclassification to higher levels.

School Climate and Student Engagement

RLA continues to demonstrate positive trends in school climate and student engagement. Suspension rates have decreased significantly from approximately 3.8% in 2023 to 1.4% in 2024 and 2025, contributing to improved school climate outcomes.

Chronic absenteeism has also improved, decreasing from 11.3% to approximately 5.7%, resulting in a Green status on the Dashboard.

Attendance remains strong, with an average daily attendance rate of approximately 95.65%, demonstrating consistent student participation.

Local survey data indicates that approximately:

63%–73% of students report feeling connected and motivated to learn, based on California Healthy Kids Survey results
Approximately 66% of middle school students report feeling connected to school

While these results are positive, they also highlight an opportunity to further strengthen student engagement and belonging.

Strengths Identified
Steady growth in ELA achievement (from 46% to 51%)
Improvement to Green status in both ELA and Math on the Dashboard
Strong progress in English Learner language acquisition (66.4% ELPI, Blue status)
Significant reduction in suspension rates (from 3.8% to 1.4%)
Decrease in chronic absenteeism (from 11.3% to 5.7%)

Areas for Growth
Increasing mathematics achievement (currently 43.83% meeting standard)
Improving English learner reclassification rates (~15%)

Strengthening Tier 1 instruction and intervention, particularly in upper grades
Increasing student connectedness (currently ~66%), especially in middle school
Continuing to support long-term English learners (LTELs)

Implications for the LCAP

Based on this data, RLA will:

Strengthen literacy and math instruction through aligned instructional practices
Expand targeted interventions for English learners and struggling students
Continue implementation of MTSS, PBIS, and SEL systems
Increase student engagement opportunities and enrichment programs
Use PLC structures and data analysis to monitor and adjust instruction

Conclusion
Riverbank Language Academy is demonstrating clear upward trends in student achievement and school climate, particularly in literacy and English learner progress. The school remains focused on continuous improvement by addressing identified areas of growth and ensuring that all students—especially unduplicated pupils—are supported to achieve at high levels.

Student Groups scoring in the lowest group on the 2023 Dashboard:
EL, Suspension Rate (3.3%)
SWD, Suspension Rate (11.1%)
White, Suspension Rate (9.1%)

Reflections: Technical Assistance

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

Not Applicable to RLA, the school is not elligible for technical assistance.

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.

Not applicable to RLA.

Support for Identified Schools

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

Not applicable to RLA.

Monitoring and Evaluating Effectiveness

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

Not applicable to RLA.

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
Teachers Administrators Staff Other School Personnel	Riverbank Language Academy engaged teachers, administrators, classified staff, and other school personnel in the development of the LCAP through a structured and ongoing process. Teachers provided input during PLCs, grade-level meetings, and staff meetings, where they reviewed student data (CAASPP, NWEA, and local assessments) and identified instructional priorities. Staff surveys were also used to gather feedback on school needs and strategies. Administrators analyzed Dashboard and local data, facilitated discussions, and worked with staff to align LCAP goals, actions, and resource allocation to student needs. Classified staff and other personnel contributed through staff meetings and surveys, providing input on school climate, student behavior, safety, and support systems such as PBIS and MTSS. Educational partner engagement occurred throughout the year, including staff surveys administered in Fall 2025, data review and discussion during January–February 2026 staff and PLC meetings, and additional feedback opportunities in Spring 2026 prior to finalizing the LCAP. Overall, input from all educational partners was used to inform LCAP goals, prioritize actions, and allocate resources, with a focus on improving outcomes for all students, particularly unduplicated pupils.

Educational Partner(s)	Process for Engagement
Parents and School Community	During the 2025–26 school year, Riverbank Language Academy engaged parents and the school community in the development of the LCAP through parent surveys, monthly parent meetings, family workshops, and school community events. Families were provided opportunities throughout the year to share input on student needs, school climate, academic programs, and priorities for improvement. Feedback gathered from parents and the school community was reviewed and used to help shape LCAP goals, actions, and services, particularly those supporting English learners, low-income students, and other unduplicated pupils..
LCAP Advisory Committee	The Director engaged educational partners through existing structures that function as an advisory body throughout the 2025–2026 school year, including during the fall data review, mid-year reflection, and spring LCAP development process. Input was gathered through: Leadership Team meetings Professional Learning Communities (PLCs) Staff meetings (certificated and classified) Parent meetings, including English Learner-focused engagement opportunities These groups reviewed California School Dashboard data, local assessment data, and mid-year progress updates to provide input on LCAP goals, actions, and expenditures.
Students	Riverbank Language Academy engaged students through surveys, including the California Healthy Kids Survey. Results show 63%–73% of students feel connected and motivated, with 66% of middle school students reporting connectedness. Student input informed LCAP actions to strengthen engagement, enrichment, and social-emotional supports.
ELCAP Parent Group	Riverbank Language Academy engaged parents of English learners through ELAC meetings, parent workshops, and LCAP surveys. Families were provided opportunities to review student data, including

Educational Partner(s)	Process for Engagement
	ELPI progress and reclassification rates, and give input on programs supporting English learners. Key feedback emphasized the need for: Strong English Language Development (ELD) and bilingual instruction Increased reclassification rates Additional academic and intervention support Ongoing parent communication and education This input was used to strengthen LCAP Goal 1 (academic achievement and ELD supports) and Goal 2 (student engagement and well-being).

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

The development of Riverbank Language Academy's (RLA) LCAP was directly influenced by input from teachers, administrators, staff, parents, students, and the English Learner Advisory Committee (ELAC). Feedback was gathered through surveys, meetings, and data reviews and used to guide the development of LCAP goals, actions, and expenditures.

Educational partners emphasized the need to strengthen literacy and mathematics instruction, increase support for English learners, and improve student engagement and school climate. As a result, the LCAP prioritizes:

Academic intervention, instructional materials, and professional development
English learner supports, including ELD, bilingual instruction, and an EL Coordinator
Social-emotional supports, including counseling, MTSS, and PBIS
Enrichment opportunities and student engagement activities

Parent and ELAC feedback also highlighted the importance of improving reclassification rates and increasing family engagement opportunities, which are reflected in the LCAP actions.

With approximately 73% of students identified as unduplicated pupils, RLA implements a schoolwide approach to ensure services are principally directed toward and effective for English learners, low-income students, and foster youth.

Overall, stakeholder input directly shaped the LCAP to align resources and services with the identified needs of students and the school community.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	RLA will provide an optimal learning environment to ensure academic and social success for students to attain bilingualism and biliteracy by the completion of 8th grade. This will be achieved through a high-quality dual-immersion model focused on language and literacy development along with enrichment opportunities. RLA graduates will be college, career, and life ready.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Goal 1 was developed based on a review of the California School Dashboard and local data, which indicate the need to continue strengthening academic achievement in English Language Arts and mathematics, as well as improving outcomes for English learners.

While Riverbank Language Academy has demonstrated growth in ELA (increasing to approximately 51% of students meeting or exceeding standard) and mathematics (approximately 44% meeting or exceeding standard), performance remains below desired outcomes. Additionally, although English learner progress has improved (66.4% making progress toward proficiency), reclassification rates (approximately 15%) indicate a need for continued focus on language development.

Input from teachers, administrators, and parents also emphasized the importance of consistent, high-quality instruction, targeted intervention, and support for bilingualism and biliteracy.

As a result, Goal 1 focuses on strengthening core instruction, academic intervention, and English Language Development (ELD) to ensure all students, particularly unduplicated pupils, make progress toward meeting or exceeding academic standards and achieving bilingualism and biliteracy by the end of eighth grade.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts Test Results--ELA for all students including English Learners.	For spring 2023, 46.09% of RLA's student population met or exceeded standard in English Language Arts (CAASPP).	For spring 2024, 47.53% of RLA's student population met or exceeded standard in English Language Arts (CAASPP).	For spring 2025, 51.39% of RLA's student population met or exceeded standard in English Language Arts (CAASPP).	65% of RLA's student population will meet or exceed standard in English Language Arts.	RLA had a +5.3 percentage point increase in English Language Arts as measured through the CAASPP.
1.2	CAASPP Mathematics results for all students.	For spring 2023, 37.53% of RLA's student population met or exceeded standard in Mathematics (CAASPP)	For spring 2024, 41.36% of RLA's student population met or exceeded standard in Mathematics (CAASPP).	For spring 2025, 43.83% of RLA's student population met or exceeded standard in Mathematics (CAASPP).	60% of RLA's student population will meet or exceed standard in Mathematics.	RLA had an average of 6.3 percentage point increase in students meeting/ exceeding standard in Mathematics as measured through the CAASPP.
1.3	North Western Evaluation Assessment (Overall Reading and Writing Scores)	NWEA scores for 2023-2024 indicate an average of 40% of students meeting standard RIT scores for ELA	NWEA 2025-2026 Scores indicate a 52 overall% of students meeting/exceeding RIT scores in English Language Arts.	NWEA 2025–2026 scores indicate an average of 56.5% of students meeting or exceeding RIT benchmarks in English Language Arts.	62% of student population will meet standard RIT scores for ELA	RLA had a 12 percentage points in ELA NWEA performance.
1.4	North Western Evaluation Assessment (Overall Mathematics Scores)	NWEA scores for 2023-2024 indicate an average of 32% of students meeting or exceeding standard RIT scores for Mathematics	NWEA 2025-2026 Scores indicate an 54% overall% of students meeting/exceeding RIT scores in mathematics.	NWEA 2025–2026 scores indicate an average of 58.5% of students meeting or exceeding RIT benchmarks in Mathematics.	Average of 55% of students meeting or exceeding standard RIT scores for Mathematics	RLA had a 22 percentage point gain in student academic performance in mathematics as measured by the NWEA assessment.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Local Reading Assessment Data DRA (Developmental Reading Assessment) data	Local School Reading Assessment (DRA) scores for 2023-2024 indicate an average of 56% of students meeting reading benchmarks in English and Spanish reading based on DRA assessement results.	Local School Reading Assessment (DRA) scores for 2024-2025 indicate an average of 79% of students meeting reading benchmarks in English and 70% of the students are meeting/exceeding benchmark standard in Spanish reading based on DRA assessement results.	Local reading data (2024–2025) indicate an average of 74% of students meeting benchmarks in English and 84% meeting/exceeding benchmarks in Spanish.	70% of students meeting reading benchmarks in English and Spanish reading based on DRA assessement results.	RLA had a 23 percentage point increase in English and a 14 percentage point increase in Spanish as measured by local reading assessments.
1.6	California Schools Dashboard English Language Arts Status--Orange	California School Dashboard Scores (fall 2023) indicate an Orange status on the ELA indicator for the California Schools Dashboard with 10.3 points below the standard.	California School Dashboard Scores (fall 2024) indicate that RLA maintained Orange status on the ELA indicator with 10.1 points below the standard.	California School Dashboard (fall 2025) indicates Green status on the ELA indicator, with performance approximately 3.4 points below standard.	Green status on the ELA indicator for the California Schools Dashboard meeting the ELA Standard.	RLA improved from orange to green status with a 6.9 point improvement toward standard as measured by the California School Dashboard.
1.7	RLA English Learner Redesignation to English Proficient	Local annual redesignation data (2023-24) indicate that 14% of English Learner Students redesignated as fluent English Proficient	Local redesignation data (2024-25) indicate that 15% of English Learner Students are redesignated annually as fluent English Proficient. The overall EL	Local redesignation data (2025–2026) indicate approximately 15% of English Learners were reclassified as Fluent English Proficient, with an	30% of English Learner Students will be redesignated annually as fluent English Proficient (RFEP)	RLA maintained the annual average percentage of students reclassified as fluent English proficient with 15% of the students reclassified.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			redesignation rate is an average of 53%.	overall cumulative rate of approximately 53%.		
1.8	California Schools Dashboard English Learner Progress--ELPI Indicator	California School Dashboard Scores (fall 2023) indicate an Orange status with 49.7% of the student population making progress towards meeting standard. This declined by 12.2% from the previous year.	California School Dashboard Scores (fall 2024) indicate an Orange status with 44% of the student population making progress towards meeting standard. This declined by 5.7% from the previous year.	California School Dashboard (fall 2025) indicates Blue status, with 66.4% of English Learners making progress toward English proficiency.	Green Status with average of 55% of the student population making progress towards meeting the English Learner Progress Indicator benchmark.	RLA increased by 16.7 percentage point increase as measured by the ELPI
1.9	California Schools Dashboard Mathematics Status	California School Dashboard Scores (fall 2023) indicate a Yellow Score on the Dashboard --35.2 points below the standard.	California School Dashboard Scores (fall 2024) indicate an increase under the area of mathematics of 9.8 points, a yellow status with 25.4 points below the standard.	California School Dashboard (fall 2025) indicates Green status, with performance approximately 15.9 points below standard.	Green on the Dashboar, and close to meeting the standard benchmark for mathematics.	The school had an increase of 19.3 percentage points.
1.10	CAST Student Achievement--5th and 8th Grades	For spring 2023, 28.57% of RLA's student population met or exceeded standard in the CAST.	For spring 2024, 30.70% of RLA's student population met or exceeded standard in the CAST. This is a 1.5% increase from prior year.	For spring 2025, 21.78% of RLA’s student population met or exceeded standard on the CAST.	40% of RLA's student population will meet or exceeded standard in the CAST.	RLA decreased 6.79 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.11	Teachers appropriately credentialed and assigned (Priority 1 - Basic Services)	California Schools Dashboard (2023)- Standard Met 0% Misassignments	California Schools Dashboard (2024)- Standard Met 0% Misassignments	California School Dashboard (2025) indicates Standard Met with 0% misassignments.	Maintain a 0% Teacher Missassignments.	RLA maintained at 0% teacher misassignments.
1.12	RLA Teacher and Staff Retention (experience and staffing) Priority One.	90% of RLA staff is a highly qualified teacher (teaching at the school for eight or more years)	90% of RLA staff is a highly qualified teacher (teaching at the school for eight or more years)	Approximately 90% of RLA staff remain highly qualified, with continued staff retention.	Retain highly qualified staff (teachers and administration)	RLA maintained at approximately 90% of teachers being highly qualified.
1.13	California Schools Dashboard Local Indicators Self-Assessment Tool for Implementation of the state board adopted academic content and performance standards for all students	In the 2023 California Dashboard Self-Reflection Tool for state standards. Implementation of the state board adopted academic content and performance standards for all students RLA ranged in the 4-for Full Implmenetation and 5-Full Implementation and Sustainability in core subjects (ELA, Math, World LAnguage, PE, and Visual and Performing Arts)	In the 2024 California Dashboard Self-Reflection Tool for state standards. Implementation of the state board adopted academic content and performance standards for all students RLA ranged in the 4-for Full Implmenetation and 5-Full Implementation and Sustainability in core subjects (ELA, Math, World LAnguage, PE, and Visual and Performing Arts)	California Dashboard Self-Reflection Tool (2025) indicates levels 4 (Full Implementation) to 5 (Sustainability) across core content areas.	Mantain the level of implementation of core standards at the level 5 as full implementation and stustainability. (California Schools Dashboard-Fall 2027).	RLA maintained the implementation of core standards as measured in the California Schools Dashboard Local Tool.
1.14	California Schools Dashboard Local	As indicated in the section of the California Schools Dashboard	As indicated in the section of the California Schools	California School Dashboard (2025) indicates Standard	Maintain the level of implementation in the Califronia	RLA met the area of access to a

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Indicators Self-Reflection Tool for Course Access.	(2023) the standard of Access to a Broad Course of Study was met.	Dashboard (2024) the standard of Access to a Broad Course of Study was met.	Met for access to a broad course of study.	Schools Dashboard in access to a broad course of study by sustaining enrollment in RLA's dual immersion program.	broad course of study.

Goal Analysis [2025-26]

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.

Riverbank Language Academy (RLA) implemented the majority of actions and services outlined in the LCAP at a full implementation level, particularly in the areas of academic support, English learner services, and school climate.

Key actions fully implemented included early literacy intervention, instructional materials, EL support (EL Coordinator and bilingual paraprofessional), professional development through PLCs, and student support services such as counseling, MTSS, and PBIS. These efforts contributed to improvements in ELA, mathematics, and English learner progress, as well as positive trends in attendance and school climate.

Some actions were not fully implemented as planned, including after-school tutoring (Goal 1.11) and the Dean of Student Services position (Goal 2.4), primarily due to staffing and coordination challenges.

Despite these challenges, RLA maintained core services and adjusted implementation to continue supporting student needs.

Overall, implementation was successful, with minor adjustments, and the school will continue refining systems to strengthen full implementation in the coming year.

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.

Riverbank Language Academy (RLA) experienced minor differences between budgeted and estimated actual expenditures and planned versus actual percentages of improved services during the implementation of the LCAP.

These differences were primarily due to:

Staffing challenges, including positions that were not filled as planned (e.g., after-school tutoring support and Dean of Student Services)
Timing of expenditures, particularly for instructional materials, professional development, and program implementation
Adjustments to program implementation, including modifications to enrichment and expanded learning opportunities based on staffing capacity and scheduling

Despite these variances, there was no material impact on the school's ability to increase or improve services for unduplicated pupils. Riverbank Language Academy maintained implementation of core actions and services, including academic intervention, English learner supports, and social-emotional services.

Overall, the school continued to meet the requirement to increase or improve services in proportion to the additional funds received, and any differences did not significantly affect the delivery of services to students.

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

Overall, the actions and services outlined in the LCAP have been largely effective in making progress toward the goals, particularly in the areas of literacy and English learner development.

Goal 1 – Academic Achievement

Actions focused on early literacy intervention, supplemental instructional materials, Professional Learning Communities (PLCs), and targeted English learner supports (EL Coordinator and bilingual paraprofessional) have contributed to measurable gains:

ELA CAASPP increased from 46.09% to 51.39%
Mathematics CAASPP increased from 37.53% to 43.83%
NWEA performance increased to 52% in ELA and 54% in Math
English Learner Progress Indicator improved to 66.4% (Blue status)

These results indicate that Tier 1 instruction and targeted interventions are improving student outcomes.

However, some actions were less effective or not fully implemented, including after-school tutoring (Goal 1.11), which limited additional support opportunities for students needing intervention. Additionally, reclassification rates (~15%) remain below desired outcomes, indicating a continued need to strengthen designated ELD and targeted supports for English learners.

Goal 2 – School Climate and Engagement

Actions related to MTSS, PBIS, counseling services, and mental health supports have been effective in improving school climate and student engagement:

Suspension rates decreased from 3.8% to 1.4%

Chronic absenteeism decreased from 11.3% to 5.7%
Attendance remained strong at approximately 95.65%

These improvements suggest that investments in social-emotional supports and positive behavior systems are positively impacting student outcomes.

At the same time, student survey data indicates that only 63%–73% of students feel connected and motivated, showing that while progress has been made, additional focus on student engagement and belonging is needed, particularly at the middle school level.

Conclusion

Overall, the majority of actions have been effective in improving academic performance, English learner progress, and school climate. Areas identified as less effective or not fully implemented—such as tutoring and reclassification efforts—will be refined and strengthened in the upcoming LCAP cycle to ensure continued progress toward meeting all goals.

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

Based on a review of prior year data and implementation, Riverbank Language Academy (RLA) has made targeted adjustments to actions and implementation strategies to better support student outcomes. The overall goals and metrics remain largely consistent to ensure continuity and focus.

Refinements to Actions
Strengthened academic intervention systems, including clearer structures for targeted support during the school day, in response to inconsistent implementation of after-school tutoring
Increased focus on mathematics instruction and support, based on slower growth in math achievement compared to ELA
Enhanced English Language Development (ELD) supports to improve reclassification rates, including more intentional designated ELD and monitoring of English learner progress
Adjustments to Implementation
Improved planning for staffing and program implementation to ensure key positions and supports are fully implemented
Refined MTSS and PBIS systems to further strengthen student engagement, behavior supports, and school climate
Expanded opportunities for student engagement and enrichment, particularly for middle school students, based on student feedback
Metrics and Target Outcomes

Metrics and target outcomes were maintained with minor adjustments to ensure they remain rigorous, measurable, and aligned to current performance levels, particularly in mathematics achievement and English learner outcomes.

Conclusion

These changes reflect RLA's commitment to continuous improvement by refining strategies, strengthening implementation, and ensuring that actions are responsive to student needs. The adjustments are intended to accelerate progress toward meeting academic, language development, and school climate goals.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	3rd Grade Teacher	Maintain class size reduction in third grade by continuing to fund the additional BCLAD teaching position.	$109,000.00	Yes
1.2	Physical Education Teacher	Physical Education Teacher to deiver P.E. instruction TK-8.	$114,000.00	Yes
1.3	Retain highly qualified teaching staff.	Retain current High Quality Certificated and Classified Staff through collaboration and Professional Learning Communities.	$44,800.00	Yes
1.4	Professional Learning Communities	Sustain professional development and teacher preparation through the integration of Professional Learning Communities to improve on instructional practices and intervention supports.	$60,000.00	Yes
1.5	Bilingual Instructinal Support (Bilingual Para)	Bilingual Instructional Support–Fund a bilingual instructional support (paraprofessional to assist with instructional delivery, behavioral, and SEL supports).	$50,000.00	Yes
1.6	Literacy Instruction Materials	Supplemental Materials and Supplies for Intervention and Supplemental Instruction (Reading intervention resources, access to leveled reading books, spanish books and supplemental materials).	$8,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Technology Integration--Chrome Book Access	Provide a technology chrome book refressh and maitain the number of devices and access to technology for students by purchasing additional chrome book devices for student use as needed. Provide Assistive technology for student access as needed.	$120,000.00	Yes
1.8	EL Coordinator	Provide EL support, instruction, and intervention to support English Learners.	$170,000.00	Yes
1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Professional Development, Training and Conferences as aligned with the DLI model in core subject areas, SEL & mental health support and instructional design and delivery.	$18,000.00	Yes
1.10	Academic intervention	Provide early literacy instructional support and early reading intervention (K-2).	$169,000.00	Yes
1.11	Academic Support through tutoring, after school program, and homework support.	Provide academic support through homework club support, after school tutoring, and college/university tutors and bilingual instructional support.	$50,000.00	Yes
1.12	Create an Exceptional Learning Environment as supported by the Asstant Principal--Curriculum & Instruction	Provide Curriculum and Instruction Support through the Assistant Principal position.	$170,000.00	Yes
1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Additional supplemental books that support balanced literacy instruction and reading intervention.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	CAASPP Measures of Progress in Mathematics	Mathematics Curriculum Adoption for K-8 Grades.	$200,000.00	Yes
1.15	Reading Benchmark Trimester Report (DRA)	Provide academic instructional support in literacy for intermediate elementary grades.	$154,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	RLA will cultivate equitable learning environments that foster student engagement, school connectedness, and a positive school climate through the integration of the multi-tiered systems of support, social-emotional development, and family & community partnerships. Students will exhibit well-being through positive self-esteem and multicultural awareness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 2 was developed based on a review of the California School Dashboard and local data, which indicate the need to continue strengthening school climate, student engagement, and overall student well-being.

While Riverbank Language Academy has made progress in reducing suspension rates (from approximately 3.8% to 1.4%) and chronic absenteeism (from approximately 11.3% to 5.7%), student survey data shows that only about 63%–73% of students report feeling connected and motivated, with approximately 66% of middle school students reporting a sense of connectedness. These results highlight the need to further improve student engagement and belonging.

Additionally, input from students, parents, and staff emphasized the importance of mental health services, behavior supports, and increased opportunities for student engagement and enrichment, particularly for English learners, low-income students, and other unduplicated pupils.

As a result, Goal 2 focuses on strengthening MTSS, PBIS, and social-emotional learning (SEL) systems, expanding mental health and behavioral supports, and increasing student engagement opportunities to ensure all students feel safe, connected, and supported in their learning environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Schools Dashboard Conditions & Climate Data.	California School Dashboard Scores (fall 2023) indicate an Orange Status--3.8% Student Suspensions with an increase of 1.9%.	Data from the California School Dashboard indicate a green status with a decline of 2.4% in student suspensions, an overall rate of 1.4% of student suspensions.	California School Dashboard (Fall 2024) indicates a Green status, with a student suspension rate of 1.4%, representing a 2.4 percentage point decrease from the prior year.	Maintain Green status by keeping suspension rate below 2%.	-2.4 percentage points (from 3.8% to 1.4%)
2.2	California Schools Dashboard--Academic Engagement Data	California School Dashboard Scores (fall 2023) indicate a Yellow Status--11.3% Students identified as chronically absent.	Data from the California School Dashboard Scores (fall 2024) indicate a Green Status--with 6.7% of students identified as chronically absent. This rate declined by 4.6% from prior year.	California School Dashboard (Fall 2024) indicates a Green status, with 6.7% of students identified as chronically absent, representing a 4.6 percentage point decrease from the prior year.	Maintain Green status and reduce chronic absenteeism to below 6%.	-4.6 percentage points (from 11.3% to 6.7%)
2.3	California healthy Kids Survey (CHKS) Administration	In spring of 2023 Data from the California Healthy Kids Survey (CHKS) indicates that 60%of the students reported feeling connected and motivated to learn new things at school.	Fall data from the California Healthy Kids Survey (CHKS) indicates that 63% of the middle school students felt connected and 73% felt motivated to learn new things at school.	California Healthy Kids Survey (Fall 2024) data indicates that 63% of students report feeling connected to school and 73% report feeling motivated to learn, reflecting an increase in student engagement.	Increase overall connectedness and motivation to 70% or higher.	+3 percentage points in connectedness (from 60% to 63%) +13 percentage points in motivation (from 60% to 73%)
2.4	Local School Data (5th and Middle School Student Survey)	In spring of 2024, 60% of the students reported as feeling connected	Local School Data indicates that 66% of the middle	Local student survey data indicates that 66%	Increase student connectedness to 75% or higher.	+6 percentage points (from 60% to 66%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		and motivated to learn new things at school.	school students reported as feeling connected and motivated to learn new things at school.	of middle school students report feeling connected and motivated, representing a 6 percentage point increase from the prior year.		
2.5	Local School Data--Average Daily Attendance (CALPADS Report)	Riverbank Language Academy has an average of 96% of students attending school on a daily basis (2023-24 CALPADS),	Riverbank Language Academy has an average of 95.5% of students attending school on a daily basis (2024-25 CALPADS),	CALPADS data (2024–2025) indicates that the school maintained an average daily attendance rate of 95.5%, reflecting a slight decrease from the prior year.	Increase ADA to 96–97%.	-0.5 percentage points (from 96% to 95.5%)
2.6	Mapping Youth Health Behavior Survey (MYHB)	In spring of 2022 an average of 56% of middle school students reported having good mental health and life satisfaction with 43% rating it as fair to poor.	Data from the California Healthy Kids Survey (CHKS-Fall 2024) indicates that 66% of the students reported having good life satisfaction.	California Healthy Kids Survey (Fall 2024) indicates that 66% of students report positive mental health and life satisfaction, representing a 10 percentage point increase from the baseline.	Increase to 70% or higher reporting positive mental health.	+10 percentage points (from 56% to 66%)
2.7	Local School Data (Student Suspensions and Expulsions)	California School Dashboard Scores (fall 2023) indicate that RLA has an average of 5% of students suspended in 2023-2024.	Data from the California School Dashboard Scores (fall 2024) indicate that RLA has an average of 1.4% of students suspended, a	California School Dashboard (Fall 2024) indicates a student suspension rate of 1.4%, reflecting a significant	Reduce the number of student suspensions to less than 3%.	RLA was able to reach the three year target goal with an average of 1.4% of student suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			decline of 2.4% from prior year.	decrease from prior years.		
2.8	Parent Survey Data (Local School Survey)	The RLA Parent Survey for 2023-2024 indicates that overall RLA has an average of 80% parent satisfaction survey based on a our local parent survey that rates building partnerships for student outcomes.	RLA maintained the average parent satisfaction survey based on the parent LCAP surveys. A new survey will be administered in fall 2025 to rate parent satisfaction and LCAP goals.	Parent survey data indicates that approximately 80% of families report satisfaction with school partnerships and communication, consistent with prior year results.	Increase parent satisfaction to 85% or higher.	No significant change (maintained at ~80%)
2.9	CALPADS Report Appropriately credentialed teachers	RLA has an average of 90% of teachers as appropriately assigned to a classroom (CALPADS Fall 2023 submission)	RLA has an average of 90% of teachers as appropriately assigned to a classroom (CALPADS Fall 2024 submission)	CALPADS data (Fall 2024) indicates that 90% of teachers are appropriately assigned and credentialed, maintaining the prior year level.	Maintain 90–95% appropriately assigned teachers.	No change (maintained at 90%)
2.10	California Schools Dashboard (fall 2023) Local Indicators for Self Reflection Tool for parent and family engagement	California Schools Dashboard (fall 2023) Local Indicators for Self Reflection Tool for parent and family engagement indicates a standard met at a level 5-Full Implementation and Sutainability.	California Schools Dashboard (fall 2024) Local Indicators for Self Reflection Tool for parent and family engagement indicates a standard met at a level 5-Full Implementation and Sutainability.	California School Dashboard (Fall 2024) Local Indicator for Parent Engagement indicates Level 5: Full Implementation and Sustainability, maintaining the prior year rating.	Maintain Level 5 rating.	Maintained Level 5 (no change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Average Daily Attendance (ADA) rate in the CALPADS Report	The school has a 95.5 ADA rate in the report that is submitted to CALPADS (2023-2024 year)	RLA maintained an average of 95.5% average daily attendance (ADA) as indicated in the CALPADS report data.	CALPADS data indicates the school maintained an average daily attendance rate of 95.5%, consistent with prior year results.	Maintain and improve an ADA rate of 96-98% in the CALPADS report for 2027.	RLA maintained the average daily attenance as reported to CALPADS and California Schools Dashboard.
2.12	Local Student Survey on School Connectedness (2023-2024)	The overall Middle School student rating for school conectedness was at an average of 62%, which indicates a 23% dip from prior years (pre-COVID).	The overall Middle School student rating for school conectedness was at an average of 63%, which indicates a 1% increase from prior year.	Local survey data indicates that 63% of middle school students report feeling connected to school, representing a 1 percentage point increase from the prior year.	Increase connectedness to 75% or higher.	+1 percentage point (from 62% to 63%)

Goal Analysis [2025-26]

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.

During the 2025–2026 school year, Riverbank Language Academy successfully implemented the majority of actions outlined in Goal 2, resulting in measurable improvements in student behavior, attendance, and overall school climate. The school strengthened its Multi-Tiered System of Supports (MTSS), including PBIS and social-emotional learning (SEL) systems, which contributed to a reduction in suspension rates (3.8% to 1.4%) and chronic absenteeism (11.3% to 6.7%).

Key actions such as the school counselor, behavioral support technician, SEL support staff, and partnership with the Center for Human Services were implemented as planned and provided targeted support for students, particularly unduplicated pupils. These services contributed to improved student engagement, as reflected in increased student connectedness and motivation (63%–73%) and improved mental health indicators (66% reporting positive life satisfaction).

The school also expanded family engagement opportunities, including parent workshops and communication efforts, which helped maintain strong parent satisfaction and involvement. Additionally, enrichment opportunities and student engagement activities contributed to a positive school culture and increased student participation.

Substantive Differences, Challenges, and Successes

While most actions were implemented as planned, there were some implementation challenges. The Dean of Student Services position was not filled, and the after-school tutoring program was not fully implemented due to staffing and coordination challenges. Despite these gaps, existing staff and systems were leveraged to continue supporting students through MTSS, counseling, and behavioral supports.

Successes included:

Significant improvement in behavior and attendance outcomes
Strengthened MTSS and PBIS systems
Increased student engagement and connectedness
Continued strong family and community involvement

Challenges included:

Staffing limitations impacting full implementation of select actions
Need for continued growth in student connectedness and engagement, particularly at the middle school level
Slight decline in average daily attendance, indicating a continued need for focused attendance strategies

Overall, the implementation of Goal 2 actions led to positive outcomes in school climate and student support systems, with continued opportunities for refinement and expansion in the coming year.

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.

Explanation of Material Differences Between Budgeted and Estimated Actual Expenditures

During the 2025–2026 school year, Riverbank Language Academy experienced some material differences between budgeted and estimated actual expenditures, primarily due to staffing challenges and adjustments in implementation timelines.

The most significant differences occurred in actions that were not fully implemented as originally planned, including the Dean of Student Services position and after-school tutoring supports. These vacancies and delays resulted in lower-than-anticipated expenditures for those actions.

Additionally, some planned expenditures related to extended learning opportunities and supplemental supports were adjusted based on student participation, staffing availability, and program needs throughout the year. In some cases, funds were reallocated to other implemented services, such as counseling, behavioral supports, and SEL programming, to ensure continued support for students.

Despite these differences, the school maintained a strong focus on increasing and improving services for unduplicated pupils, with the majority of funds directed toward fully implemented actions such as MTSS/PBIS systems, mental health services, instructional support, and family engagement programs.

There were no significant differences in the planned percentage of improved services, as the school continued to prioritize and provide services principally directed toward English learners, low-income students, and foster youth.

Overall, while some adjustments were necessary due to implementation challenges, Riverbank Language Academy remained aligned with its LCAP goals and continued to provide targeted supports to meet the needs of unduplicated pupils..

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

Overall, the actions implemented under Goal 2 have been effective in making measurable progress toward improving school climate, student engagement, and overall well-being.

The implementation of MTSS and PBIS systems, along with targeted supports such as the school counselor, Behavioral Support Technician, SEL support staff, and mental health services through the Center for Human Services, contributed to significant improvements in key indicators. Most notably, the school achieved a reduction in suspension rates from 3.8% to 1.4% and a decrease in chronic absenteeism from 11.3% to 6.7%, both reaching Green status on the California School Dashboard. These outcomes indicate that behavior and attendance interventions have been highly effective.

Additionally, actions focused on student engagement and social-emotional learning contributed to improvements in student perception data. Results from the California Healthy Kids Survey (CHKS) and local surveys show increases in student connectedness (63%–66%) and motivation (up to 73%), as well as a 10 percentage point increase in students reporting positive mental health (66%). While progress is evident, these indicators also highlight that continued growth is needed, particularly in strengthening student connectedness at the middle school level.

Family engagement actions were also effective, as parent participation remained strong and the school maintained a high level of implementation (Level 5) on the Dashboard local indicator for parent engagement.

Some actions were less effective due to implementation challenges, specifically the Dean of Student Services position and after-school tutoring supports, which were not fully implemented due to staffing constraints. This limited the school’s ability to provide additional targeted supports in those areas.

Overall, the majority of actions have been effective in improving student outcomes and advancing Goal 2, with clear evidence of success in behavior, attendance, and student well-being. Continued refinement of implementation and expansion of targeted supports will further strengthen progress in the coming year.

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

Based on a review of implementation and outcomes from the prior year, Riverbank Language Academy has made several refinements to actions, targets, and implementation strategies to strengthen progress toward Goal 2.

While the overall goal of improving school climate, student engagement, and social-emotional supports remains unchanged, the school has adjusted its approach in the following ways:

Strengthened implementation of student support roles:
Due to prior staffing challenges, the school will prioritize filling the Dean of Student Services position and refining coordination of student support systems to ensure more consistent implementation of MTSS, PBIS, and attendance interventions.
Expanded focus on student connectedness and engagement:
Although progress was made, student survey data indicates that connectedness remains an area for growth. As a result, the school will increase targeted SEL supports, student engagement opportunities, and enrichment programs, particularly for middle school students.
Refined extended learning opportunities:
Based on implementation challenges with after-school tutoring, the school will restructure and improve scheduling, staffing, and access to extended learning programs to better support students needing additional academic and behavioral support.
Adjusted target outcomes to reflect realistic growth:
Targets related to student connectedness and attendance have been refined to reflect achievable and measurable growth while maintaining high expectations.
Continued emphasis on family engagement:
The school will continue to expand parent education opportunities and communication, with a focus on supporting English learner families and increasing participation in workshops and school events.

No significant changes were made to the overall structure of Goal 2; however, these refinements are intended to improve implementation fidelity, increase access to services, and accelerate progress for unduplicated pupils.

No significant changes were made to the overall structure of Goal 2; however, these refinements are intended to improve implementation fidelity, increase access to services, and accelerate progress for unduplicated pupils.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor Position	Access to Mental Health Supports–To promote student positive self-esteem, social-emotional well-being, RLA will fund the School Counselor position	$145,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Mental Health and Social Emotional Learning Support	Access to Mental Health Supports–To promote student mental health and social-emotional well-being, the school will establish a partnership with community resources (CHS) to provide student mental health and social emotional learning supports	$85,000.00	Yes
2.3	Positive School Climate through MTSS/PBIS & SEL Integration	RLA will focus on the improvement of school climate and school connectedness by integrating multi-tiered systems of support through PBIS, sense of community, and positive character development (PBIS, MTSS, & Nurtured Heart and School Clubs).	$25,000.00	Yes
2.4	Dean of Student Services	RLA will support student services by supplementing the Dean of Student Services position.	$170,000.00	Yes
2.5	Behavioral Support through a partnership with Center for Human Services.	To support students' development with behavior RLA will add a par time behavior technician or behavioral support position. RLA had student subgroups in the red area for school suspensions, these groups were: English Learners and Students with Disabilities. Integrating preventative measures through Social Emotional Learning supports will assist the school to support students in these subgrups.	$50,000.00	Yes
2.6	School Safety Integration through the addition of the Campus Monitor Position	The school will provide additional support with student safety by adding a Campus Monitor during school hours	$47,000.00	Yes
2.7	TK/K Support in the Early Years	TK/K classified support to ensure school readiness and safety by supporting students SEL development	$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Student Assemblies and PBIS Incentives	Integration of student assemblies, rallies, and special events that focus on positive school climate.	$25,000.00	Yes
2.9	Enrichment Opportunities and School Clubs	Integration of STEAM enrichment activities offered throughout the school day and during after school program or summer learning.	$25,000.00	No Yes
2.10	SEL Support and Mental Health Support	Social Emotional Learning support through part-time School Counselor Assistant or Student Assistant Specialist	$30,000.00	Yes
2.11	College Awareness	Promote College and Career Awareness through the integration of a college club.	$5,500.00	Yes
2.12	Family & Community Partnerships	Family and community partnerships through school-community events Family Math Night, Family Literacy Night, Art Exhibition, Cultural Events and Parent Trainings	$20,500.00	Yes
2.13	Visual and Performing Arts and Enrichment Activtiies	Integration of Visual and Performing Arts activities and other enrichment offerings for students through after school clubs, STEAM days, and other community offerings. Continue with the VAPA integration in grades TK-8.	$60,000.00	Yes
2.14	Home to School Transportation	Students residing in the school community will have access to home to school transportation for attending school during the regular day and enrichment/tutoring after school.	$216,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$1,822,311.00	$198,679.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
28.203%	0.000%	$0.00	28.203%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 3rd Grade Teacher **Need:** Based on CAASPP and local assessment data, English learners and low-income students are performing below desired outcomes in English Language Arts. In 2025, approximately 51.39% of students met or exceeded standard in ELA, indicating a	This action provides class size reduction in third grade, allowing for increased teacher-to-student interaction, targeted small group instruction, and timely intervention. This is particularly critical for English learners and low-income students, who require additional support in language acquisition, reading comprehension, and academic vocabulary development.	CAASPP ELA results (Grade 3) NWEA Reading RIT scores DRA reading benchmark data English Learner Progress (ELPI)

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
	continued need to strengthen early literacy and reading comprehension. Research and local data indicate that students in third grade, particularly English learners, benefit from smaller class sizes to support language development, reading intervention, and individualized instruction, especially as they transition from learning to read to reading to learn. **Scope:** LEA-wide	Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of unduplicated pupils.	
1.2	**Action:** Physical Education Teacher **Need:** Student engagement and attendance data indicate a need to increase student motivation and participation, particularly among low-income students. **Scope:** LEA-wide	Structured physical education supports engagement, attendance, and overall student well-being, which contributes to improved academic outcomes for unduplicated pupils. Implemented schoolwide due to high UPP (73%).	Attendance, Chronic Absenteeism, Student Survey Data
1.3	**Action:** Retain highly qualified teaching staff. **Need:** Consistent instruction is critical for English learners and students needing intervention. **Scope:**	Retention ensures: Instructional consistency Effective implementation of ELD and intervention strategies Strong relationships with students This improves outcomes for EL and low-income students by maintaining program quality.	CAASPP, ELPI, Staff Retention Rates

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	Implemented schoolwide.	
1.4	**Action:** Professional Learning Communities **Need:** Data shows a need to strengthen Tier 1 instruction and intervention. **Scope:** LEA-wide	PLCs support: Data analysis for EL and struggling students Targeted instructional planning Monitoring of student progress This improves instruction specifically for unduplicated pupils. Implemented schoolwide.	CAASPP, NWEA, ELPI
1.5	**Action:** Bilingual Instructinal Support (Bilingual Para) **Need:** Based on CAASPP, NWEA, and local assessment data, English learners at Riverbank Language Academy require additional support in language development, reading comprehension, and access to grade-level content in both English and Spanish. English learners are performing below desired outcomes in ELA, with approximately 51.39% of students meeting or exceeding standard, and reclassification rates remaining at approximately 15% annually, indicating a need for increased language support and targeted intervention. Additionally, low-income students benefit from increased access to instructional support to close achievement gaps and ensure access to rigorous academic content.	This action funds a bilingual instructional paraprofessional to provide targeted academic and language support to students during core instruction. The paraprofessional supports small group instruction, reinforces language acquisition, and assists with differentiated instruction to meet the needs of English learners and struggling students. This support increases access to the dual language immersion program by providing scaffolds in both English and Spanish, allowing students to engage more effectively with grade-level content. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	CAASPP ELA results NWEA Reading scores English Learner Progress Indicator (ELPI) Reclassification (RFEP) rates DRA reading benchmark data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
1.6	**Action:** Literacy Instruction Materials **Need:** Students, especially ELs, need access to leveled and bilingual texts. **Scope:** LEA-wide	Provides: Differentiated reading materials Intervention resources Language development tools This improves access for EL and low-income students. Implemented schoolwide.	DRA, NWEA Reading, CAASPP
1.7	**Action:** Technology Integration--Chrome Book Access **Need:** Based on local data, including NWEA and CAASPP results, English learners and low-income students at Riverbank Language Academy require increased access to technology-based instructional tools to support academic achievement in English Language Arts and Mathematics. Many low-income students have limited or no access to devices and internet connectivity outside of school, which impacts their ability to complete assignments, engage in digital learning platforms, and receive intervention support. Additionally, English learners require access to digital language development programs,	This action provides 1:1 access to Chromebooks and assistive technology, ensuring that all students—particularly English learners and low-income students—have equitable access to digital learning tools during the school day. Technology is used to: Deliver targeted intervention programs (e.g., literacy and math support platforms) Provide language development support through digital ELD tools Support differentiated instruction based on student needs Increase student engagement and access to grade-level content Assistive technology also supports students who require additional scaffolds, including English learners and students with learning gaps.	CAASPP ELA and Math results NWEA Reading and Math scores English Learner Progress Indicator (ELPI) Student engagement data (usage of digital platforms) DRA reading benchmark data

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
	adaptive learning platforms, and assistive technology tools to support reading comprehension, vocabulary development, and academic language acquisition. Current data shows that while academic performance is improving (e.g., 51.39% meeting ELA standards and 43.83% in Math), gaps remain for unduplicated pupils, indicating the need for increased access to instructional technology. **Scope:** LEA-wide	Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of unduplicated pupils, who benefit most from increased access to technology and digital learning resources.	
1.8	**Action:** EL Coordinator **Need:** Based on California School Dashboard and local data, English learners at Riverbank Language Academy require continued support in language acquisition, academic vocabulary development, and access to grade-level content. While the English Learner Progress Indicator (ELPI) shows improvement to approximately 66.4% of students making progress toward proficiency (Blue status), the reclassification rate remains low at approximately 15% annually, indicating that students are not progressing to full English proficiency at the desired rate.	This action funds an English Learner (EL) Coordinator to provide leadership, coordination, and direct support for English learner programs. The EL Coordinator: Oversees and supports the implementation of designated and integrated ELD instruction Monitors student progress using ELPI, reclassification data, and local assessments Provides targeted intervention and support for English learners, including long-term English learners (LTELs) Coaches teachers on effective instructional strategies for language development and access to content Supports data analysis and instructional planning through PLCs Ensures compliance with state requirements related to English learner services and reclassification	English Learner Progress Indicator (ELPI) Reclassification (RFEP) rates CAASPP ELA results NWEA Reading scores DRA reading benchmarks

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
	Additionally, CAASPP data indicates that only 51.39% of students met or exceeded ELA standards, highlighting the need for targeted support in literacy and language development, particularly for English learners and low-income students. These data points demonstrate a need for coordinated, targeted English Language Development (ELD) instruction, monitoring of student progress, and intervention systems to accelerate outcomes for unduplicated pupils. **Scope:** LEA-wide	This role directly increases and improves services by providing specialized support and coordination that would not exist in the base program, ensuring that English learners receive targeted instruction and intervention. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and other unduplicated pupils.	
1.9	**Action:** Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff. **Need:** Based on CAASPP, NWEA, and local assessment data, English learners and low-income students at Riverbank Language Academy continue to perform below desired outcomes in English Language Arts and Mathematics. In 2025, approximately 51.39% of students met or exceeded standard in ELA and 43.83% in Mathematics, indicating a need to strengthen core instruction and intervention practices. Additionally, while the English Learner Progress Indicator (ELPI) has improved (66.4% making progress), reclassification	This action provides ongoing professional development and coaching focused on improving instructional practices for English learners and students requiring additional academic support. Professional development includes: Designated and integrated ELD strategies to support language acquisition Literacy instruction, including foundational reading skills, comprehension, and writing Mathematics instructional strategies, including conceptual understanding and problem-solving Differentiation and scaffolding techniques to support access to grade-level content Use of student data (CAASPP, NWEA, ELPI) to inform instruction and intervention Professional development is delivered through staff trainings, coaching cycles, and Professional	CAASPP ELA and Mathematics results NWEA Reading and Math scores English Learner Progress Indicator (ELPI) Reclassification (RFEP) rates Classroom observation data (implementation of strategies)

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
	rates remain low at approximately 15%, demonstrating a need to strengthen both designated and integrated English Language Development (ELD) instruction. These data indicate that teachers require ongoing, targeted professional development in language acquisition strategies, literacy instruction, differentiation, and data-driven practices to effectively meet the needs of unduplicated pupils. **Scope:** LEA-wide	Learning Communities (PLCs) to ensure consistent implementation across classrooms. This action increases and improves services by strengthening Tier 1 instruction, ensuring that unduplicated pupils receive more effective, targeted, and responsive instruction aligned to their needs. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.10	**Action:** Academic intervention **Need:** Local assessment data, including DRA and NWEA, indicate that a significant number of students in the early grades require additional support in foundational literacy skills, including phonemic awareness, decoding, fluency, and comprehension. English learners and low-income students enter school with varying levels of language exposure and early literacy experiences, which impacts their ability to meet grade-level expectations. While overall literacy outcomes have improved, with approximately 79% of students meeting English reading benchmarks, gaps	This action provides targeted academic intervention in grades K–2, focusing on foundational literacy development for students who are below benchmark. Intervention includes: Small group instruction targeting phonics, decoding, and fluency Structured literacy approaches aligned to evidence-based practices Progress monitoring to identify and respond to student needs Additional support for English learners to develop oral language and academic vocabulary Intervention is provided during the school day to ensure all students, particularly unduplicated pupils, have equitable access to additional instructional time and support.	DRA reading benchmark data NWEA Reading scores CAASPP ELA results (long-term impact) English Learner Progress Indicator (ELPI)

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
	persist for students who require targeted intervention to reach proficiency. Additionally, CAASPP data shows that only 51.39% of students meet or exceed ELA standards, reinforcing the need to strengthen early literacy to prevent long-term achievement gaps. These data indicate a need for early, targeted intervention systems to support unduplicated pupils in developing strong foundational skills. **Scope:** LEA-wide	This action increases and improves services by providing additional targeted instruction beyond the core program, allowing students to close skill gaps early and access grade-level content. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.11	**Action:** Academic Support through tutoring, after school program, and homework support. **Need:** Based on CAASPP and NWEA data, a significant number of students at Riverbank Language Academy are not yet meeting grade-level standards in English Language Arts and Mathematics. In 2025, approximately 51.39% of students met or exceeded standard in ELA and 43.83% in Mathematics, indicating a continued need for additional academic support beyond the instructional day. English learners and low-income students often require extended learning time to practice skills, receive targeted intervention, and complete assignments due to varying	This action provides after-school tutoring, homework support, and extended learning opportunities for students who require additional academic assistance. Services include: Targeted small group tutoring in reading, writing, and mathematics Homework support to reinforce classroom instruction Opportunities for reteaching and intervention aligned to classroom learning Additional support for English learners to develop academic language and comprehension skills Tutoring is designed to provide additional instructional time beyond the core program, increasing access to learning opportunities for unduplicated pupils.	CAASPP ELA and Mathematics results NWEA Reading and Math scores Student participation rates in tutoring programs Progress monitoring data for participating students

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
	levels of academic readiness and limited access to support outside of school. Additionally, some families may face barriers in providing academic support at home, further increasing the need for structured tutoring opportunities. These data indicate a need for expanded learning opportunities to accelerate student achievement and close academic gaps for unduplicated pupils. **Scope:** LEA-wide	This action increases and improves services by offering supplemental academic support that is not available in the base instructional program, allowing students to close achievement gaps and improve academic outcomes. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.12	**Action:** Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction **Need:** Based on CAASPP and local assessment data, English learners and low-income students at Riverbank Language Academy continue to perform below desired outcomes in English Language Arts and Mathematics. In 2025, approximately 51.39% of students met or exceeded standard in ELA and 43.83% in Mathematics, indicating a need to strengthen core instruction and intervention systems. While progress has been made in English Learner outcomes (66.4% ELPI), reclassification rates remain at approximately 15%, demonstrating a need for more	This action funds an Assistant Principal (Curriculum & Instruction) to provide targeted instructional leadership and support to improve teaching and learning across the school. The Assistant Principal: Provides instructional coaching and feedback to teachers, with a focus on strategies that support English learners and struggling students Supports the implementation of designated and integrated ELD instruction Leads and monitors Professional Learning Communities (PLCs) to ensure data-driven instruction and targeted intervention Oversees the implementation of MTSS and intervention systems, ensuring students receive appropriate support Analyzes student performance data (CAASPP, NWEA, ELPI) to guide instructional decisions	CAASPP ELA and Mathematics results NWEA Reading and Math scores English Learner Progress Indicator (ELPI) Reclassification (RFEP) rates Classroom observation data (instructional practice implementation)

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
	consistent implementation of effective instructional strategies and targeted support for language development. Additionally, data indicates variability in Tier 1 instruction, differentiation, and intervention practices across classrooms, which impacts the ability of unduplicated pupils to consistently access grade-level content. These data demonstrate the need for instructional leadership, coaching, and systems-level support to improve teaching practices and ensure equitable access to high-quality instruction. **Scope:** LEA-wide	Ensures consistency in Tier 1 instruction and differentiation across classrooms This action increases and improves services by strengthening the quality and consistency of instruction, ensuring that unduplicated pupils receive more effective, targeted, and responsive teaching aligned to their needs. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.13	**Action:** Supplemental Spanish Books, ELD Books and Reading Intervention Books. **Need:** Based on CAASPP, NWEA, and local reading data, students at Riverbank Language Academy—particularly English learners and low-income students—require increased access to high-quality, leveled, and culturally relevant instructional materials to support literacy development in both English and Spanish. While reading outcomes have improved, with approximately 79% of students meeting English reading benchmarks, gaps remain for	This action provides supplemental books and instructional materials to support literacy development, language acquisition, and academic intervention. Materials include: Leveled reading books for differentiated instruction Spanish and bilingual texts aligned to the dual language immersion program ELD-specific materials to support language development and academic vocabulary Intervention resources for students who are below benchmark These materials are used to:	CAASPP ELA results NWEA Reading scores DRA reading benchmark data English Learner Progress Indicator (ELPI)

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
	students who require differentiated instruction and targeted intervention. Additionally, CAASPP results indicate that only 51.39% of students meet or exceed ELA standards, demonstrating a continued need for strengthened literacy support. English learners require access to materials that support language acquisition, vocabulary development, and comprehension, including texts in both English and Spanish aligned to the dual language immersion program. Low-income students may have limited access to books and literacy resources outside of school, further emphasizing the need to provide equitable access to instructional materials during the school day. These data indicate a need for supplemental instructional materials to support differentiated instruction, intervention, and language development for unduplicated pupils. **Scope:** LEA-wide	Support small group and targeted intervention instruction Provide access to grade-level content through scaffolded and differentiated texts Strengthen reading comprehension, fluency, and writing skills Increase opportunities for language development in both English and Spanish This action increases and improves services by providing additional instructional resources beyond the base program, ensuring that unduplicated pupils receive targeted support aligned to their academic and language needs. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.14	**Action:** CAASPP Measures of Progress in Mathematics **Need:** Based on CAASPP and local assessment data, students at Riverbank Language Academy—particularly English learners and low-income students—are performing below	This action provides the adoption and implementation of a standards-aligned mathematics curriculum designed to improve instructional consistency and student outcomes. The curriculum supports: Conceptual understanding and mathematical reasoning	CAASPP Mathematics results NWEA Math scores Classroom-based formative assessments Student engagement in math discourse and problem-solving

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	desired outcomes in mathematics. In 2025, approximately 43.83% of students met or exceeded standard in Mathematics, indicating a need to strengthen core instruction and conceptual understanding. English learners often face additional challenges in mathematics due to academic language demands, including vocabulary, problem-solving explanations, and comprehension of multi-step tasks. Local NWEA data indicates improvement, with approximately 54% of students meeting benchmark, but gaps persist, especially for students requiring additional scaffolds and differentiated instruction. These data demonstrate a need for a standards-aligned, coherent mathematics curriculum that supports conceptual understanding, problem-solving, and access to grade-level content for unduplicated pupils. **Scope:** LEA-wide	Explicit instruction in academic language and vocabulary, critical for English learners Opportunities for problem-solving, discourse, and collaborative learning Built-in scaffolds and differentiation to support diverse learners Alignment to California State Standards and assessment expectations Teachers are supported in implementing the curriculum through professional development and ongoing coaching, ensuring effective use of instructional strategies. This action increases and improves services by providing structured, high-quality instructional materials and supports beyond the base program, ensuring that unduplicated pupils receive more consistent, accessible, and rigorous mathematics instruction. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
1.15	**Action:** Reading Benchmark Trimester Report (DRA) **Need:** Based on CAASPP, NWEA, and local assessment data, a significant number of students in intermediate grades (3–8) continue to perform below grade-level expectations in literacy. In 2025, approximately 51.39% of	This action provides targeted literacy support and intervention for students in grades 3–8, focusing on reading comprehension, writing, and academic language development. Services include: Small group and targeted intervention for students performing below grade level	CAASPP ELA results NWEA Reading scores DRA reading benchmark data (where applicable) English Learner Progress Indicator (ELPI) Writing assessment data

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
	students met or exceeded ELA standards, indicating that many students—particularly English learners and low-income students—require continued support in reading comprehension, writing, and academic language development. While early literacy interventions have improved foundational skills, some students transition into upper grades without fully mastering comprehension, fluency, and writing skills necessary for success in content areas. English learners in upper grades face additional challenges related to academic language, complex texts, and content-area literacy, which impacts their ability to access grade-level curriculum and demonstrate proficiency. These data indicate a need for targeted literacy support in intermediate grades to address persistent gaps and accelerate achievement for unduplicated pupils. **Scope:** LEA-wide Schoolwide	Instruction in reading comprehension strategies, including analyzing complex texts and evidence-based responses Support in writing development, including structured writing and academic discourse Integration of language development strategies to support English learners Opportunities for reteaching and differentiated instruction aligned to core curriculum Literacy support is embedded within the school day to ensure equitable access for all students, particularly unduplicated pupils who require additional instructional time and scaffolding. This action increases and improves services by providing additional targeted literacy instruction beyond the base program, ensuring that students receive the support needed to access grade-level content and succeed academically. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
2.1	**Action:** School Counselor Position **Need:** Student data indicates a need for increased social-emotional and mental health support, particularly for unduplicated pupils. While	Provides counseling services, SEL instruction, and student support. Increases services by offering targeted mental health and behavioral support beyond the base program. Implemented schoolwide (73% UPP).	Suspension rates, attendance, CHKS survey, chronic absenteeism

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	suspension rates have decreased (3.8% ? 1.4%) and chronic absenteeism improved (11.3% ? 5.7%), student survey data shows only 63–73% of students feel connected, indicating a need for continued support. **Scope:** LEA-wide		
2.2	**Action:** Mental Health and Social Emotional Learning Support **Need:** Based on California School Dashboard indicators and local data, students at Riverbank Language Academy—particularly low-income students, foster youth, and English learners—require increased access to mental health and social-emotional support services. While the school has demonstrated improvement in suspension rates (3.8% to 1.4%) and chronic absenteeism (11.3% to 5.7%), student survey data indicates that only 63%–73% of students report feeling connected and motivated, highlighting the need to strengthen student well-being and sense of belonging. Unduplicated pupils are more likely to experience stressors such as economic hardship, trauma, and limited access to external mental health resources, which can impact behavior, attendance, and academic performance.	This action funds a partnership with the Center for Human Services (CHS) to provide comprehensive mental health services for students. Services include: Individual and group counseling for students with identified needs Crisis intervention and support for students experiencing trauma or behavioral challenges Referrals to external mental health and community resources Collaboration with school staff to support student behavior and well-being Support for families in accessing services and navigating resources These services are targeted toward unduplicated pupils, who are more likely to require mental health support due to external factors impacting their learning and engagement. This action increases and improves services by providing access to specialized mental health services beyond what is available in the base program, ensuring students receive the support	Suspension rates Chronic absenteeism Attendance rates Student referrals for counseling services California Healthy Kids Survey (CHKS) – student connectedness

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
	These data indicate a need for expanded mental health services, including counseling, intervention, and access to community-based supports. **Scope:** LEA-wide	necessary to remain engaged and successful in school. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.3	**Action:** Positive School Climate through MTSS/PBIS & SEL Integration **Need:** Based on California School Dashboard indicators and local data, students at Riverbank Language Academy—particularly low-income students, foster youth, and English learners—require continued support in behavior, engagement, and social-emotional development. While the school has demonstrated improvement in suspension rates (3.8% to 1.4%) and chronic absenteeism (11.3% to 5.7%), student survey data indicates that only 63%–73% of students report feeling connected and motivated, with approximately 66% of middle school students reporting a sense of belonging. Unduplicated pupils are more likely to experience behavioral challenges, disengagement, and external stressors that impact their ability to fully participate in the learning environment.	This action supports the implementation of a comprehensive MTSS framework, including Positive Behavioral Interventions and Supports (PBIS) and social-emotional learning (SEL) systems, to address student needs at multiple levels. Key components include: Tier 1 (Universal Supports): Schoolwide PBIS expectations and behavior systems SEL instruction embedded in the school day Positive reinforcement systems to promote student engagement Tier 2 (Targeted Supports): Small group interventions for students needing additional support Check-in/check-out systems and targeted behavior plans Tier 3 (Intensive Supports): Individualized interventions and behavior plans Coordination with counseling and mental health services These systems are designed to:	Suspension rates Behavior incident data (referrals) Chronic absenteeism Attendance rates California Healthy Kids Survey (CHKS) – student connectedness

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
	These data indicate a need to strengthen a Multi-Tiered System of Supports (MTSS) that provides structured academic, behavioral, and social-emotional interventions. **Scope:** LEA-wide	Improve student behavior and reduce discipline incidents Increase student engagement and connectedness Support consistent expectations and interventions across classrooms This action increases and improves services by providing structured, tiered support systems beyond the base program, ensuring that unduplicated pupils receive targeted behavioral and social-emotional support aligned to their needs. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.4	**Action:** Dean of Student Services **Need:** Based on California School Dashboard and local data, students at Riverbank Language Academy—particularly low-income students, foster youth, and English learners—require increased support in the areas of behavior, attendance, and overall student engagement. Although the school has demonstrated improvement in suspension rates (3.8% to 1.4%) and chronic absenteeism (11.3% to 5.7%), student survey data indicates that only 63%–73% of students report feeling connected and motivated, highlighting the need to further	This action funds a Dean of Student Services to provide leadership and coordination of student support systems, including behavior, attendance, and engagement initiatives. The Dean of Student Services will: Oversee implementation of PBIS and MTSS systems Coordinate behavior intervention strategies and supports Monitor and address attendance and chronic absenteeism Support students requiring Tier 2 and Tier 3 interventions	Suspension rates Chronic absenteeism Attendance rates Behavior incident/referral data California Healthy Kids Survey (CHKS) – student connectedness

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	strengthen school climate and student support systems. Unduplicated pupils are more likely to experience barriers to engagement, including social-emotional challenges, inconsistent attendance, and external factors impacting behavior and academic success. These data indicate a need for a dedicated leadership role focused on student services, including behavior intervention, attendance support, and implementation of schoolwide systems. **Scope:** LEA-wide Schoolwide	Collaborate with counselors, behavioral staff, and administration to ensure consistency in student support Lead efforts to improve school climate and student connectedness This role increases and improves services by providing targeted, coordinated student support systems beyond the base program, ensuring that unduplicated pupils receive consistent and effective behavioral and attendance interventions. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.5	**Action:** Behavioral Support through a partnership with Center for Human Services. **Need:** Based on California School Dashboard and local data, a subset of students at Riverbank Language Academy—particularly low-income students, foster youth, and English learners—require additional behavioral and social-emotional support to be successful in the classroom. While overall suspension rates have decreased (3.8% to 1.4%) and attendance has improved, behavior incident data indicates that	This action funds a Behavioral Support Technician to provide targeted support for students requiring Tier 2 and Tier 3 behavioral interventions. Services include: Implementation of individualized behavior intervention plans (BIPs) Direct support for students exhibiting behavioral challenges Monitoring and tracking of student behavior data Support during high-need times (e.g., transitions, recess, classroom instruction) Collaboration with teachers, counselors, and administration to ensure consistent interventions	Suspension rates Behavior incident/referral data Chronic absenteeism Attendance rates Student progress on behavior goals

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
	some students continue to require targeted and intensive behavioral interventions. Unduplicated pupils are more likely to experience external factors such as trauma, economic hardship, and social-emotional challenges, which can impact behavior, engagement, and academic performance. These data indicate a need for consistent, targeted behavioral support to ensure students can access instruction and remain engaged in the learning environment. **Scope:** LEA-wide	The Behavioral Support Technician works closely with the MTSS and PBIS systems to: Reduce behavior incidents and disruptions Increase time on task and access to instruction Support students in developing self-regulation and social-emotional skills This action increases and improves services by providing individualized and targeted behavioral support beyond the base program, ensuring that unduplicated pupils receive the interventions needed to succeed in the classroom. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.6	**Action:** School Safety Integration through the addition of the Campus Monitor Position **Need:** Based on school climate data and local behavior and attendance data, students at Riverbank Language Academy—particularly low-income students, foster youth, and English learners—require a safe, structured, and well-supervised school environment to remain engaged in learning. Although suspension rates have decreased (3.8% to 1.4%) and attendance has improved (95.65% ADA), behavior incidents and student	This action funds a Campus Monitor to provide supervision and support during non-instructional times, including before school, recess, lunch, and transitions. The Campus Monitor: Provides active supervision to ensure student safety Supports implementation of PBIS expectations and behavior systems Assists in preventing and de-escalating behavioral incidents Helps maintain a structured and positive school environment	Behavior incident/referral data Suspension rates Attendance rates Chronic absenteeism California Healthy Kids Survey (CHKS) – school safety and connectedness

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
	survey data indicate a continued need to strengthen student supervision, safety, and sense of belonging, with only 63%–73% of students reporting feeling connected to school. Unduplicated pupils are more likely to experience behavioral challenges, disengagement, and external stressors, which can impact their ability to navigate unstructured times such as recess, lunch, and transitions. These data indicate a need for increased adult supervision and support during non-instructional times to ensure students remain safe, engaged, and ready to learn. **Scope:** LEA-wide	Supports students who may need additional guidance during unstructured times This role is particularly important for unduplicated pupils, who may require additional support to navigate social interactions and maintain positive behavior. This action increases and improves services by providing additional supervision and behavioral support beyond the base program, reducing disruptions, increasing student safety, and improving access to instruction. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.7	**Action:** TK/K Support in the Early Years **Need:** Based on local data and early childhood assessment indicators, students entering Transitional Kindergarten (TK) and Kindergarten at Riverbank Language Academy—particularly English learners and low-income students—require additional support in early social-emotional development, foundational academic skills, and school readiness. Many unduplicated pupils enter school with varying levels of exposure to structured	This action provides additional instructional and behavioral support in TK and Kindergarten classrooms, including paraprofessional support and structured assistance during the school day. Services include: Support for small group instruction in early literacy and language development Assistance with classroom routines, transitions, and behavior expectations Reinforcement of social-emotional learning (SEL) skills, including self-regulation and peer interaction Targeted support for English learners to develop oral language and foundational vocabulary	DRA reading readiness and early literacy benchmarks NWEA Reading scores (early grades) Behavior incident data (TK/K) Attendance rates Teacher observation and progress monitoring data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	learning environments, early literacy experiences, and language development, which can impact their ability to engage in classroom instruction and meet grade-level expectations. Early behavior and engagement data indicate that students in TK/K benefit from increased support in developing routines, self-regulation, and social skills, which are critical for long-term academic success. These data indicate a need for additional instructional and behavioral support in early grades to ensure students build the foundational skills necessary for success in later grades. **Scope:** LEA-wide	This additional support allows teachers to provide more individualized instruction and differentiated support, ensuring that students who require additional assistance receive timely intervention. This action increases and improves services by providing additional adult support beyond the base program, ensuring that unduplicated pupils receive the foundational academic and behavioral support necessary for long-term success. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	
2.8	**Action:** Student Assemblies and PBIS Incentives **Need:** Based on California School Dashboard and local data, Riverbank Language Academy continues to focus on improving student engagement, behavior, and school connectedness, particularly for low-income students, foster youth, and English learners. While suspension rates have decreased (3.8% to 1.4%) and attendance has improved, student survey data indicates that only 63%–73% of students report feeling connected and	This action supports the implementation of PBIS incentives, assemblies, and schoolwide recognition systems designed to reinforce positive behavior and increase student engagement. Activities include: Recognition assemblies to celebrate student achievement and positive behavior Incentive systems aligned to PBIS expectations Schoolwide events that promote a positive and inclusive school culture Opportunities for students to feel recognized, valued, and connected to school	Suspension rates Behavior incident/referral data Attendance and chronic absenteeism California Healthy Kids Survey (CHKS) – student connectedness

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
	motivated, highlighting the need to strengthen positive school culture and student engagement. Unduplicated pupils are more likely to experience disengagement, behavioral challenges, and barriers to school connection, which can impact attendance, behavior, and academic success. These data indicate a need to strengthen positive behavior systems and student motivation strategies to increase engagement and reinforce expectations. **Scope:** LEA-wide	These supports are particularly important for unduplicated pupils, who may benefit from positive reinforcement, structured recognition, and increased engagement opportunities to remain connected to school. This action increases and improves services by strengthening behavior systems and student motivation beyond the base program, supporting improved engagement, reduced behavioral incidents, and increased attendance. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.9	**Action:** Enrichment Opportunities and School Clubs **Need:** Based on student survey data and school climate indicators, Riverbank Language Academy continues to focus on improving student engagement, connectedness, and motivation, particularly for low-income students and English learners. While attendance and suspension rates have improved, student survey data indicates that only 63%–73% of students report feeling connected and motivated, with a noted need to increase opportunities for student engagement and participation in school activities.	This action provides student enrichment opportunities and clubs designed to increase engagement, participation, and connection to school. Opportunities may include: Academic and interest-based clubs (e.g., STEM, arts, leadership, language-based clubs) After-school or extended learning enrichment activities Opportunities for student leadership and collaboration Activities that promote student voice, creativity, and cultural relevance These programs are particularly important for unduplicated pupils, as they provide access to	Attendance rates Chronic absenteeism Student participation in enrichment programs California Healthy Kids Survey (CHKS) – student connectedness Student engagement data

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
	Low-income students often have limited access to enrichment opportunities outside of school, including extracurricular programs, clubs, and activities that promote social development, creativity, and engagement. English learners may also benefit from additional opportunities to engage in collaborative, language-rich activities that support communication and confidence. These data indicate a need to provide accessible enrichment opportunities to increase student engagement, belonging, and overall school connectedness for unduplicated pupils. **Scope:** LEA-wide	enrichment opportunities that may not otherwise be available outside of school, helping to increase student engagement and sense of belonging. Participation in enrichment activities supports: Increased attendance and motivation Improved social-emotional development Enhanced language development for English learners through collaborative activities This action increases and improves services by providing additional engagement and enrichment opportunities beyond the base program, ensuring that unduplicated pupils have equitable access to programs that support their overall development and connection to school. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students and English learners.	
2.10	**Action:** SEL Support and Mental Health Support **Need:** Based on California School Dashboard indicators, local behavior data, and student survey results, Riverbank Language Academy continues to focus on strengthening social-emotional development, student engagement, and school connectedness, particularly for low-income students, foster youth, and English learners.	This action funds Social-Emotional Learning (SEL) support staff to provide targeted services and interventions to students requiring additional support. Services include: Direct support for students in developing self-regulation, coping strategies, and social skills Small group and individual SEL interventions for students identified through MTSS	Suspension rates Behavior incident/referral data Chronic absenteeism Attendance rates California Healthy Kids Survey (CHKS) – student connectedness Student progress in SEL goals

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	While suspension rates have improved (3.8% to 1.4%) and chronic absenteeism has decreased (11.3% to 5.7%), student survey data indicates that only 63%–73% of students report feeling connected and motivated, with approximately 66% of middle school students reporting a sense of belonging. Unduplicated pupils are more likely to experience social-emotional challenges, stress, and external factors that impact behavior, attendance, and academic performance. These students often require additional support to develop self-regulation, coping skills, and positive peer interactions. These data indicate a need for targeted social-emotional support and intervention systems to ensure students can fully engage in the learning environment. **Scope:** LEA-wide	Support during instructional and non-instructional times to reinforce positive behavior and engagement Collaboration with teachers, counselors, and behavioral staff to align interventions Reinforcement of schoolwide SEL and PBIS expectations SEL support staff play a critical role in: Reducing behavioral incidents and disruptions Increasing student engagement and time on task Supporting students in accessing instruction This action increases and improves services by providing targeted social-emotional support beyond the base program, ensuring that unduplicated pupils receive the additional support needed to succeed academically and socially. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students, foster youth, and English learners.	
2.11	**Action:** College Awareness **Need:** Based on local data and student engagement indicators, Riverbank Language Academy continues to focus on increasing student motivation, goal-setting, and long-term academic planning, particularly for low-income students and English learners.	This action provides college and career awareness opportunities designed to increase student motivation, engagement, and understanding of future academic and career pathways. Activities include: Career exploration events such as Career Day and guest speakers	Student engagement data Attendance rates Student surveys (motivation and goal-setting) Participation rates in events Middle school student readiness indicators

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
	Many unduplicated pupils, including low-income and first-generation students, have limited exposure to college and career pathways, which can impact their academic motivation, future planning, and engagement in school. Student survey data indicates that a percentage of students require increased opportunities to connect their current learning to future goals, contributing to overall engagement and persistence in academic tasks. English learners may also benefit from additional exposure to academic pathways and career opportunities, supporting both language development and future readiness. These data indicate a need to provide intentional college and career awareness opportunities to support student motivation, engagement, and long-term success. **Scope:** LEA-wide	Opportunities for students to learn about college pathways and post-secondary options Exposure to a variety of careers and professions Activities that promote goal setting and future planning These opportunities are particularly important for unduplicated pupils, who may not otherwise have access to experiences that expose them to college and career pathways. By connecting classroom learning to future opportunities, this action supports: Increased student engagement and motivation Improved academic persistence and goal-setting Greater awareness of post-secondary options, particularly for low-income and first-generation students This action increases and improves services by providing additional exposure and opportunities beyond the base program, ensuring that unduplicated pupils have access to experiences that support their future success. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students and English learners.	
2.12	**Action:** Family & Community Partnerships **Need:**	This action provides family and community engagement opportunities designed to increase parent involvement, improve communication, and support student success.	Parent participation rates in workshops and events Parent survey results Student attendance rates

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
	Based on local data, parent feedback, and student performance indicators, Riverbank Language Academy continues to focus on strengthening family engagement and communication, particularly for English learner and low-income families. Families of unduplicated pupils may face barriers to engagement, including language differences, limited familiarity with the education system, and access to resources, which can impact their ability to support their child's academic success. Additionally, English learner data—including 66.4% ELPI progress and approximately 15% reclassification rate—indicates a need to increase family understanding of language development, reclassification criteria, and ways to support learning at home. Research and local experience show that increased family engagement is directly connected to improved student achievement, attendance, and engagement. These data indicate a need to provide intentional, accessible, and culturally responsive family engagement opportunities for unduplicated pupils and their families. **Scope:** LEA-wide	Activities include: Parent education programs (e.g., CABE, PIQE, ELD workshops) Literacy and math nights to support academic learning at home Regular parent meetings and communication in both English and Spanish Workshops focused on English learner progress, reclassification, and academic expectations Opportunities for families to engage in school decision-making and provide feedback These efforts are particularly important for English learner and low-income families, as they: Increase understanding of the education system and student expectations Provide tools and strategies to support learning at home Strengthen communication between school and home This action increases and improves services by providing targeted family engagement opportunities beyond the base program, ensuring that unduplicated pupils benefit from increased family support and involvement in their education. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of English learners and low-income students.	English Learner Progress Indicator (ELPI) Reclassification (RFEP) rates
2.13	**Action:**	This action provides visual and performing arts (VAPA) and enrichment programs, including	Attendance rates Chronic absenteeism

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
	Visual and Performing Arts and Enrichment Activtiies **Need:** Based on student engagement data and school climate indicators, Riverbank Language Academy continues to focus on improving student engagement, motivation, and sense of belonging, particularly for low-income students and English learners. Student survey data indicates that only 63%–73% of students report feeling connected and motivated, highlighting a need to increase opportunities for student engagement and participation in meaningful learning experiences. Low-income students often have limited access to arts and enrichment opportunities outside of school, including music, visual arts, and creative expression programs, which can impact engagement and overall school experience. English learners benefit from participation in language-rich, collaborative, and creative activities, which support communication skills, confidence, and social interaction. These data indicate a need to provide equitable access to visual and performing arts and enrichment programs to support student engagement, creativity, and overall development for unduplicated pupils.	opportunities in music, art, and creative expression, to increase student engagement and participation in school. Programs may include: Visual arts instruction and creative projects Music and performance-based opportunities Cultural and artistic activities that promote student voice and expression Opportunities for students to showcase learning through performances or exhibitions These programs are particularly important for unduplicated pupils, as they provide access to enrichment opportunities that may not otherwise be available outside of school, helping to increase engagement and connection to the school environment. Participation in VAPA and enrichment programs supports: Increased student engagement and motivation Improved attendance and participation in school Development of communication, collaboration, and creativity skills Enhanced language development for English learners through expressive and interactive activities This action increases and improves services by providing additional enrichment opportunities beyond the base program, ensuring that unduplicated pupils have access to programs that	Student participation in VAPA/enrichment programs California Healthy Kids Survey (CHKS) – student connectedness Student engagement data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	support their academic, social, and emotional development. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students and English learners.	
2.14	**Action:** Home to School Transportation **Need:** Based on attendance and school access data, some students at Riverbank Language Academy—particularly low-income students and foster youth—face transportation barriers that impact consistent school attendance and participation in extended learning opportunities. While attendance has improved to approximately 95.65%, chronic absenteeism remains an area of focus, particularly for students who may lack reliable transportation. Additionally, unduplicated pupils may have limited access to after-school programs, tutoring, and enrichment opportunities due to transportation challenges, which can impact their ability to receive additional academic and social-emotional support. These data indicate a need to provide transportation support to ensure equitable access to school and extended learning opportunities.	This action provides transportation services to support student access to school and participation in academic and enrichment programs. Transportation services help: Ensure consistent attendance for students who may otherwise face barriers Support access to after-school tutoring, intervention, and enrichment programs Increase participation in school events and activities These supports are particularly important for low-income students and foster youth, who may lack reliable transportation options. This action increases and improves services by removing barriers to access beyond the base program, ensuring that unduplicated pupils can fully participate in instructional and extended learning opportunities. Due to the school's high Unduplicated Pupil Percentage (73%), this action is implemented on a schoolwide basis, as it is principally directed toward and effective in meeting the needs of low-income students and foster youth.	Attendance rates Chronic absenteeism Participation in after-school programs Student access to enrichment opportunities

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

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

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

Not Applicable to RLA.

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.

RLA has an unduplicated count of approximately 62%. The needs assessment for the school included additional support with academics, behavioral support, social emotional learning and mental health. These supports will be available to all students including English Learners, socioeconomically disadvantaged, foster yourth and students receiving special education supports. Through the analysis of CA Schools Dashboard (2023), the school identified the academic outcome data that shows that English Learners are making adequate progress with an average of almost 50%, low income students achieve below their peers in ELA and Mathematics. In order to address the condition of our high needs students, the school developed these goals that address all sate priorities. All students have access to RLA's general education curriculum in our dual immersion program.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	24:1
Staff-to-student ratio of certificated staff providing direct services to students	NA	10:1

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$6,461,478.00	$1,822,311.00	28.203%	0.000%	28.203%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,140,300.00	$286,000.00	$0.00	$0.00	$2,426,300.00	$1,672,800.00	$753,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	3rd Grade Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy Third Grade	ongoing	$109,000.00	$0.00	$109,000.00				$109,000.00	
1	1.2	Physical Education Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$114,000.00	$0.00	$114,000.00				$114,000.00	
1	1.3	Retain highly qualified teaching staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$44,800.00	$0.00	$44,800.00				$44,800.00	
1	1.4	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$60,000.00	$0.00	$60,000.00				$60,000.00	
1	1.5	Bilingual Instructinal Support (Bilingual Para)	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.6	Literacy Instruction Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$8,500.00	$8,500.00				$8,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-8									
1	1.7	Technology Integration--Chrome Book Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$120,000.00	$120,000.00				$120,000.00	
1	1.8	EL Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$170,000.00	$0.00	$170,000.00				$170,000.00	
1	1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.10	Academic intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$169,000.00	$0.00	$169,000.00				$169,000.00	
1	1.11	Academic Support through tutoring, after school program, and homework support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy 3-8	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$170,000.00	$0.00	$170,000.00				$170,000.00	
1	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$30,000.00	$30,000.00				$30,000.00	
1	1.14	CAASPP Measures of Progress in Mathematics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	2025-2026 School Year	$0.00	$200,000.00	$200,000.00				$200,000.00	
1	1.15	Reading Benchmark Trimester Report (DRA)	English Learners Foster Youth	Yes	LEA-wide Schoolw	English Learners Foster Youth	All Schools Specific		$154,000.00	$0.00		$154,000.00			$154,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income		ide	Low Income	Schools: Riverbank Language Academy 3-8									
2	**2.1**	School Counselor Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$145,000.00	$0.00	$145,000.00				$145,000.00	
2	**2.2**	Mental Health and Social Emotional Learning Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
2	**2.3**	Positive School Climate through MTSS/PBIS & SEL Integration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$25,000.00		$25,000.00			$25,000.00	
2	**2.4**	Dean of Student Services	English Learners Foster Youth Low Income	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	ongoing	$170,000.00	$0.00	$170,000.00				$170,000.00	
2	**2.5**	Behavioral Support through a partnership with Center for Human Services.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
2	**2.6**	School Safety Integration through the addition of the Campus Monitor Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$47,000.00	$0.00		$47,000.00			$47,000.00	
2	**2.7**	TK/K Support in the Early Years	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy	ongoing	$55,000.00	$0.00	$55,000.00				$55,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							TK-K									
2	2.8	Student Assemblies and PBIS Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.9	Enrichment Opportunities and School Clubs	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
2	2.10	SEL Support and Mental Health Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$30,000.00	$0.00	$30,000.00				$30,000.00	
2	2.11	College Awareness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy 6-8	ongoing	$0.00	$5,500.00	$5,500.00				$5,500.00	
2	2.12	Family & Community Partnerships	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	ongoing	$0.00	$20,500.00	$20,500.00				$20,500.00	
2	2.13	Visual and Performing Arts and Enrichment Activtiies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy Tk-8	ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
2	2.14	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy	ongoing	$0.00	$216,000.00	$216,000.00				$216,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Tk-8									

2026-27 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
$6,461,478.00	$1,822,311.00	28.203%	0.000%	28.203%	$2,140,300.00	0.000%	33.124 %	**Total:**	$2,140,300.00
								LEA-wide Total:	$2,090,300.00
								Limited Total:	$0.00
								Schoolwide Total:	$220,000.00

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	3rd Grade Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy Third Grade	$109,000.00	
1	1.2	Physical Education Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$114,000.00	
1	1.3	Retain highly qualified teaching staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$44,800.00	
1	1.4	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$60,000.00	

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	1.5	Bilingual Instructinal Support (Bilingual Para)	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	$50,000.00	
1	1.6	Literacy Instruction Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$8,500.00	
1	1.7	Technology Integration--Chrome Book Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$120,000.00	
1	1.8	EL Coordinator	Yes	LEA-wide	English Learners Low Income	Specific Schools: Riverbank Language Academy TK-8	$170,000.00	
1	1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$18,000.00	
1	1.10	Academic intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$169,000.00	
1	1.11	Academic Support through tutoring, after school program, and homework support.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy 3-8	$50,000.00	
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$170,000.00	

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	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$30,000.00	
1	1.14	CAASPP Measures of Progress in Mathematics	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$200,000.00	
1	1.15	Reading Benchmark Trimester Report (DRA)	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy 3-8		
2	2.1	School Counselor Position	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	$145,000.00	
2	2.2	Mental Health and Social Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$85,000.00	
2	2.3	Positive School Climate through MTSS/PBIS & SEL Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8		
2	2.4	Dean of Student Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy TK-8	$170,000.00	
2	2.5	Behavioral Support through a partnership with Center for Human Services.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy	$50,000.00	

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 (%)
						TK-8		
2	2.6	School Safety Integration through the addition of the Campus Monitor Position	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8		
2	2.7	TK/K Support in the Early Years	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-K	$55,000.00	
2	2.8	Student Assemblies and PBIS Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	$25,000.00	
2	2.9	Enrichment Opportunities and School Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	$25,000.00	
2	2.10	SEL Support and Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy TK-8	$30,000.00	
2	2.11	College Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy 6-8	$5,500.00	
2	2.12	Family & Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language	$20,500.00	

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 (%)
						Academy TK-8		
2	**2.13**	Visual and Performing Arts and Enrichment Activtiies	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy Tk-8		
2	**2.14**	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy Tk-8	$216,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,339,406.00	$2,314,706.00

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**	3rd Grade Teacher	Yes	$85,000.00	$104,600.00
1	**1.2**	Physical Education Teacher	Yes	$85,000.00	$109,800.00
1	**1.3**	Retain highly qualified teaching staff.	Yes	$44,800.00	$44,800.00
1	**1.4**	Professional Learning Communities	Yes	$44,800.00	$60,000.00
1	**1.5**	Bilingual Instructinal Support (Bilingual Para)	Yes	$50,000.00	$52,900.00
1	**1.6**	Literacy Instruction Materials	Yes	$8,500.00	$10,000.00
1	**1.7**	Technology Integration--Chrome Book Access	Yes	$120,000.00	$120,000.00
1	**1.8**	EL Coordinator	Yes	$140,000.00	$162,900.00
1	**1.9**	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Yes	$18,000.00	$20,000.00
1	**1.10**	Academic intervention	Yes	$115,000.00	$115,000.00

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)
1	1.11	Academic Support through tutoring, after school program, and homework support.	Yes	$47,000.00	$47,000.00
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	Yes	$140,000.00	$162,900.00
1	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Yes	$18,000.00	$15,000.00
1	1.14	CAASPP Measures of Progress in Mathematics	Yes	$150,000.00	$150,000.00
1	1.15	Reading Benchmark Trimester Report (DRA)	Yes	$154,000.00	$150,000.00
2	2.1	School Counselor Position	Yes	$130,000.00	$138,900.00
2	2.2	Mental Health and Social Emotional Learning Support	Yes	$85,000.00	$85,000.00
2	2.3	Positive School Climate through MTSS/PBIS & SEL Integration	Yes	$20,000.00	$20,000.00
2	2.4	Dean of Student Services	Yes	$164,000.00	$0.00
2	2.5	Behavioral Support through a partnership with Center for Human Services.	Yes	$50,000.00	$50,000.00
2	2.6	School Safety Integration through the addition of the Campus Monitor Position	No Yes	$35,000.00	$45,600.00
2	2.7	TK/K Support in the Early Years	No Yes	$35,000.00	$55,000.00

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	2.8	Student Assemblies and PBIS Incentives	No Yes	$20,000.00	$15,000.00
2	2.9	Enrichment Opportunities and School Clubs	No Yes	$15,000.00	$15,000.00
2	2.10	SEL Support and Mental Health Support	No Yes	$16,500.00	$16,500.00
2	2.11	College Awareness	No Yes	$4,500.00	$4,500.00
2	2.12	Family & Community Partnerships	No Yes	$18,500.00	$18,500.00
2	2.13	Visual and Performing Arts and Enrichment Activtiies	No Yes	$60,000.00	$60,000.00
2	2.14	Home to School Transportation	No Yes	$216,000.00	$216,000.00
2	2.15	TK & Kindergarten Playground	Yes	$249,806.00	$249,806.00

2025-26 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)
$1,857,575.00	$1,938,406.00	$1,906,206.00	$32,200.00	1265.000%	0.000%	-1265.000%

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	3rd Grade Teacher	Yes	$85,000.00	$104,600.00		
1	1.2	Physical Education Teacher	Yes	$85,000.00	$109,800.00		
1	1.3	Retain highly qualified teaching staff.	Yes	$44,800.00	$44,800.00		
1	1.4	Professional Learning Communities	Yes	$44,800.00	$60,000.00		
1	1.5	Bilingual Instructinal Support (Bilingual Para)	Yes	$50,000.00	$52,900.00		
1	1.6	Literacy Instruction Materials	Yes	$8,500.00	$10,000.00		
1	1.7	Technology Integration-- Chrome Book Access	Yes	$120,000.00	$120,000.00		
1	1.8	EL Coordinator	Yes	$140,000.00	$162,000.00		
1	1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Yes	$18,000.00	$20,000.00		
1	1.10	Academic intervention	Yes	$115,000.00	$115,000.00		
1	1.11	Academic Support through tutoring, after school program, and homework support.	Yes	$47,000.00	$47,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	Yes	$140,000.00	$162,900.00		
1	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Yes	$18,000.00	$15,000.00	100%	
1	1.14	CAASPP Measures of Progress in Mathematics	Yes	$150,000.00	$150,000.00		
1	1.15	Reading Benchmark Trimester Report (DRA)	Yes				
2	2.1	School Counselor Position	Yes	$130,000.00	$138,900.00		
2	2.2	Mental Health and Social Emotional Learning Support	Yes	$85,000.00	$85,000.00	100%	
2	2.3	Positive School Climate through MTSS/PBIS & SEL Integration	Yes			0.00	
2	2.4	Dean of Student Services	Yes	$164,000.00	$0.00	100%	
2	2.5	Behavioral Support through a partnership with Center for Human Services.	Yes	$50,000.00	$50,000.00	100%	
2	2.6	School Safety Integration through the addition of the Campus Monitor Position	Yes			100%	
2	2.7	TK/K Support in the Early Years	Yes	$35,000.00	$55,000.00	100%	
2	2.8	Student Assemblies and PBIS Incentives	Yes	$20,000.00	$15,000.00	100%	
2	2.9	Enrichment Opportunities and School Clubs	Yes	$15,000.00	$15,000.00	100%	
2	2.10	SEL Support and Mental Health Support	Yes	$16,500.00	$16,500.00	100%	
2	2.11	College Awareness	Yes	$4,500.00	$4,500.00	100%	

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.12	Family & Community Partnerships	Yes	$18,500.00	$18,500.00	100%	
2	2.13	Visual and Performing Arts and Enrichment Activtiies	Yes				
2	2.14	Home to School Transportation	Yes	$216,000.00	$216,000.00	100%	
2	2.15	TK & Kindergarten Playground	Yes	$117,806.00	$117,806.00	65%	

2025-26 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)
$6,244,596.00	$1,857,575.00	0.000%	29.747%	$1,906,206.00	0.000%	30.526%	$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 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

- **13. LCFF Carryover — Percentage (12 divided by 9)**

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

California Department of Education
November 2024

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year
2024-2025

Date of Board Approval
06/14/2023

LEA Name
Riverbank Language Academy

CDS Code:
50-75556-0113852

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding**.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Riverbank Language Academy is a dual-language immersion TK-8th school that prepares students for their high school academic career in Spanish and English. The school conducted a needs assessment on the overall program to create RLA's LCAP plan. These priority areas, were determined through an analysis of local and state data, including stakeholder input at all levels (staff, students, parents and community members). The main priorities identified were determined to support students' academic, social and overall well- being include the following: student achievement, equitable learning environments, school and community partnerships, student supports during the school day and outside the school day.

The goals described in the LCAP address the needs of students school-wide, including socioeconomically disadvantaged students, English Learners, and students struggling academically. Specific long-term and short-term goals explained in this plan along with actions and services as identified align with the RLA's Local Control Accountability Plan (LCAP) as each goal (and its associated strategies and activities) is intended to support and enhance core instructional programs to increase student achievement by providing more supports to students through professional learning, supplemental instruction, and targeted intervention supports to develop bilingualism and biliteracy. The strategy for using federal funds to align with activities funded by state and local funds is primarily centered around student achievement.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Riverbank Language Academy aligned federal funds to to support activities that are funded by state and local funds by primarily focusing on student achievement. The funding progression that the school utilized to increase and enhance student supports was to begin with using state and local funds to fund core programs. LCFF base funds are spent on RLA's base program while supplemental and concentration funds are used to target support for our unduplicated student population (63% of RLA's student population). Once all local and state funds are allocated, federal funds are then prioritized to support and supplement the activities identified in the SPSA plan as aligned to the schools LCAP goals. Primarily, federal funds for Title I were utilized the school priority one from the LCAP, which is student achievement. Using both funding sources for student achievement allows the school to increase the amount of students that receive additional supports to meet the academic benchmarks as established by our dual program.

LCFF funded actions and services that will be supplemented with federal funds are:
1). Professional Development for RLA Staff--Specific training opportunities and staff development in developing student literacy, language acquisition and mathematics instruction.
2.) Academic Support for English Learners--Supplemental instructional supports for EL students that also include supplemental instructional supplies and materials to increase student achievement, newcomer student supports and provide additional paraprofessional support as well as certificated support through the English Learner Coordinator and learning recovery support.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

As described in ESSA Section 1112(b)(2) RLA will identify and address any inequities as identified by our school's data. RLA will utilize any information the low income measure of free/reduced priced meals (FRPM) and also local data on homeless students. RLA is a charter school, and as such is required to hold an annual public lottery for enrollment where all students are provided with an equal opportunity for enrollment regardless of their attendance boundary areas. Specific consideration will be given for students residing in the Rio Altura boundaries for students that are identified under the criteria of homeless or low-income to a 10% of enrollment for that school year. The school has an average of 45% of the population identified as low-socioeconomic and RLA provides equal opportunities for enrollment and participation in the general education program, after school program and extracurricular activities.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here:

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THIS ESSA PROVISION IS ADDRESSED BELOW:

As required in section 1112(b)(2) the school will identify areas required under state plans that result in any disparities between low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers. The school will utilize current data on appropriate teacher credentialing, years of teaching experience along with professional training to ensure that all students are taught by highly qualified staff. RLA has 97% of the teaching staff considered highly qualified and 3% as an out-of-field permit working on obtaining clearance on a full preliminary credential. The school has a high percentage of minority and low-socioeconomic students. Students are taught by highly qualified staff and achieve at higher rates than other students in local schools. This demonstrated through average three year trend in CAASPP and ELPAC student performance. The school Director will continue working on staffing and recruitment efforts through community and local university partnerships. All new teachers are provided with instructional coaching support, as well as professional development opportunities in core foundational principles of dual language instruction.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California. Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

There are multiple opportunities provided to families to become engaged in their child's education. RLA provides trainings and workshops on instruction, nutrition, school involvement, literacy and behavioral supports. Parents have an opportunity to participate in PIQE (Parent Institute for Quality Education) on an annual basis. In addition to this, the Director has monthly parent coffees and ELAC meetings. The Parent Teacher Organization (PTO) is active and involved in the school community. RLA also has an ELAC Committee that provides guidance in the decision-making process for the school.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school will continue with family and community partnership opportunities throughout the year (as activities are allowed under COVID-19 restrictions and regulations). Otherwise, the school will continue with virtual offerings for RLA Families whenever in-person events are not available due to local health department restrictions.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

N/A. Riverbank Language Academy is not a school that has been identified for Comprehensive Support and Improvement or other targeted support programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Riverbank Language Academy will develop and review the annual Single Plan for Student Achievement (SPSA) and LCAP plan that will priority students operating under targeted assistance program. Both plans will be aligned and the goals, actions and services will address state and federal priorities RLA's LCAP is aligned to its SPSA to support classroom instruction, student achievement and areas of priority.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA identifies homeless students and families through the enrollment process. The school will collaborate and coordinate with the district office/CASA del Rio (Family Resource Center) to ensure that children and youth experiencing homelessness enroll in and have equal access to enroll in our dual immersion program. Students and families will have access to additional supports to facilitate student enrollment, attendance and support or assistance as needed with access to materials and supplies, medical, dental and mental health referrals.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

RLA holds an annual public lottery and all students have an equal opportunity for enrollment. Students that enroll with an Individualized Educational Plan will participate in a transition IEP meeting to elementary school

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

(A) through coordination with institutions of higher education, employers, and other local partners; and
(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Riverbank Language Academy is a K-8 school that feeds into our local high school (RHS). The school collaborates with our local high school administration and counseling department to ensure that students have a smooth transition; this includes an orientation meeting, school tour, and high school balloting for selection of classes.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Riverbank Language Academy does not have a GATE program. This is not applicable.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

RLA does not receive any TITLE II, PART A funds.
Riverbank Language Academy provides meaningful professional growth opportunities for all teachers and staff centered on bilingualism and biliteracy, dual language instruction, mathematics, ELD, social emotional learning (SEL). Content and pedagogy is essential to our professional learning plan for RLA Teachers. The school provides training on our current state standards and core content; all teachers participate in annual and ongoing trainings and workshops to perfect their teaching craft and stay up-to-date with instructional pedagogy and best practices. New teachers and administrators participate in a teacher induction program and administrator induction.

The design and structure of professional learning is to provide focused training that is monitored and supported in the classroom for sustainability. Teachers are provided with collaboration time on a weekly basis and meet bi-weekly to talk about student achievement and develop plans of support to those identified as struggling in core subject areas. An essential piece of our PLC process is the ability to collaborate and work on lesson development and collaboration. During this school year (2020-2021), teachers received training on technology tools and integration to support synchronous and asynchronous learning.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:

1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA is not participating in in Comprehensive Support and Improvement.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.
3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

The school does not participate in Title II Part A.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not participate in TITLE III, PART A funds.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not participate in TITLE III, PART A funds.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
    - are focused on English learners and consistent with the purposes of Title III;
    - enhance the core program; and
    - are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not participate in TITLE III, PART A funds.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

(A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
(B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not participate in TITLE III, PART A funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

(A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
(B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
(C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
(D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
(E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
   a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The school does not participate in TITLE IV, PART A funds.

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

RLA does not receive any Title IV, Part A funds.

What activities will be included within the support for a well-rounded education?

RLA does not receive any Title IV, Part A funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

RLA does not receive any Title IV, Part A funds.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

RLA does not receive any Title IV, Part A funds.

What activities will be included within the support for safety and health of students?

RLA does not receive any Title IV, Part A funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

RLA does not receive any Title IV, Part A funds.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

RLA does not receive any Title IV, Part A funds.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

RLA does not receive any Title IV, Part A funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

RLA does not receive any Title IV, Part A funds.

- Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

RLA does not receive any Title IV, Part A funds.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022