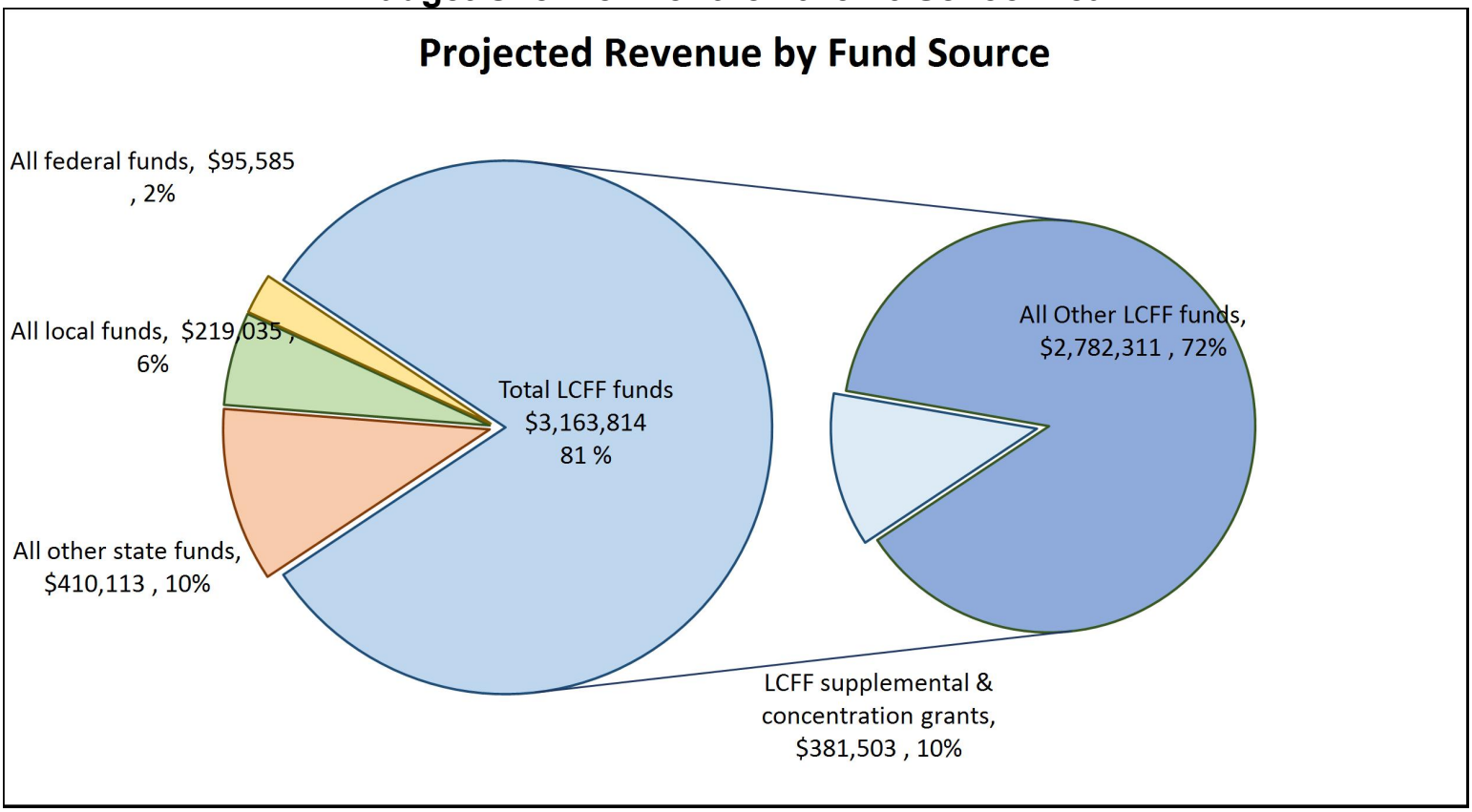
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richfield Elementary School - District
CDS Code: 52-71654-0000000
School Year: 2025-26
LEA contact information:
Jeff Scheele
Superintendent-Principal
jscheele@richfieldschool.org
(530) 824-3354

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

Budget Overview for the 2025-26 School Year

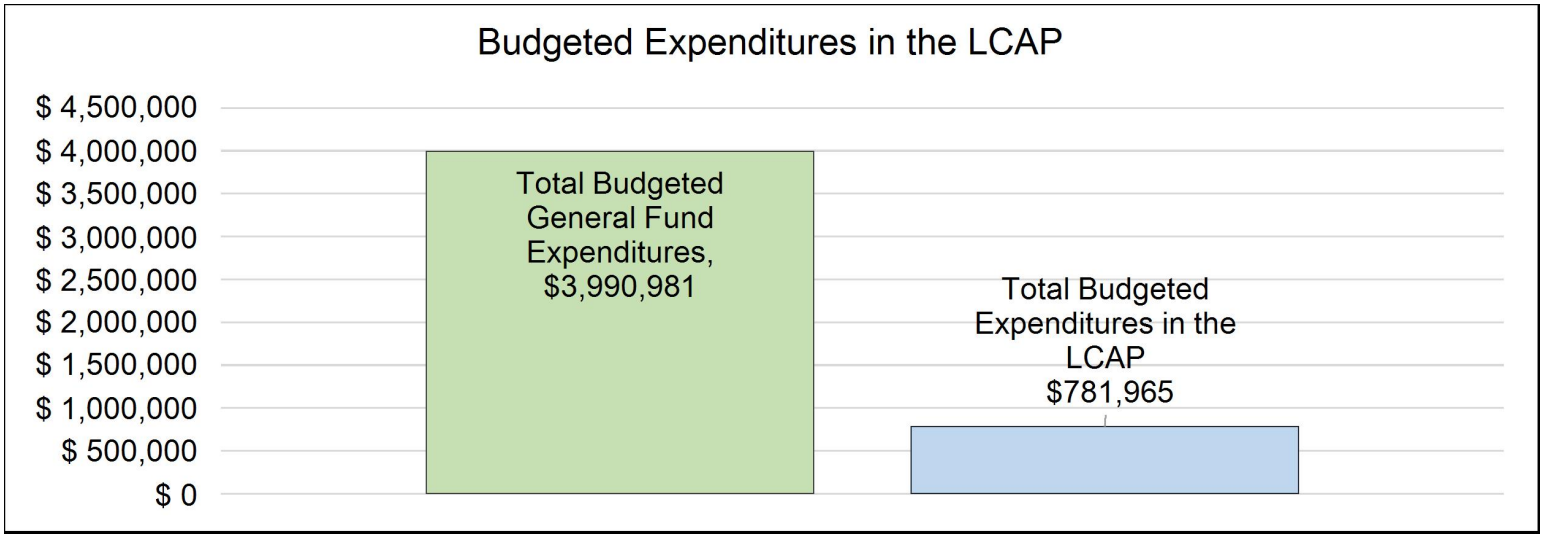


This chart shows the total general purpose revenue Richfield Elementary School - District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richfield Elementary School - District is $3,888,547, of which $3,163,814 is Local Control Funding Formula (LCFF), $410,113 is other state funds, $219,035 is local funds, and $95,585 is federal funds. Of the $3,163,814 in LCFF Funds, $381,503 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: Richfield Elementary School - District plans to spend $3,990,981 for the 2025-26 school year. Of that amount, $781,965 is tied to actions/services in the LCAP and $3,209,016 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

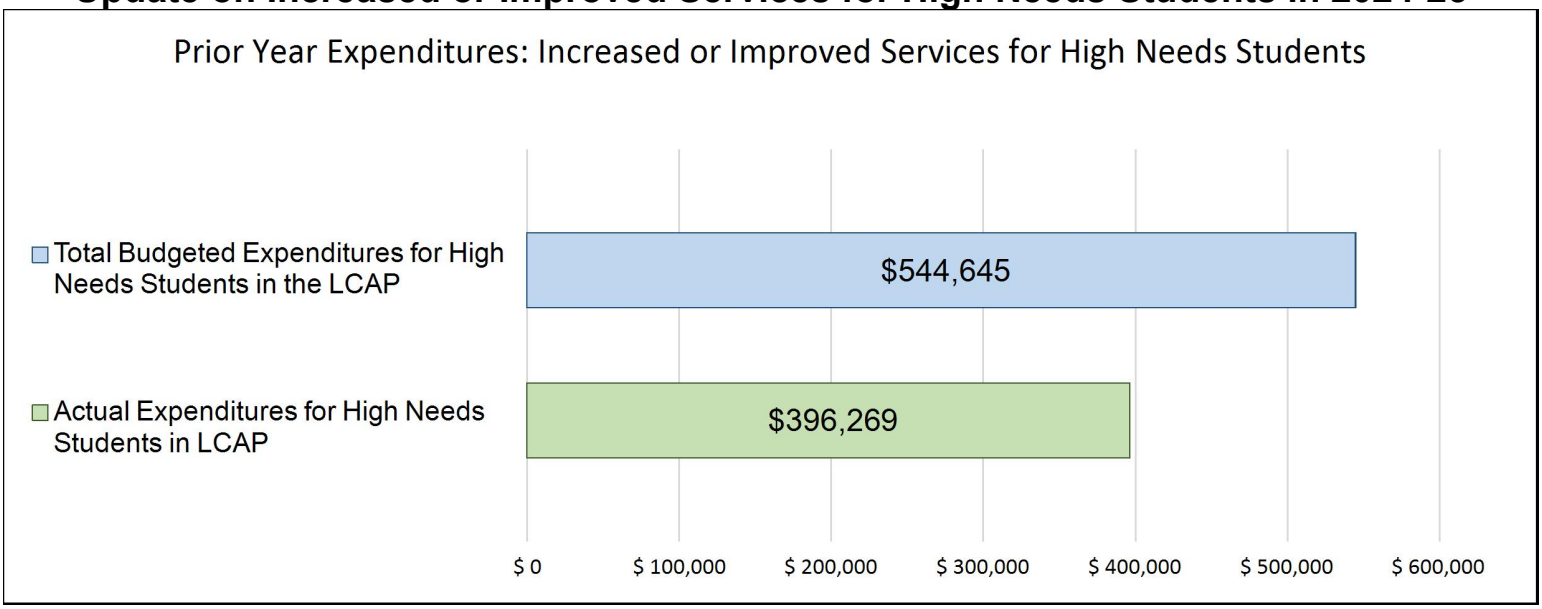
Utilities and maintenance & some salary expenses were not included in the LCAP

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

In 2025-26, Richfield Elementary School - District is projecting it will receive $381,503 based on the enrollment of foster youth, English learner, and low-income students. Richfield Elementary School - District must describe how it intends to increase or improve services for high needs students in the LCAP. Richfield Elementary School - District plans to spend $635,596 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2024-25, Richfield Elementary School - District's LCAP budgeted $544,645 for planned actions to increase or improve services for high needs students. Richfield Elementary School - District actually spent $396,269 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $148,376 had the following impact on Richfield Elementary School - District's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Richfield Elementary School (RESD) has been proudly serving students in the Richfield Community for over a century. RESD is viewed as the center of this small agricultural community. Our school has grown over the years, and currently meets the educational needs of just over 250 students.

At Richfield Elementary School, we are deeply committed to building a comprehensive Multi-Tiered System of Supports (MTSS) that promotes academic growth, social-emotional development, and a strong sense of community for all students. This year, we established Tier 1 and Tier 2 teams that have engaged in ongoing professional development to strengthen our systems of support. As part of this work, we expanded intervention groups in reading, math, and social-emotional learning (SEL) to ensure that students receive timely, targeted support aligned with their individual needs. These efforts are grounded in our core values of respect, resiliency, empathy, belonging, and achievement—which guide how we listen to students, create inclusive environments, and encourage persistence through challenges. In addition, we have prioritized building protective factors and conditions for learning by fostering consistent routines, high expectations, strong relationships, and meaningful partnerships with families and the community. Through this multi-layered approach, we are creating a safe, nurturing school environment where every child feels valued, supported, and empowered to reach their fullest potential.

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

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

In addition to our core programming, RESD has unexpended Learning Recovery Emergency Block Grant (LREBG) funds available for the applicable LCAP year. Based on a recent needs assessment, these funds will be strategically directed to expand services for English Learner groups. Targeted supports will include enhanced instructional interventions, access to language development resources, and opportunities for family engagement designed to strengthen home-school connections for English Learner families. Funds will also provide additional MTSS aide support and staff professional learning in effective ELD strategies to accelerate learning recovery.

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

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

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

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

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

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

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

Reflections: Annual Performance

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

Reflections: Annual Performance
Richfield Elementary School District (RESD) is proud of its continued commitment to academic excellence, social-emotional learning, and whole-child support systems. Our work is grounded in building strong relationships, ensuring rigorous instruction, and providing responsive tiered supports for all students.

Based on the 2024 California School Dashboard and local assessment data, Richfield made notable progress in several areas while facing continued challenges—particularly among specific student groups. The following reflection summarizes these key findings.

Areas of Strength
Suspension Rate (Blue Indicator):
Richfield maintained a 0% suspension rate across all student groups for the second consecutive year. This reflects an inclusive school climate supported by consistent behavior expectations, restorative practices, and strong Tier 1 social-emotional supports.

Chronic Absenteeism (Green Indicator):
The district's overall chronic absenteeism rate declined to 5.1%—a 0.6% improvement from the prior year. English Learners and Hispanic students performed in the Blue performance band, indicating very low levels of chronic absence and successful re-engagement efforts.

School Climate and Local Indicators ("Standard Met"):
Richfield met the standard on all required local indicators, including:

Implementation of academic standards

Family engagement

Access to a broad course of study

Efforts like schoolwide SEL implementation, ongoing MTSS development, and intentional family partnerships were frequently cited by stakeholders as contributing to a positive school culture.

Academic Performance Challenges (State Indicators)
English Language Arts (Orange Indicator):

Overall performance declined, with students scoring 16.7 points below standard, a 14.6-point drop from the previous year.

English Learners were 67.1 points below standard, while

Students with Disabilities (SWD) declined sharply to 96.3 points below standard.

Mathematics (Orange Indicator):

Students scored 37 points below standard, reflecting a 9-point decline.

English Learners scored 91.2 points below standard, and SWD were 100.4 points below.

English Learner Progress (Red Indicator):

Only 40.4% of English Learners made progress on the ELPAC, an 18.7% decline.

Current ELs also experienced steep performance declines in ELA and Math, suggesting a need for stronger designated ELD and academic language supports.

Growth Data Insights (Local Assessment Data – STAR Assessments)
ELA Growth:

In early grades (K–2), students demonstrated accelerated growth. Second graders improved from a GE of PK.9 to 1.4, with a median SGP of 77.

Grade 1 students improved Oral Reading Fluency by 37 WPM on average.

Grades 3–8 showed consistent gains in scaled scores, PR, and IRL. Grade 6 achieved an SGP of 66, exceeding national growth norms.

Math Growth:

Star Math data reflected positive growth across most grade levels. Grades 1 and 4 saw GE gains of 1.5 and 1.6 years, with SGPs of 60+.

Grade 5 maintained strong growth with an SGP of 64.

Grade 8 showed limited growth (SGP = 16), indicating an area for targeted intervention in 2025–26.

School Climate and Student Voice (Local Survey Data)
Richfield administered a student climate “Pulse” survey in May 2025 with a 97% participation rate (n=153). Favorable perceptions of school climate improved to 86%, up from 80% the previous year.

Key findings:

88% of students felt a sense of comfort and connection to their peers (+3 points).

83% of students reported a connection to adults at school (+8 points).

These increases affirm the district's work around Tier 1 SEL, student engagement, and relationship-building initiatives. Feedback from this survey will guide school culture efforts in 2025–26, particularly in strengthening adult-student connections and peer belonging in upper grades.

Equity Considerations and Implications
Persistent Gaps:
Despite strong school culture indicators and improved attendance, English Learners and Students with Disabilities continue to underperform in ELA and Math. These disparities highlight a critical need for more consistent, data-driven Tier II and III interventions.

Bright Spot – Reclassified Students:
Reclassified English Learners showed the strongest ELA growth of all subgroups, posting a +15-point gain. Their success suggests that extended support post-reclassification is a promising practice.

Next Steps:
The district will:

Increase instructional coaching in ELD and supports for English Learners and foundational reading

Expand Tier II support structures in upper grades

Continue monitoring growth using local assessments and perception data

Engage families in cocreating solutions for historically underserved student groups

Reflections: Technical Assistance

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

NA

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
School Staff/bargaining groups - Certificated Staff Meetings, Leadership Team meetings Parents/Community - School Site Council/DELAC Classified staff meetings Students - student advisory group	(4a.1) Parents - Parent Survey Late May 2025 (4a.2) Students - 5/27 direct consult + student survey May 2025 (4a.3) Teachers - 5/21/25 staff meeting in particular but LCAP standing item on most/all staff mtngs. (4a.4) Principals and Administrators - Ongoing entire 24/25 school year. (4a.5) Other School Personnel - whole staff mtng 4/30/25 Site council & DELAC attendees Jan/May 2025 (4a.6) Local Collective Bargaining Units 5/21/25 and Leadership Teams 3/22/25, 5/17/25 (4a.7) Special Education Local Plan Area Administrator 2/11/25 and 4/29/25. Teachers/Staff: The LCAP itself, and LCAP/MTSS items/actions are a standing item on every weekly staff meeting. During the May 21, 2025 staff meeting our staff provided feedback that they were pleased to see all of the positive perception data that came in from our stakeholder meetings and surveys including improvement on the student and parent percentages answering favorably.

Educational Partner(s)	Process for Engagement
	Teachers, and parents at the school site council meetings were shown draft LCAPs and also the behind the scenes LCAP DTS input template including our metrics, actions etc in order to learn more deeply about what the LCAP entails, to refamiliarize themselves with the metrics and actions, and to refresh on who our target populations are. Staff included certificated staff and certificated union groups, and a paraprofessionals who are soon to be hired as teachers. Select staff, including union leadership, also serve on the school's MTSS Tier I and Tier II Teams. These groups were shown draft LCAP and provided input which drives our improvement efforts and regularly informs our LCAP and MTSS plans. Student perception data about the school was gathered via the KELVIN school perception survey and also the Character Strong student perception data. Additionally, administration met with the ASB in May 5/27/2025 to elicit student feedback on our school's climate and perception data and also to solicit input on our academic and school climate goals. School Site Council (SSC)/PAC (Parent): This group met in January and May to provide input on the LCAP. This group gave input on LCAP and were pleased with the perception data the school received. A special education parent serves on the SSC/PACs. DELAC: This group met during Winter and Spring (January and May) and provided feedback to the LCAP. A special education parent serves on the DELAC. SELPA consult occurred on 2/11/25 and 4/29/25.

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

Students: Student feedback also informed the development of the 2025–26 LCAP. School climate survey results reflected that the majority of students feel safe on campus and report having at least one trusted adult at school. Many students shared that they feel a sense of

belonging and enjoy participating in schoolwide events. At the same time, students expressed a desire for more opportunities to develop leadership skills and to have greater choice and voice in their learning experiences. In response, the LCAP includes actions to expand student leadership opportunities, enhance student voice in decision-making, and increase engagement through more inclusive and varied extracurricular activities.

Parents: Feedback from educational partners, including family members, played a key role in shaping the 2025–26 LCAP. Parent survey data (125 respondents, 50% response rate) indicated strong satisfaction with school climate and relationships, with particularly high ratings in student safety, staff approachability, and positive school culture. However, academic rigor emerged as an area for growth. Parent comments further underscored concerns regarding students' foundational skills. In response, new actions have been incorporated to strengthen Tier 1 best first instruction and tier 1 responsive interventions to ensure alignment of foundational skill development across grade levels.

Parents also expressed appreciation for the consistent communication provided through ParentSquare and requested its continuation, but sited that some communication could be more timely. In addition, they valued the increase in family nights and social-emotional learning (SEL)/school culture events. The LCAP will maintain and expand these opportunities to further strengthen the school-home connection and enhance overall school culture.

Staff: Staff expressed approval of the above suggestions by parents/students and also expressed a desire to either continue providing the new Tier II pull-out academic program, or to provide the aide support and/or professional development in order to host their own Tier II in-class interventions. General comments including the desire to improve science instruction through a possible roving science teacher to teach in our science lab. Staff also expressed approval of and a wish for continued staff culture activities such as School Culture by Design and/or Character Strong culture activities.
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Stakeholder Engagement and Impact on the 2025–26 LCAP
Richfield Elementary School engaged a diverse group of educational partners in the development of the 2025–26 LCAP, including students, families, and staff. Stakeholder input was gathered through surveys, advisory committee meetings (SSC, DELAC, PTO), listening sessions, and informal feedback throughout the school year. Common themes across groups highlighted both strengths and areas for growth, directly informing the development of targeted goals and actions.

Student Input
Student voice played an important role in shaping this year's LCAP. Results from the annual school climate survey reflected that the majority of students feel physically and emotionally safe on campus and report having at least one trusted adult at school. Many students shared that they feel a sense of belonging and enjoy participating in schoolwide events and rallies. Students noted appreciation for the positive tone set through recent SEL and school culture efforts.

At the same time, feedback revealed a desire for more authentic opportunities to express their perspectives, engage in leadership roles, and participate in meaningful choice-driven learning experiences. Students requested expanded extracurricular offerings that reflect a wider range of interests and cultural backgrounds.

As a result, the 2025–26 LCAP includes new and/or refined actions to:
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Expand student leadership opportunities through advisory groups, peer mentoring, and school event planning teams.

Integrate student voice into classroom-based decision-making and LCAP monitoring activities.

Increase access to inclusive and interest-based extracurricular activities that promote engagement and belonging for all students, particularly historically underrepresented groups.

Parent and Family Feedback
Feedback from parents and caregivers played a central role in informing LCAP development. Survey data from 125 respondents (approximately 50% response rate) indicated high levels of satisfaction with school climate, communication, and relationships. Parents overwhelmingly reported that their children feel safe at school and that staff are approachable, caring, and supportive. Many families expressed gratitude for expanded family nights, SEL events, and the school's consistent use of ParentSquare to keep families informed.

However, several key areas for improvement also emerged. Academic rigor—particularly in foundational reading and math skills—was frequently mentioned as an area of concern. Parents expressed a desire for stronger Tier 1 instruction and more consistent supports for struggling students. Additionally, while families appreciate ParentSquare, several requested that time-sensitive communications be delivered more promptly.

In response to this feedback, the 2025–26 LCAP includes:

Strengthened actions targeting Tier 1 "best first instruction" and aligned responsive interventions across grade levels to ensure foundational skill mastery.

Continued investment in family engagement events with built-in academic support components (e.g., literacy nights, tech training).

Ongoing use of ParentSquare with increased attention to timeliness and clarity of school-home communication.

Staff Input
Staff feedback aligned closely with the priorities raised by students and parents. Teachers and support staff expressed strong support for continuing the Tier II pull-out intervention program, as well as a desire for increased support—through aide staffing or targeted professional development—to implement Tier II interventions within the general education classroom. Staff also indicated growing interest in strengthening science instruction, specifically recommending the addition of a roving science teacher to utilize the school's existing science lab more fully.

In terms of school culture, staff shared appreciation for recent investments in adult connectedness, noting the positive impact of School Culture by Design and Character Strong team-building activities. They expressed a desire to maintain and expand these opportunities to continue strengthening relationships among staff and between adults and students.

To address this input, the LCAP includes:

Continued funding for Tier II interventions, with flexible implementation options (pull-out or in-class).

Exploration of a shared or part-time science specialist to deepen NGSS-aligned instruction.

Ongoing staff wellness and culture-building initiatives that promote adult connectedness and collaborative professional environments.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	All students will make continuous academic progress and receive the tools to become lifelong learners	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Academic progress in ELA and Math as measured by CAASPP:	ELA 22/23: 51.72% met/exceeded MATH 22/23: 37.93% met/exceeded	ELA 23/24: 46% met/exceeded Math 23/24: 33% met/exceeded		100% of students are meeting proficiency on ELA and Math.	Academic Progress ELA: -5.72% Math:-4.93%
1.2	Teachers appropriately credentialed and assigned as measured by Williams reporting	In 2024/25 11/13 classroom teachers will have "clear" credential, One w/a STSP, one w/a PIP (both pre-interns)	In 2025/26 10/14 classroom teachers will have "clear" credential, One w/a STSP, 3		100% with clear credentials	Appropriate Credentialing: -1

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			as university interns			
1.3	EL Reclassification: Percent of students who scored a 4 on Summative ELPAC	23/24: 75% of students who scored a 4 on the ELPAC were reclassified. 16% of all students who took the ELPAC scored a 4.	24/25 33% of students who scored a 4 on the summative ELPAC were reclassified. 5% of all students who took the ELPAC scored a 4.		100% of all students who score a 4 are reclassified	EL Reclassification/Score of 4: -11%
1.4	Student English Language Acquisition Results - Summative ELPAC. Percentage of current EL students who progressed at least one ELPI level	22/23 58.1%	23/24 40.4%		100% of students progress at least one ELPI level	ELPI Progress: -17.7%
1.5	ELL Access to state and EL standards as measured by Williams reportiing.	100% of EL students have access to standards-based curriculum.	100% of EL students have access to standards-based curriculum.		100% of EL students have access to standards-based curriculum.	No difference from baseline.
1.6	Student access to standards-based curriculum as measured by Williams reporting.	100% of students have access to standards-based curriculum.	100% of students have access to standards-based curriculum.		100% of students have access to standards-based curriculum.	No difference from baseline.

Goal Analysis [2024-25]

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

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

Overall Implementation Summary (2024–25)

During the 2024–25 school year, implementation of actions was strong. Key themes included the need for stronger Tier 1 instructional systems, improved English Learner support structures, and ongoing staffing challenges. The district has begun addressing these issues through data-informed MTSS planning, improved credential monitoring, and a more consistent approach to ELD monitoring.

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.

The budgeted versus actual expenditures were less than 1%, therefore "Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required" applies in this case.

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

Action 1.1 – TK Staffing and Primary Class Size Reduction
Effectiveness:
This action was highly effective in achieving its intended outcomes. RESD established a TK/Kindergarten combination class and hired an additional 2nd grade teacher to accommodate the class of 2031 "bubble." Both classes were supported by instructional aides, maintaining appropriate TK–3 class sizes per state and local CSR requirements.

Key Successes:
Full compliance with CSR regulations
Low student-to-teacher ratios enabling increased small group and/or individualized support
Positive student outcomes, including 100% of students in the TK/K combo class scoring “At/Above Benchmark” on early literacy assessments and all students within the TK through 3rd grade band demonstrating an average of 1.2 years worth of growth.

Impact:
The structures implemented ensured a strong academic start for early learners, preserved CSR funding, and laid a foundation for K–3 success through developmentally appropriate staffing and support.

Action 1.2 – Professional Development for Instructional Rigor and Equity
Effectiveness:
This action was broadly effective in building staff capacity across instructional, social-emotional, and equity-focused domains. Professional development was aligned to district goals and stakeholder priorities, with opportunities provided throughout the year for both certificated and classified staff.

Key Successes:
5 MTSS leadership trainings and 4 coaching sessions supported tier 1 and tier 2 system development.
Newly established classified professional development was calendared and delivered twice monthly during regularly scheduled minimum days, with sessions aligned to certificated staff priorities (e.g., conditions for learning/protective factors, Multi Tiered System of Supports, SEL integration)

New teacher support through pre-intern, intern, and induction structures improved onboarding.

Challenges:
Inconsistent participation in Designated/Integrated ELD professional development limited fidelity of implementation across classrooms and English Learner instructional practices varied in quality and consistency, contributing to uneven student progress.
Tier 1 instruction was in a transitional year focused on systems realignment, with leadership team working to establish common expectations and schoolwide behavior and social/emotional learning plans.

Impact & Next Steps:
Professional development will continue to prioritize ELD capacity-building, with increased use of stipended sessions and coaching to boost participation and consistency. Progress monitoring will be integrated into instructional walk-throughs.
Professional development and implementation of revised and aligned tier 1 academic learning plans is scheduled for 2025–26.

Action 1.3 – Support for Unduplicated Pupils (EL, FY, SED)
Effectiveness:
This action was effective in expanding access to targeted supports for English Learners, Foster Youth, and Socioeconomically Disadvantaged students.

Key Successes:
Hired a 0.75 FTE paraprofessional to support small group intervention and ELD.
Created a new “Multi-Tiered Intervention Support” paraprofessional job classification, enabling staff to be cross-trained and flexibly deployed across Tier I–III supports.
Allocated paraprofessional time to Designated ELD (15%) to ensure ELs received differentiated support.
Refurbished and distributed Chromebooks to address digital equity, per stakeholder feedback.

Challenges:
Continued monitoring needed to ensure full implementation of in-class vs. pull-out models.

Impact & Next Steps:
Cross-trained paraprofessionals will be included in 2025–26 data review cycles and fidelity checks. Technology support efforts will continue, with attention to usage and impact on student engagement.

Action 1.4 – MTSS-Aligned Subscriptions and Academic Technology
Effectiveness:
This action was fully implemented and highly effective in supporting instructional differentiation and student progress monitoring.

Key Successes:
Renewed key platforms such as Lexia, Lexia English, Renaissance STAR/AR, Aeries, Mystery Science, and SuccessMaker.
Ensured universal access to intervention tools and adaptive practice systems across grade levels.
Staff leveraged data dashboards to inform small group instruction and Tier 2 intervention planning.

Challenges:
Inconsistent fidelity of program use across classrooms limited the full instructional impact of some digital tools.
Teacher use of assessment data to inform instruction varied.

Impact & Next Steps:
These tools will be maintained for 2025–26. To fully leverage these tools, additional training on data use from STAR, Lexia and Successmaker will be integrated into collaboration sessions.

Action 1.5 – Broad Course of Study and Enrichment
Effectiveness:
This action was effectively implemented. Students accessed a variety of enrichment opportunities that promoted engagement and whole-child development.

Key Successes:
Employed a 0.4 FTE VAPA/Music teacher and a 0.5 FTE PE teacher to expand course access.
Provided after-school opportunities (e.g., GATE, athletics, library, computer lab).
Established infrastructure and planning support for 6th–8th grade Career and Technical Education (CTE) programming.

Challenges:
None noted.

Impact & Next Steps:
Increased monitoring of participation in enrichment and after-school programs will inform equity and access goals in 2025–26.

Action 1.6 – Expanded MTSS Supports and Intervention Coordination
Effectiveness:
This action provided critical leadership and staffing support to sustain MTSS implementation and meet the needs of at-risk and unduplicated students.

Key Successes:
Employed a full-time Multi-Tiered Intervention/ELD aide and created a supplemental TK/ECE paraprofessional role.

Maintained a 0.5 FTE administrator to coordinate MTSS, ELD, and intervention efforts across programs and subgroups.
Strengthened communication and access to services for EL, FY, SED, and SWD families.

Challenges:
Ongoing need for systems alignment. .

Impact & Next Steps:

Leadership structures and intervention roles will remain in place, with an increased focus on integration of academic and SEL data into MTSS meetings and family engagement planning.

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 reflections from the 2024–25 implementation year, several strategic adjustments have been made to improve the effectiveness of the goal, metrics, and associated actions in 2025–26.

Strengthening Tier 1 and MTSS Implementation:
Richfield Elementary School remains committed to building a cohesive Multi-Tiered System of Supports (MTSS). In 2024–25, Tier 1 was in a transitional planning year, focused on systems realignment and the development of common expectations, instructional routines, and progress monitoring tools. For 2025–26, full implementation of aligned Tier 1 academic and behavioral learning plans is scheduled. Leadership and Tier 2 teams will continue participating in MTSS trainings, with enhanced teaming structures and designated collaboration time built into the master schedule. These structures will support ongoing data review, reflection, and instructional adjustments within a continuous improvement cycle.

Expanded Support Through Staffing Innovations:
In response to increased needs among unduplicated students and implementation barriers identified in 2024–25, the district created a new job classification: Multi-Tiered Intervention Support Paraprofessional. This role is intentionally designed to be flexible and cross-trained, enabling staff to support Tier II–III academic, behavioral, and ELD services across settings. To support recruitment and retention, a new step on the classified salary schedule has been developed specifically for this position, reflecting its specialized duties and impact on student outcomes. These paraprofessionals will be included in fidelity checks and regular data review cycles to maximize their effectiveness.

Reinforcing English Learner Program Quality:
Implementation data revealed that while some progress was made in ELD reclassification and ELPI growth, inconsistent participation in Designated and Integrated ELD PD limited instructional fidelity. To address this, RESD will invest in a renewed ELD implementation strategy. This includes:

Review and update of the ELD Master Plan, ensuring alignment with current best practices and multilingual learner guidance;

Establishment of a sub-funded ELD committee to collaboratively refine instructional planning and ensure teacher voice in policy development;

Expanded ELD-focused professional development, prioritized through stipends, embedded coaching, and integration into scheduled collaboration time.

Refined Metrics and Progress Monitoring:

Metrics have been updated to better capture the impact of Tier 1 instruction and MTSS integration across academics, behavior, and social-emotional domains. Emphasis will be placed on monitoring ELPI growth, benchmark assessment trends, and equitable access to intervention and enrichment supports. Tools such as Lexia, STAR, and SuccessMaker will be further leveraged through targeted data-use training embedded in collaboration time.

Increased Focus on Participation and PD Access:
To improve the impact of professional learning, RESD will expand stipended sessions outside of instructional time and align offerings more closely with teacher and paraprofessional feedback. Classified staff will continue to receive twice-monthly PD during minimum days, ensuring alignment with certificated instructional goals and improving coherence across roles.

Together, these changes reflect Richfield Elementary's commitment to equity, coherence, and continuous improvement—ensuring all students, especially unduplicated pupils, receive the support they need to

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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	Primary Class Size Ratios	RESD will have appropriate staffing to meet the new Transitional Kindergarten staffing requirements, an additional teacher as needed to staff the class of 2031 "bubble" and will have appropriate class sizes to ensure state and local TK-3 CSR requirements are met. ***	$157,598.00	Yes
1.2	Professional development to ensure RESD provides and maintains a rigorous academic program	Provide professional development and/or time & pay for all staff (including extra duty, substitute pay, travel, registration & consultant fees etc as needed) on/for: Character Strong curriculum and practices • Provide funding and support for the RESD Leadership team to meet several times per year for academic and school culture activities. -Multi-tiered System of Supports (MTSS) review/implementation & follow up. -Internship, induction, and Pre-Intern (PIP) support for credentialed staff.	$61,773.00	No Yes

Action #	Title	Description	Total Funds	Contributing
		-Designated/Integrated ELD methodology/strategies as needed for credentialed teachers to ensure state mandated Designated ELD for students is provided by credentialed teachers -reviewing and updating the Master Plan for English Learners. -School board, office staff and administration to attend professional conferences to better support students, staff & educational community. -Attendance at the fall/spring CAASPP Institutes and/or equivalent for the purpose of preparation for benchmark and/or summative assessments. -Compiling/administering and collaboration time regarding benchmark academic assessments -High quality "best first instruction" PD in all core subjects (Hatti/Marzano) • Science of Reading professional development. Provide expanded PD for counselor (IF REPLACED) and (NEW PARA Positions) staff tailored to the specific academic needs of our Foster Youth, English Learners, Students w/Disabilities, and Socio-Economically Disadvantaged students ~Ensure professional development for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff. Provide training and support needed for teachers to conduct more small group interventions IN-CLASS, as opposed to pull out or after school program. (2025 stakeholder input) ***		
1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	~Provide additional direct paraprofessional assistance for unduplicated students ~Support classroom teachers to provide Designated ELD instruction ~Support small groups where classroom teachers provide intervention & enrichment in small groups ~Provide paraprofessionals, materials and space for our pull-out Tier II interventions	$65,746.00	Yes

Action #	Title	Description	Total Funds	Contributing
		This includes an additional .75 paraprofessional utilizing the 15% of concentration grant funds. ~Utilize technology support team to refurbish/prep old chromebooks/desktops to be distributed out to families after they have been properly surplus/discarded by the school board. Alternatively, purchase and check out new or existing chromebooks (Stakeholder engagement request).		
1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	All subscription costs for: ~Aeries ~Mystery Science ~Ren Place (AR, Star Reading/Math) ~Lexia ~Lexia English ~Successmaker ~ Other related as deemed appropriate ***	$33,500.00	Yes
1.5	1.5 Offering Broad Course of Study	~Provide a 0.4 FTE Art teacher and at least a 0.5 FTE PE teacher to enhance academic achievement through the arts and physical activity. ~Provide after school student enrichment opportunities such as GATE, SERRF, athletics, library and computer lab time. ~Provide admin, physical space and any other needed support for the new Career and Technical Education CTE program/grant for 6th-8th grades. (not LCFF funded) ~Maintain and expand a Wellness Room to support student emotional regulation and readiness to learn. The space provides structured, staff-supported opportunities for students to take short, purposeful breaks, build self-awareness, and practice coping strategies—contributing to a safe, inclusive, and emotionally supportive school climate.	$104,144.00	Yes

Action #	Title	Description	Total Funds	Contributing
		***		
1.6	1.6 Additional supports for at risk and general populations	~PROVIDE FUNDING FOR FOUR(4) FTE Paraprofessional Multi-Tiered ELD/Intervention aide ~PROVIDE additional (UP TO TWO -2) Multi-Tiered Intervention/ECE paraprofessional aide positions as needed to support TK ~Continue1/2 time Admin position to help implement MTSS initiatives, support ELD/ELA standards implementation, support for Designated ELD, coordination of intervention programs and after school offerings & support for EL, FY, SED and SWD families to help eliminate barriers to accessing school services. -Support of EL students language acquisition. ***	$231,763.00	Yes
1.7				

Goals and Actions

Goal

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

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
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.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate as measured by Aeries reporting	23/24: 97.3%	24/25: 97.6%		Maintain at/above 95%	Attendace Rate: +0.3%
2.2	Chronic absenteeism rate as measured by Aeries reporting	23/24: 2.7%	24/25: 2.4%		Maintain below 2.5%	Chronic Absenteeism: -0.3%
2.3	Suspension/Expulsion Rates as measured by Aeries reporting.	Suspension: 0 students suspended at least one day.	Suspension: 5 students		Suspension: Below 2.0%	Suspension: +1.9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Expulsion: 0 students expelled.	suspended at least one day. 1.9% Expulsion: 0 students expelled. 0%		Expulsion: Below 1.0%	Expulsion: No difference from baseline
2.4	Student sense of safety and connectedness to peers and adults as measured by end-of-year surveys.	85% of students feel comfortable, safe and connected their school and PEERS 75% of students feel comfortable, safe and connected to ADULTS at school	88% of students feel comfortable, safe and connected their school and PEERS 83% of students feel comfortable, safe and connected to ADULTS at school		>85% of students feel connected safe w/PEERS >85% of students feel safe and connected to ADULTS	Peer/SchoolConnectedness: +3% Adult/School Connectedness+ 8%
2.5	Parent sense of safety and connectedness, hopefulness about student future as measured by end-of-year surveys.	87% This school is a friendly and welcoming place for my student. 94% My student feels safe at this school.	98% This school is a friendly and welcoming place for my student. 98% My student feels safe at this school.		>85% Report "This school is a friendly and welcoming place for my student". >85%% My student feels safe at this school.	Parent Sense of Connectedness: +11% Parent Sense of Safety:+4%
2.6	Facility conditions as measured by annual FIT.	Rating: Excellent	Rating: Good		Maintain GOOD or better	Facility Conditions: Excellent --> Good
2.7	Middle School Dropout rate as measured by CALPADS reporting.	22/23: 0 students reported as drop out.	23/4: 0 students reported as drop out.		0 students reported as drop out.	Dropout Rate: No change from baseline

Goal Analysis [2024-25]

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

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

Richfield Elementary School made consistent progress in cultivating a safe, inclusive, and engaging school environment in 2024–25. The school emphasized kindness, connection, and high engagement across all grade levels while strengthening Tier 1 climate systems, direct mental health services, and family involvement. New and continuing initiatives such as implementation of Character Strong Tier 1 and Tier 2 curriculum, SEL skills groups, the Raider Reset/Wellness room, expanded extracurriculars, and structured leadership team training led to measurable gains in school climate, student connection and staff alignment.

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.

The budgeted versus actual expenditures were less than 1%, therefore "Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required" applies in this case.

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

Each action under this goal was implemented with fidelity and generally met its intended outcomes. Staff reported improved consistency in Tier 1 expectations and climate systems. Students accessed a broader range of emotional, academic, and enrichment supports, while family partnerships were sustained or expanded through multiple access points

Action 2.1 – School Community Communication and Involvement
Effectiveness:
This action was implemented with high effectiveness in enhancing family-school communication and community involvement.

Key Successes:
Expanded use of ParentSquare, resulting in 99.6% of students having at least one contactable parent/guardian in the system.
Weekly newsletters, reminders, and personalized messages promoted two-way communication.
Hosted multiple family engagement nights and maintained consistent SSC and DELAC meetings.
Supplemented digital communications with flyers, phone calls, and in-person outreach.

Challenges:
Continued need for bilingual support and more in-person options to fully engage families of English learners and socioeconomically disadvantaged students. Parents reported communications were not always timely.

Impact & Next Steps:
These efforts contributed to high reported levels of family satisfaction and student connectedness on end-of-year surveys. Plans for 2025–26 include expanded multilingual outreach and parent education workshops to ensure inclusive engagement across all subgroups.

Action 2.2 – Direct Social & Emotional Student Health Services
Effectiveness:
This action was successfully expanded to provide increased access to direct social-emotional and health supports for students.

Key Successes:
Counselor available daily to support proactive check-ins and responsive student counseling.
Continued access to on-site nursing services one full day per week.
Creation and implementation of a school-wide “Raider Reset/Wellness room,” accessible before school, at lunch, and by staff/student request during class time. This space was used to support students in emotional regulation, reducing class disruptions and increasing recovery times.

Challenges:
Initial logistical hurdles related to supervision and consistent use of calming room procedures.

Impact & Next Steps:
The Reset Room will continue as a trauma-sensitive support structure in 2025–26. The school will refine systems and supervision protocols to ensure consistency, and explore additional staff training to support Tier 1–2 emotional regulation practices.

Action 2.3 – Professional Development for School Safety and Climate
Effectiveness:
This action was implemented with strong staff engagement and yielded significant improvements in school-wide consistency and climate.

Key Successes:
Formalized School Leadership Team met regularly and completed five training sessions and four coaching days focused on MTSS, Tier 1 climate practices, and SEL.
Developed Tier 1 school-wide behavior and SEL implementation plans with consistent expectations, weekly SEL themes, and reinforcement strategies.
Leadership team members attended the Character Strong National Conference and brought back best practices for local implementation.
School safety procedures (e.g., active shooter drills, reunification planning, emergency bucket protocols) were embedded into buy-back days and reinforced during staff meetings.
Intercom and LCD strobe speaker upgraded.

Challenges:
None significant; staff response to safety and climate training was strong and sustained.

Impact & Next Steps:

New Tier 1 plans and SEL routines will be launched school-wide in fall 2025. Continued investment in leadership team development and peer coaching will support systemwide consistency and long-term sustainability.

Action 2.4 – Appropriate and Safe School Facilities
Effectiveness:
This action was fully implemented with no major deviations from the plan.

Key Successes:
All facilities maintained in “Good” or “Excellent” condition per FIT and internal safety walkthroughs.
Preventive maintenance and timely repairs ensured safe, clean learning spaces.
Installed upgraded campus-wide security camera systems, improving monitoring and response capabilities.

Challenges:
None noted during the year; however, aging infrastructure remains a long-term concern.

Impact & Next Steps:
Plans for future years will include budgeting for HVAC upgrades, playground resurfacing, and facility modernization to proactively manage wear and support student safety.

Action 2.5 – Robust Extracurricular Opportunities
Effectiveness:
This action was implemented successfully, offering a range of extracurricular activities that contributed to positive school climate and student engagement.

Key Successes:
Continued after-school athletics for grades 6–8, with stipends and mileage reimbursement supporting staff participation.
Expanded student leadership opportunities (e.g., class representatives in addition to elected offices).
Continued after-school academic support sessions.
Introduced rotating “Lunch Bunch Craft Club” for grades 5–8, creating inclusive social opportunities during the school day.

Challenges:
Limited staff availability for extracurricular supervision during lunch periods led to the need for rotation-based scheduling by grade level.

Impact & Next Steps:
Student participation and staff feedback reflected strong enthusiasm. The school will continue adapting schedules and leveraging staff interests to provide a wider range of inclusive extracurriculars during and beyond the school day.

Action 2.6 – Integrated Family Support and Engagement Services
Effectiveness:

This action was implemented with moderate success in 2024–25. Richfield Elementary prioritized supporting the whole child by enhancing partnerships with families, particularly those of English Learners, Foster Youth, Students with Disabilities, and those from socioeconomically disadvantaged backgrounds.

Key Successes:
Established stronger family-school partnerships through ongoing outreach and case management for at-risk student groups.
Designated site administration and classified support staff to assist families in accessing services such as health referrals, academic support, and behavioral resources.
Facilitated individual meetings, goal-setting sessions, and follow-up contact for high-need families to reduce barriers to school engagement and attendance.

Challenges:
Need for more structured systems to track service delivery and follow-up.
Limited bilingual capacity at times hindered full accessibility for Spanish-speaking families.

Impact & Next Steps:
To strengthen impact in 2025–26, the district will:
Increase multilingual outreach capacity.
Develop a consistent referral and documentation system for family services.
Expand staff professional development on trauma-informed communication and community resource navigation.
Align family engagement practices more closely with MTSS, ELD, and SEL systems to ensure more cohesive and effective wraparound supports.

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 reflections from the 2024–25 implementation of Goal 2, several adjustments have been made to enhance the impact of our school culture, safety, and social-emotional learning efforts for the 2025–26 school year.

One key area of growth identified through stakeholder feedback and internal review was the need for stronger Tier 3 supports for students requiring more intensive social-emotional and behavioral interventions. While Tier 1 and Tier 2 systems were developed and implemented with increasing consistency—through the Character Strong curriculum, small group SEL sessions, and the new calming room—it became clear that a subset of students continued to experience challenges that required more individualized and sustained support.

To address this, Richfield Elementary will expand its actions in the coming year to include dedicated Tier 3 social-emotional/behavioral intervention staffing. This includes hiring or training a current staff member specifically focused on providing Tier 3 services and supports to students with the most intensive needs. The school will also invest in professional development and staff training focused on Tier 3

intervention planning, trauma-informed de-escalation strategies, progress monitoring, and effective collaboration with families and outside providers.

Additionally, based on input from students, Richfield Elementary will implement fidelity checks for Tier 1 best first instruction to ensure that all students have equitable access to high-quality, engaging, and culturally responsive classroom instruction. These fidelity checks will include structured walkthroughs, teacher self-assessments, and/or collaborative planning reviews to strengthen Tier 1 alignment across content areas and grade levels. This action responds directly to stakeholder reflections indicating a need for greater consistency in Tier 1 delivery before layering on additional supports.

Staff survey data also indicated the importance of cultivating a workplace culture where adults feel safe, valued, and engaged. While capacities, tools, and feedback loops all received 100% favorability, areas such as coaching (67%) and culturally responsive environments (79%) highlight opportunities for growth. In response, the 2025–26 plan includes expanded access to instructional coaching, equity-focused professional development, and wellness initiatives aimed at reinforcing a culture of kindness, shared leadership, and adult connectedness.

This comprehensive approach aligns with our goal of ensuring that all students and staff feel safe, connected, and supported at school, and builds on the foundation already established through our MTSS framework. While no changes have been made to the formal goal or metrics at this time, these new actions are expected to positively impact outcomes related to student and staff connectedness, counseling access, academic growth, and behavior data over the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Community Communication and Involvement	Provide parent and community outreach and improved communication through the following communication systems: ~Parent Square ~School website ~Personal, one-to-one contacts ~Teacher/parent conferences and online communication ~Social Media updates ~School activities will be maintained and expanded as needed. ~Marquee bulletin board ~School email system ~Flyers in backpacks	$3,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Communicate opportunities for parents of unduplicated students and SWD students to participate within the school setting supporting their children. Maintain a School Site Council, DELAC, literacy nights, family fun nights, board meetings etc in addition to surveys to solicit and obtain parent input for school functionality and decision making. Fund additional tech support time, through a stipend or hourly pay, to ensure timely communication with parents and families.		
2.2	Direct Social & Emotional Student Health Services	Ensure expanded counseling services/social emotional support services are maintained coherently and consistently. To expand and maintain direct social-emotional and behavioral supports within the Multi-Tiered System of Supports (MTSS), RESD has created FTE Multi-Tiered Support/classified new job description & position focused on targeted student mental health and SEL interventions and intends to staff with up to 3 paraprofessionals. These Multi-Tiered Intervention Support Paraprofessionals will deliver Tier 2 small group SEL instruction and Tier 3 individualized supports for students experiencing barriers to learning related to anxiety, depression, trauma, and executive functioning challenges. Under the supervision of certificated staff, the paraprofessional will provide structured, skills-based lessons using evidence-based strategies aligned to students' social-emotional needs. The role will also assist in implementing function-based behavior intervention plans and modifying environmental conditions to promote regulation and engagement. Maintain expanded school nurse services at one full day of service. Support and expand the school-wide social-emotional wellness and MTSS initiatives & curriculum, including but not limited to: Character Strong, SOS Curriculum, "Protect", EYS strategies, or other SEL curriculum TBD.	$83,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Ensure measures to eliminate barriers to access (as outlined in goal 1, action 3) are eliminated for FY, ELs, SED and SWDs for all above actions. (Subscriptions, PD and consultant fees.) Maintain and fully staff the "Raider Reset" room; a wellness space where students can drop-in before school, during lunch or recess (or make electronic requests at any hour) for access to, or schedule and appointment with a compassionate adult for direct counseling, or "just someone to talk to" and/or other social-emotional services can be requested and/or provided. Additionally, this space will be available for students throughout the day upon teacher request.		
2.3	Professional Development for School Safety and School Climate Activities	Continue funding, PD, materials and curriculum needed for further development of Richfield's new School Leadership Team. This team was newly created in the 22/23 school year and was staffed with teacher representation from both wings of campus (TK-4 & 5-8), our school-wide TK-8 Resource Specialist, and classified staff representing English learners, gen-ed parents and IEP parents. This team meets regularly throughout the year to plan and facilitate staff driven activities to implement school culture activities to improve staff to student connectedness and also staff to staff connectedness activities. Provide professional development and release time for new ASB/Leadership student government teacher and a classified staff member to increase participation in school government & student connectedness to our school. ASB student government will be encouraged to create additional rallies, events, competitions etc to increase student connection to the school across all grade levels and amongst all demographics. Provide expanded PD for counselor and/or staff (including our new for 25/26 MTSS aides) tailored to the specific social and mental health needs	$16,925.00	Yes

Action #	Title	Description	Total Funds	Contributing
		of our Foster Youth, English Learners, Students w/Disabilities, and Socio-Economically Disadvantaged students. PHYSICAL SAFETY WHILE ON CAMPUS Funding for PD, materials and implementation of: -Active shooter protocols -Maintain shatterproof safety glass campus-wide -Ensure fully stocked safety buckets including "fight back" implements and trauma first aid kits in each building and each classroom.. -safe houses and reunification drills/response -First aid certification -Narcan & AED training, supplies -Possible campus perimeter fencing replacement -Maintain intercom LCD strobe speaker Valcom upgrade MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) Funding for PD, materials and implementation of: ~Staff culture activities -Social and emotional learning activities -Adult and pupil socio-emotional wellness activities -Suicide/crisis prevention & Intervention (ASSIST, QPR) -Anti-bullying & resiliency rallies/assemblies/activities -Trauma informed instruction -School connectedness, inclusion/equity activities -Conflict resolution Ensure professional development for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff.		
2.4	Providing and Maintaining	Provide and Maintain the facilities in good repair at 100% as measured annually be SARC Facilities Inspection Tool, and NCSIG walk-about checklist and physical observation.	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Appropriate School Facilities			
2.5	Provide robust extracurricular opportunities for students	Provide after school athletics program for grades 6-8 (5th, as needed) & provide teacher/staff stipend and mileage. Support/bolster any new clubs (TK-8) and provide appropriate stipends, mileage etc). Establish & fund new uniform replacement rotation for after school sports.	$13,000.00	Yes
2.6	Empowering Parents to Support Learning	Continue providing parent education nights (usually prior to back to school night for those who choose to attend to provide training to parents on how to use school tools such as parent square, Aeries, access multi-lingual supports etc. (LCAP stakeholder input) Provide Parent Education & Support Opportunities with bilingual support and child care for parent activities including but not limited to: ~Provide training for parents to help their students with homework and track student grades/assignments ~Family literacy and parent education nights on campus with child care. ~Science/astronomy nights. ~open computer lab & homework lab during the evenings Provide funding and staff to ensure a high functioning DELAC and include door prizes, child care and food as needed to draw a large and diverse parent group. Create "open lab/homework help" to support "family literacy nights" targeting EL, FY and SED students. Include transportation, child care, bilingual support services and parent education classes to help these populations overcome barriers to accessing the services.	$5,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$381,503	$$15,220

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.740%	0.000%	$0.00	13.740%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Primary Class Size Ratios **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require smaller class sizes and additional support to thrive in their early years of education. Smaller class sizes and dedicated aide support can provide more individualized	To address these needs, RESD will implement stand alone Transitional Kindergarten and Kindergarten classes as well as a 1st/2nd grade combination class each with appropriate aide support for our youngest learners. An additional teacher will continue to be funded to chase the '2031' bubble. This strategy ensures that class sizes meet TK and K-3 requirements, providing a conducive learning environment with a low student-to-teacher ratio. The aide support will	1.1, 1.3, 1.4

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

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Professional Conferences: Attendance for school board, office staff, and administration to better support the educational community. CAASPP Institutes: Preparation for interim and summative assessments. Benchmark Academic Assessments: Collaboration on compiling and administering assessments. Tk-8 Literacy PD: Ensuring students learn to read (K,1) and read to learn (1-8). Tk-8 Digital Literacy/Technology PD: Ensuring students learn to use technology (K,1) and use technology to learn (1-8). High Quality "Best First Instruction" PD: Training in all core subjects based on research by Hattie and Marzano. Expanded PD for Counselors and Staff: Tailored to the academic needs of foster youth, English learners, students with disabilities, and socio-economically disadvantaged students. Classified and Paraprofessional Staff Training: Ensuring all staff receive relevant PD to support certificated staff. In-Class Small Group Interventions: Training for teachers to conduct interventions within the classroom setting. Research supports the effectiveness of comprehensive and targeted professional development in improving student outcomes. The	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Learning Policy Institute emphasizes that high-quality PD leads to better teaching practices and improved student achievement (Darling-Hammond et al., 2017). Additionally, studies by the American Educational Research Association (AERA) highlight the importance of ongoing PD in supporting diverse learners and fostering a positive school culture (AERA, 2014). By implementing this comprehensive PD plan, the district aims to create a supportive and effective learning environment that meets the needs of all students, particularly foster youth, English learners, students with disabilities, and socio-economically disadvantaged students. ***	
1.3	**Action:** Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often require additional instructional support and access to technology to fully engage in their education. Providing paraprofessional support during designated instructional times and small group settings can enhance learning outcomes. Additionally, ensuring these students have access to technology at home is crucial for supporting their academic progress and engagement.	To address these needs, the district will provide appropriate paraprofessional support time to assist unduplicated students as follows: In 2024–25, the district developed a new, more flexible paraprofessional job description to allow for cross-training and multi-role support for unduplicated pupils. This updated role enables staff to serve across settings and better align support with student needs — including during Designated ELD, Tier II academic interventions, and other small group or push-in services. In-Class Paraprofessional Support: 15% of aide time will be allocated to assist classroom teachers during Designated ELD instruction. This support ensures that English learners receive targeted assistance, allowing teachers to differentiate	1.1, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	instruction and better meet the diverse needs of their students. Small Group Support: An additional .75 paraprofessional will be provided to offer small group support for unduplicated students, particularly in the new Tier II class. This targeted intervention will help address specific learning gaps and provide more personalized instruction. In addition to paraprofessional support, the district will utilize the technology support team to refurbish and prepare old Chromebooks for distribution to families after they have been properly surplused or discarded by the school board. Alternatively, the district will purchase and check out new or existing Chromebooks, up to $7,000, to ensure that students have the necessary technology for learning at home. Research supports the effectiveness of targeted paraprofessional support and access to technology in improving student outcomes. According to the Institute of Education Sciences (IES), paraprofessionals play a crucial role in supporting differentiated instruction and providing additional academic assistance (IES, 2010). Furthermore, studies by the International Society for Technology in Education (ISTE) indicate that access to personal learning devices significantly enhances student engagement, supports personalized learning, and improves educational outcomes (ISTE, 2016). By implementing these strategies, we aim to provide unduplicated students with the instructional support and	

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
		technology access they need to succeed academically. ***	
1.4	**Action:** Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software. **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often benefit from structured interventions and assessments that help identify learning gaps and provide personalized learning experiences. Access to high-quality educational software supports their academic progress by offering targeted interventions, enhancing engagement, and enabling data-driven instruction. **Scope:** LEA-wide	To address these needs, the district will provide licenses for various MTSS, assessment, curriculum, and intervention software. The licenses will cover subscription costs for the following tools: Aeries: A comprehensive student information system that supports data management and analysis. Mystery Science: An engaging science curriculum that fosters curiosity and critical thinking. Tynker: A platform for coding and computer science education that enhances problem-solving and technical skills. Renaissance Place (AR, Star Reading/Math): Assessment and progress monitoring tools that provide insights into student performance and growth. Lexia: A literacy program that provides personalized reading instruction and practice. Lexia English: An English language development program tailored for EL students. Successmaker: An adaptive learning program that offers personalized math and reading interventions.	1.1, 1.2, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Other Related Software: Additional tools deemed appropriate to support the district's educational goals. Research supports the effectiveness of these tools in improving student outcomes. According to the International Society for Technology in Education (ISTE), educational technology that provides personalized learning experiences and data-driven insights can significantly enhance student engagement and achievement (ISTE, 2016). Furthermore, the Institute of Education Sciences (IES) highlights that structured intervention programs, supported by comprehensive assessment systems, lead to better identification of learning needs and more effective instructional strategies (IES, 2009). By providing these software licenses, the district aims to equip educators with the tools they need to deliver targeted support and improve the academic success of foster youth, English learners, and students from low socioeconomic backgrounds. ***	
1.5	**Action:** 1.5 Offering Broad Course of Study **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to quality arts education and physical activity, which are essential for their holistic development. Additionally, these students benefit significantly from after-school enrichment opportunities that provide a safe	To address these needs, the district will: Hire a 0.4 FTE Art Teacher: art education, enhancing students' creative skills, cultural awareness, and academic achievement through the arts. Hire at Least a 0.5 FTE PE Teacher: This teacher will focus on physical education, promoting students' physical health, social skills, and overall well-being through regular physical activity.	1.1

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	and structured environment for academic support, personal growth, and skill development. **Scope:** LEA-wide	Provide After-School Enrichment Opportunities: These opportunities will include GATE (Gifted and Talented Education), SERRF (Safe Education and Recreation for Rural Families), athletics, library time, and computer lab access. These programs will offer students additional academic support, enrichment activities, and safe spaces for learning and growth outside regular school hours. Research supports the positive impact of arts education and physical activity on student outcomes. The National Endowment for the Arts highlights that participation in the arts improves academic performance, creativity, and social-emotional skills (NEA, 2012). Similarly, the Centers for Disease Control and Prevention (CDC) emphasizes that regular physical activity is associated with better academic performance, improved concentration, and reduced behavioral problems (CDC, 2010). Additionally, after-school programs provide critical support for student achievement and personal development. According to the Afterschool Alliance, high-quality after-school programs lead to improved academic performance, increased engagement, and better social-emotional outcomes (Afterschool Alliance, 2014). By hiring a Art teacher and a PE teacher, and providing after-school enrichment opportunities, the district aims to enhance academic achievement, promote physical and creative development, and support the overall well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	

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
		***	
1.6	**Action:** 1.6 Additional supports for at risk and general populations **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional instructional support and interventions to succeed academically. These students benefit from targeted interventions, specialized instruction, and support services that address their unique needs and help eliminate barriers to accessing school services. **Scope:** LEA-wide	To address these needs, the district will implement the following strategies: Fund 1 FTE Multi-Tiered Intervention Support Paraprofessional: This paraprofessional will provide targeted support for English learners, helping them develop their language skills and succeed in the academic curriculum. Fund 3 FTE Multi-Tiered Intervention Support Paraprofessionals: These paraprofessionals will provide intensive interventions for unduplicated pupils. Create Additional ECE Paraprofessional Aide Positions as Needed: These aides will support early childhood education and intervention programs, ensuring that young learners receive the foundational skills necessary for future success. Continue a 1/2 Time Administrative Position: This position will help implement and support ELD/ELA standards, provide coaching and professional development for teachers on Designated ELD, coordinate intervention programs and after-school offerings, and support families of EL, FY, SED, and SWD students. The administrator will also work to eliminate barriers to accessing school services and implement Multi-tiered System of Supports (MTSS).	1.1, 1.3, 1.4

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Research supports the effectiveness of targeted interventions and support services in improving student outcomes. The Institute of Education Sciences (IES) emphasizes that paraprofessionals play a crucial role in delivering individualized instruction and supporting differentiated learning (IES, 2010). Additionally, the National Center for Education Statistics (NCES) highlights that administrative support is essential for implementing effective intervention programs and supporting teacher professional development (NCES, 2018). Furthermore, studies by the American Educational Research Association (AERA) indicate that comprehensive intervention programs and additional instructional support lead to improved academic performance and reduced achievement gaps (AERA, 2014). By funding these paraprofessional and administrative positions, the district aims to provide the necessary support for foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds to succeed academically and access essential school services. ***	
2.1	**Action:** School Community Communication and Involvement **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often face barriers to effective communication and	To address these needs, the district will enhance parent and community outreach and communication through the following systems: Parent Square (Aeries Platform, New 22/23): Transitioning to Parent Square, a secure communication platform integrated with Aeries, to	2.12.5, 2.4.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	engagement with their school communities. Improving communication systems and outreach efforts is essential to ensure that these families receive timely and relevant information, can actively participate in school activities, and have their voices heard. **Scope:** LEA-wide	provide streamlined and effective communication between the school and families. School Website: Regularly updating the school website with important information, resources, and announcements to keep families informed. Personal, One-to-One Contacts: Ensuring personal contact between school staff and families to address individual concerns and build stronger relationships. Teacher/Parent Conferences and Online Communication: Facilitating regular conferences and utilizing online communication tools to keep parents informed about their child's progress and school activities. Social Media Updates: Using social media platforms to provide timely updates and engage with the school community. School Activities: Maintaining and expanding school activities to promote community involvement and student engagement. Marquee Bulletin Board: Utilizing the school marquee to display important announcements and reminders. School Email System: Using the school email system to send newsletters, updates, and other important information to families. Flyers in Backpacks: Distributing flyers and important information directly to students to take home in their backpacks.	

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
		Additional funding will be allocated to a stipend or hourly pay for classified staff to assist in developing communication resources such as flyers and announcements. Research supports the importance of effective communication and family engagement in improving student outcomes. According to the Harvard Family Research Project, strong home-school communication and family engagement are associated with higher student achievement, better attendance, and improved social-emotional development (Harvard Family Research Project, 2010). Additionally, studies by the National School Public Relations Association (NSPRA) highlight that using multiple communication channels helps ensure that all families receive the information they need and can participate in school activities (NSPRA, 2014). By implementing these communication systems and outreach strategies, the district aims to enhance parent and community engagement, support the academic and social-emotional development of foster youth, English learners, and students from low socioeconomic backgrounds, and create a more inclusive and supportive school environment. ***	
2.2	**Action:** Direct Social & Emotional Student Health Services **Need:**	To address these needs, the district will implement the following strategies:	2.1-2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often face significant social-emotional challenges that can impact their academic performance and overall well-being. Expanding access to counseling and nursing services, supporting school-wide social-emotional wellness initiatives, and creating safe spaces for students are crucial steps in addressing these needs. **Scope:** LEA-wide	Ensure expanded counseling services/social emotional and behavioral support services are maintained coherently and consistently. To expand and maintain direct social-emotional and behavioral supports within the Multi-Tiered System of Supports (MTSS), RESD has funded a FTE Multi-Tiered Support/classified position focused on targeted student mental health and SEL interventions. These Multi-Tiered Intervention Support Paraprofessionals will deliver Tier 2 small group SEL instruction and Tier 3 individualized supports for students experiencing barriers to learning related to anxiety, depression, trauma, and executive functioning challenges.Under the supervision of certificated staff, the paraprofessional will provide structured, skills-based lessons using evidence-based strategies aligned to students' social-emotional needs. The role will also assist in implementing function-based behavior intervention plans and modifying environmental conditions to promote regulation and engagement. Increase the school counselor's availability from 1.5 days per week to 3 days per week (or more) if a qualified provider is found. If no counselor is found, consider video conferencing options for school counseling to ensure students have access to necessary support. Maintain Expanded School Nurse Services: Continue providing expanded school nurse services, ensuring one full day of service per week to address students' health needs.	

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

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
		that school nursing services are critical for managing student health needs and supporting overall well-being (NASN, 2016). Studies by the Collaborative for Academic, Social, and Emotional Learning (CASEL) show that comprehensive SEL programs improve students' social-emotional skills, behavior, and academic achievement (CASEL, 2013). By expanding counseling/social/emotional and behavioral support and nursing services, supporting social-emotional wellness initiatives, and creating safe spaces, the district aims to address the comprehensive needs of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds, ensuring they have the support necessary for success in school and beyond. ***	
2.3	**Action:** Professional Development for School Safety and School Climate Activities **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often require additional support to enhance their school experience and overall well-being. Creating a strong school leadership team, providing targeted professional development, and implementing comprehensive safety measures are essential to fostering a supportive and secure school environment.	To address these needs, the district will implement the following strategies: Funding for Richfield's New School Leadership Team: Continue funding substitute time, materials, and curriculum needed for further development of the School Leadership Team, established in the 22/23 school year. The team includes teacher representation from both wings of the campus (TK-4 & 5-8), the school-wide TK-8 Resource Specialist, and classified staff representing English learners, general education parents, and IEP parents.	2.1-2.7

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	The team will meet regularly to plan and facilitate staff-driven activities aimed at improving staff-to-student and staff-to-staff connectedness. Fund additional buy back days for all staff. to reinforce and refine school culture activities. Professional Development for ASB/Leadership Student Government: Provide professional development and release time for the new ASB/Leadership student government teacher and a classified staff member. Increase participation in school government and student connectedness through rallies, events, competitions, and other activities. Expanded PD for Counselor and Staff: Tailor PD to the specific social and mental health needs of foster youth, English learners, students with disabilities, and socio-economically disadvantaged students. Professional Development for Leadership Team and Staff: Provide PD and release time for the new Leadership Team and available staff, covering: PHYSICAL SAFETY WHILE ON CAMPUS Funding for PD, materials and implementation of: -Active shooter protocols -Maintain shatterproof safety glass campus-wide -Ensure fully stocked safety buckets including "fight back" implements and trauma first aid kits in each building and each classroom.. -safe houses and reunification drills/response -First aid certification	

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
		-Narcan & AED training, supplies -Possible campus perimeter fencing replacement -Maintain intercom LCD strobe speaker upgrade MULTI-TIERD SYSTEM OF SUPPORTS (MTSS) Funding for PD, materials and implementation of: ~Staff culture activities -Social and emotional learning activities -Adult and pupil socio-emotional wellness activities -Suicide/crisis prevention & Intervention (ASSIST, QPR) -Anti-bullying & resiliency rallies/assemblies/activities -Trauma informed instruction -School connectedness, inclusion/equity activities -Conflict resolution Ensure PD for all classified and/or paraprofessional staff to support and complement all relevant PD topics listed above for certificated staff. Research supports the effectiveness of these strategies in promoting student well-being, academic success, and overall school safety. The Learning Policy Institute emphasizes that strong leadership and professional development are critical for fostering positive school culture and improving student outcomes (Darling-Hammond et al., 2017). Additionally, the National School Safety Center highlights the importance of comprehensive safety measures in ensuring a secure learning environment (National School Safety Center, 2018). By implementing these strategies, the district aims to create a supportive, inclusive, and safe school environment that benefits foster youth, English learners, students	

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
		with disabilities, and students from low socioeconomic backgrounds. ***	
2.4	**Action:** Providing and Maintaining Appropriate School Facilities **Need:** Foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds often rely on the school environment for stability and safety. Ensuring that school facilities are well-maintained and equipped with comprehensive safety measures is crucial for providing a secure and supportive learning environment for these students. **Scope:** LEA-wide	To address these needs, the district will implement the following strategies: Maintain Facilities in Good Repair at 100%: Ensure that all school facilities are maintained in excellent condition, addressing any repair needs promptly to provide a safe and conducive learning environment. Incorporate Additional Classroom Safety Measures: Active Shooter Response Tools: Equip classrooms with tools and resources to enhance preparedness and response during an active shooter situation. Extended Lockdown Preparedness Tools: Provide resources and training to handle extended lockdown scenarios, ensuring that both students and staff are prepared for prolonged emergencies. Traumatic Injury First Aid: Stock classrooms and key areas with trauma first aid kits and ensure staff are trained in providing immediate care for traumatic injuries. Surveillance Cameras: Install surveillance cameras to monitor school premises and enhance overall security, deterring potential threats and ensuring quick response to incidents.	2.6,2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Research supports the importance of maintaining school facilities and implementing comprehensive safety measures. According to the National Center for Education Statistics (NCES), well-maintained school facilities are associated with better student performance and higher staff morale (NCES, 2018). Additionally, the National Association of School Resource Officers (NASRO) emphasizes that comprehensive safety measures, including surveillance and emergency preparedness, are critical for ensuring a secure school environment (NASRO, 2016). By maintaining facilities in good repair and incorporating enhanced safety measures, the district aims to create a safe and supportive environment that promotes the well-being and academic success of foster youth, English learners, students with disabilities, and students from low socioeconomic backgrounds.	
2.5	**Action:** Provide robust extracurricular opportunities for students **Need:** Foster youth, English learners, and students from low socioeconomic backgrounds often lack access to extracurricular activities, including athletics and clubs, which are essential for their physical health, social development, and overall well-being. Providing structured after-school programs can enhance student engagement, promote teamwork, and support the holistic development of these students.	To address these needs, the district will implement the following strategies: After School Athletics Program: Provide an after-school athletics program for grades 6-8 (and 5th grade as needed), offering a variety of sports to engage students in physical activity and team sports. Provide teacher/staff stipends and mileage reimbursement to support those who oversee and coach the athletics program. Support and Bolster New Clubs:	2.1-2.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Support the establishment and growth of new clubs for students in grades TK-8, encouraging a wide range of interests and activities. Provide appropriate stipends, mileage reimbursement, and other necessary support to teachers and staff who lead these clubs. Uniform Replacement Rotation: Establish and fund a uniform replacement rotation to ensure that students participating in after-school sports have access to proper and well-maintained athletic uniforms. Research supports the positive impact of extracurricular activities on student outcomes. According to the Afterschool Alliance, participation in after-school programs, including sports and clubs, is associated with improved academic performance, higher school attendance, and enhanced social-emotional skills (Afterschool Alliance, 2014). Additionally, the Centers for Disease Control and Prevention (CDC) highlights that regular physical activity through school sports improves physical health, reduces stress, and fosters teamwork and leadership skills (CDC, 2010). By providing after-school athletics and club programs, along with the necessary support for teachers and staff, the district aims to enhance student engagement, promote physical and social development, and support the overall well-being of foster youth, English learners, and students from low socioeconomic backgrounds.	

Limited Actions

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

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

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

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

Additional Concentration Grant Funding

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

he additional concentration grant add-on funding will be used to expand the number of staff providing direct services to students at Richfield Elementary. Specifically, during the 2025–26 school year, the district hired one additional full-time MTSS Aide to provide targeted academic and social-emotional support aligned to Tier 2 and Tier 3 interventions. Building on this investment, the district plans to hire an additional 0.5 aide in 2025–26 to further strengthen small group instruction, SEL supports, and individualized intervention services. These added positions increase the capacity of our staff to provide direct services that address the unique needs of our most vulnerable student groups, ensuring greater access to academic recovery, social-emotional learning opportunities, and a safe, supportive school environment.

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	this can vary from 1:1 ratio all the way up to 20:1 when the employee is serving different settings/classes etc.

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 certificated staff providing direct services to students	N/A	N/A

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$2,776,644	381,503	13.740%	0.000%	13.740%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$635,596.00	$83,762.00	$0.00	$62,607.00	$781,965.00	$643,171.00	$138,794.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Primary Class Size Ratios	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$157,598.00	$0.00	$157,598.00				$157,598.00	
1	1.2	Professional development to ensure RESD provides and maintains a rigorous academic program	Students with Disabilities English Learners Low Income	No Yes	LEA-wide	English Learners Low Income	All Schools	Ongoing	$15,233.00	$46,540.00	$53,674.00			$8,099.00	$61,773.00	
1	1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$36,054.00	$29,692.00	$65,746.00				$65,746.00	
1	1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$33,500.00	$33,500.00				$33,500.00	
1	1.5	1.5 Offering Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$98,582.00	$5,562.00	$102,524.00	$1,620.00			$104,144.00	
1	1.6	1.6 Additional supports for at risk and general populations	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$231,763.00	$0.00	$124,538.00	$61,717.00		$45,508.00	$231,763.00	
1	1.8							Ongoing								
1	1.9							Ongoing								
1	1.10							Ongoing								
1	1.11							Ongoing								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	School Community Communication and Involvement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$1,750.00	$2,000.00	$3,750.00				$3,750.00	
2	2.2	Direct Social & Emotional Student Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$78,766.00	$5,000.00	$72,766.00	$11,000.00			$83,766.00	
2	2.3	Professional Development for School Safety and School Climate Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$11,425.00	$5,500.00	$3,500.00	$6,425.00		$7,000.00	$16,925.00	
2	2.4	Providing and Maintaining Appropriate School Facilities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.5	Provide robust extracurricular opportunities for students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$3,000.00	$13,000.00				$13,000.00	
2	2.6	Empowering Parents to Support Learning	All	No			All Schools	Ongoing	$2,000.00	$3,000.00		$3,000.00		$2,000.00	$5,000.00	
3	3.1		All	No			All Schools	Ongoing								
3	3.2	Staff Training on Technology Resources (Move to 1.2)						Ongoing								
3	3.3	Provide Software to Support Learning. (Move to 1.4)						Ongoing								
3	3.4	Moved to Goal 1. Provide Computer Lab Support Staff	All	No			All Schools	Ongoing								
3	3.5	Technology Support (Deleted. Addressed in 3.1)						Ongoing								

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,776,644	381,503	13.740%	0.000%	13.740%	$635,596.00	0.000%	22.891 %	**Total:**	$635,596.00
								LEA-wide Total:	$635,596.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Primary Class Size Ratios	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,598.00	
1	**1.2**	Professional development to ensure RESD provides and maintains a rigorous academic program	Yes	LEA-wide	English Learners Low Income	All Schools	$53,674.00	
1	**1.3**	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,746.00	
1	**1.4**	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,500.00	
1	**1.5**	1.5 Offering Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	$102,524.00	

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			
1	1.6	1.6 Additional supports for at risk and general populations	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$124,538.00	
2	2.1	School Community Communication and Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,750.00	
2	2.2	Direct Social & Emotional Student Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$72,766.00	
2	2.3	Professional Development for School Safety and School Climate Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,500.00	
2	2.4	Providing and Maintaining Appropriate School Facilities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	2.5	Provide robust extracurricular opportunities for students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$678,342.00	$674,707.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Primary Class Size Ratios	Yes	$141,415.00	$146,272.00
1	**1.2**	Professional development to ensure a RESD provides and maintains a rigorous academic program	No Yes	$61,773.00	$11,137
1	**1.3**	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	Yes	$60,826.00	$62,268.00
1	**1.4**	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	Yes	$32,195.00	$30,361.00
1	**1.5**				0
1	**1.6**				0
1	**1.7**	1.5 Offering Broad Course of Study	Yes	$104,144.00	$104,414.00
1	**1.8**	1.6 Additional supports for at risk and general populations	Yes	$158,298.00	$166,704
1	**1.10**				0
2	**2.1**	School Community Communication and Involvement	Yes	$3,000.00	$3,000.00
2	**2.2**	Direct Social & Emotional Student Health Services	Yes	$81,766.00	$83,073.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Professional Development for School Safety and School Climate Activities	Yes	$16,925.00	$19,776.00
2	2.4	Providing and Maintaining Appropriate School Facilities	Yes	$5,000.00	$34,702.00
2	2.5	Provide robust extracurricular opportunities for students	Yes	$13,000.00	$13,000.00
2	2.6		No	0	
2	2.7				0
2	2.9				0
3	3.1		No		
3	3.2	Staff Training on Technology Resources (Move to 1.2)			
3	3.3	Provide Software to Support Learning. (Move to 1.4)			
3	3.4	Moved to Goal 1. Provide Computer Lab Support Staff	No		
3	3.5	Technology Support (Deleted. Addressed in 3.1)			

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$365,946	$485,900.00	$396,269.00	$89,631.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Primary Class Size Ratios	Yes	$141,415.00	$146,272.00		
1	1.2	Professional development to ensure a RESD provides and maintains a rigorous academic program	Yes	$53,674.00	$4,806.00		
1	1.3	Additional Support for Foster, Homeless, English Learner, and students from lower social-economic households (“unduplicated”) students	Yes	$60,826.00	$44,316.00		
1	1.4	Proper licensing/subscriptions for academically focused MTSS needs, assessment/curriculum & Intervention software.	Yes	$32,195.00	$1,183.00		
1	1.7	1.5 Offering Broad Course of Study	Yes	$102,524.00	$104,414.00		
1	1.8	1.6 Additional supports for at risk and general populations	Yes				
2	2.1	School Community Communication and Involvement	Yes	$3,000.00	$3,000.00		
2	2.2	Direct Social & Emotional Student Health Services	Yes	$70,766.00	$83,072.00		
2	2.3	Professional Development for School Safety and School Climate Activities	Yes	$3,500.00	$9,206.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	**2.4**	Providing and Maintaining Appropriate School Facilities	Yes	$5,000.00			
2	**2.5**	Provide robust extracurricular opportunities for students	Yes	$13,000.00			

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$2,706,284	$365,946	0	13.522%	$396,269.00	0.000%	14.643%	$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 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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