



## **LCFF Budget Overview for Parents**

Local Educational Agency (LEA) Name: Richgrove Elementary School District

CDS Code: 54720826114672

School Year: 2024-25

LEA contact information:

Mario Millan

Superintendent

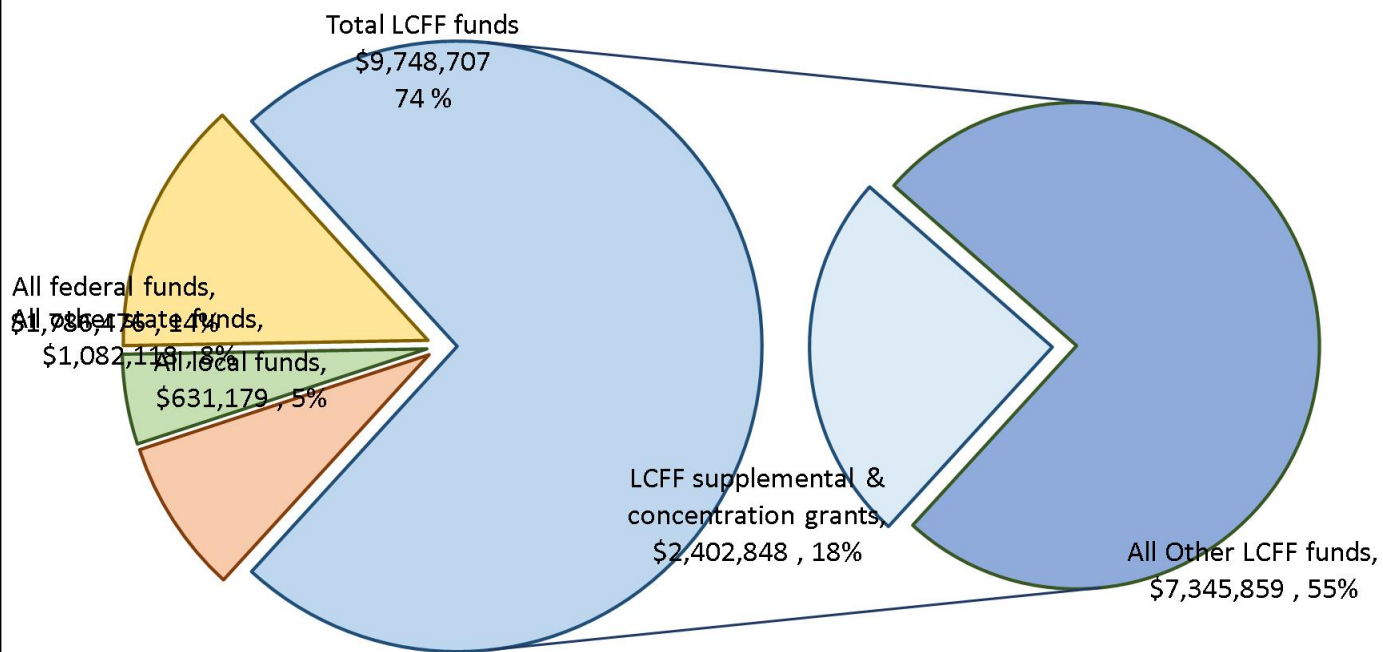
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661-725-2424 ext.104

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

### **Budget Overview for the 2024-25 School Year**

## Projected Revenue by Fund Source

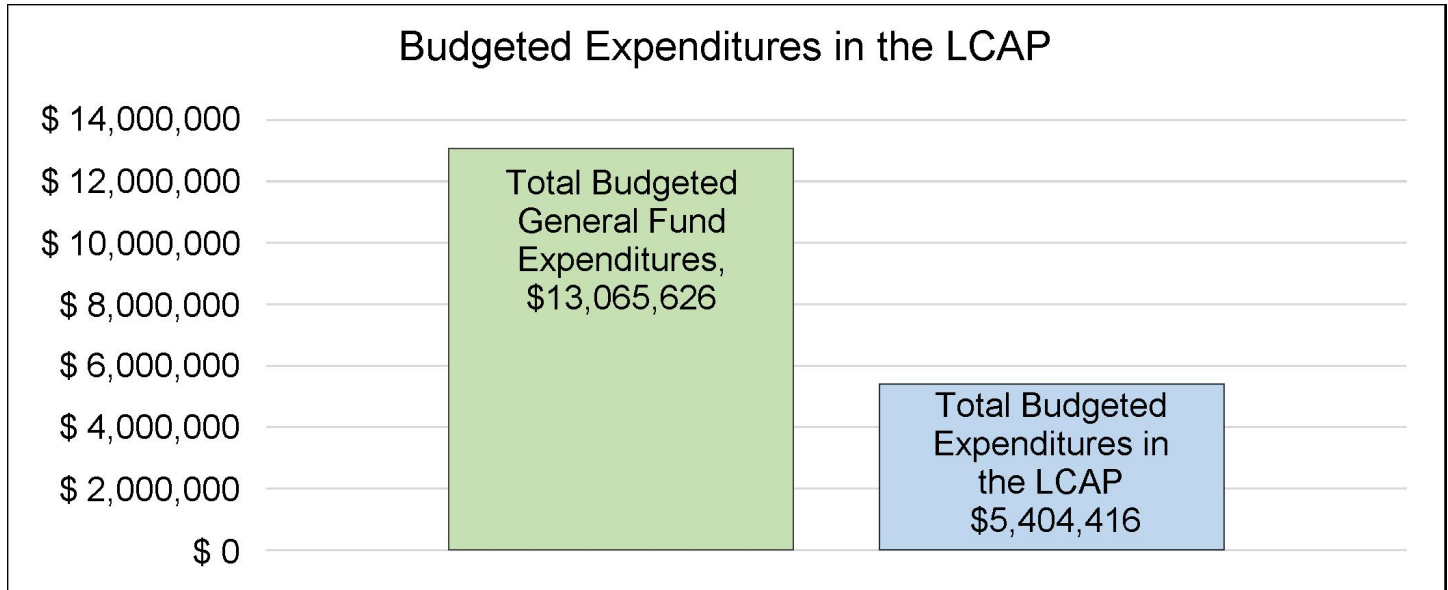


This chart shows the total general purpose revenue Richgrove Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Richgrove Elementary School District is \$13,248,480, of which \$9,748,707 is Local Control Funding Formula (LCFF), \$1,082,118 is other state funds, \$631,179 is local funds, and \$1,786,476 is federal funds. Of the \$9,748,707 in LCFF Funds, \$2,402,848 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Richgrove Elementary School District plans to spend for 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: Richgrove Elementary School District plans to spend \$13,065,626 for the 2024-25 school year. Of that amount, \$5,404,416 is tied to actions/services in the LCAP and \$7,661,210 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

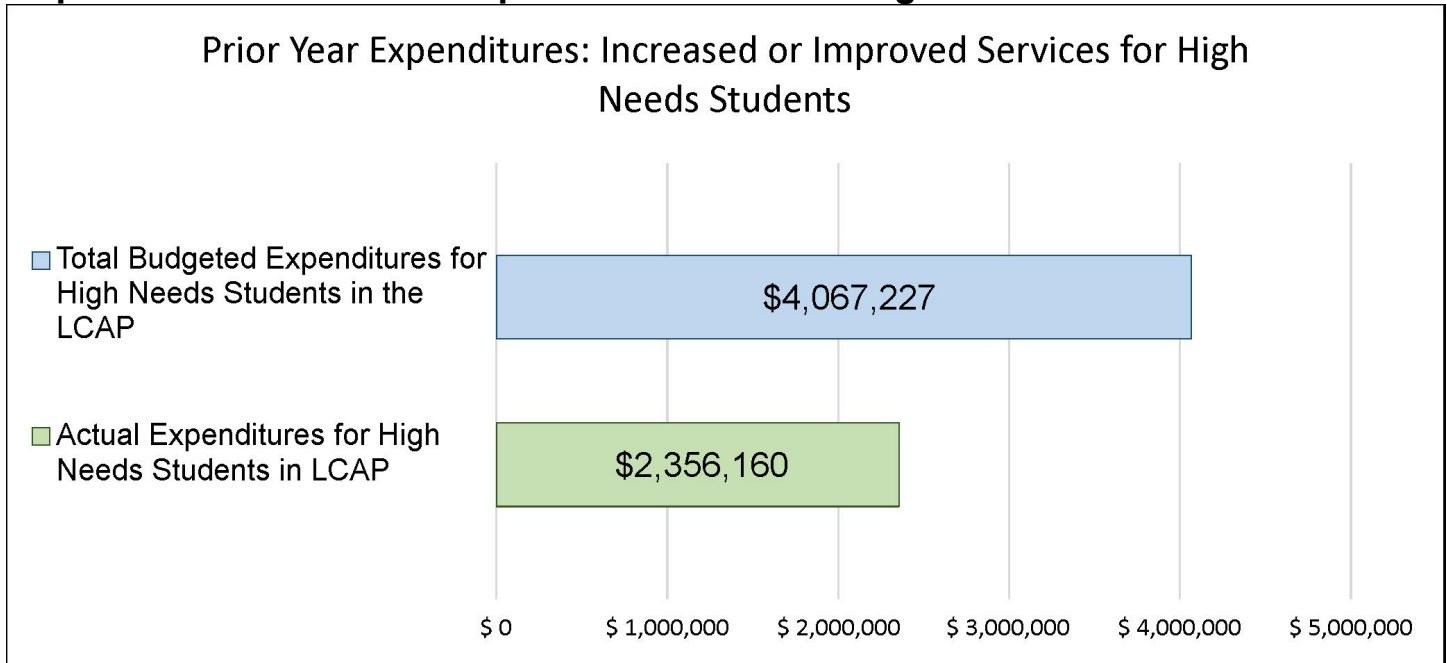
Expenditures for most administration, operations (personnel, utilities and supplies), transportation, facility maintenance/upgrades, and health services are not included in the LCAP as they are generally not increased services to students but core costs of operating the district. In addition, certain supplemental programs (ELOP) are currently not integrated into the LCAP reporting and tracking.

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

In 2024-25, Richgrove Elementary School District is projecting it will receive \$2,402,848 based on the enrollment of foster youth, English learner, and low-income students. Richgrove Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richgrove Elementary School District plans to spend \$3,766,661 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 Richgrove Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Richgrove Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Richgrove Elementary School District's LCAP budgeted \$4,067,227 for planned actions to increase or improve services for high needs students. Richgrove Elementary School District actually spent \$2,356,160 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$1,711,067 had the following impact on Richgrove Elementary School District's ability to increase or improve services for high needs students:

There were no significant impacts to the services for students. The significance was an error by prior staff of indicating two large expenditure actions were contributing actions when no funds from Supplemental and Concentration (S&C) Funds were intended to be used, making these non-contributing actions. The two actions were related to facilities (including COVID funded projects) and Broader Course of Study, where all staff were being paid from unrestricted, non-S&C funds.



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

# Goals and Actions

## Goal

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

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Assessment scores for math from SBAC.	13% Average score of "Exceeded" and "Met" in 2019 SBAC	4% average score of "Exceeded" and "Met" in the 2021 SBAC	8% average score of "Exceeded" and "Met" in the 2022 SBAC	11.22% average score of "Exceeded" and "Met" in the 2023 SBAC.	20% Average score of "Exceeded" and "Met"
Assessment scores for ELA from SBAC.	20% Average score of "Exceeded" and "Met" in 2019 SBAC	10% average score of "Exceeded" and "Met" in the 2021 SBAC	15% average score of "Exceeded" and "Met" in the 2022 SBAC	19.09% average score of "Exceeded" and "Met" in the 2023 SBAC.	25% Average score of "Exceeded" and "Met"
Data Analysis meetings of both local and state/national assessments.	Two times per year in 2019-20	Three data analysis meetings were held in 2021-22	Four data analysis meetings were held in 2022-23	4 data analysis meetings were held in 2023-24 .	Four times per year
Professional Development for instructional staff and paraprofessionals.	At minimum two different trainings per year in 2019-20.	All instructional staff has attended at least two PD days. Paraprofessionals have only attended one in 2021-22	All instructional staff has attended at least two PD days. Paraprofessionals have only attended one in 2022-23	100% of the certificated staff has already attended two PD days in 2024 and only 10% of classified attended at minimum one professional development.	Average of four trainings per year for all instructional staff and paraprofessionals.
Field Trips/Guest Speakers for all students including those with exceptional	80% of classes will attend at least one field trip and listen to	Only 70% of classes attended one field trip and/or had a guest speaker in 21-22.	90% of grade levels at RSD attended at least one field trip or had a	100% of grade levels at RSD have attended at least one field trip	100% of classes will attend at least one field trip and listen to one guest speaker.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
needs, homeless and/or foster youth.	one guest speaker in 2019-20		guest speaker in 2022-23.	or had a guest speakers in 2023-24.	
RSD will provide supplemental ELA and Math curriculum to all students including those with exceptional needs, homeless and/or foster youth.	One supplemental program in ELA and in Math in in 2019-20	RSD has three supplemental programs that we offer to our students population for 21-22	RSD utilized five supplemental programs for our students in 2022-23.	RSD utilized nine supplemental programs for our students in 2023-24.	Three Supplemental programs in ELA and in Math.
RSD Instructional Staff will conduct periodic local assessments with an outside assessment source in ELA, Math and ELD.	Twice per year in 2019-20	RSD had four local benchmark exams in the 21-22 school year.	RSD had four local benchmark exams in the 22-23 school year.	RSD has completed four local benchmark exams in 2023-24.	Four times per year.
Instructional materials in ELD will enable English Learners to access the State Standards for all students.	ELD instructional materials enable EL increased access to grade level content Standards (per site administrator observation and evaluation) in 2019-20	RSD has ELD instructional materials available to our students in 21-22	RSD has ELD instructional materials available to our students in 22-23	RSD has ELD instructional materials available to our students in 2023-24.	All EL students will have proper access to State Standards.
RSD will offer after hours tutoring and summer school.	At minimum one teacher per grade level in 2019-20	Richgrove had two teachers for all but one grade level offering tutoring afterschool. Currently one teacher per grade level has signed up to	Richgrove had two teachers for all but one grade level offering tutoring afterschool. Kinder and 1st had all teachers signed up. Currently one teacher	RSD has at minimum two teachers per grade level holding afterschool tutoring as of mid-year 2023-24.	Two teachers per grade level.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		teacher summer school in 21-22.	per grade level has signed up to teacher summer school in 22-23.		
RSD will maintain and hire instructional aides to assist with student instruction and intervention.	RSD has 14 instructional aides in 2020-21	RSD has 15 instructional aides for 21-22 due to temporary ESSER assistance.	RSD has 19 instructional aides for 22-23 due to temporary ESSER assistance.	RSD has 20 instructional aides in 2023-24 due to temporary ESSER assistance.	RSD will have 15 instructional aides.
RSD will have a Curriculum Director to monitor and assist with all growth and instruction.	RSD has one Curriculum Director in 2020-21	RSD has one Curriculum Director in 2021-22	RSD has one Curriculum Director in 2022-23	RSD has one Curriculum Director in 2023-24 at mid-year.	RSD will maintain one Curriculum Director
ELD Coordinator	RSD has one ELD Coordinator in 2020-21	Richgrove maintained one ELD Coordinator for 2021-22	Richgrove maintained one ELD Coordinator for 2022-23	Richgrove maintained one ELD Coordinator for 2023-24	RSD will maintain one ELD Coordinator
RSD will have additional ELA staff to assist with instruction.	RSD has two additional ELA instructional staff in 2019-20	RSD has two additional ELA instructional staff in 2021-22	RSD has three additional ELA instructional staff in 2022-23	RSD has three additional ELA instructional staff in 2023-24	RSD will have 3 additional ELA instructional staff.
RSD will have an additional RSP instructor.	RSD had two RSP instructors in 2020-21	RSD has two RSP instructors in 2021-22	RSD has two RSP instructors in 2022-23	RSD has two RSP instructors in 2023-24.	RSD will maintain 2 RSP instructors.
RSD will provide sufficient access to standards-aligned instructional materials.	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2020)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2021)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2022)	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2023)	Maintain 100% sufficiency of instructional materials

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
RSD will implement State Board adopted academic content and performance standards for all students.	All Academic Content Standards, including ELD Standards, are consistently addressed as the focus of daily instruction (2019-20 per site administration classroom observation and lesson plan review).	All Academic Content Standards, including ELD Standards, are consistently addressed as the focus of daily instruction (2021-22 per site administration classroom observation and lesson plan review).	All Academic Content Standards, including ELD Standards, are consistently addressed as the focus of daily instruction (2022-23 per site administration classroom observation and lesson plan review).	All Academic Content Standards, including ELD Standards, are consistently addressed as the focus of daily instruction (2023-24 per site administration classroom observation and lesson plan review).	RSD will continue to use state board adopted standards as a focus of instruction.
Reclassification Percentage	4.1% of EL students reclassified in 2020-21	4.3% of EL Students were reclassified in 2021-22	5.8% of EL students were reclassified in 2022-23	12% of EL students were reclassified in 2023-24.	8% of EL students will reclassify
RSD middle school drop out rate.	RSD has 0% drop out rate in it's middle school in 20-21.	RSD has 0% drop out rate in it's middle school in 2021-22.	RSD has 0% drop out rate in it's middle school in 2022-23	RSD has 0% drop out rate in it's middle school in 2023-24.	RSD will not have a middle school drop out rate of 0%.
RSD suspension rate.	RSD had a 3.8% suspension rate in 2018-19.	RSD had a 6% suspension rate in 2021-22	RSD had a 3% suspension rate in 2022-23	RSD had a 2.3% suspended in 2023 according to the California Dashboard.	RSD sill have a 3% suspension rate.
Students, parents, and school staff connectedness and safe at RSD.	RSD had 73% of its students, parents and staff feel connected to the school with 80% feeling safe as determined by a survey in 2020-21	RSD had 74% of its students, parents and staff feel connected to the school with 80% feeling safe determined by a survey in 2021-22	RSD had 85% of its students, parents and staff feel connected to the school with 80% feeling safe determined by a survey in 2022-23	RSD had 81% of its students, parents and staff feel connected to the school with 75% feeling safe determined by a survey in 2023-24.	RSD will have 77% of its students, parents, and staff feel connected to the school and 85% feeling RSD is a safe place.
Percent of students making progress towards English	RSD had 10% of ELs score proficient in the 2018-19 ELPAC.	RSD had 14% of ELs score proficient in the 2021-22 ELPAC.	RSD had 43.6% of English Learners make progress towards proficiency in	RSD had 56.2% of EL students make progress towards proficiency according	RSD will have 50% of its EL's make progress towards

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
language proficiency per ELPAC results.			2022-23. This result will establish the Baseline against which progress will be measured.	to the most recent California Dashboard.	proficiency on the ELPAC.

## 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.

Action 1.4, Professional Development for instructional staff and paraprofessionals, was not implemented as planned. The tracking of classified staff attending training was not done and getting information on professional development opportunities was not given out as needed.

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.

RSD had a material difference in Action 1.1 (Improving Math Scores). This was due to still being in an 7 year adoption cycle and still receiving materials with the initial purchase. No replacement material was needed as we had a surplus from previous years. RSD had a material difference in Action 1.2 (Improving ELA Scores). This was due to still being in an 7 year adoption cycle and still receiving materials with the initial purchase. No replacement material was needed as we had a surplus from previous years.

RSD had a material difference in Action 1.3 (Data Analysis Meetings). It was over budgeted as only the cost of substitute teachers was paid for out of this budget line and it did not match the original budget. All meetings were still held and there was no affect on the action in a negative way.

RSD had a material difference in Action 1.4 (Professional Development). Funding from Federal Funds was utilized to pay for some PD so we did not meet the budget amount original thought would be needed. There may have been some confusion here as we changed business managers mid year and different funds may have been used.

RSD had a material difference in Action 1.6 (Supplemental Curriculum). We under spent approximately \$80,000 in the purchasing and licensing of supplemental curriculum. Other curriculum was used from our core materials and many staff chose not to use supplemental options. There was no affect on our instructional practices and routines.

RSD had a slight material difference in Action 1.8 (ELD Assessments). Funding sources came more from Supplemental Concentration portion of LCAP and not federal funds. There was not affect on assessment of students only where funding source came from.

RSD had a material difference in Action 1.10 (Instructional Aides). The original funding our extra IA was not coded to the correct budget line. This should of come from S & C additional funding but was paid through federal funds. There was no affect in the amount of aides hired to work with students, only where the funding came from.

RSD had a material difference in Action 1.11 (Instructional Aides). This was due to going without many aides during the year as many spots were vacant off and on throughout the year and some funds from ESSER were used to exhaust that budget.

RSD had a material difference in Action 1.13 (Additional ELA Staff). We used other state funds funds that covered almost have of this budgeted cost we only exhausted half of the originally budgeted line. We used \$124,000 of budgeted \$303,000.

RSD had a material difference in Action 1.14 (Additional ELA Staff). This was due to moving the ELA staff member into an intervention position for 2023-24.

RSD had a material difference in Action 1.15 (RSP Instructor). This was due to the position being vacant a portion of the year and us budgeting for a hire that would have more years of experience and thus having a hiring salary.

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

The combined impact of Goal 1 over the course of the three year LCAP (2021-22, 2022-23 and 2023-24) effectively improved the outcomes of the related metrics associated with them with the exception of Action 1.1 and 1.2. We did not reach our SBAC marks but still showed improvement. The metrics in this Goal were all meant to improve the academic success of all of our student populations and over all we saw growth in all areas.

RSD was ineffective in implementing Action 1.1 (Math Assessment in SBAC) in the three year LCAP cycle. The goal was to reach 20% in "Exceeded" or "Met" category and we did not reach that goal and finished at 12%. We had COVID during that time an distance learning and are still recovering from the drop in score.

RSD was ineffective in implementing Action 1.2 (ELA Assessment in SBAC) in the three year LCAP cycle. The goal was to reach 25% in "Exceeded" or "Met" category and we did not reach that goal and finished at 22%. We had COVID during that time an distance learning and are still recovering from the drop in score but did raise score significantly.

RSD was effective in implementing Action 1.3 (Data Analysis Meetings) in the three year LCAP cycle. We were able to meet our goal of 4 assessment meetings throughout the school year.

RSD was effective in implementing Action 1.4 (Professional Development) in the three year LCAP cycle for Certificated staff but not for Classified staff. Certificated staff was able to reach 100% in attending at minimum two professional developments per year. Classified staff only had 10% of staff attend a PD due to lack of tracking and follow up by supervisors.

RSD was effective in implementing Action 1.5 (Field Trip or Guest Speaker) in the three year LCAP cycle. We had 100% of our classrooms attend at least one field trip or have a guest speaker in their classroom. This was to expose our students to outside resources.

RSD was effective in implementing Action 1.6 (Supplemental Curriculum) in the three year LCAP cycle. We had nine different supplemental programs and/or platforms for our staff and students to assist with instruction and intervention. This surpassed our goal of three.

RSD was effective in implementing Action 1.7 (Local Assessments) in the three year LCAP cycle. We reached our goal of four local assessment per year. These assessment were used to drive instruction and find focus students or recommend for intervention.

RSD was effective in implementing Action 1.8 (ELD assessments) in the three year LCAP cycle. We had assessment available to determine English Learner growth in English and access core standards. These assessments were used to track student growth in their English acquisition.

RSD was effective in implementing Action 1.9 (Tutoring and Summer School) in the three year LCAP cycle. We have been able to offer tutoring and summer school to our student population.

RSD was effective in implementing Action 1.10 (Instructional Aides) in the three year LCAP cycle. We were able to reach and surpass our goal in the amount of instructional aides available to our teachers and students. The goal was to have 15 IA's to work with our students and we were able to hire 20 well surpassing our goal.

RSD was effective in implementing Action 1.11 (Curriculum Director) in the three year LCAP cycle. We were able to hire and maintain a Curriculum Director to lead and assist our instructional staff in daily instruction and planning.

RSD was effective in implementing Action 1.12 (ELD Coordinator) in the three year LCAP cycle. We were able to hire and maintain an ELD Coordinator to track, reclassification and assist with our English Learners.

RSD was effective in implementing Action 1.13 (Additional ELA Staff) in the three year LCAP cycle. We were able to have additional ELA instructors in core and intervention classes to assist our students in ELA. We have a total of three additional instructors to work with our students in various grade levels both in core and intervention.

RSD was effective in implementing Action 1.14 (RSP Instructor) in the three year LCAP cycle. We were able to have an additional RSP teacher, giving us a total of two, to work with our special education students.

RSD was effective in implementing Action 1.15 (State Standard Materials) in the three year LCAP cycle. All materials used in core instruction, including ELD were used in daily instruction.

RSD was effective in implementing Action 1.16 (State Content Standards Implemented) in the three year LCAP cycle. All State Adopted Content Standards were implemented in instruction, including ELD were used in daily instruction.

RSD was effective in implementing Action 1.17 (Reclassification Percentage) in the three year LCAP cycle. We were able to reach and surpass our goal of reclassification percentage of EL's to RFEPS. The goal was to reach 8% and we were able to get to 12% of our EL's reclassifying.

RSD was effective in implementing Action 1.18 (Middle School Dropouts) in the three year LCAP cycle. We were able to maintain our goal of not having any students drop out of middle school.

RSD was effective in implementing Action 1.19 (Suspension Rate) in the three year LCAP cycle. We were able to reach our goal in suspension rate by lower the amount of students suspended. The goal was to reach a 3% suspension rate. We were able to reach a 2.3% suspension rate according to the Dashboard.

RSD was effective in implementing Action 1.20 (Connectedness and Safety) in the three year LCAP cycle in the area of Connectedness but we did not reach our goal of our Educational Partners feeling the campus was a safe environment. The goal was to have 77% of our Educational Partners feel positive about our RSD and we were able to reach 81%. In the area of Safety, 75% of our Educational Partners felt RSD was a safe place. This fell slightly short of goal.

RSD was effective in implementing Action 1.21 (EL Progress) in the three year LCAP cycle. We were able to reach and surpass our goal of English Learner students making progress towards English proficiency based on ELPAC results. The goal was to reach 50% of our EL students reclassifying and we were able to reach 56.5% of our EL's reclassifying which surpassed our goal.

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.

Changes to Goal 1 in the 2024-25 LCAP will be the removal of Action 1.4 (Professional Development) as it will be moved to Goal 3. Action 1.7 and 1.8 (Local and ELD Assessments) will also be removed as they are now standard in our curriculum budget. Action 1.13 will also be removed as we will fund our additional ELA instructor in an in an intervention staffing fund.

**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	RSD will provide for Fine Arts, Music, Athletics and a more broad course of study.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Percentage of all students including Unduplicated, EL's, and Students with Disabilities enrolled in and having access to a Broad Course of Study.	10% of all students will participate in a course of study outside of the core curriculum in 2019-20	22% of the students are enrolled in a broader course of study in 21-22.	21% of the students are enrolled in a broader course of study in 22-23.	40% of the students are enrolled in a broader course of study in 2023-24	25% of all students will be enrolled in course of study outside the core curriculum.
Percentage of students will be enrolled in art, music or dance.	5% of all students are enrolled in fine arts in 2019-20	7% of the students are in enrolled in a fine art in 21-22.	30% of the students are enrolled in a fine art, music, dance in 22-23.	43% of the students are enrolled in a fine art, music, dance in 2023-24	40% of all students will be enrolled in fine arts.
Percentage of students will be enrolled in afterschool athletics.	20% of all students are enrolled in athletics in 2019-20	25% percent of the students are enrolled in at least one afterschool sport in 21-22.	32% percent of the students are enrolled in at least one afterschool sport in 22-23.	42% of RSD students have been enrolled in at least one after school sport in 2023-24 by mid-year.	40% of all students will be enrolled in athletics.

## 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.

RSD had no substantial differences in the planned actions and the actual actions implemented.
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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.

RSD had a material difference in Action 2.1 (Broader Course of Study.) The original budget was \$1,063,547 but only \$574,328 was used because we no longer were able to have a DLI offering in the 6th grade due to lack of overall students in the classes. We also had a Career Pathway class that was no longer being run due to scheduling conflicts in the junior high.

RSD had a material difference in Action 2.2 (Enrollment in art, music or dance.) The original budget was \$77,000 but only \$45,000 was used because some funding came from other sources. All programs were still offered and the students were not affected.

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

The combined impact of Goal 2 over the course of the three year LCAP cycle (2021-22, 2022-23, and 2023-24) effectively improve the outcomes of the related metrics associated with showing growth and improvement in the areas of a broader course of study for students along with extracurricular activates students are able to become a part of.

RSD was effective in Action 2.1 (Broader course of study) in increasing the amount of students enrolled in courses outside of our core subject areas. In the three year LCAP cycle from 2021 to 2024 the enrollment grew from 10% to 40% student enrollment in Spanish, computer studies and STEM classes.

RSD was effective in Action 2.2 (Art and Music) in increase the amount of students enrolled. The increase was from 5% to 43% total student enrollment in both subjects combined. Where RSD did not see any growth was in the area of dance as no dance course was offered due lack of staffing.

RSD was effective in Action 2.3 (Enrollment in Afterschool Athletics) with an increase of students signing up for sports. The growth in this metric went from 20% to 42% in the three year LCAP cycle.

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.

In the 2024-25 LCAP Goal 2.1 will have language added to include our Dual Language Instruction courses to be considered as a Broader Course of Study. The metric will be to offer one DLI course in Kindergarten through 5th grade and 6th when there is sufficient interest from students.

**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	Richgrove School will promote activities to foster a positive school climate.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total number of referrals for discipline.	280 total in 2019-20	167 total in 2021-22	122 total in 2022-23	84 total in 2023-24	250 total
All parents, including parents of exceptional needs students, attending school events using sign in sheets.	20 per event in 2019-20	RSD did not have have any school events in 2021-22 due to COVID protocols.	RSD had several parent attending events on campus in 2022-23 with that had over 60 parents per event. Some with over 100: Back to School Night, Open House, PT Conferences, SOTM Assemblies, ELAC meeting.	At mid-year Richrove has had an average 21 parents per event with over 300 at our winter program.	50 per event
Teaching Staff after-hours events attended.	1 per year in 2019-20	RSD did not have have any school events in 2021-22 due to COVID protocols.	RSD had 2 after-hour events for staff to attend.	RSD teaching staff has attended one afterschool event at mid-year 2023-24.	3 per year
Student attendance.	95% in 2019-20	92% in 2021-22	94% in 2022-23	94.9% in 2023-24	96.5%
Student Chronic Absenteeism rate.	14% in 2019-20	26.7% in 2021-22	16.9% in 2022-23	11.8% in 2023-24	7%
Facilities Inspection Tool results.	Good in all areas in 2019-20	Good in all areas in 2021-22	Good in all areas in 2022-23	Good in all areas in 2023-24	Good in all areas.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Pupils, parents, and teachers' sense of positivity to school as determined by survey.	65% of parents see school as positive in 2019-20	74% of parents felt positive about RSD in 2021-22	75% of parents felt positive about RSD in 22-23	81% of parents felt positive about RSD in 22-23	70% positivity score.
Expulsion Rate.	1 student expelled in 2019-20	RSD had 0 expelled students in 2021-22	RSD had 1 expelled student in 2022-23	RSD has had 0 expulsions as of mid-year 2023-24.	0 students expelled.
Opportunities for parent input on school planning decisions.	4 opportunities per year in 2019-20	RSD had 4 opportunities for parent input from different surveys and educational partner events.	RSD had 5 opportunities for parent input from different surveys and educational partners events.	RSD has had 3 parent opportunities for input in parent events at mid-year 2023-24.	7 opportunities per year
Suspensions	36 total suspensions or 9% of student population in 2019-20	31 total suspensions or 6.1% student population in 2021-22	11 total suspensions or 2.1% of student population in 2022-23	14 total suspensions in 2023-24	25 suspensions or 5% of student population
Amount of security staff.	1.5 staff in 2020-21	1.5 staff in 2021-22	1 staff in 2022-23	1 staff in 2023-24	2 full time security staff
Mental Health Staff	2.2 staff in 2020-21	2.2 staff in 2021-22	2.2 staff in 2022-23	2.5 staff in 2023-24	2.5 staff
Opportunity class staff	1 staff member in 2019-20	1 staff member in 2021-22	1 staff member in 2022-23	1 staff member in 2023-24	Maintain one staff member
ELAC Liaison	1 staff member in 2020-21	1 staff member in 2021-22	1 staff member in 2022-23	1 staff member in 2023-24	Maintain one staff member
Student Services Director	1 staff member in 2020-21	1 staff member in 2021-22	1 staff member in 2022-23	1 staff member in 2023-24	Maintain one staff member

## 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.

RSD had a substantial difference in implementing Action 3.2 (Parent Attendance at School Events) in the 2023-24 LCAP. We did not hold as many events and our attendance was low by parents with the exception of Parent Teacher Conference.  
RSD had a substantial difference in Action 3.9 (Opportunities for Parent Input) in the 2023-24 LCAP. Richgrove had several opportunities but did not provide 7 opportunities per year for our educational partners (including parents) to have input.

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.

RSD had a substantial material difference in Action 3.2 (Parent Attendance at School Events.) The original budget was \$12,900 but less the \$100 has been billed to this. All meetings/gatherings were a very little cost. All yearly events went on as normal and no programs were affected negatively.  
RSD had a substantial material difference in Action 3.3 (Staff Attendance .) The original budget was \$4,070 but nothing has been billed to this. All events were a no cost. All yearly events went on as normal and no events were affected negatively.  
RSD had material difference in Action 3.7 (Sense of positivity about RSD.) There was \$28,000 budgeted in this line of which only \$6100 was spent. RSD did not spend as much in that area as was planned. Reward incentives were nominal in cost. There was not affect on students and parents and incentives program and items stay as planned.  
RSD had a substantial material difference in Action 3.9 This incentives list came out of one time funds more than this line. (Parent Input .) The original budget was \$5,450 but nothing has been billed to this. All information/input needed were a no cost. All yearly opportunities for input went on as normal and nothing was affected negatively.  
RSD had material difference in Action 3.11 (Security Staff.) This difference from the budgeted \$206,000 to the actual \$143,000 was due to an open position not filled with a full time employee and it being contracted out to a private company. There was no affect on students as security staff was still at all areas needed.

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

The combined impact of Goal 3 over the course of the three year LCAP (2021-22, 2022-23 and 2023-24) proved to be both effective in some actions/areas and ineffective in others. The metrics aided in making sure we had proper services available for our students, opportunities for our Educational Partners to interact with students and helped in making the overall climate of the school more positive.

RSD was effective in implementing Action 3.1 (Total number of Discipline Referrals) in the three year LCAP. Referrals dropped from 280 in the first year to 84 in the third year of the LCAP. Staff and students have done an excellent job of communication, de-escalation and mediation of volatile situations.

RSD ineffective in implementing Action 3.2 (Parent Attendance at School Events) in the three year LCAP. We did not grow in our parent attendance of events, excluding Parent Teacher Conferences. Our base was approximately 20 parents per event and stayed at the number for the three year cycle. We must do a better job of hosting more events, keeping better signature logs and advertising the events. We did not reach our goal of at minimum 50 parents at each event.

RSD was effective in implementing Action 3.3 (Teacher Attendance at afterschool events) in the three year LCAP. All teaching staff attended at minimum two professional development trainings, with most going to at least three PD's. We were able to reach our goal and make sure your teaching staff is well prepared for instruction.

RSD was effective in implementing Action 3.4 (Student Daily Attendance) in the three year LCAP. We did not reach our three year goal of 96.5% attendance as attendance declined immensely after COVID and we are still improving from that low mark. RSD did improve from being at 92% to reach 94.9% but did not get to our mark.

RSD was effective in implementing Action 3.5 (Chronic Absenteeism) in the three year LCAP. We did not reach our three year goal of lowering the amount of chronically absent students from 14% to 11.8%. After COVID that number increased dramatically and we are still improving to improve from that high percentage. Our last mark was 16.1% and have been improving with a District focus on reaching out to those students that are chronically absent.

RSD was effective in implementing Action 3.6 (Facilities Inspection Tool) in the three year LCAP. Facilities were in good condition upon inspection for safety and health items each year in the cycle.

RSD was effective in implementing Action 3.7 (Sense of positivity about RSD) in the three year LCAP. RSD collected survey information to find that 80% of Educational Partners felt positive about our school. This was an increase of 15% from year one of the LCAP. We feel our connection to our Educational Partners in methods of communication along with a staff focus of empathy assisted in being seen as more positive.

RSD was effective in implementing Action 3.8 (Expulsion Rate) in the three year LCAP. RSD did not expel any students in the final year and reached our goal of 0 students being expelled. Working with families, students and our mental health team has helped to avoid severe discipline and hence severe measures of punishment.

RSD was effective in implementing Action 3.9 (Opportunities for Parent Input) in the three year LCAP. Richgrove had several opportunities but did not reach goal of 7 opportunities per year. We began with a baseline of 4 opportunities and stayed at that number of events. RSD hopes to add more events in the future.

RSD was effective in implementing Action 3.10 (Suspensions) in the three year LCAP. Richgrove significantly lowered the amount of suspensions going from 36 in year one of the LCAP to 14 in this final year, 2023-24. This was aided by a proactive approach from our Mental Health Team and more communication with parents.

RSD was effective in implementing Action 3.11 (Security Staff) in the three year LCAP. Richgrove was able to have 2 security staff during the course of the school year to provide safety for staff and students before, during and after school. These two staff were able to be a visual and physical deterrent to many discipline problems on campus.

RSD was effective in implementing Action 3.12 (Mental Health Staff) in the three LCAP. Richgrove was able to have a full time School Psychologist and Counselor. We were also able to get a Trauma Social Worker on our campus two times per week. This allowed for us to grow from 2.2 staff to 2.5 staff.

RSD was effective in implementing Action 3.13 (Opportunity Class Staff) in the three LCAP. Richgrove was able to have a staff member to operate the Opportunity Class during the course of the school year and provide an alternative for student discipline. This person is a fully credentialed multiple subject teacher that can give instruction to students who need to be removed from class for a period or more and allow for a "cooling period" before there was any major discipline concern.

RSD was effective in implementing Action 3.14 (ELAC Liaison) in the three year LCAP. Richgrove was able to have an ELAC certificated teacher liaison during the course of the school year to guide the meetings and report back to the District. This was a maintained goal from year one and will continue to be our goal.

RSD was effective in implementing Action 3.15 (Student Services Director) in the three year LCAP. Richgrove was able to have a Student Services Director that was responsible for Student Discipline, Mental Health guidance, Special Education and positive incentives for students. This was a year one goal we maintained and will continue to maintain as this position helps to coordinate student needs.

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.

RSD plans to modify the Action of 3.2 (Parent Attendance at School Events) to increase our attendance of parents on campus. We hope to do this by advertising better and making more convenient times.

RSD will add Action 3.16 (School Safety) to Goal 3. The outcome desired is that 80% of Educational Partners, including parents and students, will feel school is safe.

**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
4	Provide school staff with professional development related to their job description.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Certificated staff will attend professional development on academic and non-academic areas.	2 per year in 2019-20	Certificated staff attended at least 2 professional developments in 2021-22	Certificated staff attended at minimum 2 professional development in 2022-23	83% of the certificated staff has already attended two PD days as of mid-year 2023-24.	4 per year.
Classified staff will attend at minimum one professional development on academic and non-academic areas.	1 per year in 2019-20	Only 30% of classified staff attended one professional development in 2021-22.	Less than 10% of classified staff attended one professional development in 2022-23	Less than 10% of classified staff has attended a PD at the mid-year of 2023-24.	75% of classified staff will attend one PD per year.
Instructional Coaches	In the area of ELD and Math in 2019-20	RSD had instructional coaches from TCOE in the areas of ELD and Math in 2021-22	RSD had instructional coaches from TCOE in the areas of ELD and Math in 2022-23	RSD had instructional coaches from TCOE in the areas of ELD, DLI and Math in 2023-24	In the area of ELD, Math, ELA, Science and Social Science.
Fully credentialed and appropriately assigned teachers.	90% of RSD teachers are fully credentialed. 90% of RSD teachers are appropriately assigned in 2020-21	90% of RSD teachers are fully credentialed. 100% of RSD teachers are appropriately assigned in 2021-22	97% of RSD teachers are fully credentialed. 100% of RSD teachers are appropriately assigned in 2022-23	100% of RSD teachers are fully credentialed. 100% of RSD teachers are appropriately assigned in 2023-24	90% of RSD teachers will be fully credentialed. 90% of RSD teachers will be appropriately assigned.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Total of indirect costs.	Coverage of all Indirect costs in 2019-20	Coverage of all Indirect costs in 2021-22	Coverage of all Indirect costs in 2022-23	Coverage of all Indirect costs in 2023-24	Coverage all of indirect costs.

## 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.

RSD had a substantial difference in implementing Action 4.2 (Classified Staff Professional Development) in the 2023-24 LCAP. Only a small number of Classified Staff attended professional development during the school year. There was a lack of offerings, interest and monitoring of classified staff and PD.

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.

RSD had a material difference in Action 4.2 (Classified PD.) Of the budgeted amount of \$4650 only \$1822 was used. This was due to the fact that we did not get enough staff to attend PD or secure PD for them. This was due to lack of tracking and follow through. RSD had a material difference in Action 4.3 (Instructional Coaches.) RSD budgeted \$4,265 and spent \$26,500 on instructional coaches. This was due to the fact that we needed to bring on more assistance from our COE to help our staff in the Dual Language Instruction classes along Math, ELA and ELD.

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

RSD was effective in implementing Action 4.1 (Certificated Staff Professional Development) in the three year LCAP cycle and allowed for over 80% of our Certificated Staff to attend professional development.

RSD was ineffective in implementing Action 4.2 (Classified Staff Professional Development) in the three year LCAP cycle. The percentage dropped from 30% to less than 10% as there was a lack of PD offerings, interest and monitoring of classified staff and PD.

RSD was effective in implementing Action 4.3 (Instructional Coaches) in the 2023-24 LCAP. We were able to bring in Coaches in the areas of Math, ELA, ELD and DLI to work with our instructional staff to improve instructional practice and monitoring for our student population. In the 2023-24 school year we were able to add a DLI coach to assist our Dual Language courses.

RSD was effective in implementing and maintaining Action 4.4 (Fully credentialed teachers with proper assignments) in the 2023-24 LCAP. All teachers at RSD are 100% fully credentialed and teaching in their proper area of instruction. This was a maintenance expenditure and should be at 100% going forward.

RSD was effective in Action 4.5 (Indirect Costs) utilizing funds to help facilitate the LCAP.

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

RSD will make a change in the expected outcomes for classified staff attending at minimum (Action 4.2 Classified Staff PD) one professional development per year. The tracking and location of PD for classified will also be improved and attainable for staff. All other metrics will remain the same.

**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
5	RSD will provide technology devices, training and connectivity to all students and staff to allow for better connectivity to curriculum, instruction, assignments and intervention.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classrooms will have current 1 to 1 devices for students.	85% of classrooms have current 1 to 1 devices in 2019-20	100% of classrooms have current 1 to 1 devices in 2021-22	100% of classrooms have current 1 to 1 devices in 2022-23	100% of classrooms have current 1 to 1 devices in 2023-24	100% of the classrooms will have current 1 to 1 devices.
Instructional staff will have access to technological devices to provide instruction both at school or from home for students.	70% of instructional staff have devices to give instruction from school or home in 2019-20	100% of instructional staff have devices to give instruction from school or home in 2021-22	100% of instructional staff have devices to give instruction from school or home in 2022-23	100% of instructional staff have devices to give instruction from school or home in 2023-24	100% of the staff will have access to devices for instruction.
RSD will provide reliable connectivity for students and staff.	85% of students and staff have reliable WiFi connectivity in 2020-21	90% of students and staff have reliable WiFi connectivity in 2021-22	95% of students and staff have reliable WiFi connectivity in 2022-23	95% of students and staff have reliable WiFi connectivity in 2023-24	100% of students and staff will have reliable WiFi connectivity.
Technology Staff	2 technology staff in 2019-20	2 technology staff in 2021-22	2 technology staff in 2022-23	2 technology staff in 2023-24	2.75 technology staff.
Teacher Tech Coaches	2 Coaches in 2019-20	2 Coaches in 2021-22	2 Coaches in 2022-23	2 Coaches in 2023-24	3 Coaches
School apps and website.	Active school app and website in 2020-21	Active school app and website in 2021-22	Active school app and website in 2022-23	Active school app and website in 2023-24	Active school app and website.

## 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.

There were no substantial differences in any action.

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.

RSD had a material difference in Action 5.1 (one to one devices.) Of the \$170,000 budgeted only \$18,000 was used. Not as many laptops were purchased as we thought we would need. No students were affected and all students still had access to technology devices in a 1 to 1 ratio.

RSD had a material difference in Action 5.2 (Staff Technology.) Of the \$120,000 budgeted only \$21,500 was used. Not as many laptops were purchased as we thought we would need. No staff member was affected and all staff still had access to technology devices in a 1 to 1 ratio.

RSD had a material difference in Action 5.3 (Internet Connectivity.) Of the \$150,954 budgeted only \$60,500 was used. Not as many "Hot Spots" were needed for students and staff to connect and no WiFi towers needed to be replaced.

RSD had a material difference in Action 5.4 (technology staff.) This line was overbudgeted to cover our needed staff but one staff member stayed in the carry over of COVID funds to exhaust that one time funding. Therefore, the budgeted line was not exhausted but all staff was hired/retained and no services were affected.

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

The combined impact of Goal 5 over the course of the three year LCAP (2021-22, 2022-23, and 2023-24) effectively improved the outcomes of the related metrics associated with them. The metrics aided in making sure our staff and students had access to reliable technology devices and connectivity to access instructional platforms.

RSD was effective in providing for 1 to 1 devices (Action 5.1 and 5.2) for 100% of all staff and students on our campus and this has proven to be effective in allowing our students and staff to operate and work on our educational digital platforms.

RSD was effective in providing for 100% of all students to have access to WiFi connectivity (Action 5.3) on campus and in the community through booster antennas and hot spots and this has proven to be effective in allowing our students and staff to have access to our educational platforms both on and off campus.

RSD was effective in providing for 2.5 technology staff (Action 5.4) on campus and this has been effective in building, maintaining and distributing our educational platforms.

RSD was effective in providing for two teacher tech coaches (Action 5.5) and this has been effective in working with district teaching staff to learn how to use our educational platforms and to assist in rolling over our educational data bases each school year. RSD was effective in providing purchased apps and websites that allows for us to communicate (Action 5.6) with our educational partners and community and has been very effective in sharing our school activities, information and meetings.

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.

Teacher tech coaches (Action 5.5) will be held at only 2 staff members. There is not need to hire a third staff member as there is not enough inquiries from teachers as they are all becoming more comfortable with our platforms. RSD will add the funding of our social media, parent contact platforms as Action 5.6 (School Apps and Website.)

**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](mailto: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
Richgrove Elementary School District	Mario Millan Superintendent	mariom@richgrove.org 661-725-2424 ext.104

## 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.

Richgrove School District, a one-school district that serves 490 students in grades TK-8. The school is comprised of 98% Latino students, 60.8% of which are English Learners with a 96% unduplicated count. The district is located in Richgrove, an unincorporated community located in the Southeastern part of Tulare County in the State of California. Richgrove is on the Kern County line approximately 7 miles east of Delano and Highway 99 in the San Joaquin Valley of California. Neighboring communities are Delano to the West, Porterville to the North, and Bakersfield to the South. Richgrove is an agricultural community with a population flexibility of up to 2,000 people. Table grapes, pistachios, oranges and almonds are among the major crops in this area. The employment sources available are light industry and seasonal agriculture. The school serves as the major landmark of the town and most community functions occur on our campus.

## Reflections: Annual Performance

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

Richgrove School District experienced growth all in all areas on the California Dashboard for the 2023 SBAC. English Language Arts had an increase of 11 points and went from the Red band to Orange as did Mathematics with an 11.7 point growth. In the area of Academic Engagement RSD declined in the Chronic Absenteeism by 8.7% and went from the "Very High" band to the Yellow band. In the area of Suspensions, RSD declined by 3.8% and went from the "Very High" band to the Green band. RSD's most successful area on the Dashboard was in the area of English Language Learners where Richgrove increased by 12.6% and qualified for the Blue band. RSD did not have any student group or category in the Red band. The only student group that did not match the "All Students" color band were Students with Disabilities in the area of Chronic Absenteeism. The overall band was Yellow but Students with Disabilities where in Orange. This discrepancy will require RSD and the Student Services Department to monitor the sub group going forward to determine if there are any indicators as to why this group had more chronically absent students. End of year local benchmark assessments showed that 47.5% of students in the area of ELA were "Below Standard" and 48% in Math. This will require RSD to look for better ways to mitigate learning loss. In the ELPAC interim assessments 60% of EL's were in the "Beginning to Develop" area in the Listening Domain and 58% in the Reading Domain. From our Educational Partners (Parents) it was determined that one of their biggest concerns was the offering more afterschool intervention classes along with providing for a more "caring environment."

## Reflections: Technical Assistance

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

Richgrove School District is not in Technical Assistance

# Comprehensive Support and Improvement

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

## ***Schools Identified***

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

Richgrove School District does not have any schools in CSI.

## ***Support for Identified Schools***

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

Richgrove School District does not have any schools in CSI.

## ***Monitoring and Evaluating Effectiveness***

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

Richgrove School District does not have any schools in CSI.

# Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated Teaching Staff including CTA bargaining members and LCAP Team Members	Staff received an online survey and were a part of a team meeting where they gave feedback. The survey went out on 2.8.24. The LCAP Team meeting was held on 3.7.24.
Classified Staff including CSEA bargaining members and LCAP Team Members	Staff received an online survey and were a part of a team meeting where they gave feedback. The survey went out on 2.8.24. The LCAP Team meeting was held on 3.7.24.
School Site Council Members	School Site Council members received an online survey and were a part of a team meeting where they gave feedback. The survey went out on 2.8.24. LCAP feedback was also addressed in 2.28.24 meeting.
ELAC Community Members	ELAC members received a hard copy survey where they gave feedback. They also gave verbal feedback to ELAC Liaison and Board. The ELAC meeting was held on 1.25.24
Richgrove Student Sample	They received an online survey and were a part of a team meeting where they gave feedback. The survey went out on 2.8.24.
Community Educational Partners including parents.	They received an online survey where they gave feedback. They were also allowed to fill out a hard copy of the survey. The survey went out on 2.8.24. They also were a part of a Town Hall type of event on 4.17.24
Any other school district members including administration, and no unit members	Administrators, Counselors, an other staff received an online survey where they gave feedback. The survey went out on 2.8.24.
Community Members including parents in Town Hall Meeting	They addressed the Superintendent and gave feed back on the 8 state priorities and misc. feedback that the Superintendent responded too in writing. Meeting was held on 4.17.24.

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

The Educational Partners of Richgrove School District influenced the creation of the 2024-2025 LCAP by stating the following items were of importance to them and would like to see them implemented or augmented if already present:

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

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Assessment Consortium (SBAC) - Math	RSD was 112 below standard and orange on the 2023 California Dashboard. English Learners were 119.4 points below standard Hispanic Students were 112.9 points below standard SED students were 114.1 points below standard Students with Disabilities were 181.8			RSD will be less than 90 points below standard in 2026 Dashboard in math for English Learners, Hispanic Students, and SED Students. For Students with Disabilities RSD will be less than 160 points below standard.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		points below standard				
1.2	Smarter Balanced Assessment Consortium (SBAC) - English Language Arts	RSD was 86.9 below standard and orange on the 2023 California Dashboard. English Learners were 96.8 points below standard Hispanic Students were 87.5 points below standard SED students were 87.7 points below standard Students with Disabilities were 159.2 points below standard			RSD will be less than 75 points below standard in 2026 Dashboard in ELA for English Learners, Hispanic Students, and SED Students. For Students with Disabilities RSD will be less than 130 points below standard.	
1.3	English Language Proficiency Assessment for California (ELPAC)	RSD had 56.2% of its EL population making progress on the 2023 California Dashboard.			RSD will have 65% of its EL population making progress on the 2026 California Dashboard.	
1.4	Local Benchmark and State Assessment Data Analysis	Instructors met three times as a grade level with curriculum director to desegregate local benchmarks and plan for instruction in 2023-24			Instructors will meet four times as a grade level with curriculum director to desegregate local benchmarks and plan for instruction in 2026-27	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Educational field trips and guest speakers for educational purposes	All grade levels attended at least one field trip or had a guest speaker come into their classroom in 2023-24.			All grade levels will attend at least one field trip or had a guest speaker	
1.6	Standards based curriculum in all core areas	RSD used adopted CCSS curriculum in all core areas in 2023-24			RSD will use the most current state adopted curriculum in all core areas in 2026-27.	
1.7	English Learner Reclassification	RSD reclassified 12% of its EL population in 2023-24.			RSD will reclassified 16% of its EL population in 2026-27.	
1.8	Long-Term English Learner (LTEL) Reclassification	RSD had 25% of its EL population are designated as LTELS in 2023-24.			RSD will have 20% of its EL population designated as LTELS in 2026-27.	
1.9	RSD middle school drop out rate.	RSD had 0% drop out rate in it's middle school for 2023-24.			RSD will not have a middle school drop out rate of 0%.	
1.10	RSD will provide sufficient access to standards-aligned instructional materials.	100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2024)			100% Sufficiency of Instructional Materials per Governing Board Resolution of Materials Sufficiency (2026)	
1.17						

# 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	Improving Math Scores.	RSD will provide for supplemental math curriculum and online platforms along with extended time and summer school instruction to improve math scores on SBAC.	\$0.00	No
1.2	Improving ELA Scores	RSD will provide for supplemental ELA curriculum and online platforms along with extended time and summer school instruction to improve ELA scores on SBAC.	\$0.00	No
1.3	ELD additional instructional services	RSD will provide for Supplemental ELD curriculum and online platforms along with extended time and summer school instruction to improve ELD scores on ELPAC for English Learners (ELs) and Long-Term English Learners (LTELS).	\$2,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Data analysis meetings.	Provide substitute coverage to allow teachers to meet with Administration Team to disaggregate student data, determine specific unduplicated student needs, and plan for future instruction to meet those needs within the Tier One instructional block.	\$49,500.00	Yes
1.5	Field Trips and Guest Speakers	Provide co-curricular and extra curricular experiences to advance the knowledge and foundations of unduplicated students and allow them to connect instructional concepts to real-world examples and experiences.	\$83,770.00	Yes
1.6	Supplemental Curriculum	RSD will provide supplemental curriculum in hard copy and online platforms to allow for more academic growth, intervention and rehearsal of math, ELA, ELD, Science and History instruction.	\$95,000.00	Yes
1.7	Additional Instructional Time	RSD will offer after school tutoring, intervention and summer school to help mitigate learning loss.	\$20,000.00	No
1.8	Instructional Aides	RSD will maintain and/or hire more instructional aides to provide interventions and assistance targeted at the identified needs of unduplicated students.	\$618,479.00	Yes
1.9	Curriculum Director	RSD will have a Curriculum Director who will monitor student growth, coach teachers, help plan for instruction and assist with all assessments of students.	\$177,000.00	No
1.10	ELD Coordinator	RSD will have one ELD coordinator who will track ELD student progress of ELs and LTELs, update SIS on EL students status and work the reclassification process.	\$4,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	RSP instructor	RSD will have an additional RSP instructor to help focus on dually identified EL/Sp. Ed students in the upper grades. These students will include the unduplicated students as that is the majority of our students.	\$77,000.00	No
1.12	Sufficient state standard instructional materials.	RSD will purchase and utilize supplemental curriculum materials that are aligned with the current academic standards.	\$10,000.00	No
1.13	Expanded curriculum offerings and differentiated instruction	RSD will provide Dual Language Instruction, a Computer Course and the Arts, Reduced class sizes overall and provide additional intervention services.	\$691,900.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students including unduplicated, EL's, students with disabilities enrolled in and having access to a Broad Course of Studies	40% of RSD students have access to a broad course of study in 2023-24			50% of RSD students will have access to a broad course of study in 2026-27	
2.2	Students enrolled in arts and craft, music or dance	43% of RSD students are enrolled in music, arts and crafts or dance in 2023-24			50% of RSD students will be enrolled in music,	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					arts and crafts or dance in 2026-27.	
2.3	Students enrolled in afterschool athletics	42% of RSD students were enrolled in afterschool athletics in 2023-24			50% of RSD students will be enrolled in afterschool athletics in 2026-27.	
2.4	Student sense of engagement, positivity	81% of students feel connected/engaged within the school.  2024 Spring survey			95%	

## 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
<b>2.1</b>	Broader Course of Study	RSD will offer dual language courses thorough 5th grade along with Career Pathway, technology class and afterschool clubs.	\$1,079,825.00	Yes
<b>2.2</b>	Fine Arts Program	RSD will provide staff and curriculum in music, art and craft and dance available for all students to attend.	\$281,000.00	Yes
<b>2.3</b>	Afterschool Athletics	RSD will provide staffing and offer afterhours and intersession athletics and recreation to all students.	\$238,000.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Disciplinary Referrals Issued	RSD had 90 referrals for discipline in 2023-24			RSD will have less than 80 referrals for discipline in 2026-27.	
3.2	Number of parents including parents of exceptional needs, that attend school events	RSD had a sum of over 603 parents attend afterschool events.			RSD will have a sum of over 700 parents attend school events in 2026-27.	
3.3	Number of certificated staff that attend afterschool events	100% of certificated staff attend at minimum 2 afterschool events.			All RSD certificated staff will attend at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					minimum 4 afterschool events.	
3.4	Attendance Rate	For 2023-24 RSD had a 94.9 attendance percentage.			RSD will have a 96% attendance rate in 2026-27.	
3.5	Chronic Absenteeism Rate	RSD had a 18.1% chronic absenteeism rate for All Students based on 2023 Dashboard. English Learners were at 14.5% Hispanic were at 17.9% Socioeconomically Disadvantaged were at 18.5% Students with Disabilities were at 22.4%			RSD will have a 13% chronic absenteeism rate based on 2026 dashboard. English Learners will be at 10%% Hispanic will be at 12% Socioeconomically Disadvantaged will beat 13% Students with Disabilities will be at 17%	
3.6	Facilities Inspection Tool	RSD had a "Good" rating in our most recent FIT results in August of 2023.			RSD will have a "Good" rating in our recent FIT results in August of 2026.	
3.7	Parents, and staff sense of positivity and connectedness to school as determined by survey.	% of parents feel positive and a sense of connectedness to school.  % of staff feel positive and a sense of connectedness to school.			80 % of parents feel positive and a sense of connectedness to school.  90% of staff feel positive and a sense of	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline will be set with 2024-2025 School Year Survey			connectedness to school.	
3.8	Expulsion Rate.	RSD had 0 expulsions in 2023-24			RSD will have 0 expulsions in 2026-27.	
3.9	Opportunities for educational partner input on school planning decisions.	RSD has at minimum 5 opportunities for educational partner input on school planning decisions.			RSD will have at minimum 10 opportunities for educational partner input on school planning decisions.	
3.10	Suspension Rate	RSD had a 2.3% Suspension Rate for All Students based on 2023 Dashboard. English Learners were at 2.4% Hispanic were at 2.3% Socioeconomically Disadvantaged were at 2.2% Students with Disabilities were at 4.1%			RSD will have a 2.0% Suspension Rate based on the 2027 Dashboard. English Learners will be at 2.0% Hispanic will be at 2.0% Socioeconomically Disadvantaged will be at 2.0% Students with Disabilities will be at 3.0%	
3.11	Amount of security staff.	RSD has 1.5 security staff in 2023-24			RSD will have 2 security staff in 2026-27.	
3.12	Number of mental health staff	RSD has 2.4 mental health staff in 2023-24			RSD will have 2.6 mental health staff in 2026-27.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Opportunity class staff member	RSD has 1 certificated opportunity instructor in 2023-24			RSD will have 1 certificated opportunity instructor in 2026-27.	
3.14	ELAC community liaison	RSD has 1 certificated ELAC community liaison in 2023-24			RSD will have 1 certificated ELAC community liaison in 2026-27.	
3.15	Student Services Director	RSD has 1 certificated Vice Principal/Student Services director in 2023-24			RSD will have 1 certificated Vice Principal/Student Services director in 2026-27.	
3.16	Pupils, parents, and staff sense of school safety as determined by survey.	<p>75% of pupils feel RSD provides a safe campus</p> <p>2024 Spring Survey campus.</p> <p>% of parents feel RSD provides a safe campus</p> <p>% of staff feel RSD provides a safe campus.</p> <p>(Parent and staff data will be established in 2024-2025 for baseline)</p>			<p>90% of pupils feel RSD provides a safe campus.</p> <p>90% of parents feel RSD provides a safe campus.</p> <p>90% of staff feel RSD provides a safe campus.</p>	

# 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
3.1	Discipline Referrals	RSD will lower the amount of yearly discipline referrals through positive alternative activities, mental health intervention and incentives.	\$0.00	No
3.2	Parent Attendance and at school events	RSD will increase the amount of parents attending school events with incentives, child care, social media posts and snacks.	\$2,000.00	Yes
3.3	Staff Attendance at after school events	RSD will continue to have all certificated staff attend and/or host afterhours events through compensation and other means.	\$2,000.00	No
3.4	Student Attendance	RSD will decrease the overall number of students that are absent each year with incentives and positive promotions.	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.5</b>	Facilities	RSD will maintain all facilities so that they are in Good Standing at yearly inspection through repairs, upgrades and branding.	\$500,000.00	No
<b>3.6</b>	Positive School Climate	RSD will conduct positive behavior promotion, academic recognition, and school spirit activities and provide incentives to create a positive school environment.	\$8,000.00	Yes
<b>3.8</b>	Expulsion Rate	RSD will provide the resources, mental health and alternative options to avoid the expulsion of students.	\$0.00	No
<b>3.9</b>	Parental Input	RSD will provide multiple opportunities and committees so that parents can have input on schoolwide decisions through social media, events and community connection.	\$3,000.00	Yes
<b>3.10</b>	Suspensions	RSD will provide alternatives, incentives and other opportunities to avoid and/or lower the total amount of yearly suspensions.	\$0.00	No
<b>3.11</b>	Security Staff	RSD will employ and hire security staff to provide for a safer campus as our Educational Partners have stated this is a point of concern on surveys and to assist with truancy issues with home visits.	\$185,130.00	No
<b>3.12</b>	Mental and Social-Emotional Health Staff	RSD will maintain and/or hire a School Psychologist, School Counselor and part time Social Worker to work with students, staff and families in the areas of mental and Social-Emotional Health.	\$435,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>3.13</b>	Opportunity Teacher	RSD will have an opportunity class for those students that have been removed from class and need to be in a classroom with a multiple subject instructor to aide and instruct them while out of the classroom.	\$0.00	No
<b>3.14</b>	ELAC Liaison	RSD will have an ELAC Liaison that will serve as an advisor and the bridge between parents and the school district aiding in information, and explanation of school related items.	\$3,100.00	Yes
<b>3.15</b>	Student Services Director	RSD will have a staff member that will work with parents, students and staff in areas of referral services, discipline and graduation requirements.	\$186,902.00	Yes

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Professional Development-Certificated Staff	All certificated staff attends at minimum 2 professional development days per school year in 2023-24.			All certificated staff attends at minimum 3 professional development days per school year beginning in 2026-27.	
4.2	Professional Development-Classified Staff	Less than 25% of the classified staff attended a professional			More than 50% of the classified staff attend a professional	

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

## 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
4.1	Certificated Staff Professional Development	Provide professional development that will focus on language acquisition, dual language enrollment classes and best practices so that students are making significant gains towards proficiency each year.	\$151,000.00	Yes
4.2	Classified Staff Professional Development	Provide site classified staff with professional development opportunities that will help them in their daily instructional practices and routines supporting students.	\$5,000.00	Yes
4.3	Instructional Coaches	RSD will provide for Instructional Coaches in ELD, Dual Language Immersion and Math for our Instructional Staff	\$20,000.00	No
4.4	Fully Credentialed Instructional Staff	RSD will assist and support staff to ensure all are fully credentialed in proper instructional focus.	\$0.00	No
4.5	Teaching Staff appropriately assigned	RSD will assist and support staff to ensure all are assigned to proper instructional focus.	\$0.00	No

# Goals and Actions

## Goal

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

State Priorities addressed by this goal.

- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

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

## Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Student Technology Device Ratio	100% of RSD students have access to a technology device in 2023-24.			100% RSD students will have access to a technology device in 2026-27.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.2	Instructional Staff Technology Device Access	100% of RSD staff have access to a technology device in 2023-24.			100% RSD staff will have access to a technology device in 2026-27.	
5.3	Wi-Fi Connectivity	100% of staff and students have access to Wi-Fi connectivity through booster antennas or hot spots in 2023-24.			100% staff and students will have access to WiFi connectivity through booster antennas or hot spots in 2026-27 with survey data proving this.	
5.4	Technology Staff	RSD has 2.3 tech staff in 2023-24.			RSD will have 2.3 tech staff in 2026-27.	
5.5	Technology Teacher Staff	RSD has 2 teacher technology coaches in 2023-24.			RSD will have 2 teacher tech coaches in 2026-27.	
5.6	School apps and website.	RSD has an app and website that work together to communicate with our educational partners in 2023-24.			RSD will have an app and website that work together to communicate with our educational partners in 2026-27.	

## 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
5.1	Student Technology Devices	All students will have a current model laptop for them to access instruction both at school and at their home.	\$80,000.00	Yes
5.2	Staff Technology Devices	Staff will have access to current technology devices to provide instruction both in person and in online platforms.	\$60,000.00	No
5.3	Internet Connectivity	RSD will provide WiFi connectivity to all students and staff in the form of antenna push out and/or hotspots.	\$54,000.00	Yes
5.4	Technology Staff	RSD will employ technology staff to assist with all on and off campus technology needs.	\$266,400.00	Yes
5.5	Technology Coaches	RSD will have teachers that are also technology coaches that can work with staff to help access and utilize our online platforms.	\$3,110.00	Yes

Action #	Title	Description	Total Funds	Contributing
<b>5.6</b>	School Social Media	RSD will maintain an interactive website and app so as to better communicate with our Educational Partners to assist in involving them in day to day information and decisions.	\$7,200.00	No

# 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
\$2,402,848	\$323,549

## 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
45.807%	2.808%	\$154,288.00	48.615%

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

## Required Descriptions

### LEA-wide and Schoolwide Actions

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

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

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

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

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	<p>intervention and core math curriculum. English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard.</p> <p>Teachers identified the need for supplemental materials to add context, representation, student engagement, and ELD evidence-based strategies within the core instruction.</p> <p><b>Scope:</b> LEA-wide</p>		
1.8	<p><b>Action:</b> Instructional Aides</p> <p><b>Need:</b> RSD had 56.2% of its EL population making progress on the 2023 California Dashboard.</p> <p>In math, English Learners were 119.4 points below standard.</p> <p>In Language Arts English Learners were 96.8 points below standard.</p> <p>In examining the performance gaps in math and ELA for our unduplicated students, it was determined by our instructional staff that unduplicated students need more assistance from instructional staff to help learn concepts they are struggling with. Teachers note that additional instructional assistant support is</p>	<p>Provides instructional aide support to implement small group interventions and additional class wide assistance at the level needed to meet unduplicated student needs.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>Metrics #1.1 and #1.2- ELA and Math SBAC results</p> <p>Metric 1.6- ELPAC results</p>

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

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	<p>69% of all students scored below average in ELA and 79% in Math.</p> <p>Teachers and instructional management have disaggregated the data to determine the needs of our unduplicated student groups and found that in order to provide the level of differentiation within Tier One services, and serve the number of unduplicated students requiring Tier Two and Three interventions, additional staffing is needed.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>2.1</b></p>	<p><b>Action:</b> Broader Course of Study</p> <p><b>Need:</b> Educational Partners have request students have access to learning a second language, technology class, clubs and career pathways. Educational Partners also wanted to make sure that our unduplicated students had access to these classes. Because of the rural nature of our district, enrichment opportunities are not easily accessible and fiscal constraints limit access for our low income students.</p> <p><b>Scope:</b> LEA-wide</p>	<p>RSD will provide dual language immersion classes for students from kindergarten to 5th grade. They will also have access to technology classes both in school and afterschool that allow access to careers, learning of technology platforms and systems. These classes will also be offered to our remaining students to allow for the acquisition of a second language which has proven to be beneficial in their education and future lives.</p> <p>By offering programs providing a broader course of study district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.</p>	<p>Metric #2.1- % of students with access to Broad Course of Study</p>
<p><b>2.2</b></p>	<p><b>Action:</b> Fine Arts Program</p>	<p>Provides increased educational opportunities to engage our unduplicated students and broaden</p>	<p>Metric #2.2-Participation in arts program</p>

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

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	<p><b>Scope:</b> LEA-wide</p>		
<p><b>3.2</b></p>	<p><b>Action:</b> Parent Attendance and at school events</p> <p><b>Need:</b> Staff have noted the effect of parent engagement on our unduplicated pupil academic performance, mental health, and behaviors on campus. They note the continued need to provide opportunities for family engagement to support our unduplicated students in these areas.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides family engagement activities to support unduplicated student academic performance, mental health, and behaviors on campus.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>#3.7- Parents, and staff sense of positivity and connectedness to school as determined by survey.</p>
<p><b>3.4</b></p>	<p><b>Action:</b> Student Attendance</p> <p><b>Need:</b> RSD had a lower attendance daily rate than in years prior to COVID. We are needing for more students to be on campus daily to benefit from learning loss remedies. Unduplicated students were also affected by attendance with English Learners have a 14.5% chronically absent score, Hispanics with 17.9%, SED with 18.5% and Student with Disabilities having a 22.4% chronically absent score.</p>	<p>Provides for positive attendance promotion activities to reduce chronic absenteeism.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>Metric #3.5- Chronic absenteeism rates for unduplicated students.</p>

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	<p>Unduplicated students continue to have high chronic absenteeism, despite improvements over the past three years. Further positive support programs for attendance are needed.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.6</b></p>	<p><b>Action:</b> Positive School Climate</p> <p><b>Need:</b> Suspension rates for all students was 2.3% . For EL's it was 2.4%, Hispanic 2.4% and SED was 2.2%</p> <p>Educational partners including parents and students have stated in surveys that RSD has an 80% positive rating for school climate.</p> <p>Our unduplicated students report lesser feelings of connection and our teachers feel that involving parents, students, and staff together with positive promotions for school spirit, academic success/growth, and behavioral/character recognition would increase connectedness, academic results, and behaviors at school.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides events and activities involving parents, students, and staff together with positive promotions for school spirit, academic success/growth, and behavioral/character recognition would increase connectedness, academic results, and behaviors at school.</p> <p>By offering programs providing positive supports for behavior/acaedemics and relationship building between home and school district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence.</p>	<p>Metric # 3.7-Surveys will go to our Educational Partners each Spring to get feedback on their feelings about RSD and our overall climate.</p>

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<p><b>3.9</b></p>	<p><b>Action:</b> Parental Input</p> <p><b>Need:</b> RSD had a 18.1% chronic absenteeism rate for All Students based on 2023 Dashboard. English Learners were at 14.5% Hispanic were at 17.9% Socioeconomically Disadvantaged were at 18.5% Students with Disabilities were at 22.4%</p> <p>In discussions with parents and staff, it was noted that in order to better support unduplicated student needs, increased levels of planning and conversations with families was needed. These needed to be ongoing throughout the year, with multiple ways to provide input.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides multiple opportunities and format for parents to provide input and plan together with school team to better meet the needs of unduplicated students to improve attendance/connectedness to school as well as related academic success.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population</p>	<p>#3.5- Chronic Absenteeism #3.7- Parent connectedness and positive about school</p>
<p><b>3.12</b></p>	<p><b>Action:</b> Mental and Social-Emotional Health Staff</p> <p><b>Need:</b> Our Educational Partners have stated in surveys and in meetings with administration and Student Study Teams that children need more access to mental health staff. Being in a small rural community with high poverty rates and post COVID has led to many students, including our unduplicated student population needed access to mental health staff. Because</p>	<p>Having mental health staff on campus will allow for us to immediately address unduplicated student needs and family concerns. We will also be able to regularly meet with students to assess and help them navigate their days.</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services</p>	<p>Metric #3.12-Mental health staffing</p>

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	<p>of the rural nature of our district, access to mental health resources are not easily accessible and fiscal constraints limit access for our low income students.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>3.15</b></p>	<p><b>Action:</b> Student Services Director</p> <p><b>Need:</b> RSD requires an administrator that monitors student progress, including those unduplicated students who are in an intervention program, or experiencing mental health well-being concerns that could impede overall academic success, to make sure all students are receiving what they need to be successful in school.</p> <p>This is particularly important for our unduplicated population. In the area of suspensions rates for all students was 2.3% . For EL's it was 2.4%, Hispanic 2.4% and SED was 2.2%. Amongst students with disabilities it was 4.1%. Academically, students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically</p>	<p>The Student Services Director will coordinate with teacher, parents, students, and mental health staff on any programs or pathways needed to help Unduplicated students succeed in school. This person will refer students to where they can get the most help in their area of need.</p> <p>Our goal would be to reduce All Students, EL, Hispanic, and SED to 2% or below. For suspension rates our goal is 2% or below. Academically, our goal is to be below 90 points away from standard in both ELA and Math By providing a Student Services Director district-wide, the district ensures that all students, regardless of their background, have access to these enriching educational experiences, thereby promoting equity and excellence</p>	<p>Metrics 1.1 and 1.2 (SBAC ELA and Math results) Metric #3.10- Suspension rates #3.5- Chronic Absenteeism</p>

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	<p>Disadvantaged Students were 87.7 points below standard.</p> <p><b>Scope:</b> LEA-wide</p>		
<p><b>4.1</b></p>	<p><b>Action:</b> Certificated Staff Professional Development</p> <p><b>Need:</b> RSD students scored below standard on the Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Professional development for our certificated staff will allow for them to use best and newer methods of instruction when working with our Unduplicated student population in the areas of English Learner Progress, Math and ELA. Unduplicated students are in need of high quality instruction that come from training on best and new practices. Certificated staff must be trained on the newest technology platforms, new curriculum and best strategies that that address different learning modalities and mindsets. This includes our unduplicated population in the areas of English Learner Progress, Math and ELA. Academically, our goal is to be below 90 points away from standard in both ELA and Math.</p> <p>In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>Metric #4.1-Overall student growth on local assessments along with ELPAC and SBAC and other Dashboard information will be used to see success of students.</p>
<p><b>4.2</b></p>	<p><b>Action:</b> Classified Staff Professional Development</p>	<p>Provides professional development for instructional aides to increase their skills and</p>	<p>Metric #4.2-Paraprofessional</p>

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	<p><b>Need:</b>  Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard.</p> <p>Teachers have identified that unduplicated students need additional assistance in classrooms from paraprofessionals to help close the learning gap and for translation of materials. Additional Tier Two interventions are needed that require additional instructional staff to support the main teacher. Instructional aides report the need for additional training support to meet the additional needs of unduplicated students.</p> <p>Professional development for our classified staff will allow for them to use best and newer methods of instruction when working with our Unduplicated students in the areas of English Learner Progress, Math and ELA</p> <p><b>Scope:</b>  LEA-wide</p>	<p>efficacy in supporting unduplicated student academic needs. These acquired skills will be implemented during academic support opportunities to maximize and accelerate Unduplicated student learning in the content areas.</p> <p>n identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for these services. Therefore, while the focus remains on supporting unduplicated pupils, the actions taken will inherently benefit a broader group of students, promoting equity and success across the entire student population.</p>	<p>participation in staff development  Metrics 1.1 and 1.2- SBAC results in math and ELA</p>

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<p><b>5.1</b></p>	<p><b>Action:</b> Student Technology Devices</p> <p><b>Need:</b> Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points below standard. In Language Arts English Learners were 96.8 points below standard, Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard.</p> <p>Online instructional resources and student technology skill development are required to prepare our students for post-secondary success. Unduplicated families report less reliable connectivity and less access to current technology tools that allow students to access these materials, develop skills, and complete necessary related assignments. Financial restrictions as well as housing wiring/infrastructure create barriers to sufficient technology access.</p> <p>Equity in instructional technology is needed to ensure all students can access the needed sites and tools to be successful in these areas.</p> <p><b>Scope:</b></p>	<p>Provides/ maintains devices for unduplicated students to ensure they are using similar tools that have sufficient access for online instructional tools and skills development assignments. This allows these students to readily access learning resources and online learning platforms .</p> <p>In order to most effectively and efficiently implement this action to address the need of Unduplicated Pupils, it is being implemented LEA-wide/school-wide to maximize the impact to Unduplicated Pupils and other students who also exhibit the need for these services.</p>	<p>Metric #5.1- Student access to technology devices</p>

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	LEA-wide		
<p><b>5.3</b></p>	<p><b>Action:</b> Internet Connectivity</p> <p><b>Need:</b> Students and staff need to have reliable access to Wi-Fi to access curriculum, assessments and have the ability to communicate with each other and families. Because of the rural nature of our district, our unduplicated families report that reliable internet is not easily accessible and fiscal constraints limit access for our low income, and other unduplicated students.</p> <p>Reliable Wi-Fi connectivity will allow for all students, including our unduplicated population, and staff to access our curriculum, assessments and have the ability to communicate with each other and families.</p> <p><b>Scope:</b> LEA-wide</p>	<p>Provides reliable internet connectivity for the area students and instructional team.</p> <p>Even though this action is principally directed at addressing the needs of Unduplicated Pupils, it will be implemented LEA-wide to benefit all students, as many other students exhibited similar needs.</p>	<p>Metric #5.3-RSD will inventory all WiFi hot spots that are issued and monitor bandwidth from WiFi antennas that are pushing WiFi into the community. We will also send out a survey in late fall to make sure all students and staff have access to WiFi.</p>
<p><b>5.4</b></p>	<p><b>Action:</b> Technology Staff</p> <p><b>Need:</b> Dashboard students in math showed English Learners were 119.4 points below standard, Hispanic Students were 112.9 points below standard and Socioeconomically Disadvantaged Students were 114.1 points</p>	<p>Tech Staff will assist our unduplicated population, and staff in accessing our technology platforms. They will also be used to build our technology infrastructure and push out new platforms to students and staff. They will also help to inventory, repair and replenish technology. In identifying the needs of unduplicated pupils, it is also recognized that other students, beyond the unduplicated category, exhibit similar needs for</p>	<p>Metric #5.4-We will determine via a survey how helpful the technology department staff have been and how they can improve in their areas and in their assistance.</p>

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

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	<p>Hispanic Students were 87.5 points below standard and Socioeconomically Disadvantaged Students were 87.7 points below standard.</p> <p>Staff and student technology skill development are required to better prepare our students for post-secondary success. Unduplicated families report issues assisting their children with technology and 21st century technology skill development.</p> <p>Equity in technology skill development is needed to ensure all students can achieve success in K-12 academics as well as post-secondary success.</p> <p><b>Scope:</b> LEA-wide</p>	<p>students, promoting equity and success across the entire student population</p>	

**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
<p><b>1.10</b></p>	<p><b>Action:</b> ELD Coordinator</p> <p><b>Need:</b></p>	<p>Having an EL Coordinator will ensure that a certificated employee will be available to track EL progress by student, make recommendations, and follow through with teachers in order for students</p>	<p>Metric #1.6- ELPAC results Metric # 1.1- ELA results-EL students</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>English Learner students have a need to acquire English while still being responsible for their core instruction. EL students get lost at times without someone to specifically track and be responsible for monitoring their growth towards reclassification. Our English Learner population had 56.2% of students making progress towards English Proficiency. In ELA, English Learners were 96.8 points below standard, and 67.7 points below standard in state comparisons. In Math, English Learners were 119.4 points below standard, and 93.4 points below standard in state comparisons.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>to be on track to reclassify. This person will be responsible for monitoring and working with EL students in their English and determine what other assistance an EL student may need.</p>	<p>Metric #1.2- Matt results- EL students</p>
<p><b>3.14</b></p>	<p><b>Action:</b> ELAC Liaison</p> <p><b>Need:</b> English Learners have higher absence rates, lower academic performance in ELA and Mathematics, and 44% did not increase one ELPI level last year on the ELPAC test.</p> <p>In order to ensure that parents are able to act as full partners to support their child's success, EL families and our staff agree that additional interpreters and liaison staff dedicated to facilitating this connection are provided.</p> <p><b>Scope:</b> Limited to Unduplicated Student Group(s)</p>	<p>Provides dedicated staff to serve as interpreter and liaison for English Learner family partnership promotion and services.</p>	<p>#3.5- Chronic Absenteeism #3.7- Parent connectedness and positive about school</p>

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

N/A

**Additional Concentration Grant Funding**

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

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

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

# 2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	5,245,611	2,402,848	45.807%	2.808%	48.615%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$4,597,991.00	\$273,400.00	\$0.00	\$533,025.00	\$5,404,416.00	\$3,656,284.00	\$1,748,132.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Improving Math Scores.	All	No			All Schools	2024-2025 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.2	Improving ELA Scores	All	No			All Schools	2024-2025 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	ELD additional instructional services	ELs and LTELs	No			All Schools	2024-2025 School Year	\$0.00	\$2,000.00	\$0.00			\$2,000.00	\$2,000.00	
1	1.4	Data analysis meetings.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$49,500.00	\$49,500.00				\$49,500.00	
1	1.5	Field Trips and Guest Speakers	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$5,240.00	\$78,530.00	\$83,770.00				\$83,770.00	
1	1.6	Supplemental Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$95,000.00	\$95,000.00				\$95,000.00	
1	1.7	Additional Instructional Time	All	No			All Schools	2024-2025 School Year	\$0.00	\$20,000.00	\$0.00			\$20,000.00	\$20,000.00	
1	1.8	Instructional Aides	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$618,479.00	\$0.00	\$428,454.00			\$190,025.00	\$618,479.00	
1	1.9	Curriculum Director	All	No			All Schools	2024-2025 School Year	\$177,000.00	\$0.00				\$177,000.00	\$177,000.00	
1	1.10	ELD Coordinator	English Learners	Yes	Limited to Unduplicated	English Learners	All Schools	2024-2025 School Year	\$4,900.00	\$0.00	\$4,900.00				\$4,900.00	

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
					Student Group(s)											
1	1.11	RSP instructor	English Learners, Students w/Disabilities	No			All Schools	2024-2025 School Year	\$77,000.00	\$0.00	\$77,000.00				\$77,000.00	
1	1.12	Sufficient state standard instructional materials.	All	No			All Schools	2024-2025 School Year	\$0.00	\$10,000.00		\$10,000.00			\$10,000.00	
1	1.13	Expanded curriculum offerings and differentiated instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$691,900.00	\$0.00	\$442,500.00	\$249,400.00			\$691,900.00	
2	2.1	Broader Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$1,079,825.00	\$0.00	\$1,079,825.00				\$1,079,825.00	
2	2.2	Fine Arts Program	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$0.00	\$281,000.00	\$260,000.00			\$21,000.00	\$281,000.00	
2	2.3	Afterschool Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$145,000.00	\$93,000.00	\$220,000.00			\$18,000.00	\$238,000.00	
3	3.1	Discipline Referrals	All	No			All Schools	2024-25 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.2	Parent Attendance and at school events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	
3	3.3	Staff Attendance at after school events	All	No			All Schools	2024-25 School Year	\$2,000.00	\$0.00	\$2,000.00				\$2,000.00	
3	3.4	Student Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
3	3.5	Facilities	All	No			All Schools	2024-25 School Year	\$0.00	\$500,000.00	\$500,000.00				\$500,000.00	
3	3.6	Positive School Climate	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	2024-25 School Year	\$0.00	\$8,000.00	\$8,000.00				\$8,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
3	3.8	Expulsion Rate	All	No			All Schools	2024-25 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.9	Parental Input	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income		2024-25 School Year	\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
3	3.10	Suspensions	All	No			All Schools		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.11	Security Staff	All	No			All Schools	2024-25 School Year	\$140,130.00	\$45,000.00	\$185,130.00				\$185,130.00	
3	3.12	Mental and Social-Emotional Health Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-25 School Year	\$387,200.00	\$48,000.00	\$435,200.00				\$435,200.00	
3	3.13	Opportunity Teacher	All	No			All Schools	2024-25 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.14	ELAC Liaison	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		2024-25 School Year	\$3,100.00	\$0.00	\$3,100.00				\$3,100.00	
3	3.15	Student Services Director	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025	\$0.00	\$186,902.00	\$186,902.00				\$186,902.00	
4	4.1	Certificated Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$55,000.00	\$96,000.00	\$52,000.00	\$14,000.00		\$85,000.00	\$151,000.00	
4	4.2	Classified Staff Professional Development	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
4	4.3	Instructional Coaches	All	No			All Schools	2024-2025 School Year	\$0.00	\$20,000.00	\$0.00			\$20,000.00	\$20,000.00	
4	4.4	Fully Credentialed Instructional Staff	All	No			All Schools	2024-2025 School Year	\$0.00	\$0.00	\$0.00				\$0.00	

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
4	4.5	Teaching Staff appropriately assigned	All	No			All Schools	2024-2025 School Year	\$0.00	\$0.00	\$0.00				\$0.00	
5	5.1	Student Technology Devices	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$80,000.00	\$80,000.00				\$80,000.00	
5	5.2	Staff Technology Devices	All	No			All Schools	2024-2025 School District	\$0.00	\$60,000.00	\$60,000.00				\$60,000.00	
5	5.3	Internet Connectivity	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	2024-2025 School Year	\$0.00	\$54,000.00	\$54,000.00				\$54,000.00	
5	5.4	Technology Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$266,400.00	\$0.00	\$266,400.00				\$266,400.00	
5	5.5	Technology Coaches	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$3,110.00	\$0.00	\$3,110.00				\$3,110.00	
5	5.6	School Social Media	All	No			All Schools	2024-2025 School Year	\$0.00	\$7,200.00	\$7,200.00				\$7,200.00	

# 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
5,245,611	2,402,848	45.807%	2.808%	48.615%	\$3,766,661.00	0.000%	71.806 %	<b>Total:</b>	\$3,766,661.00
								<b>LEA-wide Total:</b>	\$3,758,661.00
								<b>Limited Total:</b>	\$8,000.00
								<b>Schoolwide Total:</b>	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.4	Data analysis meetings.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,500.00	
1	1.5	Field Trips and Guest Speakers	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$83,770.00	
1	1.6	Supplemental Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$95,000.00	
1	1.8	Instructional Aides	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$428,454.00	
1	1.10	ELD Coordinator	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$4,900.00	
1	1.13	Expanded curriculum offerings and differentiated instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$442,500.00	
2	2.1	Broader Course of Study	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$1,079,825.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.2	Fine Arts Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$260,000.00	
2	2.3	Afterschool Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$220,000.00	
3	3.2	Parent Attendance and at school events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,000.00	
3	3.4	Student Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$4,000.00	
3	3.6	Positive School Climate	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$8,000.00	
3	3.9	Parental Input	Yes	LEA-wide	English Learners Foster Youth Low Income		\$3,000.00	
3	3.12	Mental and Social-Emotional Health Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$435,200.00	
3	3.14	ELAC Liaison	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$3,100.00	
3	3.15	Student Services Director	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$186,902.00	
4	4.1	Certificated Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$52,000.00	
4	4.2	Classified Staff Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	
5	5.1	Student Technology Devices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$80,000.00	
5	5.3	Internet Connectivity	Yes	LEA-wide	English Learners Foster Youth	All Schools	\$54,000.00	

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 (%)
					Low Income			
5	5.4	Technology Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$266,400.00	
5	5.5	Technology Coaches	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,110.00	

# 2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,758,211.00	\$3,561,264.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Improving Math Scores.	Yes	\$46,800.00	\$0
1	1.2	Improving ELA Scores	Yes	\$46,800.00	\$0
1	1.3	Data analysis meetings.	Yes	\$85,000.00	\$23,150
1	1.4	Professional Development	Yes	\$279,287.00	\$134,953
1	1.5	Field Trips and Guest Speakers	Yes	\$59,500.00	\$64,551
1	1.6	Supplemental Curriculum	Yes	\$262,782.00	\$80,957
1	1.7	Periodic Assessments	No	\$0.00	\$0
1	1.8	ELD Instructional Materials	Yes	\$4,053.00	\$1,800
1	1.9	Extended Time	No	\$18,942.00	\$18,525
1	1.10	Parental Involvement	Yes	\$13,450.00	\$5,675
1	1.11	Instructional Aides	Yes	\$519,251.00	\$455,853

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Curriculum Director	No	\$169,685.00	\$161,800
1	1.13	ELD Coordinator	Yes	\$49,518.81	\$3,110
1	1.14	Additional ELA Staff	Yes	\$303,238.00	\$124,893
1	1.15	RSP instructor	Yes	\$179,450.00	\$74,032
1	1.16	Sufficient state standard instructional materials.	No	\$0.00	\$0
1	1.17	RSD will implement state adopted content and performance standards.	No	\$0.00	\$0
1	1.18	Reclassification percentage of EL Students	No	\$0.00	\$0
1	1.19	Middle School Drop Outs	No	\$0.00	\$0
1	1.20	Suspension Rate	No	\$0.00	\$0
1	1.21	Educational partners connectedness to RSD	No	\$0.00	\$0
1	1.22	English Learner proficiency	No	\$0.00	\$0
2	2.1	Broader Course of Study	Yes	\$1,063,547.00	\$574,328
2	2.2	Fine Arts	Yes	\$77,941.00	\$45,170

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	Afterschool Athletics	Yes	\$248,292.00	\$224,182
3	3.1	Discipline Referrals	No	\$0.00	\$0
3	3.2	Parent Attendance	No	\$12,950.00	\$35
3	3.3	Staff Attendance at School Events	Yes	\$4,070.00	\$0
3	3.4	Student Attendance	Yes	\$2,000.00	\$1,000
3	3.5	Chronic Absenteeism	Yes	\$2,000.00	\$0
3	3.6	Facilities	No	\$781,000.00	\$628,000
3	3.7	Positive School Climate	Yes	\$28,500.00	\$6,100
3	3.8	Expulsion Rate	No	\$0.00	\$0
3	3.9	Parental Input	No	\$5,450.00	\$575
3	3.10	Suspensions	No	\$0.00	\$0
3	3.11	Security Staff	Yes	\$206,544.00	\$143,627
3	3.12	Mental and Social-Emotional Health Staff	Yes	\$304,464.00	\$299,444
3	3.13	Opportunity Teacher	No	\$0.00	\$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.14	ELAC Liaison	Yes	\$3,083.00	\$3,110
3	3.15	Student Services Director	Yes	\$181,099.00	\$177,373
4	4.1	Certificated Staff Professional Development	No	\$0.00	\$0
4	4.2	Classified Staff Professional Development	Yes	\$4,650.00	\$1,822
4	4.3	Instructional Coaches	No	\$4,265.19	\$26,500
4	4.4	Fully Credentialed Instructional Staff	No	\$0.00	\$0
4	4.5	Indirect Costs	No	\$36,693.00	\$35,000
5	5.1	Student Technology Devices	Yes	\$170,894.00	\$18,425
5	5.2	Staff Technology Devices	Yes	\$120,000.00	\$21,500
5	5.3	Internet Connectivity	Yes	\$150,954.00	\$60,500
5	5.4	Technology Staff	Yes	\$302,363.00	\$134,967
5	5.5	Technology Coaches	Yes	\$2,500.00	\$3,112
5	5.6	School Social Media	No	\$7,195.00	\$7,195

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)
6	6.1	ELD Curriculum			
6	6.2	Certificated ELD Professional Development			
6	6.3	Classified Instructional Staff ELD Professional Development			
6	6.4	Campus ELD Coach			
6	6.5	Outsourced ELD Coach			
6	6.6	Student EL Reclassification Support			
6	6.7	EL Parental Involvement			
6	6.8	Technology for English Learners			
6	6.9	English Learner Staff Needs			

# 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)
\$2,510,448	\$4,067,227.00	\$2,356,160.00	\$1,711,067.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Improving Math Scores.	Yes	\$46,800.00	\$0		
1	1.2	Improving ELA Scores	Yes	\$46,800.00	\$0		
1	1.3	Data analysis meetings.	Yes	\$85,000.00	\$23,150		
1	1.4	Professional Development	Yes	\$131,600.00	\$4,650		
1	1.5	Field Trips and Guest Speakers	Yes	\$59,500.00	\$56,515		
1	1.6	Supplemental Curriculum	Yes	\$178,788.00	\$56,260		
1	1.8	ELD Instructional Materials	Yes	\$1,000.00	\$0		
1	1.10	Parental Involvement	Yes	\$13,450.00	\$5,675		
1	1.11	Instructional Aides	Yes	\$336,111.00	\$286,373		
1	1.13	ELD Coordinator	Yes	\$47,669.00	\$3,110		
1	1.14	Additional ELA Staff	Yes	\$303,238.00	\$124,893		
1	1.15	RSP instructor	Yes	\$179,450.00	\$74,032		
2	2.1	Broader Course of Study	Yes	\$913,470.00	\$629,064		

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	2.2	Fine Arts	Yes	\$26,257.00	\$20,631		
2	2.3	Afterschool Athletics	Yes	\$229,132.00	\$200,432		
3	3.3	Staff Attendance at School Events	Yes	\$4,070.00	\$0		
3	3.4	Student Attendance	Yes	\$2,000.00	1,500		
3	3.5	Chronic Absenteeism	Yes	\$2,000.00	0		
3	3.7	Positive School Climate	Yes	\$28,500.00	\$6,100		
3	3.11	Security Staff	Yes	\$206,544.00	\$143,627		
3	3.12	Mental and Social-Emotional Health Staff	Yes	\$302,464.00	\$299,339		
3	3.14	ELAC Liaison	Yes	\$3,083.00	\$3,110		
3	3.15	Student Services Director	Yes	\$181,099.00	\$177,373		
4	4.2	Classified Staff Professional Development	Yes	\$4,650.00	\$1,822		
5	5.1	Student Technology Devices	Yes	\$158,735.00	\$18,425		
5	5.2	Staff Technology Devices	Yes	\$120,000.00	\$21,500		
5	5.3	Internet Connectivity	Yes	\$150,954.00	\$60,500		
5	5.4	Technology Staff	Yes	\$302,363.00	\$134,967		
5	5.5	Technology Coaches	Yes	\$2,500.00	\$3,112		

# 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)
\$5,495,050	\$2,510,448	0%	45.686%	\$2,356,160.00	0.000%	42.878%	\$154,288.00	2.808%

# 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](mailto: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 <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2026–27</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> or when adding a new metric.	Enter information in this box when completing the LCAP for <b>2025–26</b> and <b>2026–27</b> . 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).