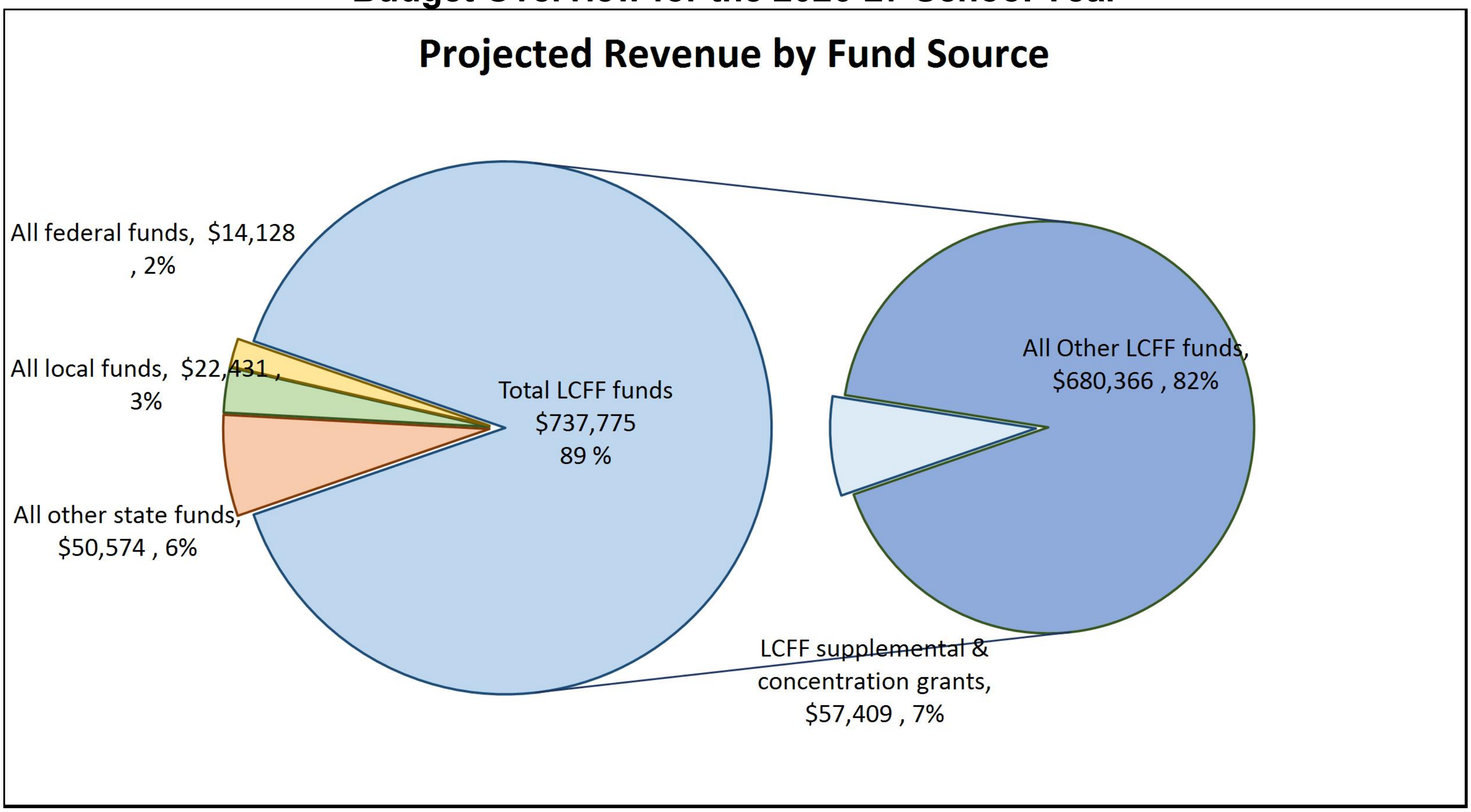
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Biggs Unified School District/Richvale Charter
CDS Code: 04614086002950
School Year: 2026-27
LEA contact information:
Tracey McPeters
Principal
tmcpeters@biggs.org
530 868-1281 8211

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

Budget Overview for the 2026-27 School Year

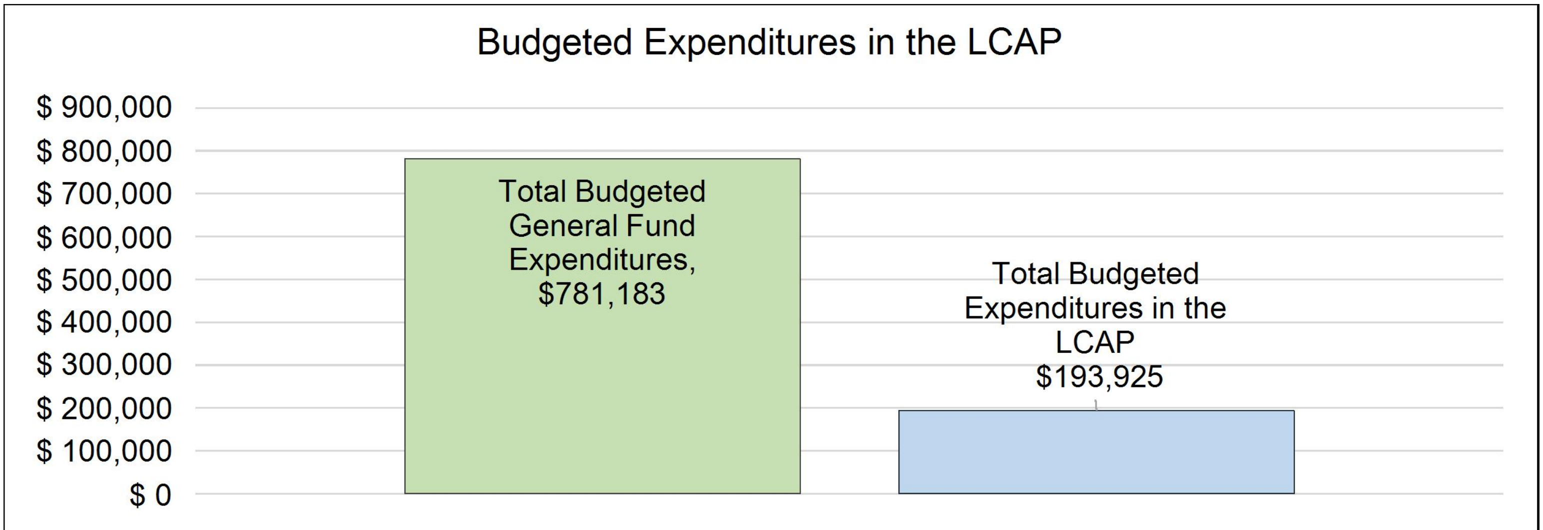


This chart shows the total general purpose revenue Biggs Unified School District/Richvale Charter expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Biggs Unified School District/Richvale Charter is $824,908, of which $737775 is Local Control Funding Formula (LCFF), $50574 is other state funds, $22431 is local funds, and $14128 is federal funds. Of the $737775 in LCFF Funds, $57409 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 Biggs Unified School District/Richvale Charter plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Biggs Unified School District/Richvale Charter plans to spend $781183 for the 2026-27 school year. Of that amount, $193925 is tied to actions/services in the LCAP and $587,258 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

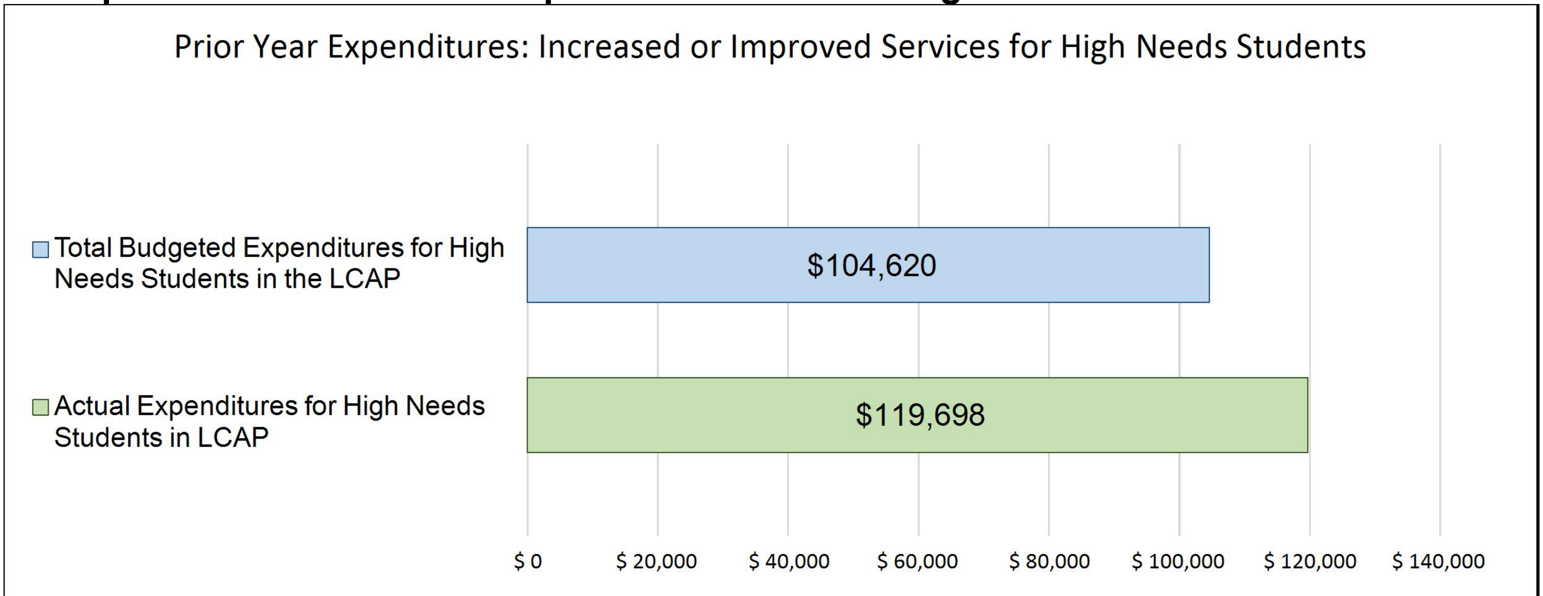
The expenditures not included in the Local Control and Accountability Plan (LCAP) on the General Fund are other programs, administrative and operational costs to operate RCA. These expenditures include educational and operational costs such as special education, grant programs.

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

In 2026-27, Biggs Unified School District/Richvale Charter is projecting it will receive $57409 based on the enrollment of Foster Youth, English learner, and low-income students. Biggs Unified School District/Richvale Charter must describe how it intends to increase or improve services for high needs students in the LCAP. Biggs Unified School District/Richvale Charter plans to spend $153425 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

The text description of the above chart is as follows: In 2025-26, Biggs Unified School District/Richvale Charter's LCAP budgeted $104620 for planned actions to increase or improve services for high needs students. Biggs Unified School District/Richvale Charter actually spent $119698 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Biggs Unified School District/Richvale Charter	Tracey McPeters Principal	tmcpeters@biggs.org 530 868-1281 8211

Plan Summary [2026-27]

General Information

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

Richvale Elementary School, serving grades 1–6 in Richvale, California, transitioned to Richvale Charter Academy (RCA) for the 2025–26 school year. The school currently enrolls 53 students. RCA will remain part of Biggs Unified School District and continue to operate as a small, community-centered school.

The RCA staff includes a part-time principal, three teachers, and two instructional aides, with district-provided maintenance, custodial, and food service support.

Richvale's instructional program is aligned with California State Standards and delivered using current state-adopted and district-approved curriculum. Teachers engage in ongoing professional development focused on evidence-based instructional strategies, including: Science of Reading and common assessment development to support differentiated literacy instruction; Cognitively Guided Instruction (CGI) and Building Thinking Classrooms to deepen mathematical reasoning; Social-emotional learning, behavior supports, and school safety initiatives. Students benefit from a robust enrichment program including STEM, agriculture, music, project-based learning, and visual arts. Support services include special education, speech and language therapy, counseling, and English Language Development (ELD). Technology infrastructure, supported in partnership with the Butte County Office of Education, ensures a 1:1 student-to-Chromebook ratio and alignment with the district's educational technology plan. Biggs Unified School District is committed to sustaining high-quality learning environments. As part of this commitment, bond funds will be used to improve facilities at Richvale Charter Academy campus.

The RCA student community demographics include:

Hispanic 28.3%, African American 0%, White 69.8% , Asian 1.9%

The RCA student demographics are:
Socio-economically Disadvantaged: 52.8%, English Language Learner: 7.5%, Special Education: 13.2%, Foster Youth: 0%

Please take note of the following
Richvale Charter Academy is a grades 1-6 school, so the following metrics do not apply: 4B, 4C, 4D, 4E, 4G, 4H, 5C, 5D, 5E.

Reflections: Annual Performance

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

Richvale Charter Academy (RCA) developed its 2025-2026 LCAP goals and actions based on a comprehensive analysis of the 2024 California School Dashboard and local performance data for Richvale Elementary. A review of the 2025 Dashboard confirms that many of the schools key needs persist, particularly in English Language Arts and Chronic Absenteeism. As a result, RCA is maintaining continuity in its existing goals while deepening supports in response to updated student data and educational partner input.

Areas of Progress Based on State Dashboard and Local Data
English Learner Progress: Two students achieved reclassification in 2025 (Action 1.2, 1.5, and 2.5)
Family Engagement: Parent participation remained exceptionally strong, with near 100% attendance at many family events. Strategic planning and inclusive event design contributed to this success (Actions 3.1, 3.5).
Technology Access: RCA maintained a 1:1 student-to-Chromebook ratio, ensuring continued access to digital learning tools and resources (Action 1.4).

Academic Gains
Fully Credentialed Teachers: RCA retains 100% appropriately credentialed and assigned teachers.
ELA Achievement: CAASPP ELA scores increased by 13 points, leaving RCA only 2.6 points below standard, an encouraging improvement trajectory.
Math Achievement: CAASPP math scores improved by 19 points, bringing RCA to 20 points above standard, demonstrating positive outcomes from math-focused interventions.

Areas for Growth and Continued Focus
Suspension rates: RCA showed an increase in suspension rates from 0 to 1.8%.
Chronic Absenteeism: RCA showed an increase in our chronic absenteeism rate by 5.3% with a rate of 9.1% of students. The school now performs in the orange performance band on this indicator (Goal 3, Metric 3.5).
ELA and Math Benchmarks: Local benchmark data show that only XXX RCA students meet or exceed grade-level standards in reading, and XX in math. These results highlight continued need for targeted instruction, particularly in the primary grades.

Next Steps for Accelerated Improvement
To build on this momentum and address remaining gaps, RCA will:

Improve outcomes for English Learners through enhanced designated ELD instruction and progress monitoring (Action 2.6).
Advance achievement in ELA and Math by expanding coaching, targeted tutoring, and curriculum alignment efforts (Actions 2.3, 2.5, 2.8).
Deepen data-informed instruction through expanded teacher collaboration time and structured coaching cycles (Action 2.1).

These actions are designed to support continued growth, address disparities, and elevate learning outcomes for all students, particularly unduplicated pupils.

There are no RED indicators from the 2023 California State Dashboard due to Richvale Charter Academy starting at the beginning of school in 2025.

Learning Recovery Emergency Block Grant (LREBG) Funding

The district has remaining Learning Recovery Emergency Block Grant (LREBG) funding that will be expended over the next three years to support accelerated learning recovery and improve student outcomes. Following the districtwide 2025 needs assessment, Biggs Unified School District (BUSD) identified significant academic achievement declines associated with pandemic-related learning disruptions, particularly among unduplicated pupil groups at Biggs Elementary School (BES), including English Learners, low-income students, Hispanic students, and White students in English Language Arts (ELA) and mathematics.

Although Richvale Charter Academy (RCA) did not demonstrate the same level of academic decline identified at BES, district analysis indicated continued opportunities for growth in both ELA and mathematics. In order to maintain coherent instructional systems, equitable access to academic supports, and consistent implementation of districtwide learning recovery strategies, BUSD determined that students at RCA would also benefit from access to LREBG-funded programs and services implemented across the district.

The district determined that implementing aligned intervention programs, instructional practices, and professional learning opportunities across both schools would strengthen instructional consistency, support staff collaboration, and ensure all students have access to evidence-based academic supports designed to accelerate learning recovery. This districtwide approach also reduces fragmentation between school programs and supports continuity of instruction for students and staff across the LEA.

In response, RCA developed Action 2.4, funded through the Learning Recovery Emergency Block Grant (LREBG), to address identified learning gaps beginning in 2025–26. Evidence-based interventions included within this action are:

**Accelerated Reader (AR): Purchase of Renaissance place and additional books to support the AR program. This supports reading fluency, comprehension, and independent reading practice, particularly for elementary students and historically underserved student groups (Nunnery, Ross, & McDonald, 2006; What Works Clearinghouse, 2010).

**Next Gen Math Online Curriculum and Professional Development: Research consistently demonstrates that professional learning is most effective when it is sustained, content-focused, collaborative, and directly connected to classroom practice. Darling-Hammond, Hyler, and Gardner (2017) found that professional learning focused on subject matter content and active learning opportunities leads to improvements in teacher practice and student achievement. Mathematics-specific professional learning strengthens teachers' understanding of mathematical concepts, instructional strategies, and student thinking, which can improve student outcomes in mathematics. Next Gen Math emphasizes problem-solving, mathematical discourse, conceptual understanding, and student engagement, all of which align with research-based instructional practices identified by the National Council of Teachers of Mathematics (NCTM) and the Institute of Education Sciences.

**Cognitively Guided Instruction (CGI) and Building Thinking Classrooms (BTC): Strengthen conceptual mathematics understanding, student discourse, problem-solving skills, and teacher instructional capacity (Carpenter et al., 1999; Liljedahl, 2020).

**Math Coaching: Support instructional coherence, teacher collaboration, and implementation of high-quality instructional practices aligned to learning recovery goals. Instructional coaching has one of the strongest evidence bases among professional learning strategies. Kraft, Blazar, and Hogan (2018) conducted a meta-analysis of instructional coaching programs and found that coaching produces substantial improvements in teacher instructional practice and meaningful gains in student achievement. Coaching is particularly effective because it provides job-embedded support, feedback, modeling, and opportunities for teachers to apply new instructional strategies directly in the classroom.

**Math Piloting and Adoption: Research indicates that high-quality instructional materials (HQIM) have a significant impact on student achievement when they are standards-aligned and implemented with fidelity. A study conducted by the Brookings Institution found that selecting and implementing effective curriculum materials can produce gains comparable to or greater than many other educational interventions because curriculum directly influences daily instruction and student access to grade-level content (Chingos & Whitehurst, 2012). Additional research from EdReports and the RAND Corporation found that standards-aligned instructional materials improve instructional coherence and support stronger academic outcomes when accompanied by teacher training and implementation support (Kaufman et al., 2020).

**ELA Piloting and Adoption: Research indicates that adoption of high-quality, evidence-based literacy curriculum improves reading achievement by providing students with systematic access to grade-level texts, vocabulary development, comprehension instruction, and writing opportunities. The Knowledge Matters Campaign and multiple studies reviewed by the Institute of Education Sciences have found that curriculum quality is a significant factor influencing student literacy outcomes. RAND research also found that schools using standards-aligned ELA curriculum materials are more likely to provide rigorous instruction and stronger literacy supports (Kaufman et al., 2020). Piloting curriculum prior to adoption allows educators to evaluate alignment, effectiveness, implementation feasibility, and student engagement before making long-term investments. Why it supports learning recovery: Students who experienced interrupted learning benefit from access to coherent, standards-aligned instructional materials because these materials provide clear learning progressions, targeted supports, and consistent access to grade-level content.

**LTRS Training: LTRS Trainings: Research indicates that teacher knowledge of the science of reading is a critical factor in improving student literacy outcomes. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of reading difficulties. Research by the National Reading Panel and subsequent studies have demonstrated that structured literacy approaches are especially beneficial for students with learning challenges, English learners, and students from historically underserved populations.

In addition, LREBG funds will support expanded access to after-school tutoring opportunities for students at RCA to provide targeted academic intervention and acceleration support. LREBG funds will expand access to after-school tutoring for students performing below grade-level standards in English Language Arts and mathematics. Students identified through local benchmark assessments, CAASPP results, classroom performance, and teacher recommendations will receive targeted small-group and individualized instruction designed to address specific skill deficits and unfinished learning resulting from pandemic-related disruptions. Research demonstrates that high-dosage tutoring is one of the most effective interventions for accelerating student learning. Studies by Nickow, Oreopoulos, and Quan (2020) found that consistent small-group tutoring produces significant gains in academic achievement, particularly for students from historically underserved groups. Additional research from the National Student Support Accelerator indicates that tutoring is most effective when instruction is targeted to student needs, occurs regularly, and is aligned with core classroom instruction.

These actions align with allowable uses of LREBG funds under Education Code §32526(c)(2), including:

1. Expanded instructional learning time
2. Accelerated learning supports
3. Early literacy intervention
4. Supports for students at risk of not meeting academic standards
5. Professional learning and instructional coherence

These investments are grounded in the district's needs assessment findings and are intended to accelerate learning recovery, strengthen instructional systems across the district, improve academic achievement, and ensure equitable access to rigorous academic programs and intervention supports for all students, including historically underserved student groups.

Reflections: Technical Assistance

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Teachers met with Mrs. Mcpeters on April 24, 2025 to provide feedback on actions and goals for the LCAP
Principals and Administrators	The superintendent and principals of BHS, BES, and RCA consulted together in person to discuss the needs of the schools in the district and how to address through actions in the LCAP on April 21, 2026
Classified Staff	A survey was sent to all classified staff in the district on February 20, 2026.
BUTA: Biggs Unified Teachers Association	The presidency of BUTA gave feedback for the LCAP on April 15, 2026 in person with the Mrs. McPeters to discuss the goals and actions of the LCAP and discuss the actions they would like to see continued, improved, or added in order to improve student achievement and school climate.
Parents	A survey was sent to the parents RES on Tuesday, November 12th and was accessible at parent conferences on November 3-7, 2025. Surveys were sent out again on February 20, 2026 and in the February, March, and April school bulletins.
Students	A student survey was given to 5/6th grade students on February 17, 2026 to solicit input for LCAP actions and school improvement.
RCA Advisory Council	RCA Advisory council met on September 18, 2025 and April 24, 2026 and discussed LCAP actions and goals. .
ELD Parents and DELAC	Translated surveys were sent to parents of ELD students on February 20, 2026. A DELAC meeting was held April 16, 2026 and input was solicited on how we can improve student outcomes and family engagement for ELD students.

Educational Partner(s)	Process for Engagement
SELPA	The SELPA engages with the superintendent through monthly meetings of the Directors' Council and Governing Board. At these meetings, BUSD receives information about trend data, compliance and improvement monitoring, and new priorities of the CDE intended to improve student outcomes. SELPA Program Specialists also attend DA meetings for BUSD, and engages on subjects related to educational benefit reviews and student record reviews. The SELPA consulted with the district on LCAP on March 31, 2026 and provided context for students with disabilities.

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

The 2026–27 LCAP for Richvale Charter Academy (RCA) reflects meaningful consultation and engagement with educational partners, including students, families, teachers, classified staff, administrators, DELAC representatives, community members, and district-level staff. Educational partner input was gathered through surveys, advisory committee meetings, School Site Council discussions, DELAC consultation, staff collaboration, and informal feedback opportunities throughout the school year.

Educational partner feedback directly influenced the continuation, refinement, and prioritization of LCAP goals, actions, and services, particularly in the areas of student engagement, school climate, family involvement, facilities improvements, electives, and student recognition systems. Feedback also validated continuation of many existing actions and programs currently supporting students at RCA.

Parent Feedback

RCA Advisory Committee

Members of the RCA Advisory Committee reviewed LCAP goals, implementation priorities, and student needs. Feedback from parents directly supported continuation and refinement of several actions and services within the LCAP.

1. **PBIS and Student Incentives (Actions 3.2, 3.6)**
Parents shared that they have financially supported PBIS incentives and student recognition systems and expressed a desire for increased district support to sustain and strengthen these programs. This feedback reinforced continuation of PBIS and student incentive actions focused on improving student behavior, engagement, and school climate.

2. **Family and Community Engagement (Action 3.5)**
Parents expressed interest in hosting a school improvement and community workday focused on improving campus grounds and increasing family involvement in school beautification efforts. This feedback supported continuation of family engagement opportunities and community-building activities.

3. **Classified Staff Support (Action 1.8)**
Parents identified a continued need for supervision and student support during recess, as well as additional assistance in the library and office. This feedback validated continuation of classified staff support services to maintain student safety and school operations.

Parent Survey Feedback

Survey feedback from parents reinforced support for student engagement opportunities, enrichment programs, facilities improvements, and family events.

1. **Student Programs and Recognition (Actions 3.2, 3.5)**

* 77.8% of responding parents supported continuation of student recognition programs.
* 88.9% supported continuation of music and art programs funded through Proposition 28.
* 100% supported electives and family engagement events.

This feedback contributed to continuation of actions supporting student recognition, electives, enrichment opportunities, and family engagement activities.

2. **Facilities Improvements (Action 3.5)**
Parents identified a desire for facilities improvements, including completion of fencing projects, painting of the cafeteria, and improvement of school grounds. Parents also expressed interest in additional family events focused on maintaining and improving campus facilities. This feedback reinforced continuation of facilities maintenance and campus improvement priorities.

DELAC Feedback

DELAC members reviewed LCAP goals and discussed supports for English learners and family engagement opportunities.

1. **Family and Cultural Activities (Action 3.5)**
DELAC members expressed strong support for family and community cultural events that promote student engagement and strengthen relationships among families, students, and staff. This feedback reinforced continuation of family engagement activities and cultural programs.

2. **Communication in Families’ Native Language (Action 3.4)**
DELAC members expressed appreciation for communication provided in families’ native languages. This feedback validated continuation of communication supports and translation services for families.

3. **Student Recognition and Behavior Incentives (Actions 3.2, 3.6)**
DELAC members supported strengthening student recognition systems and positive behavior incentives to encourage student engagement and improve school climate.

Teacher and Staff Feedback

Teachers and staff provided input through surveys, collaborative meetings, and ongoing discussions regarding implementation of RCA goals and actions. Staff feedback reinforced the importance of maintaining enrichment opportunities, improving facilities, and supporting positive school climate systems.

1. **Facilities Improvements**
Teachers and staff identified a continued need for improvements to indoor and outdoor facilities, including completion of fencing projects and campus beautification efforts. This feedback reinforced continuation of facilities improvement priorities.

2. **Electives and Enrichment Programs (Action 3.5)**
Teachers expressed strong support for maintaining electives and enrichment opportunities, including art, agriculture, music, and STEM activities. This feedback validated continuation of programs designed to increase student engagement and access to enrichment opportunities.

Biggs Unified Teachers Association (BUTA)

Representatives from the Biggs Unified Teachers Association reviewed and discussed RCA LCAP goals and actions. BUTA members expressed support for continuation of the current RCA goals and actions.

Key priorities identified by BUTA included:

* Continued focus on student behavior supports and PBIS systems (Actions 3.2, 3.6)
* Maintaining clean, safe, and functional facilities
* Continued support for student engagement and positive school climate systems

This feedback reinforced continuation of existing actions supporting school climate, student behavior, and campus maintenance.

Student Feedback

Students provided feedback through surveys and informal discussions regarding school climate, electives, and student engagement opportunities.

1. **Electives and Student Programs**
Students expressed strong interest in continuing electives, including Spanish and other enrichment opportunities. This feedback validated continuation of elective and enrichment programs designed to increase student engagement and school connectedness.

2. **Student Behavior and School Climate (Actions 3.2, 3.6)**
Students expressed a desire for continued improvement in student behavior and school climate systems. This feedback reinforced continuation of PBIS, student recognition systems, and positive behavior supports.

Administrator Feedback

Administrators reviewed implementation outcomes, school climate data, student engagement systems, and facilities needs during development of the LCAP. Administrators supported continuation of all existing RCA goals and actions.

Administrators also identified the need to strengthen student incentive and recognition systems, including Student of the Month programs and positive behavior recognition opportunities (Action 3.2). This feedback contributed to continued prioritization of student recognition and school climate supports within the LCAP.

SELPA Feedback

The SELPA engaged with LEAs through Directors' Council meetings, Governing Board meetings, compliance support, educational benefit reviews, student record reviews, and consultation opportunities related to students with disabilities. SELPA staff also offered guidance related to Continuous Improvement Monitoring (CIM), data quality, compliance requirements, and improvement planning.

Information provided through SELPA consultation supported district planning related to:

* Students with disabilities
* Compliance monitoring
* Educational benefit review processes
* Student record review practices
* Continuous Improvement Monitoring (CIM)
* Improvement of student outcomes for students with disabilities

The district utilized this consultation and guidance to support continued refinement of services and supports for students with disabilities within the LCAP.

Overall Reflection

Overall, educational partner feedback reinforced the district's continued focus on maintaining strong student engagement programs, enrichment opportunities, positive school climate systems, family involvement, and safe and functional school facilities at RCA.

Educational partner input validated continuation of many existing actions and services while also informing refinement of implementation priorities related to PBIS, student recognition, family engagement activities, facilities improvements, communication systems, and student support services within the adopted 2026–27 RCA LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Richvale Charter Academy will provide high-quality learning conditions that support foundational academic achievement, critical thinking, and social-emotional development to ensure students are prepared for success in middle school and beyond.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Richvale Charter Academy's mission is to Richvale Charter Academy’s mission is to cultivate curious, capable, and compassionate learners through hands-on, project-based learning grounded in agriculture and STEM. We empower
students to explore, innovate, and connect with their environment while mastering college and career-ready skills that prepare them for success in a rapidly changing world. By fostering a community rooted in sustainability, critical thinking, and collaboration, we aim to inspire future leaders who are prepared to make meaningful contributions to their communities and beyond. Educational partners, including families, students, teachers, and site leadership, consistently voiced the importance of preparing students academically and emotionally for the next level of learning.

Educational partner feedback identified critical priorities: ensuring teachers are fully credentialed and supported, updating instructional materials to reflect current standards, and expanding student access to rigorous coursework such as project based learning, STEM, and CGI. In addition, educational partners wanted opportunities for students in music, art, and agriculture.

Currently Richvale Elementary is showing major growth in CAASPP scores, especially in math and we want to maintain and improve. ELA increased by 9.3 points and math increased by 12.6 points.

In response to these findings and community priorities, Goal 1 outlines several strategic actions: Maintaining the percentage of fully credentialed teachers to 100% by providing induction support and mentoring for new staff. Adopt new ELA and math curriculum in grades K–12, aligned to California State Standards. Maintain 100% student access to standards-aligned instructional materials, verified through the School Accountability Report Card (SARC). Host Family Literacy Night and STEAM Night to promote parent engagement and reinforce academic learning at home. Ensure all students have 1:1 access to technology devices, supported through the district’s long-term tech planning. Provide ongoing professional development in core subject areas. Deploy paraprofessionals to provide classroom support, behavior monitoring, and academic interventions—especially for unduplicated pupils.

This goal demonstrates RCA's long-term commitment to establishing equitable and high-quality learning conditions. It ensures all students have the resources, facilities, and instructional support necessary to thrive—academically, socially, and emotionally—as they prepare for success in high school and beyond.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	1A - Teaching staff are properly assigned and appropriately credentialed Source: SARC	100% of teachers are properly assigned and appropriately credentialed.		100% of teachers are properly assigned and appropriately credentialed.	100% of teachers properly assigned and appropriately credentialed	Maintained Baseline
1.2	1B - Access to standards aligned instructional materials Source: SARC	100% of students have access to standards aligned instructional materials		100% of students have access to standards aligned instructional materials.	Maintain 100% access to instructional materials	Maintained Baseline
1.3	1C - Facilities maintained in good repair Source: Facilities Inspection Tool	Good Rating		Good Rating	Maintain Good Rating	Maintained Baseline
1.4	2A /2B - Implementation of State Standards for all students and ELD students to gain English language proficiency Source: Local Indicator Tool Priority 2	Full Implementation (4) All Full Implementation and sustainability (5) ELD Students		Full implementation (4) All Full implementation and sustainability (5) ELD Students	Full Implementation and Sustainability (5) for all and ELD students	Maintained Baseline
1.5	7A - Access to and enrolled in a Broad Course of Study	RCA offers math, ELA, science, social studies, and STEM.		RCA offers math, ELA, science, social studies and STEM.	Maintain broad coarse of study including math, ELA, science,	Maintained Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Master Schedule				social studies, and STEM.	
1.6	7B/7C - Programs and services developed and provided to unduplicated students and students with exceptional needs	Students have access to a speech therapist, wellness coach, and RSP teacher for students with exceptional needs.		Students have access to a speech therapist, wellness coach, and RSP teacher for students with exceptional needs.	Maintain access to speech therapist, wellness coach, and RSP teacher.	Maintained Baseline

Goal Analysis [2025-26]

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

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

1.1 Class Size Reduction – 4: Full Implementation

This action was fully implemented as planned at RCA. All teachers were fully credentialed, appropriately assigned, and held Multiple Subject credentials. RCA maintained small class sizes to support individualized instruction and student engagement. There were no substantive differences between planned and actual implementation. No implementation challenges were experienced, and no student group was disproportionately affected.

1.2 Standards-Aligned Instructional Materials – 3: Substantial Implementation

This action was substantially implemented as planned at RCA. The school maintained state standards-aligned instructional materials in English Language Arts, Science, and Social Studies. RCA also continued implementation of supplemental instructional programs, including Next Gen Math, Building Thinking Classrooms, and Renaissance Place.

During the spring, RCA piloted one mathematics curriculum for grades 1–6. Implementation challenges occurred because state-approved mathematics instructional materials were not available until late in the school year, delaying the pilot process. As a result, additional math curriculum pilots will continue next year. RCA did not begin an English Language Arts pilot during this school year because the district prioritized the mathematics adoption process first.

Despite these implementation delays, students continued to have access to standards-aligned instruction and supplemental academic supports. No student group was disproportionately affected by these challenges.

1.3 Increase Engagement and Awareness of NGSS – 4: Full Implementation

This action was fully implemented as planned. RCA participated in a STEM Night designed to increase family engagement and awareness of science learning opportunities aligned to the Next Generation Science Standards (NGSS). The event was well attended by RCA families. In addition, most RCA students participated in the school science fair, which increased opportunities for hands-on scientific inquiry and student participation. There were no challenges or substantive differences in implementation.

1.4 Technology – 4: Full Implementation

This action was fully implemented as planned. RCA maintained a 1:1 student-to-Chromebook ratio, ensuring all students had access to instructional technology. Devices were used to support digital literacy development, state assessments, English Language Development supports, curriculum-aligned software programs, and differentiated instruction. There were no substantive differences between planned and actual implementation, and no significant implementation challenges occurred.

1.5 Professional Development – 3: Substantial Implementation

This action was substantially implemented as planned. Teachers participated in professional development related to Next Gen Math and Renaissance Place. Additional training from prior years, including Building Thinking Classrooms, Language Essentials for Teachers of Reading and Spelling (LETRS), and curriculum implementation training, reduced the need for extensive retraining during the current year.

Implementation differed somewhat from the original plan because professional development time was prioritized for school safety planning and development of charter-specific programs, including agriculture, STEM, and project-based learning opportunities. As a result, fewer new professional development sessions were necessary during the year.

Despite these adjustments, teachers continued to access instructional support and resources aligned to classroom implementation needs. No student group was disproportionately affected by these challenges. Next year, teachers will participate in training related to two mathematics curriculum pilots and will continue to have access to LETRS and Building Thinking Classrooms support.

1.7 New Teacher Support – 4: Full Implementation

This action was fully implemented as planned. All RCA teachers held fully cleared teaching credentials during the school year; therefore, additional new teacher support services were not needed. However, the support structure remains available should the school hire teachers with preliminary credentials in the future. There were no implementation challenges associated with this action.

1.8 Classified Staff – 4: Full Implementation

This action was fully implemented as planned. RCA employed two paraprofessionals to provide classroom support, tutoring assistance, and playground supervision. These supports increased student supervision and instructional assistance throughout the school day. There were no challenges or substantive differences in implementation.

1.9 Family Literacy Night – 4: Full Implementation

This action was fully implemented as planned. RCA students and families participated in the Family Literacy Night hosted at Biggs Elementary School. Families had access to literacy activities and the school book fair, increasing opportunities for family engagement in reading and literacy development. There were no implementation challenges or substantive differences between planned and actual implementation.

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.

1.1 Class Size Reduction- No material differences between budgeted expenditures and actual expenditures

1.2 Standards-Aligned Instructional Materials- We anticipated 49,194.00 and spent 10,741.00 on standards aligned instructional materials. We were unable to pilot new math curriculum and we overestimated the amount required for this action.

1.3 Increase Engagement and Awareness of NGSS - No material differences between budgeted expenditures and actual expenditures.

1.4 Technology – We budgeted 13,696.00 and spent on $986.00. Our costs came in lower than anticipated.

1.5 Professional Development – We budgeted $1000 and did not spend it. Professional development was included in curriculum costs as well as provided for free from BCOE.

1.7 New Teacher Support – No material differences between budgeted expenditures and actual expenditures

1.8 Classified Staff – We budgeted 36,807.00 for classified staff. The actual cost was 56,860.00 due to increased staffing costs.

1.9 Family Literacy Night – No material differences between budgeted expenditures and actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 1 by improving instructional access, student engagement, and academic performance.

Actions 1.1, 1.2, 1.3, 1.4, 1.8, and 1.9 (Class Size Reduction, Standards-Aligned Curriculum, NGSS Engagement, Technology, Classified Staff, and Family Literacy Events) were fully implemented and created consistent instructional supports across classrooms. RCA maintained 100% fully credentialed and appropriately assigned teachers, sufficient standards-aligned instructional materials, 1:1 student technology access, supplemental classroom support through paraprofessionals, and opportunities for family engagement through STEM Night and Family Literacy events.

These actions were effective because they increased student access to instruction, instructional resources, academic support, and family involvement, which contributed to improved student engagement and academic outcomes. Evidence of effectiveness is reflected in improved CAASPP performance, including a 10-point increase in English Language Arts and a 20-point increase in Mathematics. In addition, 93.3% of families reported feeling connected to the school, and survey feedback indicated that staff members foster positive school-to-family relationships.

Actions That Were Moderately Effective

Actions 1.5 and 1.7 were moderately effective in supporting progress toward the goal.

Action 1.5 (Professional Development) supported continued instructional implementation through training in Next Gen Math and Renaissance Place. However, teachers expressed a need for additional curriculum-focused professional development, particularly related to new mathematics programs and instructional strategies. While existing professional development supported implementation continuity, additional training and collaboration time will be needed to strengthen consistency across grade levels and improve instructional effectiveness in mathematics and English language development.

Action 1.7 (New Teacher Support/Induction Program) was available but was not utilized during the school year because all RCA teachers held fully cleared credentials. Although the action was not needed, maintaining the program continues to provide support capacity for future staffing needs.

Summary of Key Takeaways

What Worked Best
Actions related to staffing stability, standards-aligned curriculum, technology access, and family engagement were implemented with a high level of consistency and contributed to positive schoolwide outcomes. Small class sizes, credentialed teachers, instructional materials, technology access, and family events increased student access to learning opportunities and strengthened school-to-family connections, which supported improvements in student achievement and engagement.

Areas for Continued Focus
Mathematics achievement and English language development remain areas requiring additional focus, particularly for English Learners, Long-Term English Learners, and Students with Disabilities. Future implementation efforts will prioritize more consistent intervention systems, increased curriculum-focused professional development, and additional support for mathematics instruction and language development across grade levels.

Overall Assessment
Overall, the actions within Goal 1 were either fully or substantially implemented and produced measurable benefits for students. The strongest outcomes occurred when stable staffing, standards-aligned curriculum, instructional technology, and supplemental student supports were implemented consistently across classrooms.

Continued refinement of professional development, particularly in mathematics curriculum implementation and instructional strategies for diverse learners, will strengthen the effectiveness of these actions and support continued academic growth for all student groups.

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.

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.

For the 2026–27 LCAP, few changes were made based on reflections on prior practice. No changes were made to the planned goals, metrics, or target outcomes. The only revisions were made to specific actions to better align implementation timelines and district priorities for the coming year.

Action 1.2 was revised to reflect the district's updated curriculum implementation plan for the 2026–27 school year. Based on reflection and evaluation of implementation capacity, the district determined that the primary focus for 2026–27 will be the piloting and review of mathematics curriculum materials. Because the math adoption process requires significant staff collaboration, professional learning, and evaluation time, the planned pilot and purchase of English Language Arts (ELA) curriculum materials will be delayed until after completion of the math adoption process.

The action continues to include the purchase of ELA, ELD, science, social studies, and supplemental instructional materials as needed to support current instructional programs and student learning needs. This revision was made to ensure that implementation efforts are focused, manageable, and aligned with the district's instructional priorities and capacity for successful adoption.

Changes in budgeted funds:

1.1 Class size Reduction- was increased from $43,640 to $50,218.00 due to projected increases in teacher salaries.
1.2 Standards aligned instructional materials was decreased from $49,194 to $5000 based on anticipated curriculum needs. We have added an additional action to include LREBG funding, which will pay for the piloting new curriculum.
1.7 New Teacher support has increased from 0 to $3000 to accommodate the hiring of a new teacher who will participate in the induction program.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Class Size Reduction	RCA will hire and maintain fully credentialed and appropriately assigned teachers in order to maintain smaller class sizes. All teachers 1-6 will have multiple subject credentials.	$50,218.00	Yes
1.2	Standards Aligned Instructional Materials	We will pilot new curriculum in grades 1-6 in order to provide curriculum in the most current California State Standards in math. We will maintain and provide primary and supplementary curriculum as needed in ELA, social studies, science and ELD curriculum in grades 1-6 in current California State Standards.	$5,000.00	No
1.3	Increase engagement and awareness of NGSS	RCA and BES together will host a STEM Night for families to increase science engagement and awareness of New Generation Science Standards. This is funded through BES and PAWS.	$0.00	No
1.4	Technology	RCA will sustain its 1:1 student-to-Chromebook ratio to ensure equitable access to instructional technology. Devices will be used for digital literacy development, state assessments, ELD support, curriculum-aligned software, and differentiated instruction. This action is funded through LCFF Supplemental funds and is contributing to improved outcomes for unduplicated students.	$13,696.00	Yes
1.5	Professional Development	Professional Development for teachers in ELA, ELD, Math, Science, and History. This includes professional development from outside vendors and BCOE in standards based curriculum.	$1,000.00	No
1.7	New Teacher Support	BUSD will provide support to new teachers at RCA in order to help them clear their credential.	$3,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Classified Staff	RCA will provide paraprofessional salaries for classroom support, tutoring, and play ground supervision.	$63,330.00	Yes
1.9	Family Literacy Night	BUSD will provide Family Literacy Night for families at BES and RES.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	RCA will plan programs, develop plans, and provide data from assessments that will maximize pupil outcomes.	Broad Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Richvale Charter Academy (RCA) developed this goal in response to student performance data, educational partner feedback, and evidence-based research emphasizing the importance of data-driven instruction.

Research consistently shows that systematic use of student assessment data to guide instruction leads to improved academic outcomes and progress toward state standards (Hamilton et al., 2009). Educational partners, including teachers and site leadership, emphasized the need for continued use of benchmark assessments, targeted intervention, and professional development to improve achievement in English Language Arts (ELA) and mathematics, particularly for English Learners and students not yet meeting grade-level standards.

An analysis of 2024 CAASPP results and local benchmarks indicates the following areas of concern:

CAASPP Scores: RCA students scored 15.6 points below standard in ELA, while scoring 1 point above standard in Math—an improvement, yet still indicating uneven performance across subjects.

Benchmark Assessments: Only 54% of students meet or exceed standards in reading, and 59% in math, suggesting that many students require additional academic support to reach or exceed grade-level expectations.

English Learner Outcomes: In 2024, no students were reclassified and no measurable ELPAC growth was reported, indicating a need to strengthen both designated and integrated English Language Development (ELD) instruction.

To address these concerns and move students closer to grade-level proficiency, RCA will:
Administer benchmark assessments three times annually and analyze results through PLCs and site-level data protocols (action 2.2)
Provide dedicated collaboration time and professional development on standards-aligned instruction (action 2.1)
Strengthen supports for English Learners through targeted ELD instruction and reclassification strategies (action 2.5)
Hire a math coach to support data analysis, model effective practices, and provide intervention (action 2.3)
Invest in evidence-based programs such as IXL (action 2.4)

Provide additional support for students with disabilities (action 2.6)

These actions are designed to ensure all students—particularly low-income students and English Learners—receive timely, personalized support to accelerate their progress toward mastery of California State Standards.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	4A Statewide Assessments Source: California State Dashboard	RES ELA -15.6 PBS RES Math +1 Point above No student group data due to low number of students.	RES ELA -2.6 PBS RES Math +20 Points above No student group data due to low numbers of students.		RES at standard for math and ELA	ELA increased by 13 points Math increased by 19 points
2.2	4E EL's who make progress toward English proficiency	2024 100% of students maintained level on ELPAC. No students progressed.	2025 100% of students maintained level on ELPAC No students progressed.		50% of EL students make progress	Maintained baseline
2.3	4F EL Reclassification Rate Source: District Reclassification Policy	2024 0 students reclassified	2025 2 students reclassified in 2025.		Reclassify one student yearly	Reclassified 2 more students than baseline
2.4	8 Local Data Source: Benchmark Assessments 1-5 I Ready	RES Reading 54% meet or exceed RES Math 59% meet or exceed	RCA Reading 48% meet or exceed RCA Math 44% meet or exceed		60% of students meet or exceed standards on district benchmark for ELA and 60% meet or exceed on math.	ELA decreased by 6% Math decreased by 15%
2.8						

Goal Analysis [2025-26]

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

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

2.1 Assessment Data Analysis — Substantial Implementation (3)

This action was substantially implemented as planned at RCA. Teachers were provided collaboration time to work individually and in teams to analyze assessment data, monitor student progress, identify areas of need, and use data to guide instructional planning and interventions.

One challenge experienced during implementation was limited involvement from instructional coaches, lead teachers, and administration in supporting and guiding the data analysis process. Increased oversight, collaboration support, and structured facilitation would strengthen implementation and improve consistency in the analysis process moving forward.

Despite this challenge, the action supported instructional planning and intervention efforts, and no student group was disproportionately affected.

2.2 School wide Benchmark Plan and Schedule for Math and ELA — Full Implementation (4)

This action was fully implemented as planned. Students in grades 1–6 participated in the district wide benchmark assessment schedule for both mathematics and ELA. Assessments were administered at the beginning of the year, after the first trimester, and after the second trimester. Students in grades 1–2 completed a fourth benchmark assessment, while students in grades 3–6 did not participate in a fourth assessment due to CAASPP testing.

The i-Ready assessment system was utilized across grade levels in both ELA and mathematics to monitor student progress and guide instructional planning. There were no substantive differences between planned and actual implementation. No implementation challenges were experienced, and no student group was disproportionately affected.

2.3 Math Coach Support — Limited Implementation (1)

This action was implemented in a limited manner and was not carried out fully as originally planned. The primary challenge to implementation was limited access to math coaching support. While the district had access to a math coach through the Rural Math Collaborative grant, coaching services were prioritized at Biggs Elementary School due to greater identified needs in mathematics performance. Because Richvale Charter Academy demonstrated the highest mathematics performance levels in the district, direct math coaching support at RCA was limited.

Although the action was not fully implemented, students continued to demonstrate growth in CAASPP mathematics scores. No student group was disproportionately affected by the limited implementation of this action.

2.4 IXL Intervention Curriculum — No Implementation (1)

This action was was not implemented. Teachers used I-Ready instead of Intervention and the parent club did not purchase this. No student group was disproportionately affected by not implementing this action. Test scores remained high.

2.5 ELD Support — Substantial Implementation (3)

This action was substantially implemented as planned. All English Learner students received 30 minutes of designated ELD instruction daily from a credentialed teacher. Teachers continued to implement designated ELD practices and instructional strategies that had been established through prior professional development.

One substantive difference from the original plan was that additional ELD professional development was not provided during the year. This decision was made because teachers had received training in the prior year and demonstrated successful implementation of designated ELD instructional practices. A challenge during implementation was limited time, as collaboration and professional development opportunities were prioritized for other instructional programs and initiatives.

English Learner students demonstrated success in redesignation outcomes. However, if any student group was disproportionately affected by the limited professional development opportunities, it would be English Learner students.

2.6 Additional Support for Students with Disabilities — Full Implementation (4)

This action was fully implemented as planned. Parents of students with disabilities were invited to participate in a Neurodiversity Night, where they received resources and information designed to strengthen family-school partnerships and support student success. Students with Individualized Education Programs (IEPs) also received additional academic and behavioral support through both push-in and pull-out services.

There were no substantive differences between planned and actual implementation, no significant implementation challenges were experienced, and no student group was disproportionately affected.

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

Action 2.1 Assessment Data Analyzation: No material differences between budgeted and actual expenditures.
Action 2.2 Benchmark: No material differences between budgeted and actual expenditures.
Action 2.3 Math Support: No material differences between budgeted and actual expenditures.
Action 2.4 IXL Intervention Curriculum- No material differences between budgeted and actual expenditures.
Action 2.5 ELD Support: No material differences between budgeted and actual expenditures.
Action 2.6 Additonal Support for Students with Students with Disabilties: No material differences between budgeted and actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 2 and contributed to improved student outcomes.

Actions 2.2,, 2.5, and 2.6 (School wide Benchmark Plan and Schedule, ELD Support, and Additional Support for Students with Disabilities) were substantially or fully implemented and demonstrated strong effectiveness in supporting student achievement. Teachers consistently adhered to the benchmark assessment schedule, utilized the IXL intervention program to provide targeted instructional support, and implemented supports for English Learners and students with disabilities.

These actions contributed to measurable academic growth. School wide CAASPP scores increased by 13 points in ELA and 19 points in mathematics. Additionally, two English Learner students were reclassified during the school year, indicating progress in English language proficiency and academic achievement.

Due to the small number of students with disabilities at RCA (fewer than 11 students), disaggregated CAASPP data was not available. However, school wide academic performance data demonstrated overall student growth, suggesting that the additional supports provided contributed positively to student outcomes.

Actions That Were Moderately Effective

Action 2.1 (Assessment Data Analysis) was moderately effective in supporting progress toward the goal. Teachers engaged in collaboration and data analysis practices to monitor student progress and guide instruction, and students demonstrated improvement on CAASPP assessments in both ELA and mathematics.

However, benchmark assessment data did not demonstrate the level of growth originally anticipated from baseline measures. ELA declined by 6% on district benchmarks, and math declined by 15%. Several factors may have contributed to this outcome, including changes in student cohorts, an increase in the number of students with disabilities, and the decision not to administer an end-of-year benchmark assessment for grades 3–6 due to CAASPP testing schedules. Additionally, more structured support and oversight during the data analysis process may strengthen the effectiveness of this action moving forward.

Actions with Limited Effectiveness

Action 2.3 (Math Coach Support) had limited effectiveness because the action was not implemented as originally planned. Due to district wide prioritization of coaching resources, math coaching support was directed to a school with greater identified needs, limiting access to coaching services at RCA.

Although this action was not fully implemented, students still demonstrated significant growth in mathematics achievement. Schoolwide CAASPP mathematics scores increased by 19 points, and overall performance remained above standard. This suggests that other instructional supports and interventions contributed positively to mathematics achievement despite the limited implementation of math coaching services.

Action 2.4 (IXL Curriculum) had no effectiveness as it was not implemented as planned. I-Ready was used instead.

Summary of Key Takeaways

What Worked Best
Consistent implementation of benchmark assessments, designated ELD instruction, and additional support services for students with disabilities were the most effective components of Goal 2. These actions provided structured academic support, allowed teachers to monitor student progress, and contributed to measurable improvement in student achievement outcomes.

Areas for Continued Focus
Moving forward, the district will continue strengthening collaborative data analysis practices by increasing administrative oversight, coaching support, and structured guidance during collaboration time. The district will also continue monitoring the effectiveness of intervention programs and supports for English Learners and students with disabilities to ensure continued academic growth.

Overall Assessment
Overall, Goal 2 actions were effective in supporting student achievement and academic progress. Despite some implementation challenges and adjustments, students demonstrated positive growth in both ELA and mathematics, and the majority of actions were implemented successfully and contributed to progress toward the goal.

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

Based on reflection and analysis of 2025–26 implementation outcomes, RCA made several minor revisions to Goal 1 actions in order to better align action descriptions, funding allocations, and intervention supports with current implementation practices and identified student needs. These adjustments were informed by review of implementation data, staff feedback, and evaluation of academic intervention systems.

Changes in Actions

Action 2.2 – Benchmark Assessment Plan
Additional funding was added to this action to support implementation of I-Ready benchmark assessments. Reflection on prior practice identified the need for consistent benchmark assessment tools to support progress monitoring, instructional planning, and data analysis across grade levels. In addition, with the addition of a budgeted amounts, this money comes from LCFF funds and became a contributing action.

Action 2.3 – Math Coach Support

Funding allocated for math coaching was removed from the action budget because coaching services will continue to be supported through the Rural Math Collaborative grant. The action description was revised to more accurately reflect the current funding source and implementation model for math coaching support.

Action 2.4 – Intervention Supports
The district revised the action description to remove IXL from the planned intervention supports. Reflection on prior implementation indicated that IXL was not utilized at RCA during the 2025–26 school year and was not funded through the Parent Club as originally anticipated.

Instead, teachers utilized I-Ready Intervention resources to provide supplemental academic support and intervention services for students. The revised action more accurately reflects the intervention systems currently being implemented and the instructional resources available to teachers and students.

Action 2.4- Additional Support for ELA and Math using LREBG funding
The district added an action to reflect the district's wide plan for utilizing LREBG funding. RCA used LREBG funding for reading and math programs in order to stay consistent with district wide needs and programs. RCA plans to continue to use a portion of those funds to improve math and ELA and has written this action in order to reflect the district wide plan.

Changes in budgeted amounts
**Action 2.2- Benchmark Assessment Plan- Originally budgeted 0 and increased int to $5000 to pay for the I-READY benchmark plan
**Action 2.4- Additional Support $30,500. This is a new action and we budgeted $30,500 to support the new math pilot, AR program, Next Gen Math, after school tutoring, math coaching and professional development.

Overall Goal Reflection

The district will continue implementing the existing actions related to assessment analysis, benchmark assessments, intervention supports, English Learner services, and supports for students with disabilities. While minor adjustments to implementation practices, action descriptions, and funding allocations were made to improve efficiency, consistency, and alignment to site needs, no substantive changes were made to the overall goal structure, metrics, target outcomes, or planned actions for the coming year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Assessment Data Analyzation	Teachers will work together individually and in grade level teams to analyze assessment data and use it to drive instruction, monitor student	$0.00	No

Action #	Title	Description	Total Funds	Contributing
		needs, and plan for appropriate interventions. Coaches, Lead teacher, and administration will help grade level teachers analyze the data to aid in learning recovery. This action provides for collaboration time for teachers to collaborate and use the data to improve instruction.		
2.2	School wide benchmark plan and schedule for math and ELA	1-6 grade will participate in a district wide benchmark schedule for math and ELA. Tests will be given three times a year through IReady. Common testing protocol will be followed and teachers will track baseline data on a common testing sheet. The district is already in contract and there will be no cost in 2025-2026.	$5,000.00	Yes
2.3	Math Coach Support	Contract a math coach to help improve math instruction and raise math scores.	$0.00	Yes
2.4	Additional Support for ELA and Math, LREBG funding.	RCA will utilize Learning Recovery Emergency Block Grant (LREBG) funds to implement a comprehensive, evidence-based set of interventions designed to accelerate academic recovery in literacy and mathematics. This action is principally directed toward Hispanic, low income, white and ELD students, as identified through the district's 2025 needs assessment and Dashboard performance data. RCA elementary students will benefit from the adoption of the Renaissance Place Accelerated Reader (AR) program. AR provides structured, student-centered reading practice tailored to individual proficiency levels, helping to build fluency, comprehension, and reading motivation. Evidence from Nunnery, Ross, and McDonald (2006), as well as findings summarized by the What Works Clearinghouse (2010), indicate that AR can result in statistically significant gains in reading achievement, particularly in low-income schools when implemented with fidelity. RCA teachers will participate in LTRS Trainings. Studies have found that explicit, systematic instruction in foundational reading skills—including phonemic awareness, phonics, fluency, vocabulary, and comprehension—results in improved reading achievement, particularly for students at risk of reading difficulties.	$30,500.00	No

Action #	Title	Description	Total Funds	Contributing
		To improve mathematical performance LREBG funding will also support an expanded instructional support model in mathematics. This includes professional development in Cognitively Guided Instruction (CGI) and **Building Thinking Classrooms (BTC). CGI, developed by Carpenter et al. (1999), helps teachers make instructional decisions based on students' problem-solving strategies, resulting in deeper conceptual understanding and more equitable learning outcomes. BTC, developed by Liljedahl (2020), focuses on collaborative problem-solving and visible thinking routines to foster critical thinking and engagement in mathematics classrooms. These practices are especially effective in reducing performance gaps among historically underserved student groups. To ensure sustainability and coherence, RCA will also invest in math instructional coaching and curriculum pilot and adoption programs aligned to current student needs. These strategies will support long-term teacher capacity-building and ensure that instructional materials reflect culturally responsive, standards-aligned practices necessary for post-pandemic academic recovery. We anticipated ELA piloting and adopting in 2028. RCA will also utilize LREBG funds to provide Next Gen Math professional learning and mathematics coaching. These supports are intended to increase teacher capacity and improve instructional effectiveness because teachers receive ongoing, job-embedded support focused on implementing research-based mathematics practices. Research by Darling-Hammond, Hyler, and Gardner (2017) found that sustained, content-focused professional learning improves teacher practice and student achievement, while Kraft, Blazar, and Hogan (2018) found that instructional coaching produces significant improvements in both instructional quality and student outcomes. LREBG funds will provide access to after-school tutoring opportunities for students performing below grade-level standards in English Language Arts and mathematics. Tutoring services will provide targeted academic support based on assessment data and identified student needs, with priority given to students impacted by learning loss and unfinished learning. Through small-group and individualized instruction, tutoring will address specific skill gaps, reinforce grade-level standards, and provide additional learning time beyond the regular instructional day. These services are intended to		

Action #	Title	Description	Total Funds	Contributing
		accelerate learning recovery, improve academic achievement, and increase the number of students meeting grade-level expectations. RCA will monitor the effectiveness of this action using disaggregated CAASPP and ELPAC results, local benchmark data, and implementation fidelity measures such as staff surveys and observation logs. Early indicators from internal data and stakeholder feedback suggest high levels of staff engagement and positive shifts in instructional practice.		
2.5	ELD Support	Students will receive designated English Language Development (ELD) instruction for 30 minutes daily from a credentialed teacher. In addition, teachers will participate in professional development provided by BCOE focused on both designated and integrated ELD strategies to ensure English Learners receive high-quality, standards-aligned language instruction throughout the school day.	$0.00	No
2.6	Additional Support for Students with Disabilities.	We will plan a night for parents with students who have disabilities to get resources for helping their students to be successful in school and building strong partnerships with teachers and families. We will offer additional academic support during the day for students with IEP's. We will continue to provide push in and pull out services in order to help students with their goals.	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Biggs Unified School District will promote student engagement and a school culture conducive to learning	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

This goal was developed to strengthen student engagement and enhance the overall learning environment in alignment with Richvale Charter Academy's mission to cultivate curious, capable, and compassionate learners through hands-on, project-based learning grounded in agriculture and STEM. Our school community values connection, innovation, and student voice—yet a review of recent local data and educational partner input revealed areas for growth.

Survey participation was low, with only 31% of families responding and just 90% reporting a sense of connection to the school. Student perception data also indicated that only 18% of students reported always feeling safe, and 58% felt safe most of the time. Family event participation remains limited; for example, only four parents attended our recent parent coffee.

In response, this goal includes actions to:

Increase student motivation and attendance through a schoolwide incentive program focused on recognizing effort and improvement, particularly for our socioeconomically disadvantaged students.

Foster stronger family partnerships through events like Back to School Night, Spring Sing, and project showcases, which celebrate student learning and build school pride.

Improve communication strategies to increase survey response rates and gather more representative feedback from families.

Strengthen school climate by implementing Positive Behavioral Interventions and Supports (PBIS) with fidelity to ensure consistent expectations and support for all students.

These actions are a direct result of input from our educational partners and reflect our commitment to providing a learning environment where all students feel safe, engaged, and connected.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	3A - Efforts to seek parent input Source: parent student and staff surveys Local Indicator 3	In 2024 19% of parents responded to the survey in the fall. In Spring of 2025 31% of parents responded to the survey. Only 4 parents attended Parent Coffee We have an active parent club. RES had an active site council.	in 2025 23% parents responded to the survey in the fall. In Spring of 2026 16% parents responded to the survey. We did not hold Parent Coffee We have an active parent club. RCA has an active advisory committee.		75% Participation in Google form survey. Continue to have an active parent club and parent advisory council.	Survey participation improved by 4% in the fall and declined by 15% in the spring. No parent coffee Maintained an active parent club and advisory committee.
3.2	3B- Efforts to seek parent input of unduplicated pupils	Surveys provided in multiple languages	Surveys provided in multiple languages.		Maintain surveys in multiple languages and provide an interpreter at parent events.	Maintained surveys in multiple languages.
3.3	3C Efforts to seek parent input of students with exceptional needs.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/ paper, access to school computer, and google forms.	Provide a survey of parents of onsite RSP students and county operated programs off site in multiple modalities: pencil/paper, access to school computer, and google forms.		Maintain survey in multiple modalities for parents of onsite RSP students and county operated programs off site.	Maintained survey of parents of onsite RSP students and county operated programs in multiple modalities.
3.4	5 A- Attendance Rates				Maintain 95%	Decrease by 5.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source P2 Attendance Report	96% Attendance Rate	90.70% Attendance Rate			
3.5	5B- Chronic Absenteeism Rates Source: Dashboard Chronic Absenteeism Rate Indicator	2024 3.8% Chronically Absent	2025 9.1% Chronically Absent		5% Chronically Absent	Increase by 5.3%
3.6	6A- Suspension Rates Source: Dashboard Suspension Rate Indicator	2024 0% suspended at least one day	2025 1.8% suspended at least one day		Less than 5% suspended at least once a day.	Increase by 1.8%
3.7	6B Expulsion Rates Source: CALPADS	2024 0 students expelled	2025 0 Students expelled		Maintain 0 students expelled	Maintained 0 students expelled.
3.8	6C- Sense of school safety and connectedness. Source; Local Survey CHKS	2024 90% of parents feel connected to the school 100% of parents feel the school is safe. CHKS (includes BES Data as Richvale numbers are small) 18% of 5th graders feel the school is safe. 58% of 6th graders feel the school is safe.	2025 88.9% of parents feel connected to the school 100% of parents feel the school is safe. Local Survey Results. RCA Data Only 89.6% of 5th/6th graders feel the school is safe.		90% of Parents believe school is safe 80% of students feel school is safe 90% of parents feel connected to the school.	Decrease in 1.1% of parents feeling connected to the school. Maintained 100% of parents who feel the school is safe. Increase of 31.6% of students who feel the school is safe.

Goal Analysis [2025-26]

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

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

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

Action 3.1 Improve Parent and Student Input — Substantial Implementation (3)

This action was substantially implemented during the school year. The district successfully administered parent, student, and staff surveys to gather educational partner input. Parents were provided opportunities to complete surveys during parent conferences, and surveys were distributed in families' native languages to improve accessibility. One substantive difference from the original plan was the decision not to hold parent coffee meetings. Based on prior years' experiences with low participation, the district instead prioritized ongoing communication and accessibility through email, phone calls, and scheduled meetings with the principal. A challenge experienced during implementation was limited parent participation in surveys despite multiple outreach attempts. The district received nine parent survey responses in the fall and six responses in the spring. Additionally, the California Healthy Kids Survey was not administered this year because it is conducted on a two-year cycle. In its place, the district administered a local student survey to continue gathering student feedback. Another area identified for improvement is the process for sharing and analyzing survey results with educational partners. Despite these challenges, the district was successful in gathering input throughout the year through advisory council meetings and ongoing communication with families and staff.

Action 3.2 Student Incentives — Full Implementation (4)

This action was fully implemented as planned. Students with 95% attendance or higher received monthly attendance incentives, and monthly assemblies were held to recognize Students of the Month. Implementation of this action contributed positively to school climate, student engagement, and school connectedness. Students demonstrated enthusiasm and motivation to maintain positive behavior and strong attendance in order to earn recognition. Parent participation at assemblies was consistently strong and contributed to 89.9% of families reporting that they felt connected to the school community. The recognition systems associated with Student of the Month and school wide incentives also supported positive student behavior, contributing to the school's low suspension rate of 1.8% and 0% expulsion rate. Although the incentive systems positively impacted school culture and student engagement, the school's P2 attendance rate declined to 90% during the year. This indicates that while incentives supported student motivation and positive behavior, additional strategies may be needed to address attendance barriers and improve overall attendance outcomes moving forward.

Action 3.3 Home-to-School Transportation — Full Implementation (4)

This action was fully implemented as planned. The district provided home-to-school transportation services for the majority of students attending Richvale Charter Academy, including transportation for students residing in Biggs.
Transportation services supported consistent student attendance and access to the instructional program. There were no significant challenges to implementation, and no student group was disproportionately affected.

Action 3.4 Parent and Student Communication — Full Implementation (4)

This action was fully implemented as planned. The district utilized the Catapult communication system to strengthen communication between school and home. Teachers, administration, and district staff consistently used the platform to send reminders, announcements, flyers, and school updates to families. A key success of this action was the principal's consistent distribution of monthly bulletins and school communication through Catapult. Increased communication opportunities helped strengthen family engagement and contributed to approximately 89% of families reporting feeling connected to the school. There were no significant challenges to implementation, and no student group was disproportionately affected.

Action 3.5 Family Events — Full Implementation (4)

This action was fully implemented as planned. Numerous family engagement events were held throughout the school year, including the First Day of School Celebration, Back to School Night, STEM/Family Literacy Night, Spaghetti Feed, Christmas Program, Lunch with Loved Ones, Spring Sing/Open House, Awards Assemblies, and Promotion activities. Families were also invited to attend assemblies, concerts, performances, and holiday celebrations throughout the year.
These events were highly successful and well attended, with some activities reaching nearly full family participation. The events strengthened relationships between families and the school community and contributed positively to students' and families' sense of connectedness to the school. One challenge experienced during implementation was the inability to hold a planned school improvement day due to time constraints and scheduling limitations. Despite this, overall family engagement opportunities remained strong throughout the year.

Action 3.6 PBIS — Full Implementation (4)

This action was fully implemented as planned. The school maintained a schoolwide Positive Behavioral Interventions and Supports (PBIS) system designed to encourage and reinforce positive student behavior. Teachers received PBIS training at the beginning of the school year to support consistent implementation across classrooms. In addition, parents contributed supplies and donations for the PBIS incentive store, which strengthened family involvement and support for positive school culture initiatives. There were no significant implementation challenges, and no student group was disproportionately affected by implementation of this 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.

Action 3.1 Parent Student Input- No material differences between budgeted expenditures and estimated actual expenditures
Action 3.2 Student Incentives - We budgeted $1000 and only spent $500. The cost of the principal club was less than anticipated.
Action 3.3 Home to School Transportation.- We budgeted $4477, but the cost was significantly more at $16, 520 due to the increased cost in gas as well as increase in salaries.
Action 3.4 Parent/ Student Communication- No material differences between budgeted expenditures and estimated actual expenditures.
Action 3.5 Family Events- We budgeted $4000, but the cost was significantly less at $913. This is due to the support of RPA, as well as many of the family events had no cost.
Action 3.6 PBIS- No material differences between budgeted expenditures and estimated actual expenditures.

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

Description of the Effectiveness or Ineffectiveness of the Specific Actions to Date in Making Progress Toward the Goal

Actions That Were Highly Effective

Several actions were highly effective in supporting progress toward Goal 3 and contributed positively to student engagement, school climate, and family connectedness.

Actions 3.3, 3.4, 3.5, and 3.6 (Home-to-School Transportation, Catapult Communication, Family Events, and PBIS) were fully implemented and demonstrated strong effectiveness in improving school culture and strengthening relationships between students, families, and the school community.

These actions contributed to measurable improvements in school climate and connectedness. Approximately 89.9% of families reported feeling connected to the school. Family engagement events and Student of the Month assemblies were highly attended and promoted strong participation from families throughout the year. In addition, the school maintained a low suspension rate of 1.8% and a 0% expulsion rate, indicating that PBIS systems and positive recognition programs supported positive student behavior and engagement.

Improved student engagement and school connectedness also coincided with increased CAASPP performance in both ELA and mathematics, suggesting that a positive school climate supported student learning and academic achievement.

Actions That Were Moderately Effective

Actions 3.1 and 3.2 (Improve Parent and Student Input and Student Incentives) were substantially implemented and moderately effective in supporting progress toward the goal. Multiple opportunities were provided for parents, students, and staff to complete surveys. Student incentives were provided and students and families were enthusiastic about student of the month and the attendance incentive. This was reflected in the 89.9% parents feeling connected to the school. Unfortunately, our P2 attendance rate came in significantly lower at 90.7% with a 9.1% chronic absenteeism rate. Efforts will need to be increased to educate parents about the importance of attendance and meet with individual families struggling with attendance to help them overcome their barriers.

Summary of Key Takeaways
What Worked Best
The most effective actions under Goal 3 were those that strengthened school connectedness, communication, and positive school culture. Family events, PBIS implementation, home-to-school transportation, and the use of the Catapult communication system were particularly successful in increasing family engagement and student participation. High attendance at family events and assemblies demonstrated strong community involvement and contributed to approximately 89.9% of families reporting that they felt connected to the school.
Positive behavior systems and student recognition programs also contributed to maintaining a low suspension rate of 1.8% and a 0% expulsion rate. In addition, consistent communication between school and home supported stronger relationships with families and increased awareness of school activities and student expectations.

Areas for Continued Focus
While progress was made in improving school climate and engagement, increasing parent participation in surveys and educational partner feedback opportunities remains an area for continued focus. Despite multiple outreach efforts, survey response rates remained low, limiting the amount of feedback available to guide decision-making and program evaluation. Attendance also remains an area requiring additional attention. Although attendance incentives and recognition programs positively supported student engagement and behavior, the school's overall attendance rate and chronic absenteeism data indicate that additional strategies may be needed to address barriers to attendance. Continued family outreach, individualized support for students with attendance concerns, and increased parent education regarding the importance of regular attendance will remain priorities moving forward.

Overall Assessment
Overall, Goal 3 actions were effective in supporting a positive school climate, strengthening family engagement, and increasing student connectedness to school. Most actions were fully implemented and contributed to strong behavioral outcomes, positive family participation, and improved communication between home and school. Although some challenges remain related to attendance and survey participation, the district's efforts successfully fostered a welcoming and supportive school environment that contributed positively to both student engagement and overall school culture

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.

No substantive changes were made to the overall goal structure for the coming year. However, minor revisions were made to Goal 3 based on reflection of prior implementation and participation data.

RCA removed parent coffee activities from both Metric 3.1 Targeted Outcomes and the Action 3.1 description. Reflection on prior practice indicated that participation in parent coffee events remained consistently low and did not significantly increase family engagement beyond existing communication opportunities already available to families. Families will continue to have access to school staff and administration through email, phone calls, conferences, school events, and scheduled appointments.

Changes in Action Description:
** Action 3.6 PBIS the wording "This is funded by RPA" was taken out as the district will now pay for the PBIS store.

Changes in Budget for actions:

**Action 3.3 Home to School Transportation Increased from $4477 to $17,681 due to the anticipated actual cost of bussing students from BES to RCA and home.
**Action 3.5 Family Events decreased from $4000 to $2500 based on last years spending and the anticipated changes of providing T-Shirts for students of the month.
**Action 3.6 PBIS increased from 0 to $1000 to help RPA pay for items for the PBIS store. This came from feedback from RPA in getting more support for PBIS from the district.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve parent and student input.	We will continue to administer a parent, student, staff survey in the spring. In order to improve participation we will send home a paper survey with a QR code as well as distribute it electronically to families in English and Spanish and multiple modalities. We will meet twice a year with student advisory groups and administer Healthy Kids Survey and other local student surveys to students. The results from all surveys and events will be analyzed and shared with educational partners.	$0.00	No
3.2	Student Incentives	The district will provide incentives in order to maintain and improve our attendance rate, decrease chronic absenteeism, and improve student achievement.	$1,000.00	Yes
3.3	Home to School Transportation	The district will provide home to school transportation to be sure that students attend school and special programs	$17,681.00	Yes
3.4	Parent/ Student Communication	We will provide Catapult as a way to better communication between home and school. This is provided by the district.	$0.00	No
3.5	Family Events	RCA will provide family events in order to increase student and family engagement.	$2,500.00	Yes
3.6	PBIS	Implement a schoolwide PBIS system that encourages and rewards positive behavior. Work with BCOE to provide training to teachers and administrators on PBIS.	$1,000.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$57,409.00	$0

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
8.438%	0.000%	$0.00	8.438%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Class Size Reduction **Need:** In 2024 no students were reclassified for ELD. Socially economically disadvantaged students were .8 points above standard in math and .8 points below standard in ELA. While these scores are encouraging, in order to maintain and hopefully improve students achievement for unduplicated populations, RCA will need to	This action will ensure that RCA will make every effort to hire and retain effective and fully credentialed teachers in order to maintain small class sizes for effective instruction. All services are planned to be implemented district/school-wide because of the high percentage of targeted students. These actions are being provided on an LEA-wide basis and we expect that all students will benefit.	1.1, CAASPP scores, benchmark assessments

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
	continue providing small classes with credentialed effective teachers. Research by R. Seebruck (2015) and educational best practices indicate that well-prepared and effective teachers have a very significant impact on student learning outcomes. Smaller class sizes positively impacts test scores and student learning. (Barnum, 2022) **Scope:** LEA-wide	Although the services are principally directed towards the unduplicated students, all students will benefit from the plan. The district believes these are the most effective uses of the additional funds to improve the education programs for Richvale Charter Academy.	
1.4	**Action:** Technology **Need:** This action is principally directed toward unduplicated students—specifically low-income pupils who make up 34.6% of RCA's enrollment. 2024 CAASPP results indicate that low-income students at RCA scored 0.8 points above standard in math and 0.8 points below standard in ELA. Sustaining 1:1 access ensures these students continue to engage with instructional tools that support academic achievement and digital readiness. **Scope:** LEA-wide	Providing 1:1 access at the schoolwide level is the most effective way to meet the needs of unduplicated pupils due to the integrated nature of classroom technology use. A shared learning environment with universal access helps maintain instructional coherence, prevents stigmatization, and supports equity in blended learning strategies. Research Basis: A strong body of evidence supports that access to technology positively impacts academic outcomes when paired with high-quality instruction. Low-income students, in particular, benefit from targeted digital access to literacy and math software that complements in-class learning (Pane, Steiner, Baird, & Hamilton, 2017). Additionally, 1:1 initiatives have been shown to improve engagement, personalize learning, and foster skills needed for college and career readiness (Zheng, Warschauer, Lin, & Chang,	CAASPP ELA and Math scores for low-income students Access and participation logs from learning platforms (e.g., math or ELD software) Student and teacher surveys on tech-based instruction

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
		2016). Sustained device access is particularly important in rural or small schools where learning resources may be limited.	
1.8	**Action:** Classified Staff **Need:** Low income students are .8PBS in ELA and .8 PAS in math. No students reclassified in 2024. Research shows that paraprofessionals play a crucial role in supporting diverse learners, including students with disabilities, English language learners, and those with special learning needs. Research suggests that paraprofessionals can provide targeted support and accommodations to help these students access the curriculum, participate in classroom activities, and make progress toward academic goals (Goe, L., & Matlach, L., 2014) . **Scope:** LEA-wide	This action provides the staff necessary for low income, ELD, and students with disabilities to be successful in the classroom through additional support, tutoring, and intervention. In addition, playground supervision keeps students safe and cut down on behavior issues. This will be provided school wide to support all students; however, low income, ELD, and students with disabilities have the lowest scores so they will have the most access to para professionals in the classrooms to support their learning and increase their performance.	1.4, CAASPP scores, benchmark assessments, and feedback from staff about students safety.
2.2	**Action:** School wide benchmark plan and schedule for math and ELA **Need:** RCA students are showing low scores for district wide benchmarks in both reading and math. Due to the low number of students, Data is not disagregated- however, ELD and	Districtwide benchmark assessments given with a common protocol throughout the district provides the data needed to give targeted intervention to low income, and ELD students. This will be provided LEA wide as all students will benefit from analyzing the data from benchmark assessments.	2.1, 2.6, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	low income students contribute to these low benchmark scores, where less than 50% of students meet standard in both math and ELA. RCA Reading 48% meet or exceed RCA Math 44% meet or exceed **Scope:** Schoolwide		
2.3	**Action:** Math Coach Support **Need:** Teachers are transitioning to CGI and Building thinking classrooms for math instruction. Currently low income students are .8 points above standard and only 59% of students are meeting or exceeding standard in math bench marks. Research suggests that math coaching for teachers is a valuable form of professional development that can lead to improved instructional practices, increased teacher confidence, and enhanced student learning outcomes in mathematics. By providing targeted support, personalized professional development, and ongoing collaboration, math coaches help empower teachers to become more effective educators and promote excellence in mathematics education (Stewart, M. T., 2013) .	This action will provide coaching to teachers in math instruction and in using data to provide intervention that will help close the achievement gap for low income students, ELD students, and students with disabilities. This will be provided districtwide as all schools in the district are below standard in math.	2.1, 2.8

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
3.2	**Action:** Student Incentives **Need:** The California State Dashboard Chronic Absenteeism Rate is 3.8%, In addition, teachers have noticed that students don't often try their best on assessments and that results in lower scores than the students are capable of. No ELD students were reclassified **Scope:** LEA-wide	Studies have shown that incentives, such as rewards or recognition, can increase student attendance rates (Railsback, J.,2004). Incentives or recognition for achievement at school and on assessments should also motivate students to perform higher. This action will provide incentives for students who have good attendance, show growth on benchmark and state assessments, and achieve in the classroom. The reclassification rate is 0. Providing incentives schoolwide will benefit all students, while targeting low income and ELD students.	3.4, 3.5, CAASPP, ELPAC, and Benchmark assessments
3.3	**Action:** Home to School Transportation **Need:** Richvale has a chronic absenteeism rate of 3.8% (Dashboard). Parents have expressed that school transportation is necessary in order to help students get to and from school. Many low income and ELD families work or don't have access to reliable transportation. **Scope:** LEA-wide	Access to transportation can significantly improve school attendance rates, especially for students who face transportation barriers such as distance from school or lack of reliable transportation options. Research shows that providing transportation services can reduce absenteeism and tardiness by ensuring that students have a reliable means of getting to and from school. (Edwards, D. S.,2023). This is provided to students with disabilities to transport them to their appropriate programs, whether inside or outside the district. Many ELD students and low income students have barriers for getting to school. By providing transportation LEA wide, we can make sure they have no barriers for school attendance without being stigmatized.	3.4, 3.5

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.5	**Action:** Family Events **Need:** In 2025 only19% of parents responded to Google forms in the fall and 31% in the spring. 90% of parents who answered the survey feel connected to the school. Educational partners feel that more school events are a priority in order to improve students and parent engagement. **Scope:** LEA-wide	Research suggests that family events play a crucial role in promoting low income student achievement and well-being by strengthening home-school partnerships, enhancing parental involvement, and fostering a positive school climate and culture. By actively involving families in school events and activities, schools can create supportive environments that empower students to succeed academically and thrive socially and emotionally (Crosnoe, R., 2009). Action 3.8 provides more family events. This will help strengthen relationships with low income and ELD families and should improve student engagement which leads to academic achievement. This will be available to all students; however, the goal of these events will be to reach our unduplicated populations and strengthen our relationships with them in order to close achievement gaps. In order to meet the needs of our ELD students, we will have Spanish Speaking interpreters available, as well as resources in Spanish	3.1, 3.2, 3.9, CAASPP scores

Limited Actions

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

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

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

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.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	RES 1-20	
Staff-to-student ratio of certificated staff providing direct services to students	RES 1-20	

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$680,366.00	$57,409.00	8.438%	0.000%	8.438%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$153,425.00	$36,500.00	$4,000.00	$0.00	$193,925.00	$50,218.00	$143,707.00

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	Class Size Reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$50,218.00	$0.00	$50,218.00				$50,218.00	
1	1.2	Standards Aligned Instructional Materials	All	No			All Schools	Ongoing	$0.00	$5,000.00		$5,000.00			$5,000.00	
1	1.3	Increase engagement and awareness of NGSS	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Technology	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$13,696.00	$13,696.00				$13,696.00	
1	1.5	Professional Development	All	No			All Schools	Ongoing	$0.00	$1,000.00			$1,000.00		$1,000.00	
1	1.7	New Teacher Support	All	No			All Schools		$0.00	$3,000.00			$3,000.00		$3,000.00	
1	1.8	Classified Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$63,330.00	$63,330.00				$63,330.00	
1	1.9	Family Literacy Night	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	2.1	Assessment Data Analyzation	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	2.2	School wide benchmark plan and schedule for math and ELA	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.3	Math Coach Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Starting 2025	$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
2	**2.4**	Additional Support for ELA and Math, LREBG funding.	All Hispanic, Low Income, White, ELD	No				2025-2028	$0.00	$30,500.00		$30,500.00			$30,500.00	
2	**2.5**	ELD Support	ELD	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
2	**2.6**	Additional Support for Students with Disabilities.	Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.1**	Improve parent and student input.	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$1,000.00	$1,000.00				$1,000.00	
3	**3.3**	Home to School Transportation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$17,681.00	$17,681.00				$17,681.00	
3	**3.4**	Parent/ Student Communication	All	No			All Schools	Ongoing	$0.00	$0.00	$0.00				$0.00	
3	**3.5**	Family Events	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$2,500.00	$2,500.00				$2,500.00	
3	**3.6**	PBIS	All Students with Disabilities	No			All Schools	Ongoing	$0.00	$1,000.00		$1,000.00			$1,000.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$680,366.00	$57,409.00	8.438%	0.000%	8.438%	$153,425.00	0.000%	22.550 %	**Total:**	$153,425.00
								LEA-wide Total:	$148,425.00
								Limited Total:	$0.00
								Schoolwide Total:	$5,000.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Class Size Reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,218.00	
1	**1.4**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$13,696.00	
1	**1.8**	Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$63,330.00	
2	**2.2**	School wide benchmark plan and schedule for math and ELA	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.3**	Math Coach Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$0.00	
3	**3.2**	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,000.00	
3	**3.3**	Home to School Transportation	Yes	LEA-wide	English Learners Foster Youth	All Schools	$17,681.00	

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			
3	**3.5**	Family Events	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$154,814.00	$129,461.00

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**	Class Size Reduction	Yes	$43,640.00	$42,941.00
1	**1.2**	Standards Aligned Instructional Materials	No	$49,194.00	$10,741.00
1	**1.3**	Increase engagement and awareness of NGSS	No	$0.00	$0.00
1	**1.4**	Technology	Yes	$13,696.00	$986.00
1	**1.5**	Professional Development	No	$1,000.00	$0.00
1	**1.7**	New Teacher Support	No	$0.00	$0.00
1	**1.8**	Classified Staff	Yes	$36,807.00	$56,860.0
1	**1.9**	Family Literacy Night	No	$0.00	$0.00
2	**2.1**	Assessment Data Analyzation	No	$0.00	$0.00
2	**2.2**	School wide benchmark plan and schedule for math and ELA	No	$0.00	$0.00
2	**2.3**	Math Coach Support	Yes	$1,000.00	$0.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.4**	IXL Intervention Curriculum.	No	$0.00	$0.00
2	**2.5**	ELD Support	No	$0.00	$0.00
2	**2.6**	Additional Support for Students with Disabilities.	No	$0.00	$0.00
3	**3.1**	Improve parent and student input.	No	$0.00	$0.00
3	**3.2**	Student Incentives	Yes	$1,000.00	$500.00
3	**3.3**	Home to School Transportation	Yes	$4,477.00	$16,520.00
3	**3.4**	Parent/ Student Communication	No	$0.00	$0.00
3	**3.5**	Family Events	Yes	$4,000.00	$913.00
3	**3.6**	PBIS	No	$0.00	$0.00

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$52,951.00	$104,620.00	$119,698.00	($15,078.00)	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	Class Size Reduction	Yes	$43,640.00	$43,943.00		
1	1.4	Technology	Yes	$13,696.00	$986.00		
1	1.8	Classified Staff	Yes	$36,807.00	$56,860		
2	2.3	Math Coach Support	Yes	$1,000.00	$0.00		
3	3.2	Student Incentives	Yes	$1,000.00	$476.00		
3	3.3	Home to School Transportation	Yes	$4,477.00	$16,520.00		
3	3.5	Family Events	Yes	$4,000.00	$913.00		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$617,721.00	$52,951.00	0.00	8.572%	$119,698.00	0.000%	19.377%	$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

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

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

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

- LEAs may also provide information about their strategic plan, vision, etc.

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

Reflections: Annual Performance

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

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

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.

- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:

  - Identify the action as an LREBG action;

  - Include an explanation of how research supports the selected action;

  - Identify the metric(s) being used to monitor the impact of the action; and

  - Identify the amount of LREBG funds being used to support the action.

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

  - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

California Department of Education
November 2024