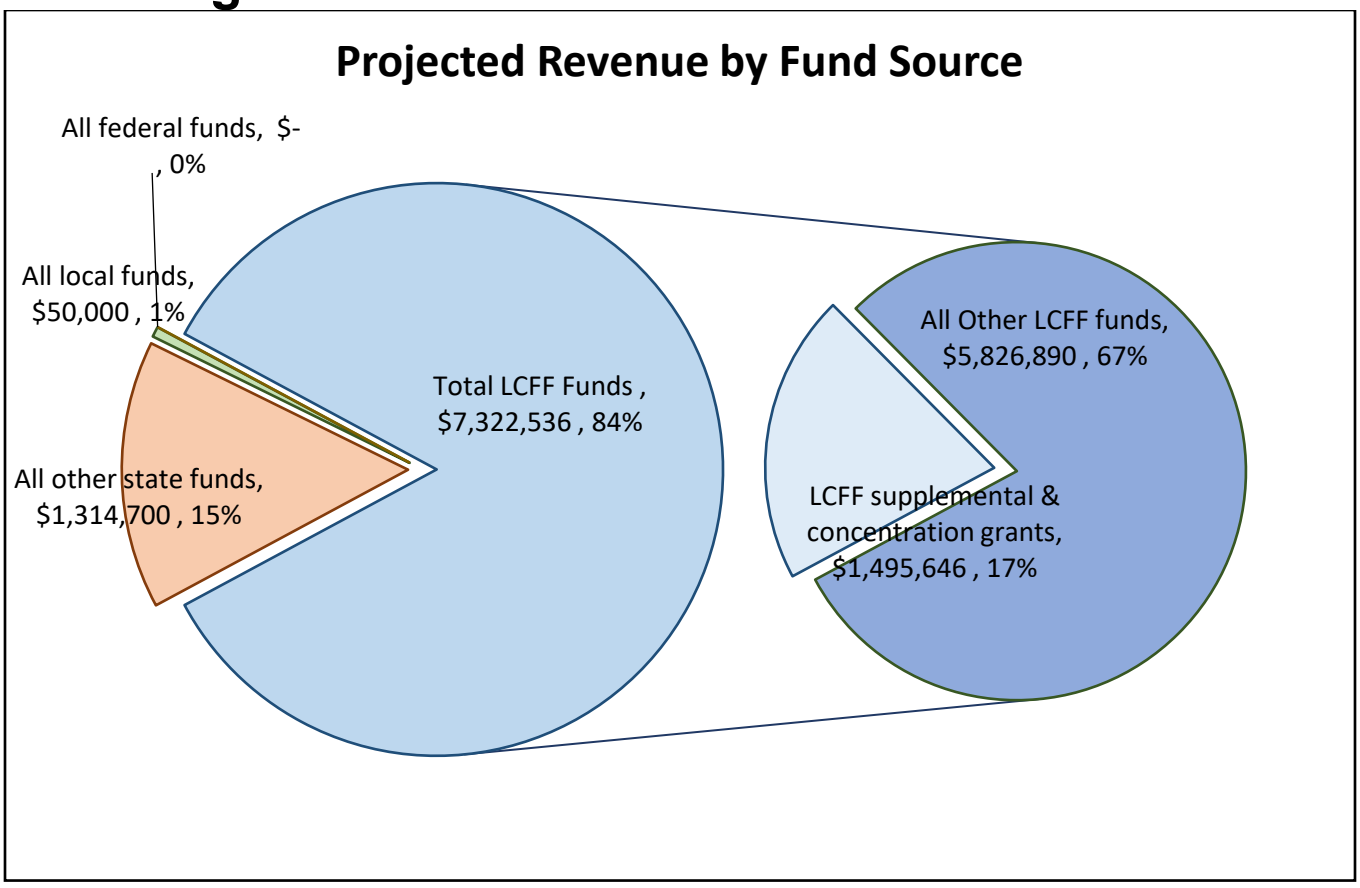
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverbank Language Academy
CDS Code: 50-75556-0113852
School Year: 2024-25
LEA contact information:
Vanessa Rojas
Director
vrojas@riverbank.k12.ca.us
209.869.8093

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

Budget Overview for the 2024-25 School Year

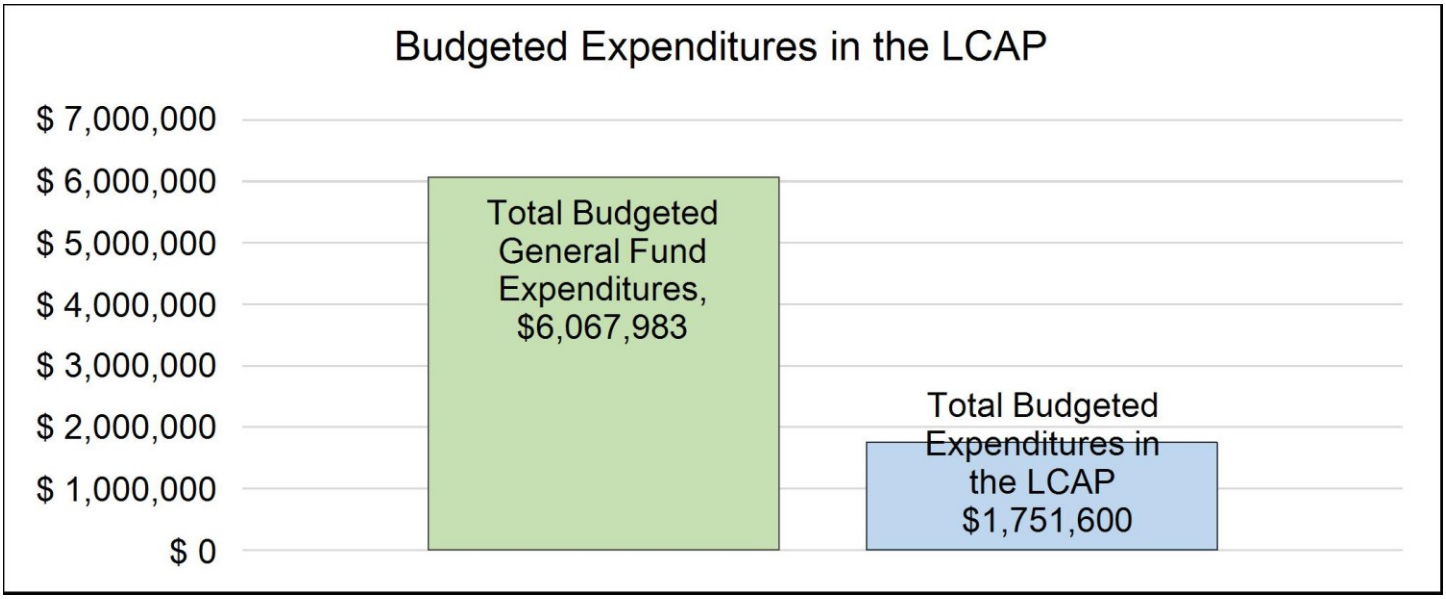


This chart shows the total general purpose revenue Riverbank Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverbank Language Academy is $8,687,236, of which $7,322,536.00 is Local Control Funding Formula (LCFF), $1,314,700.00 is other state funds, $50,000.00 is local funds, and $0.00 is federal funds. Of the $7,322,536.00 in LCFF Funds, $1,495,646.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Riverbank Language Academy plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverbank Language Academy plans to spend $6,067,983.00 for the 2024-25 school year. Of that amount, $1,751,600.00 is tied to actions/services in the LCAP and $4,316,383 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

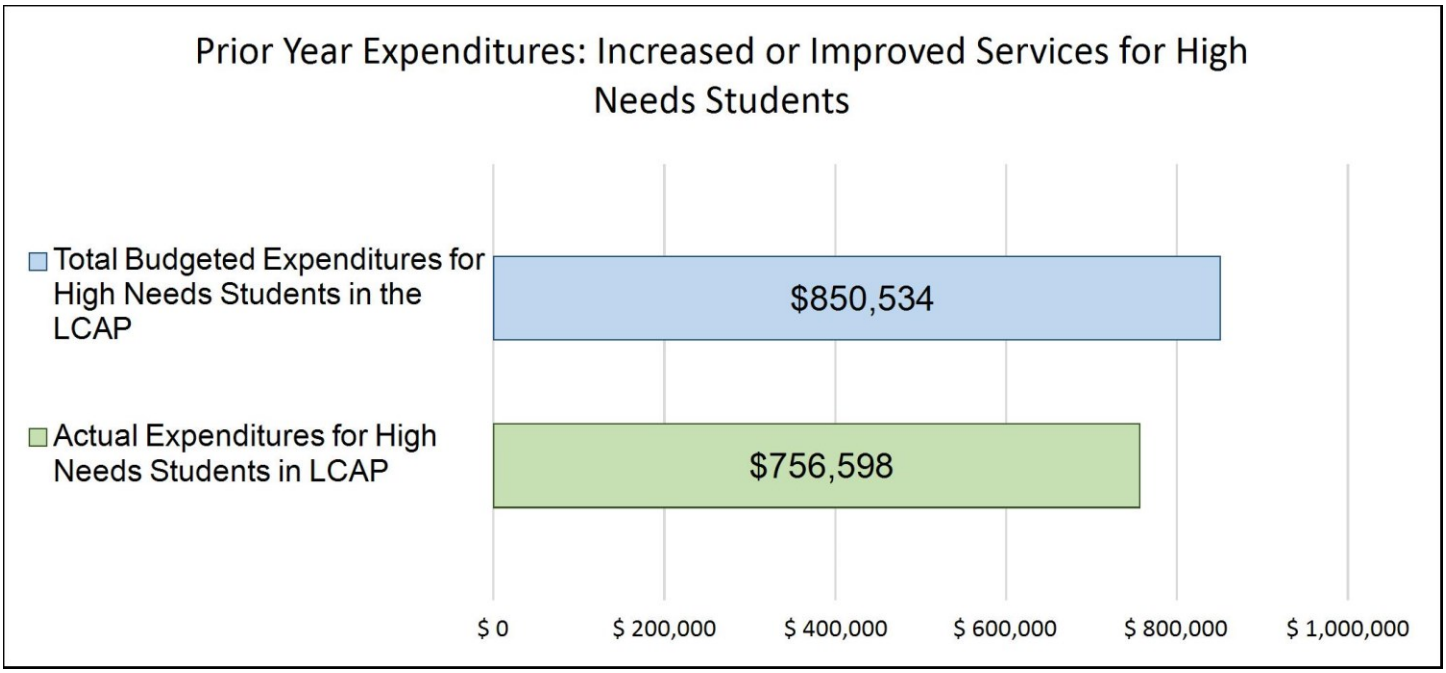
The charter dedicates the majority of its General Fund Budget to educational services for its students. As a service-related organization, the salaries and benefits of employees comprise a large portion of the total expenditures. Administration and day-to-day operations make of the rest of the expenses.

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

In 2024-25, Riverbank Language Academy is projecting it will receive $1,495,646.00 based on the enrollment of foster youth, English learner, and low-income students. Riverbank Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Riverbank Language Academy plans to spend $1,556,600 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2023-24, Riverbank Language Academy's LCAP budgeted $850,534.00 for planned actions to increase or improve services for high needs students. Riverbank Language Academy actually spent $756,597.50 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of $-93,936.5 had the following impact on Riverbank Language Academy’s ability to increase or improve services for high needs students:

The charter leveraged 1-time funding for pandemic recovery efforts that increased actions and services for the overall increase and improvement of services.

2023–24 Local Control and Accountability Plan Annual Update

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverbank Language Academy	Vanessa Rojas Director	vrojas@riverbankusd.org 209.869.8093

Goals and Actions

Goal

Goal #	Description
1	Riverbank Language Academy will provide an optimal learning environment that promotes academic and social success for students to achieve bilingualism and biliteracy at the end of 8th grade through access to a high-quality dual-immersion instructional model that integrates a high-quality research-based literacy instruction, language development in both languages, and enrichment opportunities. RLA graduates will be college, career, and life ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Test Results--ELA for all students including English Learners.	State Priority 1 & 2: Basic Conditions and Implementation of State Standards a. CAASPP ELA (Spring 2019) +3.7 above standard (increased by 15.8 points from previous year).	CAASPP English results for 2021 indicate a total average of 42% Met or Exceeded Standard for ELA.	CAASPP English results for 2022 indicate a total average of 52.39% Met or Exceeded Standard for ELA.	CAASPP results indicates that a total of 46.09% of our students met or exceeded standards in English Language Arts.	CAASPP ELA Dashboard Score + 10 above standard. CAASPP English results for spring 2023 at 60% or above meeting or exceeding standards.
CAASPP Test Results-Math for all students, including English Learners & Dashboard Scores.	b. CAASPP Test Results-Math 24.4 below state standard (increased by 14.2 points from previous year).	CAASPP Mathematics results for 2021 indicate a total average of 25.15% Met or Exceeded Standard.	CAASPP Mathematics results for 2022 indicate a total average of 32.63% Met or Exceeded Standard.	CAASPP results indicates that a total of 37.53% of our students met or exceeded standards in Mathematics. This is nearly a 5% increase from prior year CAASPP results.	CAASPP Math Dashboard Score - 10 below state standard. CAASPP Math results for spring 2023 at 40% or above meeting or exceeding standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
English Language Learner Progress (state indicator on the California Schools Dashboard) Summative ELPAC Scores.	c. English Learner Progress --Average of 59.9 % of students making progress towards English Language Proficiency. No ELPAC Scores for 2019-20.	No Dashboard Results Available until fall 2022. Current ELPAC Scores indicate about 62% of students with English Moderately-Well Developed (levels 3-4).	Current ELPAC Scores (2022) indicate about 68% of students with English Moderately-Well Developed (levels 3-4). Dashboard results indicate 61.9% of students making progress towards English language proficiency.	Current ELPAC Scores (2023) indicate about 61.57% of students with English Moderately-Well Developed (levels 3-4) and are meeting benchmarks and making progress towards proficiency. Dashboard results for 2023 indicate 61.9% of students making progress towards English language proficiency.	Sustain and increase percentage of students making progress towards English Proficiency by 10%
North Western Evaluation Assessment (Overall Reading and Writing Scores)	40% of students meeting standard RIT scores for ELA	38% of students meeting standard RIT scores for ELA	Average of 40% of students meeting standard RIT scores for ELA	Average of 40% of students meeting benchmark with levels 3 and 4	60% of student population meeting standard RIT scores for ELA and Math
Developmental Reading Assessment Scores (Local Assessment)	60% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	50% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	60% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	During first trimester, 59% of all students are meeting reading benchmarks in Spanish and 56% are meeting English reading benchmarks based on DRA assessments.	70% of student population meeting reading benchmarks in English and Spanish based on DRA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Test Results - Science Assessment (CAST)	CAASPP Science (Spring 2019) -24% Students Met or Exceeded Standards for Science	No CAST Data available for 2021.	29.45% of students Met or Exceeded Standard for Science (CAST).	28.57% of students Met or Exceeded Standard for Science (CAST) based on the spring 2023 CAST results.	CAASPP Science (Spring 2019) -40% Students Met or Exceeded Standards for Science
North Western Evaluation Assessment (NWEA) (Overall Math Scores)	30% of students meeting standard RIT scores for Mathematics.	30% of students meeting standard RIT scores for Mathematics.	35% of students meeting standard RIT scores for Mathematics.	32% of all students met standard RIT scores for NWEA 1st trimester benchmark.	45% of students meeting standard RIT scores for Mathematics.
English Learner Reclassification	RLA had 20% of English Learner students reclassify as Fluent English Proficient.	RLA will maintain student reclassification status.	RLA had 14% of English Learner students reclassified as Fluent English Proficient.	RLA has 13% of English Learners meeting reclassification criteria for 2023-24.	Increase the percentage of students reclassified as English proficient on an annual basis.
English Learner Progress	RLA had 20.56% English Learners considered proficient with a score of a 3 or 4 on the ELPAC.	RLA will maintain the percentage of students meeting proficiency on the ELPAC (score 3 or 4).	RLA had 16.51% English Learners considered proficient with a score of a 3 or 4 on the ELPAC.	RLA has a 21.60% of students demonstrating proficiency on the ELPAC (spring 2023 results).	Increase the percentage of English Learner students demonstrating English proficiency by scoring a 3 or a 4 on the ELPAC assessment by 5%.

Goal Analysis

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

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

RLA focused on providing an optimal learning enrvironment to promote academic and social success to achieve bilingualism and biliteracy. CAASPP results for 2023 indicated a total of 46.09% meeting or exceding standard in English Language Arts, a 37.53% in mathematics (a 5% increase from the prior year). Additionally, ELPAC results indicated approximately 61.57% of students making progress towards English language proficiency. Students have sustained progress in meeting state standards on the CAASPP and ELPAC. There were no substantive

differences between planned actions and the actual implementation of these actions. Some of our succeses include the integration of academic interventions to support literacy efforts with the integration of reading recovery (Descubriendo la Lectura), student support through the Dean of Student Services, and our continued commitment to academic excellence through professional learning communities, professional development and teacher and staff collaboration.

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

Riverbank Language Academy is utilizing all of its fiscal resources including supplemental and concentration funds to support the needs of our students including academics, social emotional learning and mental health. The material differences in Goal#1 reflect an increase in cost for salaries and increased expenditures

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

Based on the review of Goal 1 metrics and discussions with educational partners,RLA is making progress toward Goal 1 to ensure all students are supported through our dual-immersion program in an optimal environment for learning. RLA's local data include sustained outcomes in the California Schools Dashboard in English Language Arts, there was a 9.4% decline, in math the school increased by 6.5 points, and the English Learner progress indicates a 12.2 decline, however, 49.7% of the EL students are demonstrating progress.

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

Some of the changes and modifications on the goals, metrics, and desired outcomes for the coming year were the integration of the new data of the California Schools Dashboard for 2023-2024. The addition of the CAST (Science) metric, added the English Learner progress to reflect the data on the Dashboard for improvement. The school continues to focus on supporting students biliteracy development, mathematics, college and career awareness and overall student well-being.

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

Goals and Actions

Goal

Goal #	Description
2	Riverbank Language Academy will provide an equitable learning environment by focusing on increasing student engagement, school connectedness, and a supporting school climate that enhances social-emotional learning utilizing the multi-tiered systems of supports.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State priority 5-Pupil Engagement a. School Attendance Rate	School Attendance Rate of 97.5 % (2019-2020)	RLA had an average daily attendance rate of approximately 95.5%, although this is a notable dip, the school maintained the ADA above 95%.	RLA had an average daily attendance rate of approximately 95%, the school maintained this rate.	RLA has an averga daily attendance rate of 95%	The school will maintain an average daily attendance rate of 98.5%.
State priority 5-Pupil Engagement a. California Schools Dashboard Chronic Absenteeism Rate	California Schools Dashboard Chronic Absenteeism Rate with a color of blue that indicates the highest level for a school.	No data available until fall 2022.	The Dashboard Scores indicate about 11% of the students were chronically absent in 2022.	RLA declined in status on the California Schools Dashboard to a yellow score with 11.3% of students reported as chronically absent.	RLA will maintain blue status on the California Schools Dashboard.
California healthy Kids Survey (CHKS)	68% of students reported feeling safe and connected at school.	No data available for this school year. The CHKS will be administered in 2022-2023.	Data available in summer 2023.	The CHKS spring 2023 data indicates that 60-66% of students feel connected at school.	80% of the total student population will report feeling safe and connected at school.
Local School Data (Student Survey)	78% of students reported feeling	64%of the students reported feeling connected and	60%of the students reported feeling connected and	The CHKS spring 2023 data indicates that 60-63% of	86% of students reported feeling

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connected and liked going to school.	motivated to learn new things at school.	motivated to learn new things at school.	students have academic motivation.	connected and liked going to school.
School Data on Suspensions and Expulsions	In 2021-2022, 2% of students were suspended	NA	RLA had an average of 2% student suspensions in 2022.	Data from the California Schools Dashboard indicates that RLA had 3.8% of students suspended at least one day during the 2022-23 school year.	Reduce suspension rates and maintain below 5%.
Mapping Youth Health Behavior Survey (MYHB)	An overall 56% of middle school students reported having good mental health with 43% rating it as fair to poor.	Increase the overall percentage of middle school students rating their mental health as good to excellent by 10%.	Data for MYHB not available, school will administer local survey for fall 2023.	No data from MYHB available for 2023-24 school year.	Increase the overall percentage of middle school students rating their mental health as good to excellent to above 75%.

Goal Analysis

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

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

The goals and actions under goal two were inegratated to support overall student success with school engagement and school conectedness. Funds were used to integrate mental health supports and social emotional learning development. Some of the planned expenditures were not executed due to the school not being able to hire the appropriate staff; for example, the campus monitor position was not filled. However, this position was identified for the following year 2024-2025. The school used funds as allocated for goal two to support students health, safety, and wellness including materials and supplies to support PBIS through RLA's MTSS plan. This included counseling support staff, student interventions, and enrichment oportunities and extracurricular offerings to support school conectedness.

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

There were some differences between budgeted expenditures and estimated actual expenditures. One action (2.5) was not completed due to the school not being able to hire for this position. The school continued with integrated student events, assemblies to support college awareness, school climate and school conectedness.

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

The school focused on the integration of student supports that centered on social emotional development, mental health supports, and school conectedness. The school had an increase in local school discipline data, suspension data, and overall student referals for mental health support. RLA integrated specific positions to support students be successful in their educational journey TK-8.

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

The data from teh Mapping Youth Health and Behavior Survey (MYHB) was not available during 2023-2024. Also no additional data for the CHKS until the next round of this survey which will be in fall 2024. The school used local data to track and monitor student progress in these areas.

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

Goals and Actions

Goal

Goal #	Description
3	Riverbank Language Academy will develop students that exhibit positive self-esteem, pride, confidence and respect, through a school partnership with families and the community to ensure success for all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard Scores on the Suspension Rate Report.	In 2019 the state score given on the state indicator of suspension rate was a red score indicating an initial high score of suspensions showing an increase of 5.63% from the previous year.	Decrease student suspensions.	Student suspensions in the fall 2022 California Schools Dashboard was an average of 2% of students suspended.	Student suspensions in the 2023 California Schools Dashboard displays an increase in the percentage of students suspended. Overall there was an increase of 1.9%, with a total of 22 of students suspended at least once.	In 2019 the state score given on the state indicator of suspension rate was a red score indicating an initial high score of suspensions showing an increase of 5.63% from the previous year.
Local Annual Parent Survey	Parent surveys indicate a rating of 70% or above overall satisfaction with the school.	Increase parent satisfaction survey above 80%.	Data available in the fall 2023.	Data available in spring 2024	Parent surveys will indicate a rating of 85% or above overall satisfaction with the school.
State Data & Local Suspension Data	Dropout rate for Middle School students will be at zero rate and student engagement is at an average of 65%.	Maintain the zero dropout rate and increase student engagement above 75%.	Student engagement of school connectedness was rated at 70% on the student survey data.	Based on the CHKS for 2023, RLA had an average of 60-66% of students feeling connected at schools.	Middle School Graduation Rate will remain above 98%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Data (CALPADS State report).	Attendance rate of 97% or above.	Maintain average daily attendance rate above 95%.	Average daily attendance was a 95%. The percentage of students that were reported as chronically absent was 11.8%.	Average daily attendance was reported as 95%. The percentage of students that were reported as chronically absent was 11.3%. RLA had a 0.5% decrease in the percentage of students being absent.	Attendance Rate will remain at an average of 98%.
California Healthy Kids Survey (CHKS)	59% of students or higher indicate a rating of overall satisfaction and felling safe and connected at school.	No Survey Data for CHKS for 2021-2022. The survey will be administered in 2022-2023. 64% of students indicated feeling motived to learn new things at school (MYHB Survey).	Survey Data will be available in the fall 2023.	Based on the CHKS for 2023, RLA had an average of 60-63% of students feeling motivated to learn at school.	80% of students or higher will indicate a rating of overall satisfaction and feeling safe and connected at school.
Mapping Youth Health Behavior Survey (MYHB)	48.7% of middle school students reported a stress increase in 2021-2022.	Decrease the percentage of middle school students feeling stressed by 10%.	52% of students reported stress or needing some time of counseling or mental health support.	No data available for spring 2024 for MYHB. The CHKS data (spring 2023) indicated 66% of students felling satisfied or very satisfied.	Decrease the percentage of students feeling stressed to under 30%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Mapping Youth Health Behavior Survey (MYHB)	56% of middle school students reported feeling motivated to complete school work.	Increase the percentage of students feeling motivated to learn at school. An average of 66% of middle school students will indicate feeling motived to learn new things at school.	65% of students reported having a caring relationship with teachers and high engagement with the school.	No data available for spring 2024 for MYHB. The CHKS data for spring 2023 indicated an average of 57% of students having a caring relationship with teachers at school.	Increase the percentage of students feeling motivated to learn at school. An average of 75% (or above) of middle school students will indicate feeling motived to learn new things at school.
Mapping Youth Health Behavior Survey (MYHB)	56% of middle school students rated their mental health as being good to excellent.	Support mental health and increase the percentage of students rating their mental health as good-excellent. A total of 65% of middle school students will rate their mental health as being good to excellent.	52% of students reported stress or needing some type of counseling or mental health support.	No data available for spring 2024 for MYHB. The CHKS measure for social emotional distress indicates that 28%-30% of students reported feeling social emotional distress.	Support mental health and increase the percentage of students rating their mental health as good-excellent. A total of 65% of middle school students will rate their mental health as being good to excellent.

Goal Analysis

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

Goal # 3 was implemented as presented in the LCAP. The school has a full time Counselor supporting student mental health, welness, and social emotional development. Additionally, RLA has a strong partnership with the school community and parents engage with the school regularly through school events, trainings, and workshops. The school has a remarkably active Parent Teacher Organization (PTO) that is part of the decision-making process for the school and support all of our student programs.

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

There are no major differences between the budgeted expenditures and the actual expenditures under this goal with the exception of an increase for cost of services and personnel. One example of this is the contract with Center for Human Services for social emotional and mental health support for students. The cost of this went up to $65,080.00 and this continues to be an identified need for the school. RLA plans on increasing the contracted time for this service for the following school year.

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

The school saw an overall increase in student satisfaction and a decline in students needing crisis support; this is greatly due to the preventative measures taken by the school. RLA increased additional enrichment and course offerings for sports, clubs, and special events for students. This was greatly due to the school having the additional staff to support these services through the Dean of Student Services and School Counselor during 2023-2024.

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

One of the major changes for this goal was the combination of goals two and three from the prior year LCAP as combined into one goal. The LCAP committee identified the needs from both goals as one goal that supports students' mental health, social-emotional development, and school conectedness. This goal will be integrated into one goal for the following school year 2024-2025 and was identified as goal #2 in the new LCAP. The school will continue integrating the same metrics to track and monitor progress with the California Healthy Kids Survey (CHKS), California School's Dashboard, and local school data, identified as a key data to drive actions and services for the school.

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

Instructions

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

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

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

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

Metric:

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

Baseline:

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

Year 1 Outcome:

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

Year 2 Outcome:

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

Year 3 Outcome:

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

Desired Outcome for 2023–24:

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

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

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

Goal Analysis

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

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

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

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

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

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

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

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

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

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverbank Language Academy	Vanessa Rojas Director	vrojas@riverbankusd.org 209.869.8093

Plan Summary [2024-25]

General Information

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

Riverbank Language Academy (RLA) is a public dual-immersion charter school established in 2007 as the first school-of-choice within the Riverbank Unified School District. Serving approximately 570 students from TK through 8th grade, RLA offers a unique two-way Spanish language immersion program. RLA serves a diverse group of students, the 2023-2024 student population reflected: 42% English Learners, 52% low socio-economic backgrounds, and 5% of the students are enrolled in special education. RLA's dual language immersion program is designed to build fluency in both Spanish and English. It provides native Spanish and English-speaking children the opportunity to develop their listening, speaking, reading, and writing skills in both languages, with the ultimate goal of bilingualism and biliteracy. The school achieves academic excellence and fosters the physical, emotional, and social well-being of each student through the 90/10 Dual Language Immersion (DLI) model, along with instruction in the arts and technology, and through the development of school-community partnerships.

RLA promotes high expectations in developing student potential, immersing students not only in language but in a rigorous, interdisciplinary, high-quality academic program. Riverbank Language Academy students receive a high-quality, bilingual, and biliterate education to ensure excellence for all. The school's mission and vision are supported by two main goals in the Local Control and Accountability Plan (LCAP) centered in the areas of academic achievement, positive school climate, and school-community partnerships.

Reflections: Annual Performance

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

Riverbank Language Academy has demonstrated positive growth through the years. Internal data dashboards on academic achievement demonstrate progress in multiple areas including reading, writing, mathematics, English Language Development, school climate and . Although the COVID pandemic challenged our school with progress, data from CAASPP scores shows that the school is addressing the academic achievement gap studetns experienced due to school closures. RLA's greates progress has been in the areas of literacy instruction, school culture and positive climate.

Riverbank Language Academy established literacy instruction in English and Spanish as a primary goal. The school worked on establishing literacy interventions to provide students with the skills to meet reading and writing benchmarks at each grade level.

The California Schools Dashboard shows an orange status for English Language Arts and English Learner Progress. Overall student scored an average of 10.3 points below the standard. The English Learner Progress Indicator (ELPI) highlights approximately 49.7% of the students making progress towards the standars. For mathematics, the Dashboard status was yellow with 35.2 points below the standard, this is an increase of 6.5 points from the prior year. Under school climate/absenteeism, the Dashboard status is yellow with 11.3% of the students reported as chronically absent. Current local data school data shows improvement in this area; the average daily attendance is 96.5% and the school sustained theis percentaga throughout the year. Similarly, the suspension rate was in the orange status with 3.8% student suspensions. Although there was a decline in most of the areas of the School Dashboard, the school has measured progress from prior year with local school data and these positive changes should be reflected positively in the fall 2024 Dashboard data. Progress in these areas is due to the following changes:

* School Counseling support.
* Integration of Social Skills groups.
* Addition of the Dean of Student Services Position.
* Integration of morning meetings and community circles.
* Integration of Social Emotional Learning curriculum taught across TK-8th.

Reflections: Technical Assistance

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

Not Applicable to RLA.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers Administrators Staff Other School Personnel	RLA collaborates with educational partners regularly. The Director works with Lead Teachers that represent each of the clusters, TK-2, 3-5, and Middle School that are part of the LCAP development. Additionally, the school follows a plan, do, study, act cycle through our professional learning communities that allows for meaningful engagement from all staff members. The LCAP plan was presented to staff in the fall (October/November) staff meetings with additional opportunities for input in January and February 2024.
Parents and School Community	The school engaged families by sharing a summary of the LCAP at the beginning of the school year and presented to the ELAC and PTO group for feedback in the fall with an opportunity for stakeholders to provide input on the plan. There was a survey provided to families under the areas of academics, instruction, school connectedness, parental involvement, student programs, and mental health supports. This data was used to draft RLA's actions and services.
LCAP Advisory Committee	Timeline: (Winter & Spring) The Director obtained educational input from Lead Teachers, Parents and EL Coordinator that engaged in discussions of LCAP actions and services to support our students. Together the committee prioritized actions and services, had table discussions on the needs assessment data including local school data, local indicators from the California Schools Dashboard, academic data, and other data including student suspensions, attendance, school connectedness, student surveys and student input.

Educational Partner(s)	Process for Engagement
Students	The school administered a student survey in the fall and spring for middle school students that shared their feedback on current goals, actions, and services. Students were candid with their responses and shared what is working for them, what is not working and what they would like to see in their classroom and school.

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

Riverbank Language Academy engaged educational partners in the LCAP process. The school developed an advisory committee composed of teachers, staff, and parents. Consultation was provided by the RLA English learner parent advisory committee and community members. The draft goals, actions, and services were presented to all classified and certificated groups as well as community groups prior to adoption. Additionally, the school had a community presentation at the May regularly scheduled meeting of the RLA Board. The RLA advisory committee conducted a needs assessment on local indicators, California Schools Dashboard results, and other local school data. The committee met on the following dates: January 25, February 15, March 14, April 18, and May 3 before finalizing recommendation for new goals, actions and services for RLA's LCAP. The recommended goals, actions and services were presented at a regularly scheduled RLA Board Meeting on May 15th, 2024 for a public hearing and community input.

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed to support students in their K-8 educational jourse as they acquire bilingualism and biliteracy. RLA strives for academic excellence, bilingualism and biliteracy. This goal promotes a rigorous course of study that prepares students as bilingual scholars. Thi goal was based on the needs assessment conducted by the school that focused on academic performance, English Learner progress, and overall student achievement. This goal supports struggling tudents through literacy intervetions, core academic instruction, and additional student supports.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP English Language Arts Test Results--ELA for all students including English Learners.	For spring 2023, 46.09% of RLA's student population met or exceeded standard in English Language Arts.			70% of RLA's student population will meet or exceed standard in English Language Arts.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	CAASPP Mathematics results for all students.	For spring 2023, 37.53% of RLA's student population met or exceeded standard in Mathematics.			60% of RLA's student population will meet or exceed standard in Mathematics.	
1.3	North Western Evaluation Assessment (Overall Reading and Writing Scores)	NWEA scores for 2023-2024 indicate an average of 40% of students meeting standard RIT scores for ELA			62% of student population meeting standard RIT scores for ELA	
1.4	North Western Evaluation Assessment (Overall Mathematics Scores)	NWEA scores for 2023-2024 indicate an average of 32% of students meeting or exceeding standard RIT scores for Mathematics			Average of 55% of students meeting or exceeding standard RIT scores for Mathematics	
1.5	Local Reading Assessment Data DRA (Developmental Reading Assessment) data	Local School Reading Assessment (DRA) scores for 2023-2024 indicate an average of56% of students meeting reading benchmarks in English and Spanish reading based on DRA assessement results.			70% of students meeting reading benchmarks in English and Spanish reading based on DRA assessement results.	
1.6	California Schools Dashboard English Language Arts Status--Orange	California School Dashboard Scores (fall 2023) indicate an Orange status on the ELA indicator for the California Schools Dashboard with 10.3			Green status on the ELA indicator for the California Schools Dashboard meeting the ELA Standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below the standard.				
1.7	RLA English Learner Redesignation to English Proficient	Local redesignation data (2023-24) indicate that 14% of English Learner Students redesignated as fluent English Proficient			30% of English Learner Students will be redesignated as fluent English Proficient (RFEP)	
1.8	California Schools Dashboard English Learner Progress--ELPI Indicator	California School Dashboard Scores (fall 2023) indicate an Orange status with 49.7% of the student population making progress towards meeting standard. This declined by 12.2% from the previous year.			Green Status with average of 60% of the student population making progress towards meeting the English Learner Progress Indicator benchmark.	
1.9	California Schools Dashboard Mathematics Status	California School Dashboard Scores (fall 2023) indicate a Yellow Score on the Dashboard --35.2 points below the standard.			Green on the Dashboard --close to meeting the standard benchmark for mathematics.	
1.10	CAST Student Achievement--5th and 8th Grades	For spring 2023, 28.57% of RLA's student population met or exceeded standard in the CAST.			42% of RLA's student population met or exceeded standard in the CAST.	
1.11	Teachers appropriately credentialed and assigned (Priority 1 - Basic Services)	California Schools Dashboard (2023)- Standard Met 0% Misassignments			Maintain a 0% Teacher Missassignments.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.12	RLA Teacher and Staff Retention (experience and staffing) Priority One.	90% of RLA staff is a highly qualified teacher (teaching at the school for eight or more years)			Retain highly qualified staff (teachers and administration)	
1.13	California Schools Dashboard Local Indicators Self-Assessment Tool for Implementation of the state board adopted academic content and performance standards for all students	In the 2023 California Dashboard Self-Reflection Tool for state standards. Implementation of the state board adopted academic content and performance standards for all students RLA ranged in the 4-for Full Implmenetation and 5-Full Implementation and Sustainability in core subjects (ELA, Math, World LAnguage, PE, and Visual and Performing Arts)			Mantain the level of implementation of core standards at the level 5 as full implementation and stustainability. (California Schools Dashboard-Fall 2027).	
1.14	California Schools Dashboard Local Indicators Self-Reflection Tool for Course Access.	AS indicated in the section of the California Schools Dashboard (2023) the standard of Access to a Broad Course of Study was met.			Maintain the level of implemeantion in the Califronia Schools Dashboard in access to a broad course of study by sustaining enrollment in RLA's dual immersion program.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	3rd Grade Teacher	Maintain class size reduction in third grade by continuing to fund the additional BCLAD teaching position.	$85,000.00	Yes
1.2	Physical Education	Physical Education Teacher to deiver P.E. instruction Tk-8.	$85,000.00	Yes
1.3	Retain highly qualified teaching staff.	Retain current High Quality Certificated and Classified Staff through collaboration and Professional Learning Communities.	$44,800.00	Yes
1.4	Professional Learning Communities	Sustain professional development and teacher preparation through the integration of Professional Learning Communities to improve on instructional practices and intervention supports.	$44,800.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	Bilingual Instructinal Support (Bilingual Para)	Bilingual Instructional Support–Fund a bilingual instructional support (paraprofessional to assist with instructional delivery, behavioral, and SEL supports).	$50,000.00	Yes
1.6	Literacy Instruction Materials	Supplemental Materials and Supplies for Intervention and Supplemental Instruction (Reading intervention resources, access to leveled reading books, spanish books and supplemental materials).	$8,500.00	Yes
1.7	Technology Integration--Chrome Book Access	Maintain the number of devices and access to technology for students by purchasing additional chrome book devices for student use as needed. Provide Assistive technology for student access as needed.	$20,000.00	Yes
1.8	EL Coordinator	Provide EL support, instruction, and intervention to support English Learners.	$140,000.00	Yes
1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Professional Development, Training and Conferences as aligned with the DLI model in core subject areas, SEL & mental health support and instructional design and delivery.	$18,000.00	Yes
1.10	Academic intervention	Provide early literacy instructional support and early reading intervention.	$115,000.00	Yes
1.11	Academic Support through tutoring, after school program, and homework support.	Provide academic support through homework club support, after school tutoring, and college/university tutors and bilingual instructional support.	$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	Provide Curriculum and Instruction Support through the Assistant Principal position.	$140,000.00	Yes
1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Additional supplemental books that support balanced literacy instruction and reading intervention.	$18,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal aligns with the Academic Engagement and Conditions & Climate Indicators on California Schools Dashboard. The alignment between the LCAP and the Dashboard allows teachers, staff, and school community to draw a direct line between student engagement, school climate and academic performance. RLA drafted this goal as a result of the needs assessment of local and state data like the California Schools Dashboard, school suspensions, student survey, parent survey and local stateholder input. This goal was created to integrate current data of the California Schools Dashboard with all state priorities. Additionally, this goal supports the school's positive school climate, safety plan, and Multi-Tiered Systems of Support Plan.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	California Schools Dashboard Conditions & Climate Data.	California School Dashboard Scores (fall 2023) indicate anOrange Status--3.8% Student Suspensions with an increase of 1.9%.			Improve to Green Status by keeping student suspensions under 2% .	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	California Schools Dashboard--Academic Engagement Data	California School Dashboard Scores (fall 2023) indicate a Yellow Status--11.3% Students identified as chronically absent.			Improve to Green Status on the California Schools Dashboard by reducing chronic absenteeism to less than 5% of the student population.	
2.3	California healthy Kids Survey (CHKS) Administration	In spring of 2023 (CHKS), 60%of the students reported feeling connected and motivated to learn new things at school.			To increase the average of the student population reporting as feeling connected and motivated to learn new things at school to above70%.	
2.4	Local School Data (5th and Middle School Student Survey)	In spring of 2024, 60% of the students reported as feeling connected and motivated to learn new things at school.			To increase the percentage of students reporting as feeling connected and motivated to learn new things at school to 80%.	
2.5	Local School Data--Average Daily Attendance (CALPADS Report)	Riverbank Language Academy has an average of 96% of students attending school on a daily basis (2023-24 CALPADS),			To increase the school's average daily attendance (ADA) to 98%.	
2.6	Mapping Youth Health Behavior Survey (MYHB)	In spring of 2022 an average of 56% of middle school students reported having good			Increase the percentage of students reporting as having good	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		mental health with 43% rating it as fair to poor.			mental health to 70%.	
2.7	Local School Data (Student Suspensions and Expulsions)	California School Dashboard Scores (fall 2023) indicate that RLA has an average of 5% of students suspended in 2023-2024.			Reduce the number of student suspensions to less than 3%.	
2.8	Parent Survey Data (Local School Survey)	The RLA Parent Survey for 2023-2024 indicates that overall RLA has an average of 80% parent satisfaction survey based on a our local parent survey that rates building partnerships for student outcomes.			RLA will sustain and improve parent satisfaction to above 85%	
2.9	CALPADS Report Appropriately credentialed teachers	RLA has an average of 90% of teachers as appropriately assigned to a classroom (CALPADS Fall 2023 submission)			Maintain an average of 90-95% of teachers as appropriately assigned and highly qualified.	
2.10	California Schools Dashboard (fall 2023) Local Indicators for Self Reflection Tool for parent and family engagement	California Schools Dashboard (fall 2023) Local Indicators for Self Reflection Tool for parent and family engagement indicates a standard met at a level 5-Full Implementation and Sutainability.			Maintain a high rating in the parent and family engagement piece in the California Schools Dashboard as Standard Met at a level 5-Full Implementation and Sustainability.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.11	Average Daily Attendance (ADA) rate in the CALPADS Report	The school has a 95.5 ADA rate in the report that is submitted to CALPADS (2023-2024 year)			Maintain and improve an ADA rate of 96-98% in the CALPADS report for 2027.	
2.12	Local Student Survey on School Connectedness (2023-2024)	The overall Middle School student rating for school conectedness was at an average of 62%, which indicates a 23% dip from prior years (pre-COVID).			Increase school conectedness to above 85% through the RLA Student Survey on school climate and school conectedness.	

Goal Analysis [2023-24]

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

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	School Counselor Position	Access to Mental Health Supports–To promote student positive self-esteem, social-emotional well-being, RLA will fund the School Counselor position	$130,000.00	Yes
2.2	Mental Health and Social Emotional Learning Support	Access to Mental Health Supports–To promote student mental health and social-emotional well-being, the school will establish a partnership with community resources (CHS) to provide student mental health and social emotional learning supports	$65,000.00	No Yes
2.3	Positive School Climate through MTSS/PBIS & SEL Integration	RLA will focus on the improvement of school climate and school connectedness by integrating multi-tiered systems of support through PBIS, sense of community, and positive character development (PBIS, MTSS, & Nurtured Heart and School Clubs).	$20,000.00	No Yes
2.4	Dean of Student Services	RLA will support student services by supplementing the Dean of Student Services position.	$140,000.00	No Yes
2.5	Behavioral Support through a partnership with Center for Human Services.	To support students' development with behavior RLA will add a par time behavior technician or behavioral support position. RLA had student subgroups in the red area for school suspensions, these groups were: English Learners and Students with Disabilities. Integrating preventative measures through Social Emotional Learning supports will assist the school to support students in these subgrups.	$50,000.00	No Yes
2.6	School Safety Integration through the addition of the Campus Monitor Position	The school will provide additional support with student safety by adding a Campus Monitor during school hours	$65,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing
2.7	TK/K Support in the Early Years	TK/K classified support to ensure school readiness and safety by supporting students SEL development	$35,000.00	No Yes
2.8	Student Assemblies and PBIS Incentives	Integration of student assemblies, rallies, and special events that focus on positive school climate.	$20,000.00	No Yes
2.9	Enrichment Opportunities and School Clubs	Integration of STEAM enrichment activities offered throughout the school day and during after school program or summer learning.	$15,000.00	No Yes
2.10	SEL Support and Mental Health Support	Social Emotional Learning support through part-time School Counselor Assistant or Student Assistant Specialist	$16,500.00	No Yes
2.11	College Awareness	Promote College and Career Awareness through the integration of a college club.	$4,500.00	No Yes
2.12	Family & Community Partnerships	Family and community partnerships through school-community events Family Math Night, Family Literacy Night, Art Exhibition, Cultural Events and Parent Trainings	$18,500.00	No Yes
2.13	Visual and Performing Arts and Enrichment Activtiies	Integration of Visual and Performing Arts activities and other enrichment offerings for students through after school clubs, STEAM days, and other community offerings. Continue with the VAPA integration in grades TK-*.	$60,000.00	No Yes
2.14	Home to School Transportation	Students residing in the school community will have access to transportation/	$216,000.00	No Yes

Action #	Title	Description	Total Funds	Contributing

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,495,646.00	$152,246.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
25.668%	0.000%	$0.00	25.668%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** 3rd Grade Teacher **Need:** Based on the school's current data on reading and literacy preparation in English and Spanish, the reduction of third grade from 34 students to 23:1 indicates that students are better being serviced by having a smaller class size, specificaly our EL and SED populations	Class size reduction in third grade to close the reading achievement gap by third grade. Ensure that students are supported in biliteracy instruction by the end of 3rd grade by providing timely intervention to support student's needs.	CAASPP ELA and Math data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	have shown a significant increase in academi skills. 2022-2023 CAASPP Data indicates that 44.61% of our students met or exceeded standard in ELA and 72.31 % in mathematics. **Scope:** LEA-wide		
1.2	**Action:** Physical Education **Need:** Access to a rigorous course of study for physical education. **Scope:** LEA-wide	To continue to provide students with course access by having a Physical education teacher to offer P.E. classes to all studetns TK-8.	Physical Fitness Test Participation rates for 5th and 7th grades.
1.3	**Action:** Retain highly qualified teaching staff. **Need:** RLA has an average of 90% of teachers considered highly qualified to teach in a dual immersion classroom. The school wants to retain top talent that can teach in a bilingual classroom. **Scope:** LEA-wide	To retain Highly Qualified Certificated Teaching Staff and Support Staff that support DLI instruciton.	HR Report/CALPADS Report

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.4	**Action:** Professional Learning Communities **Need:** Access to a rigorous course of study through teacher collaboration and planning to support dual language immersion instruction. **Scope:** LEA-wide	Continue with the integration of PLC time as part of of the collaboration for all certificated staff at RLA.	Student Achievement (CAASPP, NWEA, and local school benchmark assessment data) and Teacher Survey
1.5	**Action:** Bilingual Instructinal Support (Bilingual Para) **Need:** Local School Discipline data demonstrates an identified need to support with student behavior and academics, specifically in TK and Kinder to provide students with course access. **Scope:** Schoolwide	Bilingual instructional support to assist in the classroom with behavior and academics.	Local school data on behavior and academics. California Schools Dashboard Data on School Suspension and Attendance.
1.6	**Action:** Literacy Instruction Materials **Need:** Couse Access **Scope:** LEA-wide	To supplement curriculum and instructional needs in a bilingual classroom to support literacy integration in English and Spanish using standards-aligned, evidence-based curriculum, resources, and materials and provide training to develop teachers' knowledge and expertise in effective instructional practices that support Spanish and English Literacy.	Local student achievement data. Teacher data California Schools Dashboard -(Academic Engagement Marker and in the Local Indicators Basics: Teachers, Instructional Materials)

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
1.7	**Action:** Technology Integration--Chrome Book Access **Need:** To provide students with course access to digital curriculum and textbooks. **Scope:** LEA-wide	To provide students with course access through technology access through chrome book/computer devices.	Local student achievement data
1.8	**Action:** EL Coordinator **Need:** To provide student interventions for English Learners to be succesful in achieving literacy in English and Spanish. **Scope:** LEA-wide	To provide and integrate student interventions for English Learners by accelerating student progress in core subject areas of eLA, Math and Science Implement evidence-based instructional practices for English learners through professional development focused on academic language and discourse that promotes literacy development and English language acquisition.	EL Reclassification Data ELPI Data (California Schools Dashboard) EL Progress mointoring.
1.9	**Action:** Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff. **Need:** Teacher support to provide course access, language and literacy instruction, mathematics, social-emotional learning development and mental health. **Scope:**	Professional development and teacher training to support staff on the integration of curriculum and instructional stategies in the classroom to support student learning.	Data on professional development opportunities offered throughout the year. Also, student achievement (CAASPP, local suspension/expulsion data and student absenteeism).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.10	**Action:** Academic intervention **Need:** Local school reading assessment data identified an average of 30-40% of students needing support to meet target benchmarks in Spanish and English literacy preparation. **Scope:** LEA-wide	Provide students with literacy intervention support to help them achieve grade level benchmarks with reading and writing.	Local DRA data on reading and writing. Also, pre/post school data for students that receive academic intervention. NWEA trimester data.
1.11	**Action:** Academic Support through tutoring, after school program, and homework support. **Need:** Student engagement, student achievement, and course access. **Scope:** LEA-wide	Provide students with literacy intervention support to help them achieve grade level benchmarks with reading and writing.	Local DRA data and AERIES data (grades). Local Teacher data NWEA Report (ELA, Math and Language)
1.12	**Action:** Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction **Need:** Tol provide students with the integration of the school's MTSS plan in an exceptional learning enviornment and to support to classroom	To provide new teachers with curriculum and instructional support that aligns with the dual langauge immersion model support student learning.	Student Achievement (CAASPP) Teacher Survey (PLC) Student Suspension Data (Local Data & CA Schools Dashboard)

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
	instruction, student engagement, and accelerate student learning. **Scope:** LEA-wide		
1.13	**Action:** Supplemental Spanish Books, ELD Books and Reading Intervention Books. **Need:** Integration of reading and writing materials that support the bilingual workshop classroom. **Scope:** LEA-wide	To provide classrooms with additional materials to support language, reading, and writing instruction.	DRA Data Local Assessment Data
2.1	**Action:** School Counselor Position **Need:** To support students with exceptional learning environmnets that integrate a positive school climate and culture through the integration of proactive approaches that support social emotional learning and mental health. **Scope:** LEA-wide	To support students' social emotional learning, mental health, and overall academic and social development.	Local data on students using school counseling services. Local School Data on School Connectedness and School Climate California Healthy Kids Survey (CHKS done biannually)
2.2	**Action:** Mental Health and Social Emotional Learning Support	To support students' social emotional learning, mental health, and overall development.	Local data on students with counseling support

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: There is an increased need for student supports with social emotional learning development and mental health. **Scope:** LEA-wide		mental health services. (school data) Local School Data on School Connectedness and School Climate California Healthy Kids Survey (CHKS done biannually)
2.3	**Action:** Positive School Climate through MTSS/PBIS & SEL Integration **Need:** The data from the California Schools Dashboard indicates a need for additional student supports to prevent student suspensions and lower school discipline rates. To replace punitive measures, the school has integrated a positive approach to support students acquire the schools to be college, career, and life ready at the end of 8th grade. **Scope:** LEA-wide	The positive behavior strategies of PBIS and SEL integration support the school's multi tiered systems of support (MTSS). This is accessible to all students at RLA.	Local PBIS data CHKS (done biannually) School local data on behavior and student engagement.
2.4	**Action:** Dean of Student Services **Need:** Conditions of learning, student engagement., basic services and other pupil outcomes.	To support students' social emotional and academic development and well-being through the integration of the position of Dean of Student Services.This position will monitor student discipline and behavior by supporting students and teachers with the integration of preventative approaches to school discipline.	Local student discipline data through AERIES. California Schools Dashboard Annual Data (School Climate, Suspensions/Expulsions)

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 Schoolwide		
2.5	**Action:** Behavioral Support through a partnership with Center for Human Services. **Need:** There is an increased need with students needing behavioral support to make positive choices while at school to prevent student suspensions and other school disciplinary measures. **Scope:** LEA-wide	Ensure that students have behavioral supports that will improve their school experience through social emotional learning and development. The Dean of Student Services will provide evidence-based practices to support student behavior, mental health, and social emotional development. ,	California Schools Dashboard Data on Student Suspension California Schools Dashboard Data on Student Engagement and Attendance.
2.6	**Action:** School Safety Integration through the addition of the Campus Monitor Position **Need:** To support campus safety for all students the school will hire a School Campus Monitor. **Scope:** LEA-wide	To support campus safety for all students, this was an identified need by the parent community.They would like to see enhanced safety measures by having someone support with the monitoring of the school campus during school hours.	Local student discipline data through AERIES. California Schools Dashboard Annual Data (School Climate, Suspensions/Expulsions) Local School Parent Survey (school climate and school safety)
2.7	**Action:** TK/K Support in the Early Years **Need:**	To support campus safety, behavior and academics for all students.	Local School MTSS data on behavior and student supports,. AERIES Data on student discipline.

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
	Provide timely intervention using a push-in model of support to address the behavioral and academic needs of at-risk students. **Scope:** LEA-wide		School Discipline and School Counseling Data
2.8	**Action:** Student Assemblies and PBIS Incentives **Need:** To support student engagement and school climate, student assemblies and PBIS incentives are used school wide. **Scope:** LEA-wide	To provide programs and services to increase student opportunities for interaction and build positive school environments resulting in increased positive outcomes; for example, increased attendance rates, attendance in special programs and overall student conectedness.	PBIS Data Student Discipline data Atteandance Rates Program Participation Data
2.9	**Action:** Enrichment Opportunities and School Clubs **Need:** Student Engagement , other student outcomes and couse access. **Scope:** LEA-wide	To support student engagement and school climate, student assemblies and PBIS incentives are used school wide. to increase student engagement and enrichment opportunities through music, art, technology, physical education, electives, S.T.E.A.M learning, lunchtime and after-school activities, that foster connection, collaboration, and positive social interactions.	Student Survey Local enrollment data (school enrichment offerings and school clubs).
2.10	**Action:** SEL Support and Mental Health Support **Need:**	The positive behavior strategies of PBIS and SEL integration support the school's multi tiered systems of support (MTSS). This is accessible to all students at RLA to provide for student health	Local AERIES data on school discipline. Pre/Post data on SEL itegration.

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
	To increase student engagement, course access, and school connectedness. **Scope:** LEA-wide	and wellness through SEL and mental health support services.	School Climate Data (CHKS)
2.11	**Action:** College Awareness **Need:** Other pupil outcomes to support college and career readiness. **Scope:** LEA-wide	To promote college awareness and career readiness for all RLA students; the target population is 6th-8th grade students.	Local Data on college and career readiness events: college and career event, local college event at MJC, student conferences and school fieldtrips to colleges and universities.
2.12	**Action:** Family & Community Partnerships **Need:** To build a school community centered on student to support student learning through family and community partnerships. **Scope:** LEA-wide	To continue with different parent trainings and school and community offerings. For example,Family Literacy Nights, Family math night, and more training for parents on how to support student learning.	Local Data on school and community events, parent trainings, and enrollment and participation data. Parent Survey Data
2.13	**Action:** Visual and Performing Arts and Enrichment Activtiies **Need:**	To continue offering a rigorous course of study through VAPA integration.	Local data on art classes. Student Survey Data (LCAP Survey)

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
	Access to Course of Study and other student outcomes. **Scope:** LEA-wide		
2.14	**Action:** Home to School Transportation **Need:** Course Access and Other student outcomes by providing access to transportation to and from school. **Scope:** LEA-wide	To provide students residing in the Riverbank community with transportation access to school	Local data on number of students utilizing home to school transportation.

Limited Actions

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

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

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

Not Applicable to RLA.

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$5,826,890.00	1,495,646.00	25.668%	0.000%	25.668%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,526,600.00	$145,000.00	$0.00	$0.00	$1,671,600.00	$1,208,100.00	$463,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	3rd Grade Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy Third Grade	ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
1	1.2	Physical Education	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$85,000.00	$0.00	$85,000.00				$85,000.00	
1	1.3	Retain highly qualified teaching staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$44,800.00	$0.00	$44,800.00				$44,800.00	
1	1.4	Professional Learning Communities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$44,800.00	$0.00	$44,800.00				$44,800.00	
1	1.5	Bilingual Instructinal Support (Bilingual Para)	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language	ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							Academy									
1	1.6	Literacy Instruction Materials	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$8,500.00	$8,500.00				$8,500.00	
1	1.7	Technology Integration--Chrome Book Access	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
1	1.8	EL Coordinator	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	Specific Schools: Riverbank Language Academy	ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	
1	1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
1	1.10	Academic intervention	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$115,000.00	$0.00	$115,000.00				$115,000.00	
1	1.11	Academic Support through tutoring, after school program, and homework support.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$47,000.00	$0.00	$47,000.00				$47,000.00	
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Languag	ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							e Academy									
1	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$18,000.00	$18,000.00				$18,000.00	
2	2.1	School Counselor Position	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy	ongoing	$130,000.00	$0.00	$130,000.00				$130,000.00	
2	2.2	Mental Health and Social Emotional Learning Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language Academy	ongoing	$0.00	$65,000.00	$65,000.00				$65,000.00	
2	2.3	Positive School Climate through MTSS/PBIS & SEL Integration	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$20,000.00	$0.00		$20,000.00			$20,000.00	
2	2.4	Dean of Student Services	All English Learners Foster Youth Low Income	No Yes	LEA-wide School wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$140,000.00	$0.00	$140,000.00				$140,000.00	
2	2.5	Behavioral Support through a partnership with Center for Human Services.	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income		ongoing	$50,000.00	$0.00	$50,000.00				$50,000.00	
2	2.6	School Safety Integration through the	All English Learners Foster Youth	No Yes	LEA-wide	English Learners Foster Youth	Specific Schools: Riverban	ongoing	$65,000.00	$0.00		$65,000.00			$65,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
		addition of the Campus Monitor Position	Low Income			Low Income	k Languag e Academy									
2	**2.7**	TK/K Support in the Early Years	English Learners Foster Youth Low Income TK and Kinder	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$35,000.00	$0.00	$35,000.00				$35,000.00	
2	**2.8**	Student Assemblies and PBIS Incentives	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$0.00	$20,000.00	$20,000.00				$20,000.00	
2	**2.9**	Enrichment Opportunities and School Clubs	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
2	**2.10**	SEL Support and Mental Health Support	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$16,500.00	$0.00	$16,500.00				$16,500.00	
2	**2.11**	College Awareness	English Learners Foster Youth Low Income 7th and 8th Grades	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$0.00	$4,500.00	$4,500.00				$4,500.00	
2	**2.12**	Family & Community Partnerships	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverban k Languag e Academy	ongoing	$0.00	$18,500.00	$18,500.00				$18,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.13	Visual and Performing Arts and Enrichment Activtiies	All English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$60,000.00		$60,000.00			$60,000.00	
2	2.14	Home to School Transportation	All Students with Disabilities English Learners Foster Youth Low Income	No Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	ongoing	$0.00	$216,000.00	$216,000.00				$216,000.00	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$5,826,890.00	1,495,646.00	25.668%	0.000%	25.668%	$1,526,600.00	0.000%	26.199 %	**Total:**	$1,526,600.00
								LEA-wide Total:	$1,476,600.00
								Limited Total:	$0.00
								Schoolwide Total:	$190,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	3rd Grade Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy Third Grade	$85,000.00	
1	**1.2**	Physical Education	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$85,000.00	
1	**1.3**	Retain highly qualified teaching staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$44,800.00	
1	**1.4**	Professional Learning Communities	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$44,800.00	
1	**1.5**	Bilingual Instructinal Support (Bilingual Para)	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language	$50,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy		
1	1.6	Literacy Instruction Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$8,500.00	
1	1.7	Technology Integration--Chrome Book Access	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$20,000.00	
1	1.8	EL Coordinator	Yes	LEA-wide	English Learners Low Income	Specific Schools: Riverbank Language Academy	$140,000.00	
1	1.9	Professional Development and Training for all RLA Staff with a special focus on training and support to new teachers and staff.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$18,000.00	
1	1.10	Academic intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$115,000.00	
1	1.11	Academic Support through tutoring, after school program, and homework support.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$47,000.00	
1	1.12	Create an Exceptional Learning Environment as supported by the Assstant Principal--Curriculum & Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$140,000.00	
1	1.13	Supplemental Spanish Books, ELD Books and Reading Intervention Books.	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$18,000.00	
2	2.1	School Counselor Position	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: Riverbank Language	$130,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy		
2	2.2	Mental Health and Social Emotional Learning Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$65,000.00	
2	2.3	Positive School Climate through MTSS/PBIS & SEL Integration	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy		
2	2.4	Dean of Student Services	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$140,000.00	
2	2.5	Behavioral Support through a partnership with Center for Human Services.	Yes	LEA-wide	English Learners Foster Youth Low Income		$50,000.00	
2	2.6	School Safety Integration through the addition of the Campus Monitor Position	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy		
2	2.7	TK/K Support in the Early Years	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$35,000.00	
2	2.8	Student Assemblies and PBIS Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$20,000.00	
2	2.9	Enrichment Opportunities and School Clubs	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$15,000.00	
2	2.10	SEL Support and Mental Health Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$16,500.00	
2	2.11	College Awareness	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language	$4,500.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
						Academy		
2	2.12	Family & Community Partnerships	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$18,500.00	
2	2.13	Visual and Performing Arts and Enrichment Activtiies	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy		
2	2.14	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Riverbank Language Academy	$216,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,093,233.00	$903,343.00

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**	Physical Education Teacher	Yes	$98,000.00	$98,000.00
1	**1.2**	3rd Grade Teacher to sustain class size reduction	Yes	$96,650.00	$96,650.00
1	**1.3**	Teacher Professional Development Support --AP Curriculum and Instruction	Yes	$143,503.00	109,636.00
1	**1.4**	Sustainability of Professional Learning Communities	Yes	$35,000.00	$19,453.00
1	**1.5**	Academic Interventions & Instructional Supports	Yes	$40,000.00	$40,000.00
1	**1.6**	Supplemental Materials and Supplies for Intervention and Supplemental Instruction	Yes	$19,750.00	$19,750.00
1	**1.7**	Bilingual Instructional Support		$47,000.00	$47,000.00
1	**1.8**	Technology	Yes	$20,000.00	$1,250.00
1	**1.9**	Homework Club & tutoring	Yes	$15,000.00	$0.00
1	**1.10**	ELD Coordinator	No	$135,000.00	$135,000.00
1	**1.11**	Supplemental Materials, Supplies and Curriculum	No	$30,000.00	$12,500.00

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)
			Yes		
1	1.12	Supplemental Spanish Books and ELD Books	Yes	$12,000.00	$3,000.00
1	1.13	Professional Development, Training & Conferences	Yes	$42,000.00	$12,450.00
2	2.1	Promoting Positive School Climate through PBIS, MTSS & SEL Integration	Yes	$10,000.00	$10,000.00
2	2.2	Student Services Assistant Principal Position	No Yes	$135,000.00	$109,636.00
2	2.3	Student Assemblies and events to promote positive school climate.	No Yes	$5,500.00	$5,500.00
2	2.4	Social Emotional Learning through MTSS.	Yes	$10,000.00	$1,975.00
2	2.5	School Safety--Campus Monitor	Yes	$34,500.00	$0.00
2	2.6	School Campus Safety	No	$6,500.00	$6,500.00
2	2.7	Student Assemblies and Student Events	Yes	$1,850.00	$1,850.000
2	2.8	Transportation to College Awareness	Yes	$6,300.00	$6,300.00
3	3.1	Parent and Community Partnerships	Yes	$6,500.00	$10,500.00

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)
3	3.2	Access to Counselors and Mental Health Supports	Yes	$75,080.00	$88,418.00
3	3.3	School Climate--MTSS & PBIS	Yes	$3,500.00	$3,500.00
3	3.4	School & Community Events		$900.00	$600.00
3	3.5	Attendance Rates and Student Awards	Yes	$900.00	$900.00
3	3.6	Social Emotional Learning	Yes	$1,800.00	$1,975.00
3	3.7	Visual and Performing Arts and Enrichment Activities	Yes	$36,000.00	$36,000.00
3	3.8	Social Emotional Learning Support through Student Intervention Assistant.	Yes	$25,000.00	$25,000.00
3	3.9	Pandemic Recovery - Academic Supports	Yes	$0.00	$0.00

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,023,347.00	$850,534.00	$756,597.50	$93,936.50	13.100%	13.100%	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	Physical Education Teacher	Yes	$96,650.00	$96,650.00		
1	1.2	3rd Grade Teacher to sustain class size reduction	Yes	$96,650.00	$96,650.00		
1	1.3	Teacher Professional Development Support --AP Curriculum and Instruction	Yes	$143,503.00	$143,503.00		
1	1.4	Sustainability of Professional Learning Communities	Yes	$35,000.00	$35,000.00		
1	1.5	Academic Interventions & Instructional Supports	Yes	$40,000.00	$40,000.00		
1	1.6	Supplemental Materials and Supplies for Intervention and Supplemental Instruction	Yes	$19,750.00	$19,750.00		
1	1.8	Technology	Yes	$20,000.00	1250.00		
1	1.9	Homework Club & tutoring	Yes	$23,000.00	0.00		
1	1.11	Supplemental Materials, Supplies and Curriculum	Yes	$30,000.00	12,000.00		
1	1.12	Supplemental Spanish Books and ELD Books	Yes	$12,000.00	3,000.00		
1	1.13	Professional Development, Training & Conferences	Yes	$42,000.00	42,000.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.1	Promoting Positive School Climate through PBIS, MTSS & SEL Integration	Yes	$6,000.00	$6,000.00		
2	2.2	Student Services Assistant Principal Position	Yes	$104,051.00	$104,051.00		
2	2.3	Student Assemblies and events to promote positive school climate.	Yes	$5,500.00	$5,500.00		
2	2.4	Social Emotional Learning through MTSS.	Yes	$10,000.00	1975.50		
2	2.5	School Safety--Campus Monitor	Yes	$34,500.00	0.00		
2	2.7	Student Assemblies and Student Events	Yes	$1,850.00	1850.00		
2	2.8	Transportation to College Awareness	Yes	$6,300.00	6,300.00		
3	3.1	Parent and Community Partnerships	Yes	$6,500.00	10,500.00		
3	3.2	Access to Counselors and Mental Health Supports	Yes	$75,080.00	88418.00		
3	3.3	School Climate--MTSS & PBIS	Yes	$3,500.00	$3,500.00		
3	3.5	Attendance Rates and Student Awards	Yes	$900.00	$900.00		
3	3.6	Social Emotional Learning	Yes	$1,800.00	$1,800.00		
3	3.7	Visual and Performing Arts and Enrichment Activities	Yes	$36,000.00	$36,000.00		
3	3.8	Social Emotional Learning Support through Student Intervention Assistant.	Yes	0.00	0.00	1%	1%
3	3.9	Pandemic Recovery - Academic Supports	Yes	0.00	0.00	12.1%	12.1%

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$5,899,495.00	$1,023,347.00	0.000%	17.346%	$756,597.50	13.100%	25.925%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

        - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC*

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.

- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

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

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

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

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

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

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

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

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

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

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

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

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

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

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

- **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see Education Code Section 52068 (California Legislative Information); and
- For charter schools, see Education Code Section 47606.5 (California Legislative Information).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.

- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric

- Enter the metric number.

Metric

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

Baseline

- Enter the baseline when completing the LCAP for 2024–25.

    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).

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

Year 1 Outcome

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

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

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

- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

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

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:

  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

  - These required actions will be effective for the three-year LCAP cycle.

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

Purpose

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

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

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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

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

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

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

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

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

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses

them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the

funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Total Planned Expenditures Table

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

- **LCAP Year**: Identify the applicable LCAP Year.

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

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.

- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.

- **Action #**: Enter the action's number as indicated in the LCAP Goal.

- **Action Title**: Provide a title of the action.

- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.

- If "Yes" is entered into the Contributing column, then complete the following columns:

    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.

- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."

- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF

Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).

- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.

- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).

- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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

California Department of Education
November 2023

Monitoring Goals, Actions, and Resources for the 2023-24 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2023-24 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Riverbank Language Academy	Vanessa Rojas Director	vrojas@riverbankusd.org 209.869.8093

Goal 1

Goal Description
Riverbank Language Academy will provide an optimal learning environment that promotes academic and social success for students to achieve bilingualism and biliteracy at the end of 8th grade through access to a high-quality dual-immersion instructional model that integrates a high-quality research-based literacy instruction, language development in both languages, and enrichment opportunities. RLA graduates will be college, career, and life ready.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Test Results--ELA for all students including English Learners.	State Priority 1 & 2: Basic Conditions and Implementation of State Standards a. CAASPP ELA (Spring 2019) +3.7 above standard (increased by 15.8 points from previous year).	CAASPP English results for 2021 indicate a total average of 42% Met or Exceeded Standard for ELA.	CAASPP English results for 2022 indicate a total average of 52.39% Met or Exceeded Standard for ELA.	CAASPP results indicates that a total of 46.09% of our students met or exceeded standards in English Language Arts.	CAASPP ELA Dashboard Score + 10 above standard. CAASPP English results for spring 2023 at 60% or above meeting or exceeding standards.
CAASPP Test Results-Math for all students, including English Learners & Dashboard Scores.	b. CAASPP Test Results-Math 24.4 below state standard (increased by 14.2 points from previous year).	CAASPP Mathematics results for 2021 indicate a total average of 25.15% Met or Exceeded Standard.	CAASPP Mathematics results for 2022 indicate a total average of 32.63% Met or Exceeded Standard.	CAASPP results indicates that a total of 37.53% of our students met or exceeded standards in Mathematics. This is nearly a 5% increase from prior year CAASPP results.	CAASPP Math Dashboard Score - 10 below state standard. CAASPP Math results for spring 2023 at 40% or above meeting or exceeding standards.
English Language Learner Progress (state indicator on the California Schools Dashboard) Summative ELPAC Scores.	c. English Learner Progress --Average of 59.9 % of students making progress towards English Language Proficiency. No ELPAC Scores for 2019-20.	No Dashboard Results Available until fall 2022. Current ELPAC Scores indicate about 62% of students with English Moderately-Well Developed (levels 3-4).	Current ELPAC Scores (2022) indicate about 68% of students with English Moderately-Well Developed (levels 3-4). Dashboard results indicate 61.9% of students making progress towards English language proficiency.	Current ELPAC Scores (2023) indicate about 61.57% of students with English Moderately-Well Developed (levels 3-4) and are meeting benchmarks and making progress towards proficiency. Dashboard results for 2023 indicate 61.9% of students making progress towards English language proficiency.	Sustain and increase percentage of students making progress towards English Proficiency by 10%
North Western Evaluation Assessment (Overall Reading and Writing Scores)	40% of students meeting standard RIT scores for ELA	38% of students meeting standard RIT scores for ELA	Average of 40% of students meeting standard RIT scores for ELA	Average of 40% of students meeting benchmark with levels 3 and 4	60% of student population meeting standard RIT scores for ELA and Math
Developmental Reading Assessment Scores (Local Assessment)	60% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	50% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	60% of students meeting reading benchmarks in English and Spanish based on DRA Assessment.	During first trimester, 59% of all students are meeting reading benchmarks in Spanish and 56% are meeting English reading benchmarks based on DRA assessments.	70% of student population meeting reading benchmarks in English and Spanish based on DRA assessment.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
CAASPP Test Results - Science Assessment (CAST)	CAASPP Science (Spring 2019) -24% Students Met or Exceeded Standards for Science	No CAST Data available for 2021.	29.45% of students Met or Exceeded Standard for Science (CAST).	28.57% of students Met or Exceeded Standard for Science (CAST) based on the spring 2023 CAST results.	CAASPP Science (Spring 2019) -40% Students Met or Exceeded Standards for Science
North Western Evaluation Assessment (NWEA) (Overall Math Scores)	30% of students meeting standard RIT scores for Mathematics.	30% of students meeting standard RIT scores for Mathematics.	35% of students meeting standard RIT scores for Mathematics.	32% of all students met standard RIT scores for NWEA 1st trimester benchmark.	45% of students meeting standard RIT scores for Mathematics.
English Learner Reclassification	RLA had 20% of English Learner students reclassify as Fluent English Proficient.	RLA will maintain student reclassification status.	RLA had 14% of English Learner students reclassified as Fluent English Proficient.	RLA has 13% of English Learners meeting reclassification criteria for 2023-24.	Increase the percentage of students reclassified as English proficient on an annual basis.
English Learner Progress	RLA had 20.56% English Learners considered proficient with a score of a 3 or 4 on the ELPAC.	RLA will maintain the percentage of students meeting proficiency on the ELPAC (score 3 or 4).	RLA had 16.51% English Learners considered proficient with a score of a 3 or 4 on the ELPAC.	RLA has a 21.60% of students demonstrating proficiency on the ELPAC (spring 2023 results).	Increase the percentage of English Learner students demonstrating English proficiency by scoring a 3 or a 4 on the ELPAC assessment by 5%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Physical Education Teacher** RLA will continue providing access to physical education to all students K-8 by funding the P.hysical Education Teacher.	Yes	3 - Full Implementation	$98,000.00	$42,982.00
1.2	**3rd Grade Teacher to sustain class size reduction** Course Access and Student Achievement -- Continue to reduce class sizes (TK-3) to focus on addressing the needs of students and increasing the percentage of students meeting reading and writing benchmarks by funding the additional 3rd grade teacher.	Yes	3 - Full Implementation	$96,650.00	$46,029.69

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
1.3	**Teacher Professional Development Support -- AP Curriculum and Instruction** To provide teachers with instructional support and guidance in lesson development, literacy workshop strategies, language instruction, mathematics, English language development, Spanish language development, and next generation science standards professional development by continuing to fund the Instructional Coach position (TOSA).	Yes	3 - Full Implementation	$143,503.00	$48,585.00
1.4	**Sustainability of Professional Learning Communities** Implementation and sustainability of Professional Learning Communities school-wide to improve on instructional practices and intervention supports.	Yes	3 - Full Implementation	$35,000.00	$15,308.81
1.5	**Academic Interventions & Instructional Supports** Academic intervention support and primary language support through Spanish language development opportunities, extended day for Kindergarten, literacy support for 1st and 2nd grades and mathematics for 4th-8th grades.	Yes	3 - Full Implementation	$40,000.00	$0.00
1.6	**Supplemental Materials and Supplies for Intervention and Supplemental Instruction** Reading intervention resources, access to leveled reading books, spanish book and mathematics supplemental materials.	Yes	3 - Full Implementation	$19,750.00	$11780.51

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
1.7	**Bilingual Instructional Support** Fund a bilingual instructional support position (para professional) to assist with instructional delivery and behavioral supports.		3 - Full Implementation	$47,000.00	$0.00
1.8	**Technology** Maintain the number of devices and access to technology for students by purchasing additional technological devices for student use as needed. Provide Assistive technology for student access as needed.	Yes	3 - Full Implementation	$20,000.00	$697.00
1.9	**Homework Club & tutoring** Provide students with support with homework completion and assistance through math and homework tutors after school.	Yes	2 - Initial Implementation	$15,000.00	$0.00
1.10	**ELD Coordinator** English Learner support, instruction and intervention to support English Language Development and Biliteracy.	No	3 - Full Implementation	$135,000.00	$69,102.53
1.11	**Supplemental Materials, Supplies and Curriculum** Additional supplemental books, guided reading books, and supplemental materials that support	No Yes	3 - Full Implementation	$30,000.00	$1742

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
	balanced literacy instruction, reading recovery, and ELD.				
1.12	**Supplemental Spanish Books and ELD Books** Additional supplemental books that support balanced literacy instruction and reading intervention.	Yes	3 - Full Implementation	$12,000.00	$1807.89
1.13	**Professional Development, Training & Conferences** Provide staff with professional development and training for staff in reading and writing strategies as aligned to balanced literecy, California Standards , language acquisition, Next Generation Science Standards, and History Social Science. Continue with professional learning opportunities, including: • Addition of a professional contracted day for professional learning. * Registration and training fees for workshops and conferences. * Professional Consultant fees for teacher development. * Training and registration fees for intervention strategies to support reading, writing and mathematics * Training in Early Literacy Instruction. This action will be supported through one-time state funds as applicable.	Yes	2 - Initial Implementation	$42,000.00	$5920.00

Goal 2

Goal Description
Riverbank Language Academy will provide an equitable learning environment by focusing on increasing student engagement, school connectedness, and a supporting school climate that enhances social-emotional learning utilizing the multi-tiered systems of supports.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
State priority 5-Pupil Engagement a. School Attendance Rate	School Attendance Rate of 97.5 % (2019-2020)	RLA had an average daily attendance rate of approximately 95.5%, although this is a notable dip, the school maintained the ADA above 95%.	RLA had an average daily attendance rate of approximately 95%, the school maintained this rate.	RLA has an averga daily attendance rate of 95%	The school will maintain an average daily attendance rate of 98.5%.
State priority 5-Pupil Engagement a. California Schools Dashboard Chronic Absenteeism Rate	California Schools Dashboard Chronic Absenteeism Rate with a color of blue that indicates the highest level for a school.	No data available until fall 2022.	The Dashboard Scores indicate about 11% of the students were chronically absent in 2022.	RLA declined in status on the California Schools Dashboard to a yellow score with 11.3% of students reported as chronically absent.	RLA will maintain blue status on the California Schools Dashboard.
California healthy Kids Survey (CHKS)	68% of students reported feeling safe and connected at school.	No data available for this school year. The CHKS will be administered in 2022-2023.	Data available in summer 2023.	The CHKS spring 2023 data indicates that 60-66% of students feel connected at school.	80% of the total student population will report feeling safe and connected at school.
Local School Data (Student Survey)	78% of students reported feeling connected and liked going to school.	64%of the students reported feeling connected and motivated to learn new things at school.	60%of the students reported feeling connected and motivated to learn new things at school.	The CHKS spring 2023 data indicates that 60-63% of students have academic motivation.	86% of students reported feeling connected and liked going to school.
School Data on Suspensions and Expulsions	In 2021-2022, 2% of students were suspended	NA	RLA had an average of 2% student suspensions in 2022.	Data from the California Schools Dashboard indicates that RLA had 3.8% of students suspended at least one day during the 2022-23 school year.	Reduce suspension rates and maintain below 5%.
Mapping Youth Health Behavior Survey (MYHB)	An overall 56% of middle school students reported having good mental health with 43% rating it as fair to poor.	Increase the overall percentage of middle school students rating their mental health as good to excellent by 10%.	Data for MYHB not available, school will administer local survey for fall 2023.	No data from MYHB available for 2023-24 school year.	Increase the overall percentage of middle school students rating their mental health as good to excellent to above 75%.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
2.1	**Promoting Positive School Climate through PBIS, MTSS & SEL Integration** RLA will focus on the improvement of school climate and school connectedness by integrating multi-tiered systems of support through PBIS, sense of community, and positive character development (PBIS, MTSS, & Nurtured Heart and School Clubs).	Yes	3 - Full Implementation	$10,000.00	$1072.00
2.2	**Student Services Assistant Principal Position** The Student Services AP, along with the student body teacher and MTSS team will integrate mental health well being of students and social emotional learning supports.	No Yes	3 - Full Implementation	$135,000.00	$59801.46
2.3	**Student Assemblies and events to promote positive school climate.** Integrate quarterly assemblies and events for students centered around student safety, social-emotional learning, and positive character development	No Yes	2 - Initial Implementation	$5,500.00	$0.00
2.4	**Social Emotional Learning through MTSS.** RLA will focus on the whole child and will integrate a school SEL Plan to support student development and positive relationships at school. The school will provide professional development opportunities for staff on SEL, mental health, crisis intervention, and student safety.	Yes	2 - Initial Implementation	$10,000.00	$51564.42

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
2.5	**School Safety--Campus Monitor** RLA will promote a safe campus by continuing to fund the campus monitor position and increase student supervision during the school day. The campus monitor position will be funded at 0.75 FTE.	Yes	0 - No Implementation Current Year	$34,500.00	$0.00
2.6	**School Campus Safety** The school will be maintained in good status to support a sound learning environment. RLA will work on campus improvement projects through blacktop resurfacing and addition of playground equipment.	No	3 - Full Implementation	$6,500.00	$7710.00
2.7	**Student Assemblies and Student Events** The school will provide incentives for student assemblies and student events, including, food, snacks and student prizes to support a positive school climate.	Yes	2 - Initial Implementation	$1,850.00	$0.00
2.8	**Transportation to College Awareness** Student bus transportation to student events, fieldtrips and college tours.	Yes	3 - Full Implementation	$6,300.00	$1173.00

Goal 3

Goal Description
Riverbank Language Academy will develop students that exhibit positive self-esteem, pride, confidence and respect, through a school partnership with families and the community to ensure success for all students.

Expected Annual Measurable Objectives

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
California School Dashboard Scores on the Suspension Rate Report.	In 2019 the state score given on the state indicator of suspension rate was a red score indicating an initial high score of suspensions showing an increase of 5.63% from the previous year.	Decrease student suspensions.	Student suspensions in the fall 2022 California Schools Dashboard was an average of 2% of students suspended.	Student suspensions in the 2023 California Schools Dashboard displays an increase in the percentage of students suspended. Overall there was an increase of 1.9%, with a total of 22 of students suspended at least once.	In 2019 the state score given on the state indicator of suspension rate was a red score indicating an initial high score of suspensions showing an increase of 5.63% from the previous year.
Local Annual Parent Survey	Parent surveys indicate a rating of 70% or above overall satisfaction with the school.	Increase parent satisfaction survey above 80%.	Data available in the fall 2023.	Data available in spring 2024	Parent surveys will indicate a rating of 85% or above overall satisfaction with the school.
State Data & Local Suspension Data	Dropout rate for Middle School students will be at zero rate and student engagement is at an average of 65%.	Maintain the zero dropout rate and increase student engagement above 75%.	Student engagement of school connectedness was rated at 70% on the student survey data.	Based on the CHKS for 2023, RLA had an average of 60-66% of students feeling connected at schools.	Middle School Graduation Rate will remain above 98%.
Local Data (CALPADS State report).	Attendance rate of 97% or above.	Maintain average daily attendance rate above 95%.	Average daily attendance was a 95%. The percentage of students that were reported as chronically absent was 11.8%.	Average daily attendance was reported as 95%. The percentage of students that were reported as chronically absent was 11.3%. RLA had a 0.5% decrease in the percentage of students being absent.	Attendance Rate will remain at an average of 98%.
California Healthy Kids Survey (CHKS)	59% of students or higher indicate a rating of overall satisfaction and felling safe and connected at school.	No Survey Data for CHKS for 2021-2022. The survey will be administered in 2022-2023. 64% of students indicated feeling motived to learn	Survey Data will be available in the fall 2023.	Based on the CHKS for 2023, RLA had an average of 60-63% of students feeling motivated to learn at school.	80% of students or higher will indicate a rating of overall satisfaction and feeling safe and connected at school.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2023-24
		new things at school (MYHB Survey).			
Mapping Youth Health Behavior Survey (MYHB)	48.7% of middle school students reported a stress increase in 2021-2022.	Decrease the percentage of middle school students feeling stressed by 10%.	52% of students reported stress or needing some time of counseling or mental health support.	No data available for spring 2024 for MYHB. The CHKS data (spring 2023) indicated 66% of students felling satisfied or very satisfied.	Decrease the percentage of students feeling stressed to under 30%.
Mapping Youth Health Behavior Survey (MYHB)	56% of middle school students reported feeling motivated to complete school work.	Increase the percentage of students feeling motivated to learn at school. An average of 66% of middle school students will indicate feeling motived to learn new things at school.	65% of students reported having a caring relationship with teachers and high engagement with the school.	No data available for spring 2024 for MYHB. The CHKS data for spring 2023 indicated an average of 57% of students having a caring relationship with teachers at school.	Increase the percentage of students feeling motivated to learn at school. An average of 75% (or above) of middle school students will indicate feeling motived to learn new things at school.
Mapping Youth Health Behavior Survey (MYHB)	56% of middle school students rated their mental health as being good to excellent.	Support mental health and increase the percentage of students rating their mental health as good-excellent. A total of 65% of middle school students will rate their mental health as being good to excellent.	52% of students reported stress or needing some type of counseling or mental health support.	No data available for spring 2024 for MYHB. The CHKS measure for social emotional distress indicates that 28%-30% of students reported feeling social emotional distress.	Support mental health and increase the percentage of students rating their mental health as good-excellent. A total of 65% of middle school students will rate their mental health as being good to excellent.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Parent and Community Partnerships** Establishing a college-going-culture by increasing opportunities for students and parents to become involved with the school. Some of these parent educational activities include the following: parent conferences on education and college tours/informational workshops, parent education programs such as PIQE (Parent Institute for	Yes	2 - Initial Implementation	$6,500.00	$14,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
	Quality Education) and/or other parent education courses, assemblies and workshops for students and parents, parent coffees, and Family Literacy Nights.				
3.2	**Access to Counselors and Mental Health Supports** In order to promote students positive self-esteem, social-emotional well-being, the school will continue to fund the School Counselor position to monitor academic achievement in middle school and provide needed support to ensure that students have materials and supports needed to fully access the curriculum.	Yes	3 - Full Implementation	$75,080.00	$51,565.00
3.3	**School Climate--MTSS & PBIS** Continue supporting students' social-emotional well being by implementing previous actions and services. Also, promote a positive school climate and increase student engagement in school by continuing with PBIS incentives school-wide. Continue with MTSS Plan as supported by the MTSS Team.	Yes	2 - Initial Implementation	$3,500.00	$0.00
3.4	**School & Community Events** RLA will maintain and increase family and community partnerships to support student success by maintaining or increasing the number of opportunities for parental involvement and classroom engagement through Family Literacy Nights, parent trainings, and other opportunities.		3 - Full Implementation	$900.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
3.5	**Attendance Rates and Student Awards** The school will maintain a high average student daily attendance rate and will integrate attendance recognition assemblies and awards including monthly student recognition assemblies (Sense of Community, Character Traits and PBIS)	Yes	3 - Full Implementation	$900.00	$900.00
3.6	**Social Emotional Learning** The school will promote a positive climate through full implementation of social-emotional curriculum (Second Step Integration Year 2).	Yes	3 - Full Implementation	$1,800.00	$1800.00
3.7	**Visual and Performing Arts and Enrichment Activities** Integration of Visual and Performing Arts Activities & other enrichment offerings for students through after school clubs. Continue with integration of VAPA Arts Program in grades TK-8. Students will have the opportunity every third year to participate in a visual and performing arts program that integrates the areas of the Arts with core content curriculum.	Yes	3 - Full Implementation	$36,000.00	$36,300.00
3.8	**Social Emotional Learning Support through Student Intervention Assistant.**	Yes	3 - Full Implementation	$25,000.00	$24,500.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level and Notes	Total Funds Budgeted	Mid-Year Expenditures
3.9	**Pandemic Recovery - Academic Supports**	Yes	2 - Initial Implementation	$0.00	$0.00

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

School Year

2023-2024

Date of Board Approval

06/14/2023

LEA Name

Riverbank Language Academy

CDS Code:

50-75556-0113852

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Strategy

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

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

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

Alignment

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

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

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

ESSA Provisions Addressed Within the LCAP

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

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

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

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

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

Overuse in Discipline Practices that Remove Students from the Classroom

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

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

Career Technical and Work-based Opportunities

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

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

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

TITLE II, PART A

Title II, Part A Activities

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

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

TITLE III, PART A

Parent, Family, and Community Engagement

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

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

ESSA Provisions Addressed in the Consolidated Application and Reporting System

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

TITLE I, PART A

Poverty Criteria

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

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

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

ESSA Provisions Not Addressed in the LCAP

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

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

TITLE I, PART A

Educator Equity

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

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

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

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

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

Parent and Family Engagement

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

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

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

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Student Transitions

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

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

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

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

(A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE I, PART D

Description of Program

ESSA SECTION 1423(1)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Formal Agreements

ESSA SECTION 1423(2)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Comparable Education Program

ESSA SECTION 1423(3)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Successful Transitions

ESSA SECTION 1423(4)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Educational Needs

ESSA SECTION 1423(5)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Social, Health, and Other Services

ESSA SECTION 1423(6)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Parent and Family Involvement

ESSA SECTION 1423(8)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Program Coordination

ESSA SECTION 1423(9–10)

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Probation Officer Coordination

ESSA SECTION 1423(11)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Individualized Education Program Awareness

ESSA SECTION 1423(12)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

Alternative Placements

ESSA SECTIONS 1423(13)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA does not receive Title 1, Part D funds.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

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

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

Prioritizing Funding

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

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

Address these questions:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

RLA is not participating in in Comprehensive Support and Improvement.

Data and Ongoing Consultation to Support Continuous Improvement

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:

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

The school does not participate in Title II Part A.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

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

Complete responses will:

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

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

Complete responses will:

1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:

- are focused on English learners and consistent with the purposes of Title III;
- enhance the core program; and
- are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

English Proficiency and Academic Achievement

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

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

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

Complete responses will:

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

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

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

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

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

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

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

Title IV, Part A Needs Assessment

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

Well-rounded Education Opportunities (ESSA Section 4107)

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

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

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

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

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

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

Safe and Healthy Students (ESSA Section 4108)

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

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

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

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

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

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

Effective Use of Technology (ESSA Section 4109)

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

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

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

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

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

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

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

Date of LEA's last conducted needs assessment:

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

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

California Department of Education
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