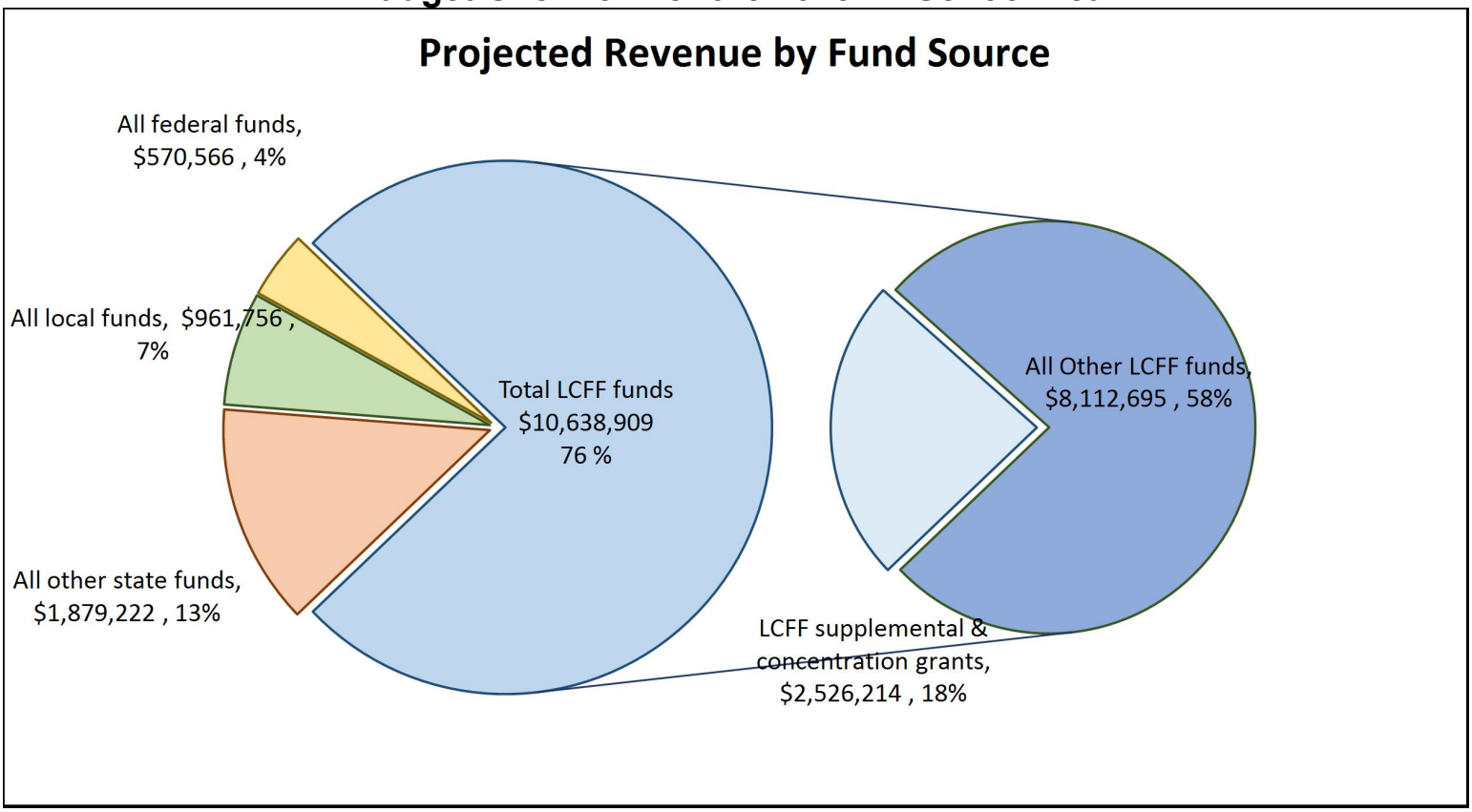
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richgrove Elementary School District
CDS Code: 54720826114672
School Year: 2026-27
LEA contact information:
Mario Millan
Superintendent
mariom@richgrove.org
661-725-2424 ext.104

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

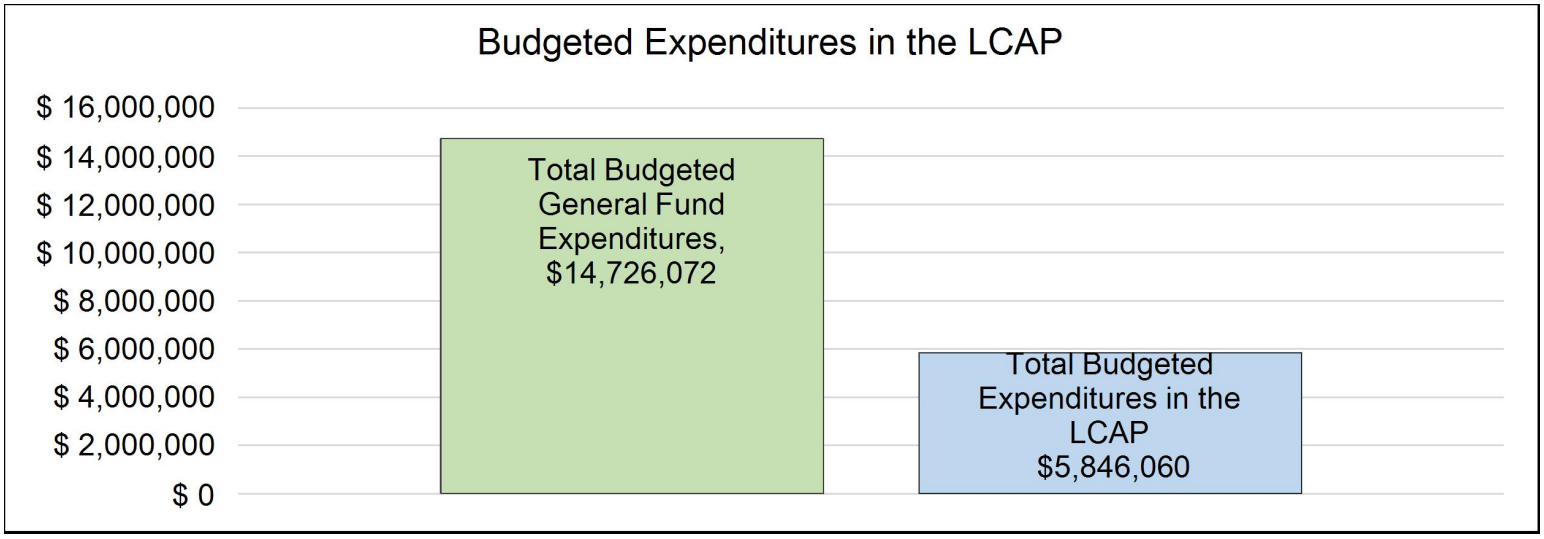


This chart shows the total general purpose revenue Richgrove Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richgrove Elementary School District is $14,050,453, of which $10,638,909 is Local Control Funding Formula (LCFF), $1,879,222 is other state funds, $961,756 is local funds, and $570,566 is federal funds. Of the $10,638,909 in LCFF Funds, $2,526,214 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 Richgrove Elementary School District 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: Richgrove Elementary School District plans to spend $14,726,072 for the 2026-27 school year. Of that amount, $5,846,060 is tied to actions/services in the LCAP and $8,880,012 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

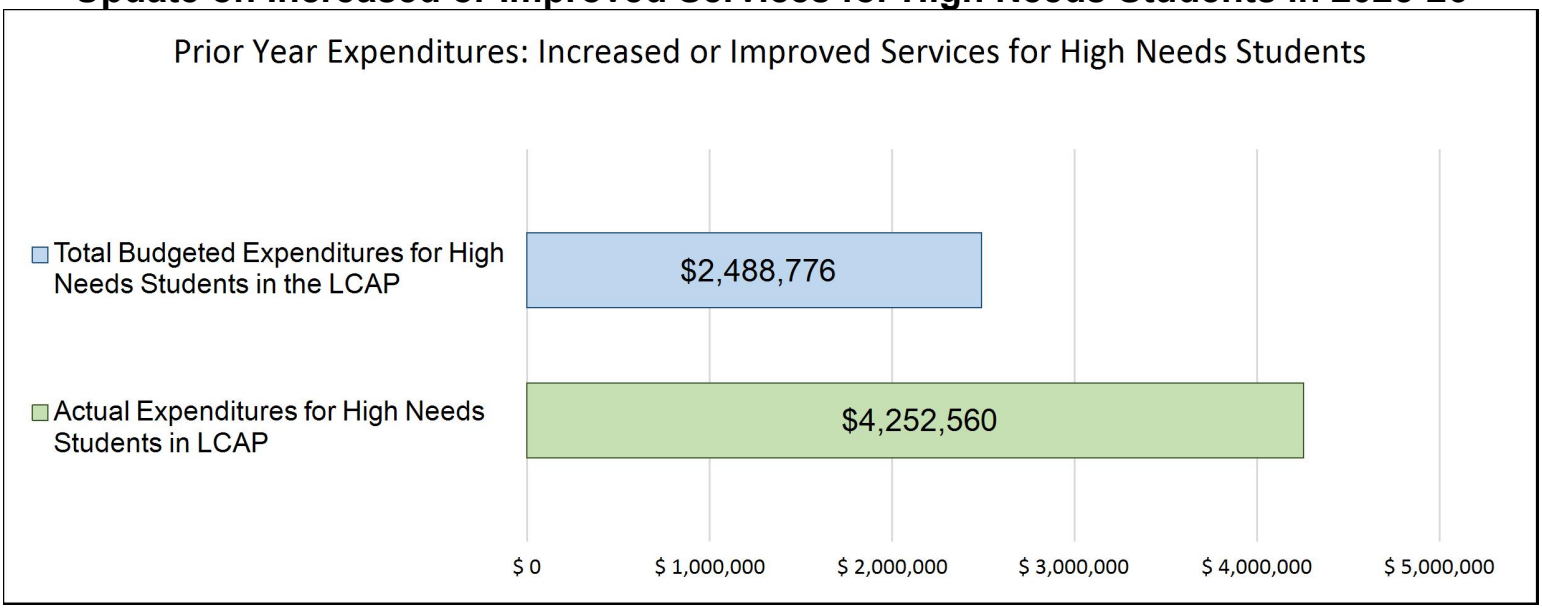
The LCAP does not include regular operating expenses such as utilities, leases, One-time locally funded Facility upgrades, basic supplies/ instructional materials and essential personnel.

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

In 2026-27, Richgrove Elementary School District is projecting it will receive $2,526,214 based on the enrollment of Foster Youth, English learner, and low-income students. Richgrove Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richgrove Elementary School District plans to spend $2,589,293 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Richgrove Elementary School District's LCAP budgeted $2,488,776.00 for planned actions to increase or improve services for high needs students. Richgrove Elementary School District actually spent $4,252,560 for actions to increase or improve services for high needs students in 2025-26.

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
Richgrove Elementary School District	Mario Millan Superintendent	mariom@richgrove.org 661-725-2424 ext.104

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.

Richgrove School District, a single-school district that serves 477 students in grades TK-8.

The district is located in Richgrove, an unincorporated community located in the Southeastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 7 miles east of Delano and Highway 99 in the San Joaquin Valley of California. Neighboring communities are Delano to the West, Porterville to the North, and Bakersfield to the South. Richgrove is an agricultural community with a population flexibility of up to 2,000 people. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture. The school serves as the major landmark of the town and most community functions occur on our campus.

The school demographic is 98.5% Hispanic students, 53.2% English Learners and 95.8% socioeconomically disadvantaged.
906% of our students have learning disabilities, 0.6% are classified as homeless. In 2025-26 we had 0% of our students classified as foster youth. (Data according to December 2025 CDE School Dashboard)

53.2% of our students are English Learners who are eager to learn a second language and be successful in school. It is our responsibility to help them accomplish that. The purpose of this critical goal is to apply the California English Language Development Standards in every classroom and the best of what we have learned about how to support and empower English Learners in our schools.

According to the 2025 Dashboard, 42.6% of our EL students progressed on the ELPI, but that also means that 57.4% did not show adequate progress. We currently have 14 LTEL students who have been receiving language development services for six or more years, without attaining full fluency and 54 EL students deemed at risk of becoming LTEL because they are in year four or five and have not attained fluency.

Reflections: Annual Performance

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

Richgrove School District experienced growth all in all areas on the California Dashboard for the 2023 SBAC.

English Language Arts had an increase of 11 points and went from the Red band to Orange as did Mathematics with an 11.7 point growth.

In the area of Academic Engagement RSD declined in the Chronic Absenteeism by 8.7% and went from the "Very High" band to the Yellow band. In the area of Suspensions, RSD declined by 3.8% and went from the "Very High" band to the Green band.
RSD's most successful area on the Dashboard was in the area of English Language Learners where Richgrove increased by 12.6% and qualified for the Blue band. RSD did not have any student group or category in the Red band. The only student group that did not match the "All Students" color band were Students with Disabilities in the area of Chronic Absenteeism. The overall band was Yellow but Students with Disabilities were in Orange. This discrepancy will require RSD and the Student Services Department to monitor the subgroup going forward to determine if there are any indicators as to why this group had more chronically absent students.

End of year local benchmark assessments showed that 47.5% of students in the area of ELA were "Below Standard" and 48% in Math. This will require RSD to look for better ways to mitigate learning loss.

In the ELPAC interim assessments 60% of EL's were in the "Beginning to Develop" area in the Listening Domain and 58% in the Reading Domain. From our Educational Partners (Parents) it was determined that one of their biggest concerns was the offering more afterschool intervention classes along with providing for a more "caring environment."

2024 CALIFORNIA SCHOOL DASHBOARD UPDATE:

ACADEMIC PERFORMANCE

ELA: Richgrove increased an average of 9.6 points on ELA performance with no student groups in the "Red."
Mathematics: Richgrove increased an average of 18.9 points with no student groups in the "Red."
English Learner Progress Indicator (ELPI): Richgrove declined from 2023 with 45.6% of our English Learners Making Progress (Down from 51%) and LTEL subgroup in the "Red."

ACADEMIC ENGAGEMENT

Chronic Absenteeism: Richgrove improved 5.4% to end with 12.6% of 2023-24 students identified as chronically absentee. No student groups were in the "Red."

CONDITIONS AND CLIMATE:

Suspension: There was a slight increase in suspensions (+0.6%) with 2.9% of our students suspended 1 or more days in 2023-2024. No student groups were in the "Red."

2025 CALIFORNIA SCHOOL DASHBOARD UPDATE:

ACADEMIC PERFORMANCE
ELA: Richgrove increased an average of 3.3 scaled score points on ELA performance with the Long Term English Learner group in the "Red" due to a decline of 8 points.
Mathematics: Richgrove declined an average of 6.2 points, leaving it in the "Red" overall. Four subgroups were in the "Red" category (EL, Hispanic, LTEL, and SED) due to declines.
English Learner Progress Indicator: Richgrove declined 2.6% from 2024 with 42.9% of EL students making progress. No student groups were in the "Red".

ACADEMIC ENGAGEMENT

Chronic Absenteeism: Richgrove had a slight increase in the percentage of students chronically absent with a 0.8% increase. No student groups were in the "Red."

CONDITIONS AND CLIMATE

Richgrove maintained the current level of percent of students who had been suspended by 1 or more days, with the results of 3%. Long Term English Learners were in the "Red" category with an increase of 2.1% from the prior year and an overall percentage of 8.3%.

ANALYSIS:

Due to the updated results, Richgrove plans to continue with the actions planned out in the 3-year LCAP, to continue the growth. The newly reported Long-Term English Learner (LTEL) group on the Dashboard allows us to hone in on those students who have been labeled as English Learners for 6 or more years without becoming fluent. In 2024-5 there were 60 students with this designation and we will be examining those individuals through our MTSS intervention lens to support attendance, behavior, and academic results that brought them into the "Red" category on the CDE Dashboard.

The district will have $530,000 in unspent Learning Recovery Block Grants at the end of the 2025-26 school year and will expend $254,000 of those funds in the 2026-27 LCAP with the remaining held in reserve for another year.
The goals/ actions identified for LREBG funding are found in Action 1.7: Provide additional instructional time including after school tutoring and academic interventions to address learning gaps for at-risk students in the areas of Math, ELA, and ELD.
These were chosen as allowable expenditures in the category of: Implementation of evidence based English Learner Instructional Strategies/ Supporting teachers of EL students and Engaging parents & students in academic progress, performance and progress to increase academic achievement and attendance as identified in the Educational Partners needs assessment process.

Research shows that students identified as at-risk often need additional time to digest academic material and modified instruction that can be provided through 1:1 and small group tutoring and intervention programs to provide more practice, beyond the normal school day.

The district will be receiving additional proposed LREBG funding as outlined as part of the Governor's May Revision 2026-27 budget act. This proposed funding will be identified and addressed as part of the district's 2027-28 LCAP.

Reflections: Technical Assistance

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

Richgrove School District is not in 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.

Richgrove School District does not have any schools in 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.

Richgrove School District does not have any schools in CSI.

Monitoring and Evaluating Effectiveness

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

Richgrove School District does not have any schools in CSI.

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Teaching Staff including CTA bargaining members and LCAP Team Members	Staff input is provided on an ongoing basis during staff meetings, 1:1 meetings with the principal/superintendent, and through an annual Spring Survey. Staff meetings were held on 2/26/2026 and 4/14/2026 to specifically address LCAP review and collect input. Bargaining unit leaders met on February 26, 2026, to provide input
Classified Staff including CSEA bargaining members and LCAP Team Members	Staff input is provided on an ongoing basis during staff meetings, 1:1 meetings with the principal/superintendent, and through an annual Spring Survey. Classified staff met in February 6 and April 2026 to discuss specific needs for 2026-27 and provide LCAP input. Bargaining unit leaders met on February 26, 2026, to provide input
School Site Council Members	SSC/DAC 11/12/2025 SSC/DAC 2/18/2026 (including draft review and additional input) The superintendent responded to input in writing. Survey Window: 2/18/2026 – 2/27/2026
ELAC/DELAC Community Members	 ELAC 11/5/2025

Educational Partner(s)	Process for Engagement
	ELAC 1/28/2026 ELAC 2/19/2026 ELAC 3/25/2026 (including draft review and additional input) The superintendent responded to input in writing. Survey Window: 2/18/2026 – 2/27/2026
Richgrove Student Sample	Students were surveyed in February, 2026 regarding school culture, academic and program needs for LCAP input. A student advisory provided input on February 2, 2026. The superintendent responded in writing.
Parents and Community Members	Feedback is collected at a variety of community/family events during the school year as well as on the Annual Spring survey.. Parents serve on the School Site Council, DELAC committees, and DAC and provide input at those meetings. Additionally, Board Meetings are held monthly with open community input on needs, current programs, and student achievement. Information is collected from all of these and utilized in the creation of the LCAP. A town hall for community involvement was held on 4/16/2026, and LCAP input was collected. The DAC, SSC, and DELAC reviewed the draft of the LCAP at their May meeting. The superintendent responded to their input in writing.
Any other school district members including administration, and non-unit members	Managers, Administrators, and counselors provide input through 1:1 sessions with the superintendent/ principal as well as the annual Spring survey. A meeting was held on 2/26/2026 to go through the LCAP in depth. The Board of Education reviewed the current LCAP during open meetings in November, 2025 and in February, 2026 and received input from the public and also provided their own input. Certificated and Classified Union representatives were consulted in April 2026 for LCAP input.

Educational Partner(s)	Process for Engagement
DAC/ PAC	SSC/DAC 11/12/2025 including representatives of Foster, SED, and EL subgroups SSC/DAC 2/18/2026 (including draft review and additional input) including representatives of Foster, SED, and EL subgroups The superintendent responded to input in writing.
SELPA	The SELPA was consulted in Fall and Spring of the 2025-26 school year

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

The overall input for the 2026-27 LCAP was to stay the course and to adjust some of the budget figures to reflect actual usage. In general, students were interested in trips/rewards/engagement activities, as were our parent groups. Parents and teachers were interested in continuing interventions and tutoring. All groups note safety as a priority as well. These actions are already included in our LCAP and we will work to refine practices within the existing LCAPs to adjust to current needs in those areas.

The Educational Partners of Richgrove School District influenced the review of the 2025-26 LCAP by stating the following items were of importance to them and would like to see them implemented or augmented if already present:

Parents:

- Tutoring (Action 1.7)
- School safety (Action 3.11)
- increased communication, less mailings due to late notices picked up from PO boxes. (Action 5.6)

DAC:
Safety
Trips/ Rewards/ Engagement Activities for students (Actions 1.5, 3.6)

DELAC:
Trips/ Rewards/ Engagement Activities for students (Actions 1.5, 3.6)

Students:
Trips/ Rewards/ Engagement Activities for students (Actions 1.5, 3.6)
Extra-Curricular Opportunities (Actions 1.5, 2.3, 2.1)

Teachers:

- pay for tutoring hours (Action 1.7)
- supplemental materials- particularly for ELD (Action 1.6)

- maintain electronic home-school communication tools (Action 5.6)

Other Staff:
-Student Attendance support - (Action 3.4)

SELPA:
Academic supports and attendance (Action 1.11)

Overall Input that went into the 3-Year plan developed in 2024.

1. More tutoring offerings for more grade levels. We will address this with providing for more staff to offer tutoring and contracting out with an online tutoring service.
2. Provide for a safer school environment to help prevent bullying. We are addressing this with our security staff, professional development for staff and a Student Services Director that will address these types of concerns.
3. More one to one staff for struggling students. The LCAP will address this by hiring additional instructional aides and certificated staff.
4. More sports activities afterschool. RSD will support more afterschool athletics for more age groups in different sports afterschool.
5. More celebrations of student success. RSD will have positive incentives, rewards, and assemblies for those students that have had success academically, athletically, in the area of conduct and have shown growth in a variety of academic areas.
6. More work in the area of social emotional learning. RSD will address in the LCAP the hiring and maintaining of a Mental Health Team that include a School Psychologist, Counselor, Social Worker and Student Service Director along with PD in SEL to help address this area.
7. A need to have a higher percentage of parents that feel the school has a caring environment. RSD will address this area in the LCAP by providing for more Educational Partner meetings and gatherings. Professional Development in the area of interpersonal communications will also be offered.
8. Better parent to teacher/school communication. RSD will use social media and messaging systems to reach out to our community along with the use of flyers and marquee.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student achievement in mathematics, ELA and ELD of all students and subgroups.	Broad Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

On the 2023 California Dashboard RSD was 85.9 points below standard in ELA, 112 points below standard in mathematics. In the area of ELD, 56.2 percent of its EL's made progress in 2023 Dashboard. Through planned actions and measured outcomes RSD will increase in ELA, Mathematics and continue to progress in the ELD in all students and subgroups. Local benchmark exams show that 48% of the students scored "Below Standard" in testing grades 3 through 8 in both Math and ELA. Educational Partner have made this point of concern at Parent Teacher Conference, on surveys and at open meetings.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment Consortium (SBAC) - Math	RSD was 112 below standard and orange on the 2023 California Dashboard. English Learners were 119.4 points below standard Hispanic Students were 112.9 points below standard	All Students - 93.1 points below standard (increased 8.9 points) Yellow on Dashboard English Learners - 94.9 points below standard (increased 24.5 points)	All Students - 99.2 points below standard (decreased 6.2 points) Red on Dashboard English Learners - 105.7 points below standard (decreased 10.8 points)	RSD will be less than 90 points below standard in math for English Learners, Hispanic Students, and SED Students. For Students with Disabilities RSD will be less than 160 points below standard.	All Students- (increased 12.8points) English Learners- (increase 13.7 points) Hispanic Students - (increased 14.3 points) SED - (increased 12.8 points)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED students were 114.1 points below standard Students with Disabilities were 181.8 points below standard	Hispanic Students - 93.5 points below standard (increased 19.4 points) SED - 94.4 points below standard (increased 19.7 points) SWD - 134.3 points below standard (increased 47.5 points) Long Term English Learners (LTEL) 145.9 points below standard • New Baseline 2024 CDE Dashboard	Hispanic Students - 98.6 points below standard (decreased 5.1 points) SED - 101.3 points below standard (decreased 6.9 points) SWD - 121 points below standard (increased 13.3 points) Long Term English Learners (LTEL) 173.3 points below standard -)Declined 27.4 points) 2025 CDE Dashboard		SWD - (increased 60.8 points) Long Term English Learners (LTEL) 173.3 (new baseline) points below standard
1.2	Smarter Balanced Assessment Consortium (SBAC) - English Language Arts	RSD was 86.9 below standard and orange on the 2023 California Dashboard. English Learners were 96.8 points below standard Hispanic Students were 87.5 points below standard	All Students - 76.3points below standard (increased 9.6 points) Orange on Dashboard English Learners - 85.2 points below	All Students - 73 points below standard (increased 3.3 points) Orange on Dashboard English Learners - 80 points below	RSD will be less than 75 points below standard ELA for English Learners, Hispanic Students, and SED Students. For Students with Disabilities RSD	All Students - (increased 13.9 points) English Learners - (increased 16.8 points) Hispanic Students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED students were 87.7 points below standard Students with Disabilities were 159.2 points below standard	standard (increased 11.6 points) Hispanic Students - 77.2 points below standard (increased 10.3 points) SED - 77.8 points below standard (increased 9.9 points) SWD - 126.3 points below standard (increased 32.9 points) Long-Term English Learners (LTEL) 88.4 points below standard • New Baseline 2024 CDE Dashboard	standard (increased 5.2 points) Hispanic Students - 73.4 points below standard (increased 3.8 points) SED - 74.2 points below standard (increased 3.6 points) SWD - 113.2 points below standard (increased 13.1 points) Long-Term English Learners (LTEL) 96.4 points below standard (Declined 8 points) 2025 CDE Dashboard	will be less than 130 points below standard.	- (increased 14.1 points) SED - (increased 13.5 points) SWD - (increased 46 points) Long Term English Learners (LTEL) 96.4 points below standard • New Baseline
1.3	English Language Proficiency Assessment for California (ELPAC)	RSD had 56.2% of its EL population making progress on the 2023 California Dashboard.	45.6% of EL Students made progress on ELPI	42.6% of EL students made progress on ELPI (Decline of 3%)	RSD will have 65% of its EL population making progress.	Decrease of 13.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			2024 CDE Dashboard	2025 CDE Dashboard		
1.4	Local Benchmark and State Assessment Data Analysis	Instructors met three times as a grade level with curriculum director to disaggregate local benchmarks and plan for instruction in 2023-24	6 meetings for each teacher 2024-25	4 meeting with teachers 2025-26	Instructors will meet four times as a grade level with curriculum director to desegregate local benchmarks and plan for instruction.	Increase of 1 meeting
1.5	Educational field trips and guest speakers for educational purposes	All grade levels attended at least one field trip or had a guest speaker come into their classroom in 2023-24.	All grade levels attended at least one field trip or had a guest speaker come into their classroom in 2024-25	75% of grades attended at least one field trip or had a guest speaker come into their classroom in 2025-26	All grade levels will attend at least one field trip or had a guest speaker	Goal not met Decreased 25%
1.6	Standards based curriculum in all core areas	RSD used adopted CCSS curriculum in all core areas in 2023-24	Adopted CCSS curriculum used in all core areas 2024-25	Adopted CCSS curriculum used in all core areas 2025-26	RSD will use the most current state adopted curriculum in all core areas.	Goal Met: Core materials use maintained
1.7	English Learner Reclassification	RSD reclassified 12% of its EL population in 2023-24.	8.7% (27 of 311) locally calculated 2024-25	7% (20 out of 277)	RSD will reclassify 16% of its EL students	Decline 5%
1.8	Long-Term English Learner (LTEL) Reclassification	RSD had 25% of its EL population are designated as LTELS in 2023-24.	20.5% of EL identified as LTEL Locally Calculated 2024-25	19% (48 out of 257)	RSD will have 20% of its EL population designated as LTELS.	Decline 6%
1.9	RSD middle school dropout rate.	RSD had 0% drop out rate in its middle school for 2023-24.	0% Drop Out 2024-25	0%	RSD will maintain a middle school dropout rate of 0%.	Maintained 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.10	RSD will provide sufficient access to standards-aligned instructional materials.	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2024)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2024-25)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2025-26)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency	Goal Met: 100% maintained

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.

All actions in this goal were substantively carried out. There were no substantive challenges or successes to the implementations for 2025-26.

Action 1.1 - Improving Math Scores- Fully Implemented
Action 1.2- Improving ELA Scores- Fully Implemented
Action 1.3 - ELD additional instructional services- Fully Implemented
Action 1.4 - Data Analysis meetings-Fully Implemented
Action 1.5- Field Trips and Guest Speakers- Fully Implemented
Action 1.6 - Supplemental Curriculum- Fully Implemented
Action 1.7 - Additional Instructional time- Fully implemented
Action 1.8- Instructional Aides- Fully Implemented
Action 1.9- Curriculum Director- Fully Implemented
Action 1.10 - ELD Coordinator- Fully Implemented
Action 1.11- RSP Instructor- Fully Implemented
Action 1.12 - Sufficient Instructional Materials- Fully Implemented
Action 1.13 - Expanded curriculum offerings and differentiated instruction-- Fully implemented

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.

Action 1.1 - Improving Math Scores.- No material differences
Action 1.2- Improving ELA Scores- No material differences

Action 1.3 - ELD additional instructional services- No material differences
Action 1.4- Data analysis meetings- Underspent by 50%- 6138 in savings. This was likely due to reporting substitute costs inaccurately. This will be reviewed with payroll in 2026-27
Action 1.5- Field Trips and guest speakers- No material differences
Action 1.6 - Supplemental Curriculum- . No material differences
Action 1.7 - Additional Instructional time- No material differences
Action 1.8- Instructional Aides- No material differences
Action 1.10 - ELD Coordinator- Underspent by 16.47% for a savings of $1,061 due to overestimating extra duty pay.
Action 1.11- RSP Instructor- No material differences
Action 1.12 - Sufficient Instructional Materials- No material differences
Action 1.13 - Expanded curriculum offerings and differentiated instruction- No material differences

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

Actions 1, 2, 3, 4, 6, 8, 10, and 13 showed mixed results as measured by Metrics 1.1 (CAASPP Mathematics), 1.2 (CAASPP ELA), and, where applicable, Metric 1.3 (ELPAC results). After the prior year increases in ELA, overall and most groups regressed slightly. Students with Disabilities increased significantly for the second year of the plan. In math, overall and all subgroups increased.

Actions 3, 6, 8, and 10 were not yet effective for ELPAC growth, we continue to adjust our instruction in the classroom to meet these student needs, within these actions.
Action 5 was partially effective, as measured by Metric 1.5, which indicates that only 75% of grade levels participated in at least one field trip or guest speaker experience.
Action 7 was not yet effective increasing the % of EL students reclassified.
Actions 9 and 13 were effective in supporting overall growth in math and growth for students with disabilities in ELA
Action 11 was highly effective so far with large increases for the SWD subgroup in math and ELA
Action 12 was effective in continuing to meet 100% level for metric 1.10

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

Based on the annual review and analysis, no changes were made to the Goal 1 description, metrics, target outcomes, or action descriptions for 2026–27. Budgeted amounts for Goal 1 actions were adjusted to reflect anticipated 2026–27 expenditures. The district will continue monitoring implementation and outcomes during the third year of the LCAP cycle.

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	Improving Math Scores.	RSD will provide for supplemental math curriculum and online platforms along with extended time and summer school instruction to improve math scores on SBAC.	$33,900.00	No
1.2	Improving ELA Scores	RSD will provide for supplemental ELA curriculum and online platforms along with extended time and summer school instruction to improve ELA scores on SBAC.	$0.00	No
1.3	ELD additional instructional services	RSD will provide for Supplemental ELD curriculum and online platforms along with extended time and summer school instruction to improve ELD scores on ELPAC for English Learners (EL's) and Long-Term English Learners (LTELS).	$1,800.00	No
1.4	Data analysis meetings.	Provide substitute coverage to allow teachers to meet with Administration Team to disaggregate student data, determine specific unduplicated student needs, and plan for future instruction to meet those needs within the Tier One instructional block.	$7,517.00	Yes
1.5	Field Trips and Guest Speakers	Provide co-curricular and extra-curricular experiences to advance the knowledge and foundations of unduplicated students and allow them to connect instructional concepts to real-world examples and experiences.	$63,569.00	Yes
1.6	Supplemental Curriculum	RSD will provide supplemental curriculum in hard copy and online platforms to allow for more academic growth, intervention and rehearsal of math, ELA, ELD, Science and History instruction.	$46,468.00	Yes
1.7	Additional Instructional Time	RSD will offer after school tutoring, intervention and summer school to help mitigate learning loss. The district will expend $254,000 of LREBG funds on this action as allowable expenditures in the category of: Implementation of evidence	$1,154,091.00	No

Action #	Title	Description	Total Funds	Contributing
		based English Learner Instructional Strategies/ Supporting teachers of EL students and Engaging parents & students in academic progress, performance and progress to increase academic achievement and attendance as identified in the Educational Partners needs assessment process. Research shows that students identified as at-risk often need additional time to digest academic material and modified instruction that can be provided through 1:1 and small group tutoring and intervention programs to provide more practice, beyond the normal school day. LREBG Funding Metric to evaluate success: 1.1 (Math results) and 1.2 (ELA results)		
1.8	Instructional Aides	RSD will maintain and/or hire more instructional aides to provide interventions and assistance targeted at the identified needs of unduplicated students.	$557,186.00	Yes
1.9	Curriculum Director	RSD will have a Curriculum Director who will monitor student growth, coach teachers, help plan for instruction and assist with all assessments of students.	$179,234.00	No
1.10	ELD Coordinator	RSD will have one ELD coordinator who will track ELD student progress of EL's and LTEL's, update SIS on EL student's status and work the reclassification process.	$6,490.00	Yes
1.11	RSP instructor	RSD will have an additional RSP instructor to help focus on dually identified EL/Sp. Ed students in the upper grades. These students will include the unduplicated students as that is the majority of our students.	$76,843.00	No

Action #	Title	Description	Total Funds	Contributing
1.12	Sufficient state standard instructional materials.	RSD will purchase and utilize supplemental curriculum materials that are aligned with the current academic standards.	$0.00	No
1.13	Expanded curriculum offerings and differentiated instruction	RSD will provide Dual Language Instruction, a Computer Course and the Arts, Reduced class sizes overall and provide additional intervention services.	$645,195.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	RSD will provide for fine arts, music, athletics and dual language acquisition to offer a broader course of study.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Richgrove is rural community without access to fine art, music, recreation and cultural activities available to the youth of the community. Educational partners of RSD have requested continued support of arts, music and athletics for their children, our students. RSD has seen the amount of participation grow in these programs with parents recognizing positive outcomes for their children involved in broader course activities. This positive environment has led to parents asking to broaden these offerings and continuing to build our Dual Language program so that students have an opportunity to learn two languages.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students including unduplicated, EL's, students with disabilities enrolled in and having access to a Broad Course of Studies	40% of RSD students have access to a broad course of study in 2023-24	60% of students had access 2024-25	22% of students had access 2025-26	50% of RSD students will have access to a broad course of study	decreased 18%
2.2	Students enrolled in arts and craft, music or dance	43% of RSD students are enrolled in music, arts and crafts or dance in 2023-24	60% Locally Calculated 2024-25	80% locally calculated 2025-26	50% of RSD students will be enrolled in music, arts and crafts or dance	Increased 37%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Students enrolled in afterschool athletics	42% of RSD students were enrolled in afterschool athletics in 2023-24	30% Locally Calculated 2024-25	39% Locally Calculated 2025-26	50% of RSD students will be enrolled in afterschool athletics	Decline 3%
2.4	Student sense of engagement, positivity	81% of students feel connected/engaged within the school. 2024 Spring survey	80% of students 2025 Survey	96% 2026 Survey	95% of students feel connected and engaged within the school.	Increase 15%

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.

All actions were carried out as planned. There were no significant issues with implementing the actions.

Action 2.1 - Broader Course of Study- fully implemented
Action 2.2 - Fine Arts Program- fully implemented
Action 2.3 - Afterschool Athletics- fully implemented. Particular success was the expansion of music to K-6 with scheduled rotations twice weekly.

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.

Action 2.1 - Broader Course of Study- Overspent by 27% ($251,325) due to increased costs of instructional materials
Action 2.2 - Fine Arts Program- underspent by $74,302 due to miscoding of percussion coach. This will be corrected in 2026-27
Action 2.3 - Afterschool Athletics- overspent by $51,632 due to increase of offerings, wage increases, and Health and Welfare benefit cost increases.

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

Action 2.1 - Broader Course of Study- effective in maintain access for students, to a broad course of study and meeting student interests for engagement

Action 2.2 - Fine Arts Program- Effective in expanding participation with students in arts programs
Action 2.3 - Afterschool Athletics- Effective in maintaining programs for students (increase in sports enrollment of 9% over last year), and when combined with percent of students enrolled in arts during that time, nearly 100% of our students have found something that engages their interests in a positive way.

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

There were no changes, other than adjusting the funding plans for each action, related to changes for the 2026-27 anticipated budget.

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	Broader Course of Study	RSD will offer dual language courses through 5th grade along with Career Pathway, technology class and afterschool clubs.	$1,085,686.00	Yes
2.2	Fine Arts Program	RSD will provide staff and curriculum in music, art and craft and dance available for all students to attend.	$136,173.00	No
2.3	Afterschool Athletics	RSD will provide staffing and offer afterhours and intersession athletics and recreation to all students.	$138,511.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	RSD will promote activities and incentives to foster and support a positive school climate.	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.

RSD has had a long history of discipline concerns with students and overall concerns by parents that the school is not always inviting and safe for students and/or parents. RSD Staff has also expressed concerns with student and staff interactions and conduct that are negative. RSD plans to support our students, staff and parents along with provide positive activities to foster more positive interactions, outcomes and climate.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Disciplinary Referrals Issued	RSD had 90 referrals for discipline in 2023-24	56 Locally Calculated as of April 25, 2025 2024-25	21 Locally Calucalated as of Dec. 2025 2025-26	RSD will have less than 80 referrals for discipline	Decrease of 69 referrals Goal Met
3.2	Number of parents including parents of exceptional needs, that attend school events	RSD had a sum of over 603 parents attend afterschool events.	300 Locally Calculated 2024-25	550 Locally Calculated 2025-26	RSD will have a sum of over 700 parents attend school events	Decreased 53 parents

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	Number of certificated staff that attend afterschool events	100% of certificated staff attend at minimum 2 afterschool events.	100% of staff attended 2 after school events 2024-25 data	95% of staff attended school events	All RSD certificated staff will attend at minimum 4 afterschool events.	decrease 5%
3.4	Attendance Rate	For 2023-24 RSD had a 94.9 attendance percentage.	95% 2024-25 data	95.10% 2025-26 data	RSD will have a 96% attendance rate	0.2% increase in attendance rate
3.5	Chronic Absenteeism Rate	RSD had a 18.1% chronic absenteeism rate for All Students based on 2023 Dashboard. English Learners were at 14.5% Hispanic were at 17.9% Socioeconomically Disadvantaged were at 18.5% Students with Disabilities were at 22.4%	All Students- 12.6% English Learners10.9% Hispanic- 12.3% SED- 13.1% SWD- 18% LTEL- 9.2%- New Baseline 2024 Dashboard	All Students- 13.6% English Learners 12.2% Hispanic- 13.2% SED- 13.9% SWD- 17.9% LTEL- 10% 2025 Dashboard	RSD will have a 13% chronic absenteeism rate English Learners will be at 10%% Hispanic will be at 12% Socioeconomically Disadvantaged will beat 13% Students with Disabilities will be at 17%	All Students- declined 4.5% English Learners- declined 2.3% Hispanic- declined 4.7% SED- declined 4.6% SWD- declined 0.5% LTEL- 10% (New Baseline)
3.6	Facilities Inspection Tool	RSD had a "Good" rating in our most recent FIT results in August of 2023.	Good Rating for all areas Exemplary overall 2024-25	Good rating for 6 of 7 areas and Fair for 1 area. Exemplary overall 2025-26	RSD will have a "Good" rating in our recent FIT results	Maintained "Good Rating" in 6 of 7 areas and Fair for 1 area.
3.7	Parents, and staff sense of positivity and connectedness to school	% of parents feel positive and a sense of	75% of Students 90% of Parents	100% of educational partners felt	80% of students 80 % of parents	Increase of 25% for students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	as determined by survey.	connectedness to school. % of staff feel positive and a sense of connectedness to school. Baseline will be set with 2024-2025 School Year Survey 75% of students 90% of Parents 93% of staff 2024-25 Survey	93% of staff 2024-25 Survey	connected and positive about school. (Data not disaggregated on 2025-26 survey)	90% of staff feel positive and a sense of connectedness to school.	Increase of 10% for parents Increase of 7% for staff
3.8	Expulsion Rate.	RSD had 0 expulsions in 2023-24	0 expulsions 2024-25	0 expulsions 2025-26	RSD will have 0 expulsions	Maintained 0 expulsions
3.9	Opportunities for educational partner input on school planning decisions.	RSD has at minimum 5 opportunities for educational partner input on school planning decisions.	10 Opportunities 2024-25	3 Opportunities 2025-26	RSD will have at minimum10 opportunities for educational partner input on school planning decisions.	Goal not Met- decreased by 2 opportunities
3.10	Suspension Rate	RSD had a 2.3% Suspension Rate for All Students based on 2023 Dashboard. English Learners were at 2.4%	All Students- 2.9% English Learners2.4% Hispanic- 2.9% SED- 3%	All Students- 3% English Learners 2.0% Hispanic- 3.0% SED- 3.1%	RSD will have a 2.0% Suspension Rate English Learners will be at 2.0%	All Students- increased 0.7% English Learners- Decrease .04% Hispanic- increase 0.7%%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic were at 2.3% Socioeconomically Disadvantaged were at 2.2% Students with Disabilities were at 4.1%	SWD- 3.8% LTEL- 6.2%- New Baseline 2024 Dashboard	SWD- 0% LTEL- 8.3% 2025 Dashboard	Hispanic will be at 2.0% Socioeconomically Disadvantaged will be at 2.0% Students with Disabilities will be at 3.0%	SED-0.9% SWD-Decrease 4.1% LTEL- 2.1%
3.11	Amount of security staff.	RSD has 1.5 security staff in 2023-24	1.5 FTE in 2024-25 1 hired/ .5 contracted	1.96 FTE in 2025-26	RSD will have 2 security staff	increased0.46 FTE
3.12	Number of mental health staff	RSD has 2.4 mental health staff in 2023-24	2.4 FTE in 2024-25	2.4 FTE in 2025-26	RSD will have 2.6 mental health staff	Maintained 2.4 FTE
3.13	Opportunity class staff member	RSD has 1 certificated opportunity instructor in 2023-24	1.0 FTE in 2024-25	1.0 FTE in 2025-26	RSD will have 1 certificated opportunity instructor	Goal Met-Maintained 1.0 FTE
3.14	ELAC community liaison	RSD has 1 certificated ELAC community liaison in 2023-24	1.0 in 2024-25	3.0 in 2025-26	RSD will have 1 certificated ELAC community liaison	Goal Exceeded-Increased to 3.0 FTE
3.15	Student Services Director	RSD has 1 certificated Vice Principal/Student Services director in 2023-24	1.0 FTE in 2024-25	1.0 FTE in 2025-26	RSD will have1 certificated Vice Principal/Student Services director	Goal Met-Maintained 1.0 FTE
3.16	Pupils, parents, and staff sense of school safety as determined by survey.	75% of pupils feel RSD provides a safe campus 2024 Spring Survey campus. % of parents feel RSD provides a safe campus	79% of Students 88% of Parents 98% of Staff 2024-25 Survey	93.4% of educational partners noted that they felt safe at school. Data was not disaggregated in the 2025-26 school	90% of pupils feel RSD provides a safe campus. 90% of parents feel RSD provides a safe campus.	Data Unavailable for the three educational partner groups.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% of staff feel RSD provides a safe campus. (Parent and staff data will be established in 2024-2025 for baseline) 88% of Parents 98% of Staff 2024-25 Survey		year due to a survey error.	90% of staff feel RSD provides a safe campus.	

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.

This goal was substantially implemented

Action 1- Fully Implemented
Action 2- Fully Implemented
Action 3- Fully Implemented
Action 4- Fully Implemented
Action 5- Fully Implemented
Action 6- Fully Implemented
Action 7- Fully Implemented
Action 8- Fully Implemented
Action 9- Fully Implemented
Action 10- Fully Implemented
Action 11- Fully Implemented
Action 12- Fully Implemented
Action 13- Fully Implemented
Action 14- Fully Implemented

There were no notable challenges or successes related to implementation of these actions.

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.

Action 2- Parents @ School Events- This action was overspent by $6,682 due to the addition of the Latino Family Literacy Project this year, based on the ongoing LCAP input/ needs.
Action 3 - Staff attendance at after school events- Savings of $1,235 due to events held during the school day- saved extra duty pay budget expenses
Action 4 - Student attendance- Savings of $3,069 due to events held during school day and need to allocate funding to Action 2
Action 5 - Facilities- Savings of $264,424 due to fewer projects related to supplemental services in the LCAP and remaining projects being regular maintenance and general funding.
Action 6 - Positive school climate- Overspending of 21,328 due to additional events held and increased costs for services in our area.
Action 10- Mental and Social-Emotional Supports- This was overspent by $80,337 due to payroll accounting. Increased costs for hourly wages and Health/ Welfare benefits also contributed
Action 11 - Opportunity Teacher- This was overspent by $2,074 as the anticipated grants /donations did not meet needs.
Action 13- Student Services Director- This was overspent by $33,873 due to one time payment this year with the negotiated bargaining agreement, rising hourly wages, and increased Health/Welfare benefit costs.
Action 14- Parent Input- This was underspent by $2,000 due to donated services and materials.

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

Action 1 - Discipline Referrals- Highly effective with referrals dropping from 56 to 21 this past year.
Action 2 - Parent attendance at school events- Highly effective with an increase in students, parents, and staff feeling connected and positive about school
Action 3 - Staff attendance at after school events-Highly effective with an increase in students, parents, and staff feeling connected and positive about school
Action 4 - Student attendance- Mixed effectiveness. Chronic absenteeism did not increase to the previous year's level, but it did increase slightly for most student subgroups. This is an area we are working on.
Action 5 - Facilities-Highly effective as shown by FIT report with all areas in "good" rating.
Action 6 - School Climate- Highly effective as shown by maintaining low suspension rates and the increase in student/parent/staff feelings of positivity and connectedness to the school.
Action 7 - Expulsion Rate- Highly effective in maintaining our 0% expulsion rate
Action 8 - Suspension Rate- Effective in maintaining a low suspension rate and also in reducing overall referrals for behavior this year.
Action 9 - Security Staff- Effective in increasing educational partners' feelings of safety on campus
Action 10 - Mental and SEL supports- Effective in maintaining supports for students and also in reducing behavior referrals on campus
Action 11 - Opportunity Teacher- Effective as shown by reduced referrals and low suspension rates
Action 12 - ELAC Liaison- Effective in keeping chronic absenteeism low and in supporting families feelings of connectedness and positivity toward the school.

Action 13 - Student Services Director- Effective in keeping suspensions and chronic absenteeism low as measured by Metrics 1.1, 1.2, 3.10, and 3.5.
Action 14 - Parent Input Events- Effective in keeping chronic absenteeism low, and increasing parent feeling of connectedness and positivity towards school.

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

Actions had total funds budgeted adjusted to reflect 2026-27 budget figures.
The suspension rate for all students in 2024 on metric 15 was corrected to match the CDE Dashboard data (previous typographical error)

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Discipline Referrals	RSD will lower the amount of yearly discipline referrals through positive alternative activities, mental health intervention and incentives.	$0.00	No
3.2	Parent Attendance and at school events	RSD will increase the number of parents attending school events with incentives, childcare, social media posts and snacks.	$6,294.00	Yes
3.3	Staff Attendance at after school events	RSD will continue to have all certificated staff attend and/or host afterhours events through compensation and other means.	$1,000.00	No
3.4	Student Attendance	RSD will decrease the overall number of students that are absent each year with incentives and positive promotions.	$3,000.00	Yes
3.5	Facilities	RSD will maintain all facilities so that they are in Good Standing at yearly inspection through repairs, upgrades and branding.	$342,350.00	No

Action #	Title	Description	Total Funds	Contributing
3.6	Positive School Climate	RSD will conduct positive behavior promotion, academic recognition, and school spirit activities and provide incentives to create a positive school environment.	$20,472.00	Yes
3.7	Expulsion Rate	RSD will provide the resources, mental health and alternative options to avoid the expulsion of students.	$0.00	No
3.8	Suspensions	RSD will provide alternatives, incentives and other opportunities to avoid and/or lower the total amount of yearly suspensions.	$0.00	No
3.9	Security Staff	RSD will employ and hire security staff to provide for a safer campus as our Educational Partners have stated this is a point of concern on surveys and to assist with truancy issues with home visits.	$188,062.00	No
3.10	Mental and Social-Emotional Health Staff	RSD will maintain and/or hire a School Psychologist, School Counselor and part time Social Worker to work with students, staff and families in the areas of mental and Social-Emotional Health.	$460,970.00	Yes
3.11	Opportunity Teacher	RSD will have an opportunity class for those students that have been removed from class and need to be in a classroom with a multiple subject instructor to aide and instruct them while out of the classroom.	$0.00	No
3.12	ELAC Liaison	RSD will have an ELAC Liaison that will serve as an advisor and the bridge between parents and the school district aiding in information, and explanation of school related items.	$3,091.00	Yes
3.13	Student Services Director	RSD will have a staff member that will work with parents, students and staff in areas of referral services, discipline and graduation requirements.	$187,395.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.14	Parental Input	RSD will provide multiple opportunities and committees so that parents can have input on schoolwide decisions through social media, events and community connection.	$1,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	RSD will provide staff with professional development opportunities related to job description, student engagement, student learning and school climate.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

An explanation of why the LEA has developed this goal.

RSD currently has mandated that certificated and select classified staff attend a minimum amount of professional development. This practice needs to continue and grow in order for our staff to assist all of our student population including foster youth, SEL, special education. Professional development opportunities will also assist in mitigating learning loss by helping RSD staff to provide for good instruction with more current researched practices. Even though student academic achievement, as evidenced by Dashboard results has improved, ensuring that instructional staff continue to provide planned lesson and intervention instruction utilizing the most effective practices and strategies is paramount.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Professional Development-Certificated Staff	All certificated staff attends at minimum 2 professional development days per school year in 2023-24.	100% attended 2 days 33% attended 3 days 2024-25	100% attended 2 days 36% attended 3 days 2025-26	All certificated staff attends at minimum 3 professional development days per school year beginning in 2026-27.	Maintained 100 % attending 2 days and increased 3% of staff to 3 days of PD
4.2	Professional Development-Classified Staff	Less than 25% of the classified staff attended a professional development in 2023-24.	Less than 25% of the classified staff attended a professional development in 2024-25	28% of the classified staff attended a professional development in 2025-26	More than 50% of the classified staff attend a professional development in 2026-27.	Increase 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.3	Instructional Coaches	RSD uses professional development coaches from COE in math, ELA and ELD in 2023-24.	RSD used professional development coaches from COE in math, ELA, and ELD 2024-25	RSD used professional development coaches from COE in ELD and DLI 2025-26	RSD will use professional development coaches from COE in math, ELA, DLI and ELD in 2026-27.	Maintained Goal Met
4.4	Percentage of Fully Credentialed Teachers	100% of teachers at RSD are appropriately credentialed in 2023-24.	100% 2024-25	100% 2025-26	100% of teachers at RSD will be appropriately credentialed in 2026-27.	Maintained Goal Met
4.5	Teachers Appropriately Assigned	100% of teachers at RSD are appropriately Assigned in 2023-24	100% 2024-25	100% 2025-26	100% of teachers at RSD will be appropriately assigned in 2026-27.	Maintained Goal Met

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.

This goal had all actions carried out. Successes include managing the increasing labor and health/welfare costs and still getting actions implemented.

There were no substantive implementation differences between planned actions and what we were able to carry out in 2025-26.
There were no notable challenges or other successes in implementing the actions this last 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.

Action 1 - Certificated staff professional development- Overspent by $55,885 due to increase in health and welfare costs as well as salary increases. Additional PD days held beyond those originally planned
Action 2 - Classified staff professional development- Overspent by $3,636 due to increases in salaries and health/welfare rising costs.
Action 3 - Instructional Coaches- overspent by $4,256due to rising health and welfare costs.

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

Action 1 - Certificated staff professional development- Effective in providing needed PD for affected staff, as indicated by educational partner feedback
Action 2 - Classified staff professional development- Effective in providing needed PD for affected staff, as indicated by educational partner feedback
Action 3 - Instructional Coaches- Effective with staff enjoying work with the coach and signing up for trainings due to their applicability to needs.
Action 4 - Fully Credentialed instructional staff- Effective with maintaining full staffing
Action 5 - Teaching staff appropriately assigned- Effective with maintaining fully, highly qualified staff assignments

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.

The only adjustments in this goal were to financial figures, in order to reflect anticipated 2026-27 budget figures.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Certificated Staff Professional Development	Provide professional development that will focus on language acquisition, dual language enrollment classes and best practices so that students are making significant gains towards proficiency each year.	$74,596.00	Yes
4.2	Classified Staff Professional Development	Provide site classified staff with professional development opportunities that will help them in their daily instructional practices and routines supporting students.	$7,029.00	Yes
4.3	Instructional Coaches	RSD will provide for Instructional Coaches in ELD, Dual Language Immersion and Math for our Instructional Staff	$6,000.00	No
4.4	Fully Credentialed Instructional Staff	RSD will assist and support staff to ensure all are fully credentialed in proper instructional focus.	$0.00	No

Action #	Title	Description	Total Funds	Contributing
4.5	Teaching Staff appropriately assigned	RSD will assist and support staff to ensure all are assigned to proper instructional focus.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	RSD will provide technology devices, training, staffing and connectivity to all students and staff to allow for better connectivity to curriculum, instruction, assignments and intervention.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

Richgrove is a very rural community where the majority of students do not have technological devices or connectivity at home. Current technology both at school and at home is vital to online instruction, research and assignment completions. RSD was 112 below standard and Orange on the 2023 California Dashboard. English Learners were 119.4 points below standard. Hispanic Students were 112.9 points below standard. SED students were 114.1 points below standard
Students with Disabilities were 181.8 points below standard. RSD was 86.9 below standard and Orange on the 2023 California Dashboard. English Learners were 96.8 points below standard. Hispanic Students were 87.5 points below standard SED students were 87.7 points below standard Students with Disabilities were 159.2 points below standard. With these numbers we need a focus on the ability for students to research and work from home also.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Technology Device Ratio	100% of RSD students have access to a technology device in 2023-24.	100% 2024-25	100% 2025-26	100% RSD students will have access to a technology device in 2026-27.	Goal Met: Maintained 100%
5.2	Instructional Staff Technology Device Access	100% of RSD staff have access to a technology device in 2023-24.	100% 2024-25	100% 2025-26	100% RSD staff will have access to a technology device in 2026-27.	Goal Met: Maintained 100%
5.3	Wi-Fi Connectivity	100% of staff and students have access to	100%	100%	100% staff and students will have	Goal Met: Maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Wi-Fi connectivity through booster antennas or hot spots in 2023-24.	2024-25	2025-26	access to Wi-Fi connectivity through booster antennas or hot spots in 2026-27 with survey data proving this.	
5.4	Technology Staff	RSD has 2.3 tech staff in 2023-24.	2.5 Tech Staff 2024-25	2.25 Tech staff 2025-26	RSD will have 2.3 tech staff in 2026-27.	Decreased 0.05 FTE
5.5	Technology Teacher Staff	RSD has 2 teacher technology coaches in 2023-24.	2 teacher coaches 2024-25	2 teacher coaches 2025-26	RSD will have 2 teacher tech coaches in 2026-27.	Maintained Goal Met
5.6	School apps and website.	RSD has an app and website that work together to communicate with our educational partners in 2023-24.	App and Website Maintained 2024-25	App and Website Maintained 2025-26	RSD will have an app and website that work together to communicate with our educational partners in 2026-27.	Goal Met: App and Website maintained

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.

Last year, there were challenges with implementation of Actions 1 and 2 but those were effectively resolved this year and all actions in the goal were fully implemented. There were no particular challenges or unusual successes to implementation.

Action 1- Fully Implemented
Action 2- Fully Implemented
Action 3- Fully Implemented
Action 4- Fully Implemented
Action 5- Fully Implemented
Action 6- Fully Implemented

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.

Action 1- Student Technology Devices - Overspent by $44,883 due to 40% replacement of devices needed and we anticipated 25%
Action 3- Internet Connectivity - Underspent by $10,210 due to fewer updates needed this year than anticipated
Action 4- Technology Staff - Overspent by $23,011due to additional overtime needed to process new student devices as well as the rising costs of wages, health/welfare benefits.

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

All of the actions in this goal were effective as we were able to meet all the metrics' objectives, maintain full extended services, and ensure all students and families had the technological access needed to fully participate in the programs.

Action 1- Student Technology Devices - Effective at maintaining 1:1 ratio
Action 2- Staff Technology Devices - Effective at increasing use of educational technology in the classroom and maintaining devices as measured by Metric 5.2, Instructional Staff Technology Device Access.
Action 3- Internet Connectivity - Effective at maintaining 100% student access to instructional technology tools. As measured by Metric 5.3, Inventory of connectivity
Action 4- Technology Staff - Effective at continuing access for students and staff to instructional tools as measured by Metric 5.4, surveys on technology staff helpfulness and areas for improvement.
Action 5- Technology Coaches - Effective at increasing use of educational technology in the classroom and maintaining devices as measured by Metric 5.5 annual staff survey feedback on the benefits of Technology Coaches.
Action 6- School Social Media - Effective at maintaining parent and student communication as measured by Metric 3.5 Chronic Absenteeism and metric 3.7- Parent Connectedness and positivity toward school

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

Action budgeted amounts were adjusted to reflect 2026-27 budget figures.

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
5.1	Student Technology Devices	All students will have a current model laptop for them to access instruction both at school and at their home.	$67,300.00	Yes
5.2	Staff Technology Devices	Staff will have access to current technology devices to provide instruction both in person and in online platforms.	$30,000.00	No
5.3	Internet Connectivity	RSD will provide Wi-Fi connectivity to all students and staff in the form of antenna push out and/or hotspots.	$24,000.00	Yes
5.4	Technology Staff	RSD will employ technology staff to assist with all on and off campus technology needs.	$279,156.00	Yes
5.5	Technology Coaches	RSD will have teachers that are also technology coaches that can work with staff to help access and utilize our online platforms.	$3,092.00	Yes
5.6	School Social Media	RSD will maintain an interactive website and app so as to better communicate with our Educational Partners to assist in involving them in day-to-day information and decisions.	$8,590.00	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
$2,526,214	$339,382

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
44.258%	0.000%	$0.00	44.258%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Data analysis meetings. **Need:** RSD students were 86 points below standard based on the Dashboard and require more intervention and core ELA curriculum. English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically	Provides release time for teachers to meet with site leadership teams and each other to examine disaggregated data, identify unduplicated student needs, and develop plans to collaboratively meet those needs. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	#1.1 and #1.2- SBAC results ELA and mathematics

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
	Disadvantaged Students were 87.7 points below standard. RSD students were 112 points below standard based on the Dashboard and require more intervention and core math curriculum. English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. Teachers and administrators identified the need for additional time to examine data, trends, and needs of unduplicated students in order to close the identified achievement gaps in ELA and mathematics. **Scope:** LEA-wide		
1.5	**Action:** Field Trips and Guest Speakers **Need:** RSD students are from a small, rural, unincorporated town with very little access to events and locations of educational significance. They also have very little access to professionals from various fields of experience. Our student population including Hispanic, English Leaner and Socioeconomically Disadvantaged you do not have exposure to	Provides equitable co-curricular and extra-curricular experiences for unduplicated students to allow them to contextualize concepts learned, critical thinking skills, and integration of concepts within their expanded world view that would otherwise not be possible due to the rural location of our district and the financial constraints identified by our educational partners. Additionally, the district will ensure equitable access to extra-curricular and co-curricular activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster	Metrics #1.5 - Access to field trips and guest speakers.

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 real-world items due living location of community and high poverty levels. Educational Partners that include parents, students and staff have commented on District surveys that the students of Richgrove need to have more experiences, to speak to professionals, visit outside locations and learn about what is outside of Richgrove in order to allow them to contextualize and incorporate academic knowledge. Because of the nature of our district, co-curricular and field trips are not easily accessible and fiscal constraints limit access for our low-income students. **Scope:** LEA-wide	youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	
1.6	**Action:** Supplemental Curriculum **Need:** RSD students were 86 points below standard based on the Dashboard and require more intervention and core ELA curriculum. English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. RSD students were 112 points below standard based on the Dashboard and require more intervention and core math curriculum. English	Provides supplemental materials to add context, representation, student engagement, and ELD evidence-based strategies within the core instruction. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric #1.1 and #1.2 - SBAC ELA and mathematics results #1.3- ELPAC results

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. Teachers identified the need for supplemental materials to add context, representation, student engagement, and ELD evidence-based strategies within the core instruction. **Scope:** LEA-wide		
1.8	**Action:** Instructional Aides **Need:** RSD had 56.2% of its EL population making progress on the 2023 California Dashboard. In math, English Learners were 119.4 points below standard. In Language Arts English Learners were 96.8 points below standard. In examining the performance gaps in math and ELA for our unduplicated students, it was determined by our instructional staff that unduplicated students need more assistance from instructional staff to help learn concepts they are struggling with. Teachers note that additional instructional assistant support is needed in order to incorporate small group	Provides instructional aide support to implement small group interventions and additional class wide assistance at the level needed to meet unduplicated student needs. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	Metrics #1.1 and #1.2 - ELA and Math SBAC results Metric 1.3 - ELPAC results

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
	interventions and class wide assistance at the level needed. **Scope:** LEA-wide		
1.13	**Action:** Expanded curriculum offerings and differentiated instruction **Need:** RSD students were 86 points below standard based on the Dashboard and require more intervention and core ELA curriculum. English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. RSD students were 112 points below standard based on the Dashboard and require more intervention and core math curriculum. English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. Over 50% of students, including our unduplicated population, in ELA and Math scored "Not Met" on the Dashboard for both ELA and Math. And on local assessments 69% of all students scored below average in ELA and 79% in Math.	Increases instructional staffing to provide differentiate instruction and intervention services based on the needs assessment for our unduplicated student groups. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	Metric #1.1 and 1.2 - ELA and math SBAC results

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
	Teachers and instructional management have disaggregated the data to determine the needs of our unduplicated student groups and found that in order to provide the level of differentiation within Tier One services and serve the number of unduplicated students requiring Tier Two and Three interventions, additional staffing is needed. **Scope:** LEA-wide		
2.1	**Action:** Broader Course of Study **Need:** Educational Partners have request students have access to learning a second language, technology class, clubs and career pathways. Educational Partners also wanted to make sure that our unduplicated students had access to these classes. Because of the rural nature of our district, enrichment opportunities are not easily accessible and fiscal constraints limit access for our low-income students. **Scope:** LEA-wide	RSD will provide dual language immersion classes for students from kindergarten to 5th grade. They will also have access to technology classes both in school and afterschool that allow access to careers, learning of technology platforms and systems. These classes will also be offered to our remaining students to allow for the acquisition of a second language which has proven to be beneficial in their education and future lives. By offering programs providing a broader course of study district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Metric #2.1 - % of students with access to Broad Course of Study
2.2	**Action:** Fine Arts Program **Need:** Educational partners including teachers and parents of unduplicated students have	Provides increased educational opportunities to engage our unduplicated students and broaden their experiences, allowing them to further connect to the school community, develop context for other educational concepts, and grow in their own interests/talents. Provides safe after school	Metric #2.2 - Participation in arts program

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
	requested in surveys and meetings that students have more access to fine arts, music, crafts and dance to help create a more well-rounded student while also providing safe alternatives during and after school. RSD recognizes that being in a rural, small town the unduplicated students at our school do not have access to these types of activities due to financial constraints and will therefore bring these activities to our school. **Scope:**	activities that are engaging for our unduplicated student population. Additionally, the district will ensure equitable access to arts program activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	
2.3	**Action:** Afterschool Athletics **Need:** RSD is a small, rural community without local recreation programs and very limited childcare options for families. Unduplicated parents and students note a need for positive afterschool activities like sports for our students to be involved in to stay away from other unsafe activities they might engage in locally. Financial limitations and limited transportation do not allow our unduplicated students to participate in these activities that are provided by other towns around us. **Scope:** LEA-wide	Provides extra-curricular opportunities for engagement, and safe activities after school and during intersessions to meet the need for these activities locally for our unduplicated students. Additionally, the district will ensure equitable access to after school and intersession activities for all students, fostering their holistic development and enriching their educational opportunities. This approach is particularly beneficial for unduplicated pupils, including foster youth, English learners, and low-income students, as it promotes inclusivity and supports their engagement and success in a well-rounded educational experience on an LEA-wide basis.	Metric #2.3 - Participation in sports activities

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.2	**Action:** Parent Attendance and at school events **Need:** Staff have noted the effect of parent engagement on our unduplicated pupil academic performance, mental health, and behaviors on campus. They note the continued need to provide opportunities for family engagement to support our unduplicated students in these areas. **Scope:** LEA-wide	Provides family engagement activities to support unduplicated student academic performance, mental health, and behaviors on campus. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	#3.7 - Parents, and staff sense of positivity and connectedness to school as determined by survey.
3.4	**Action:** Student Attendance **Need:** RSD had a lower attendance daily rate than in years prior to COVID. We are needing for more students to be on campus daily to benefit from learning loss remedies. Unduplicated students were also affected by attendance with English Learners have a 14.5% chronically absent score, Hispanics with 17.9%, SED with 18.5% and Student with Disabilities having a 22.4% chronically absent score. Unduplicated students continue to have high chronic absenteeism, despite improvements over the past three years. Further positive support programs for attendance are needed.	Provides for positive attendance promotion activities to reduce chronic absenteeism. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric #3.5 - Chronic absenteeism rates for unduplicated 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
	Scope: LEA-wide		
3.6	**Action:** Positive School Climate **Need:** Suspension rate for all students was 2.3%. For EL's it was 2.4%, Hispanic 2.4% and SED was 2.2% Educational partners including parents and students have stated in surveys that RSD has an 80% positive rating for school climate. Our unduplicated students report lesser feelings of connection, and our teachers feel that involving parents, students, and staff together with positive promotions for school spirit, academic success/growth, and behavioral/character recognition would increase connectedness, academic results, and behaviors at school. **Scope:** LEA-wide	Provides events and activities involving parents, students, and staff together with positive promotions for school spirit, academic success/growth, and behavioral/character recognition would increase connectedness, academic results, and behaviors at school. By offering programs providing positive supports for behavior, academics and relationship building between home and school district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.	Metric # 3.7-Surveys will go to our Educational Partners each Spring to get feedback on their feelings about RSD and our overall climate.
3.10	**Action:** Mental and Social-Emotional Health Staff **Need:** Our Educational Partners have stated in surveys and in meetings with administration and Student Study Teams that children need	Having mental health staff on campus will allow for us to immediately address unduplicated student needs and family concerns. We will also be able to regularly meet with students to assess and help them navigate their days.	Metric #3.12 - Mental health staffing

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
	more access to mental health staff. Being in a small rural community with high poverty rates and post COVID has led to many students, including our unduplicated student population needed access to mental health staff. Because of the rural nature of our district, access to mental health resources are not easily accessible and fiscal constraints limit access for our low-income students. **Scope:** LEA-wide	In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services	
3.13	**Action:** Student Services Director **Need:** RSD requires an administrator that monitors student progress, including those unduplicated students who are in an intervention program, or experiencing mental health well-being concerns that could impede overall academic success, to make sure all students are receiving what they need to be successful in school. This is particularly important for our unduplicated population. In the area of suspensions rates for all students was 2.3%. For EL's it was 2.4%, Hispanic 2.4% and SED was 2.2%. Amongst students with disabilities, it was 4.1%. Academically, students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points	The Student Services Director will coordinate with teacher, parents, students, and mental health staff on any programs or pathways needed to help Unduplicated students succeed in school. This person will refer students to where they can get the most help in their area of need. Our goal would be to reduce All Students, EL, Hispanic, and SED to 2% or below. For suspension rates our goal is 2% or below. Academically, our goal is to be below 90 points away from standard in both ELA and Math By providing a Student Services Director district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence	Metrics 1.1 and 1.2 (SBAC ELA and Math results) Metric #3.10 - Suspension rates #3.5 - 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
	below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. **Scope:** LEA-wide		
3.14	**Action:** Parental Input **Need:** RSD had a 18.1% chronic absenteeism rate for All Students based on 2023 Dashboard. English Learners were at 14.5% Hispanic were at 17.9% Socioeconomically Disadvantaged were at 18.5% Students with Disabilities were at 22.4% In discussions with parents and staff, it was noted that in order to better support unduplicated student needs, increased levels of planning and conversations with families was needed. These needed to be ongoing throughout the year, with multiple ways to provide input. **Scope:** LEA-wide	Provides multiple opportunities and format for parents to provide input and plan together with school team to better meet the needs of unduplicated students to improve attendance/connectedness to school as well as related academic success. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population	#3.5 - Chronic Absenteeism #3.7 - Parent connectedness and positive about school
4.1	**Action:** Certificated Staff Professional Development	Professional development for our certificated staff will allow for them to use best and newer methods	Metric #4.1-Overall student growth on local

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: RSD students scored below standard on the Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. **Scope:** LEA-wide	of instruction when working with our Unduplicated student population in the areas of English Learner Progress, Math and ELA. Unduplicated students need high-quality instruction that comes from training on best and new practices. Certificated staff must be trained on the newest technology platforms, new curriculum and best strategies that that address different learning modalities and mindsets. This includes our unduplicated population in the areas of English Learner Progress, Math and ELA. Academically, our goal is to be below 90 points away from standard in both ELA and Math. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	assessments along with ELPAC and SBAC and other Dashboard information will be used to see success of students.
4.2	**Action:** Classified Staff Professional Development **Need:** Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically	Provides professional development for instructional aides to increase their skills and efficacy in supporting unduplicated student academic needs. These acquired skills will be implemented during academic support opportunities to maximize and accelerate Unduplicated student learning in the content areas. n identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains	Metric #4.2 - Paraprofessional participation in staff development Metrics 1.1 and 1.2 - SBAC results in math and ELA

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
	Disadvantaged Students were 87.7 points below standard. Teachers have identified that unduplicated students need additional assistance in classrooms from paraprofessionals to help close the learning gap and for translation of materials. Additional Tier Two interventions are needed that require additional instructional staff to support the main teacher. Instructional aides report the need for additional training support to meet the additional needs of unduplicated students. Professional development for our classified staff will allow for them to use best and newer methods of instruction when working with our Unduplicated students in the areas of English Learner Progress, Math and ELA **Scope:** LEA-wide	on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.	
5.1	**Action:** Student Technology Devices **Need:** Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically	Provides/ maintains devices for unduplicated students to ensure they are using similar tools that have sufficient access for online instructional tools and skills development assignments. This allows these students to readily access learning resources and online learning platforms. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	Metric #5.1 - Student access to technology devices

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
	Disadvantaged Students were 87.7 points below standard. Online instructional resources and student technology skill development are required to prepare our students for post-secondary success. Unduplicated families report less reliable connectivity and less access to current technology tools that allow students to access these materials, develop skills, and complete necessary related assignments. Financial restrictions as well as housing wiring/infrastructure create barriers to sufficient technology access. Equity in instructional technology is needed to ensure all students can access the needed sites and tools to be successful in these areas. **Scope:** LEA-wide		
5.3	**Action:** Internet Connectivity **Need:** Students and staff need to have reliable access to Wi-Fi to access. curriculum, assessments and have the ability to communicate with each other and families. Because of the rural nature of our district, our unduplicated families report that reliable internet is not easily accessible and fiscal constraints limit access for our low income, and other unduplicated students.	Provides reliable internet connectivity for the area students and instructional team. Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.	Metric #5.3 - RSD will inventory all Wi-Fi hot spots that are issued and monitor bandwidth from Wi-Fi antennas that are pushing Wi-Fi into the community. We will also send out a survey in late fall to make sure all students and staff have access to Wi-Fi.

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
	Reliable Wi-Fi connectivity will allow for all students, including our unduplicated population, and staff to access our curriculum, assessments and have the ability to communicate with each other and families. **Scope:** LEA-wide		
5.4	**Action:** Technology Staff **Need:** Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. Online instructional resources and student technology skill development are required to prepare our students for post-secondary success. Unduplicated families report issues maintaining technology and connectivity to the internet. Financial restrictions create barriers to maintaining sufficient technology access, repairs, and replacements.	Tech Staff will assist our unduplicated population, and staff in accessing our technology platforms. They will also be used to build our technology infrastructure and push out new platforms to students and staff. They will also help to inventory, repair and replenish technology. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population	Metric #5.4 - We will determine via a survey how helpful the technology department staff have been and how they can improve in their areas and in their assistance.

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
	Equity in instructional technology is needed to ensure all students can access the needed sites and tools to be successful in these areas. **Scope:** LEA-wide		
5.5	**Action:** Technology Coaches **Need:** Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard. Staff and student technology skill development are required to better prepare our students for post-secondary success. Unduplicated families report issues assisting their children with technology and 21st century technology skill development. Equity in technology skill development is needed to ensure all students can achieve success in K-12 academics as well as poste-secondary success.	Provides additional training and technology support for development of unduplicated students' 21st Century technology skills. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population	Metric #5.5 - We will gather feedback from annual survey from our staff on how having a Teacher Tech Coach has benefited them and their students, including our unduplicated population.

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		
5.6	**Action:** School Social Media **Need:** Our parents indicate using a variety of modalities to receive information updates, with traditional mail being the least reliable for them, based on educational partner interviews. Improved Communication- maintaining electronic tools since our parents in ag and working class utilize their phones as primary communication and news devices. Reduced mailings due to issues with rural mail pick up by families and delays in getting information to our unduplicated pupils' parents' homes. Addresses parent partner concerns about information to stay engaged. **Scope:** LEA-wide	Provides timely communication tools, used by our unduplicated parents. Increases two-way home to school communication and provides parents with the information needed to be involved in shared decision making and engagement events. Notifies parents of community services and agency partnerships to reduce issues related to chronic absenteeism, mental health, and SEL. In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.	3.5 - Chronic Absenteeism 3.7 - Connectedness-Parents

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
1.10	**Action:** ELD Coordinator **Need:** English Learner students have a need to acquire English while still being responsible for their core instruction. EL students get lost at times without someone to specifically track and be responsible for monitoring their growth towards reclassification. Our English Learner population had 56.2% of students making progress towards English Proficiency. In ELA, English Learners were 96.8 points below standard, and 67.7 points below standard in state comparisons. In Math, English Learners were 119.4 points below standard, and 93.4 points below standard in state comparisons. **Scope:** Limited to Unduplicated Student Group(s)	Having an EL Coordinator will ensure that a certificated employee will be available to track EL progress by student, make recommendations, and follow through with teachers in order for students to be on track to reclassify. This person will be responsible for monitoring and working with EL students in their English and determine what other assistance an EL student may need.	Metric #1.6 - ELPAC results Metric #1.1 - ELA results: EL students Metric #1.2 - Matt results: EL students
3.12	**Action:** ELAC Liaison **Need:** English Learners have higher absence rates, lower academic performance in ELA and Mathematics, and 44% did not increase one ELPI level last year on the ELPAC test.	Provides dedicated staff to serve as interpreter and liaison for English Learner family partnership promotion and services.	#3.5 - Chronic Absenteeism #3.7 - Parent connectedness and positive about school

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	In order to ensure that parents are able to act as full partners to support their child's success, EL families and our staff agree that additional interpreters and liaison staff dedicated to facilitating this connection are provided. **Scope:** Limited to Unduplicated Student Group(s)		

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

N/A

Additional Concentration Grant Funding

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

RSD will used additional concentration grant add on funding by hiring and retaining extra instructional aides (Goal 1.8, Instructional Aides) to help mitigate learning loss and provide one to one assistance to high need students. These funds will also be used to have sufficient staff to assist with custodial staff and cleanliness and safety of campus.

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

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	5,707,869	2,526,214	44.258%	0.000%	44.258%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,981,258.00	$1,635,087.00	$812,567.00	$417,148.00	$5,846,060.00	$4,748,692.00	$1,097,368.00

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	Improving Math Scores.	All	No			All Schools	2024-2027 School Year	$0.00	$33,900.00	$8,900.00	$25,000.00			$33,900.00	
1	1.2	Improving ELA Scores	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
1	1.3	ELD additional instructional services	EL's and LTEL's	No			All Schools	2024-2027 School Year	$0.00	$1,800.00	$0.00			$1,800.00	$1,800.00	
1	1.4	Data analysis meetings.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$7,417.00	$100.00	$7,517.00				$7,517.00	
1	1.5	Field Trips and Guest Speakers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$6,569.00	$57,000.00	$63,569.00				$63,569.00	
1	1.6	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$46,468.00	$46,468.00				$46,468.00	
1	1.7	Additional Instructional Time	All	No			All Schools	2024-2027 School Year	$951,311.00	$202,780.00	$64,810.00	$1,089,281.00			$1,154,091.00	
1	1.8	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$557,186.00	$0.00	$408,626.00	$13,594.00		$134,966.00	$557,186.00	
1	1.9	Curriculum Director	All	No			All Schools	2024-2027 School Year	$177,234.00	$2,000.00		$88,617.00		$90,617.00	$179,234.00	
1	1.10	ELD Coordinator	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Year	$6,490.00	$0.00	$6,490.00				$6,490.00	

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	1.11	RSP instructor	English Learners, Students w/Disabilities	No			All Schools	2024-2027 School Year	$76,843.00	$0.00	$76,843.00				$76,843.00	
1	1.12	Sufficient state standard instructional materials.	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
1	1.13	Expanded curriculum offerings and differentiated instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$645,195.00	$0.00	$371,667.00	$273,528.00			$645,195.00	
2	2.1	Broader Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$1,085,686.00	$0.00	$465,882.00		$466,191.00	$153,613.00	$1,085,686.00	
2	2.2	Fine Arts Program	All	No			All Schools	2024-2027 School Year	$68,673.00	$67,500.00		$126,173.00	$10,000.00		$136,173.00	
2	2.3	Afterschool Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$54,311.00	$84,200.00	$128,511.00		$10,000.00		$138,511.00	
3	3.1	Discipline Referrals	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.2	Parent Attendance and at school events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$444.00	$5,850.00	$3,000.00	$2,894.00		$400.00	$6,294.00	
3	3.3	Staff Attendance at after school events	All	No			All Schools	2024-2027 School Year	$0.00	$1,000.00			$1,000.00		$1,000.00	
3	3.4	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$3,000.00	$3,000.00				$3,000.00	
3	3.5	Facilities	All	No			All Schools	2024-2027 School Year	$39,350.00	$303,000.00	$42,350.00		$300,000.00		$342,350.00	
3	3.6	Positive School Climate	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$2,472.00	$18,000.00	$20,472.00				$20,472.00	
3	3.7	Expulsion Rate	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.8	Suspensions	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.9	Security Staff	All	No			All Schools	2024-2027 School Year	$150,272.00	$37,790.00	$188,062.00				$188,062.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.10	Mental and Social-Emotional Health Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$396,753.00	$64,217.00	$459,594.00		$1,376.00		$460,970.00	
3	3.11	Opportunity Teacher	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
3	3.12	ELAC Liaison	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2024-2027 School Year	$3,091.00	$0.00	$3,091.00				$3,091.00	
3	3.13	Student Services Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$185,455.00	$1,940.00	$187,395.00				$187,395.00	
3	3.14	Parental Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$1,000.00	$1,000.00				$1,000.00	
4	4.1	Certificated Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$45,743.00	$28,853.00	$28,434.00	$11,000.00		$35,162.00	$74,596.00	
4	4.2	Classified Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$7,029.00	$0.00	$3,029.00		$4,000.00		$7,029.00	
4	4.3	Instructional Coaches	All	No			All Schools	2024-2025 School Year	$0.00	$6,000.00	$1,000.00	$5,000.00			$6,000.00	
4	4.4	Fully Credentialed Instructional Staff	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
4	4.5	Teaching Staff appropriately assigned	All	No			All Schools	2024-2027 School Year	$0.00	$0.00	$0.00				$0.00	
5	5.1	Student Technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$67,300.00	$67,300.00				$67,300.00	
5	5.2	Staff Technology Devices	All	No			All Schools	2024-2027 School Year	$0.00	$30,000.00	$10,000.00		$20,000.00		$30,000.00	
5	5.3	Internet Connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$24,000.00	$24,000.00				$24,000.00	
5	5.4	Technology Staff	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-2027 School Year	$278,076.00	$1,080.00	$279,156.00				$279,156.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
5	**5.5**	Technology Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$3,092.00	$0.00	$3,092.00				$3,092.00	
5	**5.6**	School Social Media	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2027 School Year	$0.00	$8,590.00	$8,000.00			$590.00	$8,590.00	

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
5,707,869	2,526,214	44.258%	0.000%	44.258%	$2,589,293.00	0.000%	45.364 %	**Total:**	$2,589,293.00
								LEA-wide Total:	$2,579,712.00
								Limited Total:	$9,581.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Data analysis meetings.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,517.00	
1	1.5	Field Trips and Guest Speakers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,569.00	
1	1.6	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$46,468.00	
1	1.8	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$408,626.00	
1	1.10	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$6,490.00	
1	1.13	Expanded curriculum offerings and differentiated instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$371,667.00	
2	2.1	Broader Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$465,882.00	

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 (%)
					Low Income			
2	2.3	Afterschool Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$128,511.00	
3	3.2	Parent Attendance and at school events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.4	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
3	3.6	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,472.00	
3	3.10	Mental and Social-Emotional Health Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$459,594.00	
3	3.12	ELAC Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$3,091.00	
3	3.13	Student Services Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$187,395.00	
3	3.14	Parental Input	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
4	4.1	Certificated Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,434.00	
4	4.2	Classified Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,029.00	
5	5.1	Student Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,300.00	
5	5.3	Internet Connectivity	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$24,000.00	
5	5.4	Technology Staff	Yes	LEA-wide	English Learners Foster Youth	All Schools	$279,156.00	

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 (%)
					Low Income			
5	**5.5**	Technology Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,092.00	
5	**5.6**	School Social Media	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$5,573,102.00	$5,889,051.00

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**	Improving Math Scores.	No	$23,085.00	24,355
1	**1.2**	Improving ELA Scores	No	0	0
1	**1.3**	ELD additional instructional services	No	$1,800.00	1,800
1	**1.4**	Data analysis meetings.	Yes	$12,271.00	6,133
1	**1.5**	Field Trips and Guest Speakers	Yes	$61,686.00	64,467
1	**1.6**	Supplemental Curriculum	Yes	$85,155.00	84,467
1	**1.7**	Additional Instructional Time	No	$1,012,000.00	998,950
1	**1.8**	Instructional Aides	Yes	$621,851.00	673,349
1	**1.9**	Curriculum Director	No	$174,042.00	190,177
1	**1.10**	ELD Coordinator	Yes	$6,442.00	5,381
1	**1.11**	RSP instructor	No	$74,695.00	81,932

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	1.12	Sufficient state standard instructional materials.	No	$0.00	0
1	1.13	Expanded curriculum offerings and differentiated instruction	Yes	$614,478.00	669,340
2	2.1	Broader Course of Study	Yes	$920,497.00	1,172,822
2	2.2	Fine Arts Program	Yes	$165,000.00	90,698
2	2.3	Afterschool Athletics	Yes	$135,000.00	186,632
3	3.1	Discipline Referrals	No	$0.00	0
3	3.2	Parent Attendance and at school events	Yes	$2,200.00	8,882
3	3.3	Staff Attendance at after school events	No	$2,000.00	765
3	3.4	Student Attendance	Yes	$4,000.00	931
3	3.5	Facilities	No	$300,000.00	35,576
3	3.6	Positive School Climate	Yes	$31,000.00	52,328
3	3.7	Expulsion Rate	No	$0.00	0
3	3.8	Suspensions	No	$0.00	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.9	Security Staff	No	$183,234.00	163,205
3	3.10	Mental and Social-Emotional Health Staff	Yes	$406,405.00	486,742
3	3.11	Opportunity Teacher	No	$0.00	2,074
3	3.12	ELAC Liaison	Yes	$3,068.00	2,788
3	3.13	Student Services Director	Yes	$182,170.00	216,437
3	3.14	Parental Input	Yes	$2,000.00	0
4	4.1	Certificated Staff Professional Development	Yes	$109,655.00	165,540
4	4.2	Classified Staff Professional Development	Yes	$7,795.00	11,431
4	4.3	Instructional Coaches	No	$24,344.00	28,600
4	4.4	Fully Credentialed Instructional Staff	No	$0.00	0
4	4.5	Teaching Staff appropriately assigned	No	$0.00	0
5	5.1	Student Technology Devices	Yes	$60,000.00	104,883
5	5.2	Staff Technology Devices	No	$35,000.00	32,959

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)
5	**5.3**	Internet Connectivity	Yes	$33,000.00	22,790
5	**5.4**	Technology Staff	Yes	$268,606.00	291,617
5	**5.5**	Technology Coaches	Yes	$3,068.00	3,068
5	**5.6**	School Social Media	Yes	$7,555.00	7,932

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)
2,405,053	$2,488,776.00	$4,252,560.00	($1,763,784.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	Data analysis meetings.	Yes	$12,271.00	6,133		
1	1.5	Field Trips and Guest Speakers	Yes	$61,686.00	64,467		
1	1.6	Supplemental Curriculum	Yes	$85,155.00	84,467		
1	1.8	Instructional Aides	Yes	$431,730.00	673,949		
1	1.10	ELD Coordinator	Yes	$6,442.00	5,381		
1	1.13	Expanded curriculum offerings and differentiated instruction	Yes	$360,326.00	669,340		
2	2.1	Broader Course of Study	Yes	$318,050.00	1,172,822		
2	2.2	Fine Arts Program	Yes	$10,000.00	14,000		
2	2.3	Afterschool Athletics	Yes	$135,000.00	186,632		
3	3.2	Parent Attendance and at school events	Yes	$2,200.00	8,882		
3	3.4	Student Attendance	Yes	$4,000.00	931		
3	3.6	Positive School Climate	Yes	$31,000.00	52,328		
3	3.10	Mental and Social-Emotional Health Staff	Yes	$406,405.00	486,742		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.12	ELAC Liaison	Yes	$3,068.00	2,788		
3	3.13	Student Services Director	Yes	$182,170.00	216,437		
3	3.14	Parental Input	Yes	$2,000.00	0		
4	4.1	Certificated Staff Professional Development	Yes	$57,249.00	165,540		
4	4.2	Classified Staff Professional Development	Yes	$7,795.00	11,431		
5	5.1	Student Technology Devices	Yes	$60,000.00	104,883		
5	5.3	Internet Connectivity	Yes	$33,000.00	22,790		
5	5.4	Technology Staff	Yes	$268,606.00	291,617		
5	5.5	Technology Coaches	Yes	$3,068.00	3,068		
5	5.6	School Social Media	Yes	$7,555.00	7,932		

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)
5,317,619	2,405,053	0.0	45.228%	$4,252,560.00	0.000%	79.971%	$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