Local Control 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
Richmond Elementary School District	Michael Cosgrove Superintendent/Principal	mcosgrove@richmondelementary.com 530-257-2338

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Just minutes from Susanville California, Richmond Elementary School District (Richmond Elementary) is a single site consisting of approximately 215 students in transitional kindergarten through eighth grade. As one of the oldest schools/ districts in Lassen County, Richmond Elementary houses a deeply rooted history of excellence, community, and tradition. Approximately half of Richmond's students are inter-district transfer students from the surrounding communities. Many Richmond families work at one of two local prisons, one of which has just announced its closure in June of 2022.

Demographics: Richmond Community Association (RCA) has a student population of 82% white students, 10.9% Hispanic, 8.5% students with disabilities, and 11.8% students who are low-income.
PTO: Richmond Elementary has a strong, supportive Parent Teacher Organization, the Richmond Community Association (RCA)
Athletics: Richmond Elementary offers a variety of sports including basketball, volleyball, track and cross country.
Enrichment/Electives: Richmond Elementary has had an elective wheel so that students have opportunities to enrich and expand their regular curriculum.
Assemblies/Awards: Richmond Elementary offers student of the month, principal's honor roll, as well as a variety of subject-matter awards.
Traditional field trips: Richmond Elementary offers field trips including Sutter's Fort (4th grade), Lava Beds (5th) and 6th Grade Camp.

California Dashboard indicators indicate Green and Blue (meet/ exceed standards) in all areas. However, being a continuous-learning community, Richmond Elementary always strives to improve and has worked jointly with teachers, staff, students, and parents to identify academic and behavioral improvements that would enhance student, parent, and staff success and school satisfaction during this round of LCAP engagement and collaboration. This LCAP is a representation of that collaboration and on-going work.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

There are a plethora of successes at Richmond Elementary. Among them:

1) 2019 Smarter Balanced Testing indicated the following:
A) 24.2 points above standards in English Language Arts
B) 1.8 points above standards in mathematics
C) Only 2.6% of students are chronically absent
D) Only 0.4% of students were suspended during the year

While these data are positive, in that students are performing above the State average on State testing, and chronic absenteeism and suspension rates are well below the State averages, these scores, alone, do not paint a full picture of the challenges some of our students face. For example, many students completing the California Healthy Kids Survey (CHKS) indicated feeling unsafe on campus because they have been teased or have had rumors spread about them. Richmond Elementary is committed to addressing students' feelings of safety and well-being on campus, as a result of student and stakeholder feedback that is, perhaps, not present in Richmond's State data above.

2) MAP Scores indicate:
A) The most recent MAP scores indicate that 5 students per class (4.75) scored in the Low and Low Average range in Reading.
B) The most recent MAP scores indicate that 12 students per class (11.875) are scoring High Average and High in Reading.
C) The most recent MAP scores indicate that nearly 5 students per class (4.87) scored in the Low and Low Average range in Math.
D) The most recent MAP scores indicate that nearly 12 students per class (11.5) scored in the High Average and High in Math.

These data indicate that Richmond students are at the GATE/ honors level in the majority of courses. This is something to celebrate, indeed. Since Richmond is committed to ensuring all students are challenged, it is important that we ensure our students are challenged each day. Stakeholder feedback has indicated a need to challenge students more with meaningful engagement and assignments, as well as an increased need for differentiation to challenge all students. These data also indicate that students performing below grade-level standards may need additional intervention and support. Stakeholders have indicated as much, requesting more homework support as well as after-school tutoring.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1) Healthy Kids Survey completed in Fall 2020 indicate the following:

A) 8th Grade Students (68% response rate): Only 32% report being able to maintain a focus on school work. Only 75% feel they have a caring adult relationship at school; Only 21% feel they have meaningful participation in school; 32% reported having mean rumors or lies spread about them; 45% reported that they experienced harassment or bullying; 21% reported being afraid about being beaten up. 16% reported experiencing cyberbullying; 27% reported feeling social/ emotional distress; 37% reported experiencing chronic sadness. 16% reported considering suicide.
B) 6th Grade Students (94% response rate): Only 64% of student reported feeling there was a caring adult at school; Only 30% felt they had meaningful participation in school; Only 53% of students reported an interest in school work done at school; 40% reported that they have had mean rumors spread about them at school; 47% reported being called bad names or being the target of mean jokes; 53% reported that students at school were well behaved. 13% of students reported being cyberbullied.
C) Parent Survey Indicators (10 parents participated): Only 60% of parents felt the school promoted their involvement; Only 38% of parents reported feeling the school actively seeks parent involvement; Only 48% of parents feel the school supports student learning environments; Only 38% of parents feel the school promotes academic success for all students; Only 38% of parents reported that the school motivates

students to learn; Only 43% of parents provide opportunities for meaningful student participation; Only 50% reported that the school enforces school rules equally; Only 50% reported that the school treats students with respect. It should be noted that due to the low number of parent participants, this data is not considered an accurate representation of Richmond's parents.

These data indicate that many students on our campus do not always feel safe, or engaged at school. These data also indicate additional room for growth around parent involvement and engagement and discipline.

2) MAP Scores indicate:
A) The most recent MAP scores indicate that 5 students per class (4.75) scored in the Low and Low Average range in Reading.
B) The most recent MAP scores indicate that 12 students per class (11.875) are scoring High Average and High in Reading.
C) The most recent MAP scores indicate that nearly 5 students per class (4.87) scored in the Low and Low Average range in Math.
D) the most recent MAP scores indicate that nearly 12 students per class (11.5) scored in the High Average and High in Math.

These data indicate that some students (GATE/ honors) may need additional differentiation in order to ensure that Richmond is meeting them at their academic level and challenge them to reach the next level. These data also indicate that students performing below grade-level standards may need additional intervention and support.

3) Our unduplicated student populations are not experiencing an achievement gap compared with our non-low income students. However, since we recognize that the global pandemic has disproportionately affected unduplicated student populations across the State, Richmond has created increased and improved mental health and counseling service access for these students as part of this LCAP process.

There is no Dashboard data that indicates Richmond Elementary is in the "Red" or "Orange" performance category. Additionally, there is no local indicator suggesting the Richmond Elementary has, "Not Met for Two or More Years" any State indicator, for which performance for any student group was two or more performance levels below the "all student" performance. However, there are Reading and Math achievement gaps at each grade level, as well as high-achieving student needs, as identified by local MAP assessment data. In addition, there are behavioral/ social-emotional areas of need as identified by the California Health Kids Survey. In order to address the academic and behavioral needs, the LCAP will focus on: academic achievement and ensuring that Richmond is a safe and supportive campus.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

As a result of the LCAP process during the 2020-2021 school year, here are the Highlights of this LCAP:

1) Goal 1: Richmond Elementary will provide a diverse academic and co-curricular program that increases student achievement, develops well-rounded students, and prepares them to be college and career ready.
Implementation of Professional Learning Communities, including professional development, each Wednesday

Establish Multi-Grade Level Professional Learning Community Teams: K-1, 3-5, 6-8 with common planning time to discuss student progress to academic goals

2) Goal 2: Richmond Elementary will maintain a safe, positive, productive learning environment where students are meaningfully engaged in the culture and community of the school. Parents will feel welcomed and valued as partners in this educational process.
Establish Behavioral Expectations and create new Student Handbook
Establish Multi-Grade Level Teams: K-1, 3-5, 6-8, with common planning time to discuss student behavior
Establish Positive Behavior Intervention and Supports for Students Meeting Weekly/ Monthly Behavioral Goals

3) Goal 3: Richmond Elementary will maintain safe and functional facilities and an environment conducive to learning while promoting high student academic achievement through the implementation of the California State Standards, hiring and appropriately assigning fully credentialed teachers, and utilizing instructional materials aligned with state standards.
Adopt and Implement new social sciences curriculum for grades 5 thru 8

Increased/Improved Services: The following actions are outlined in this LCAP, specifically to increase or improve services for our unduplicated student populations
PLC training for teachers on how to identify and provide targeted intervention in math and ELA
Increase mental health/ counseling services for our unduplicated students.

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

1) Certificated staff met weekly all year to identify areas of need/ growth within the school and to prioritize needs.
2) Classified Staff met monthly to identify areas of need/ growth within the school and to prioritize needs.
3) Parent Advisory met monthly (October-March) to identify areas of need/ growth within the school and to prioritize needs.
4) LCAP Surveys: There were three (3) Parent/ Community LCAP Surveys.
5) LCAP Survey 1: Assessed Needs Based on Eight State Priorities (March/ April).
6) LCAP Survey 2: Prioritized Needs Based on Survey 1 (May).
7) Student Feedback: A) Leadership team meetings with administration; B) Student focal groups surveyed.
8) Bargaining Units: Bargaining units were consulted multiple times throughout the LCAP analysis and process.
9) SELPA Consultation: The LCAP was reviewed the SELPA Administrator in order to ensure our students with special needs were being addressed.

A summary of the feedback provided by specific stakeholder groups.

Stakeholder Engagement:

Stakeholder engagement took a variety of forms throughout the 2020-2021 school year:

1) Parent Advisory Committee met six times during the school year. In those meetings, we looked at past year's Healthy Kids Survey Results which shared similar data about student's sense of safety on campus. We also discussed student's and parent's anecdotal experience, which confirmed what students had reported in the CHKS survey. A variety of reasons for student's sense of safety was discussed and brainstormed. In addition, the Parent Advisory Committee began a book study of restorative justice, in order to develop a deeper understanding of the challenges facing student discipline challenges at the school. In addition, parents also discussed the need for increased, and more strategic, focus on academics. Specifically, parents want to ensure high-achieving (and/ or GATE) students continue to be challenged and that students who are struggling are supported, both in school and outside of school with homework and intervention support.

Student engagement took a variety of forms throughout the 2020-2021 school year:

1) Student leadership met with administration three times during the 2020-2021 school year to discuss their perceptions of the school. Many students confirmed the CHKS results that suggest that a significant amount of students feel unsafe on campus. Students also discussed ways to improve campus culture, including increasing school-wide assemblies and creating student-student mentors.

2) Students also participate (randomly) in focal groups throughout the year in order to for administration to gain additional insight into their perceptions and ideas. These focal students continued to indicate that prioritizing school climate, safety and culture on campus increased students' sense of safety and belonging on campus.

Classified Advisory Committee:

1) Classified staff met monthly throughout the year to discuss school-wide concerns. The classified advisory committee quickly identified campus climate and culture as a concern and began a book study to begin to understand bullying on campus. In addition, classified staff, specifically, our instructional support staff, noticed an increased need to for consistency and coherence in instructional content and instructional delivery. They also noticed an increased need for consistency in discipline practices.

Teacher engagement took a variety of forms throughout the 2020-2021 school year:

1) Teachers met throughout the 2020-2021 school year in order to discuss areas for growth. Teachers identified an increased need to support struggling students, including homework and after-school tutoring. Teachers also recognized a need for increased mental health services, as increased time for professional learning communities (PLCs) as well as the professional development training to ensure best practices.
As a result of the LCAP process during the 2020-2021 school year, here are the Highlights of this LCAP:

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The LCAP Goals were influenced by a variety of Stakeholder feedback, including meeting with Richmond's bargaining units as well as SELPA consultation. For example,
- certificated, classified and parent advisory groups identified a focus on academics (differentiation) Goal 1 and behavior (clear expectation and consistent application of discipline) as two focus areas, Goal 2.
In addition, three parent surveys indicated a need for additional academic enrichment (art, music) and intervention (homework support and after school tutoring), Goal 1.
Additionally, parent surveys indicated a need for increased school to home communication as well as school-based engagement (family nights and parent education nights), Goal 2.

Goals and Actions

Goal

Goal #	Description
1	Richmond Elementary will provide a diverse academic and co-curricular program that increases student achievement, develops well-rounded students, and prepares them to be college and career ready. State Priority: 4, 7, and 8

An explanation of why the LEA has developed this goal.

Analysis of student performance on local MAP assessments indicate that roughly 40% of all students at all grade levels are performing at or above grade-level standards in math and English/ language arts. However, roughly 10% of our student MAP data indicate that our students are performing below grade-level standards. Disaggregating these data further, indicate that of our unduplicated student population (low-income students), 57% are performing below in math and 43% are below in English/ language arts according to Spring 2021 Map results. Input received from stakeholders through the LCAP development process indicates a desire to improve math and English/ Language Arts achievement for all students and to close achievement gaps among student groups. Additional input received from stakeholders indicates a desire to support our high achieving and GATE students through differentiation. We plan to improve math and English Language Arts performance through actions that support and improve learning for all students, including actions that increase and improve services for low income students, and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a California Assessment of Student Performance and Progress (CAASPP) Percentage of pupils meeting/exceeding grade-level standards	2019 CAASPP ELA 3rd Grade: 56.52% 4th Grade: 77.28% 5th Grade: 84% 6th Grade: 83.33% 7th Grade: 63.33% 8th Grade: 46.15% Mathematics 3rd Grade: 56.52% 4th Grade: 40.91%				CAASPP ELA 3rd Grade: 80% 4th Grade: 80% 5th Grade: 80% 6th Grade: 80% 7th Grade: 80% 8th Grade: 80% Mathematics 3rd Grade: 70% 4th Grade: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	5th Grade: 56% 6th Grade: 58.33% 7th Grade: 50% 8th Grade: 46.15%				5th Grade: 70% 6th Grade: 70% 7th Grade: 70% 8th Grade: 70%
Priority 4b Percentage of pupils who have completed A-G	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in A-G Courses.				NA
Priority 4c Percentage of pupils who have completed CTE Courses.	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in any CTE courses.				NA
Priority 4d Percentage of pupils who have completed A-G and CTE	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in any A-G or CTE courses.				NA
Priority 4e Percentage of English learners making progress toward English proficiency as measured by state assessment	This is not applicable because Richmond ESD does not currently serve any students who are English learners.				NA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4f English Learner Reclassification Rate	This is not applicable because Richmond ESD does not currently serve any students who are English learners.				NA
Priority 4g Percentage of students who pass the AP exam with a score of 3 or higher	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who are not enrolled in any AP courses.				NA
Priority 4h Percentage of participation and demonstration of college preparedness	This is not applicable because Richmond ESD serves students from Kindergarten through 8th grade who do not demonstrate college preparedness.				NA
Priority 7a Master Schedule and report cards 2020-2021 Percentage of students with access to and enrollment in a Broad Course of study as defined in CA Ed Code 51210	2020-2021 0%				100%
Priority 7b Tutoring Attendance Logs Percentage unduplicated pupils with access to and	2020-2021 20%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
enrollment in programs and services developed to provide to unduplicated pupils					
Priority 7c SEIS Percentage of students with exceptional needs with access to and enrollment in programs and services developed and provided to students with exceptional needs	2020-2021 100%				100%
Priority 8 Percentage of pupils meeting/exceeding grade-level standards based on the NWEA MAP	Winter 2021 NWEA MAP ELA 3rd Grade: 56.25% 4th Grade: 57.15% 5th Grade: 63.6% 6th Grade: 43.95% 7th Grade: 60.05% 8th Grade: 51% Mathematics 3rd Grade: 47.1% 4th Grade: 52% 5th Grade: 60% 6th Grade: 42% 7th Grade: 42.9%				NWEA MAP ELA 3rd Grade: 70% 4th Grade: 70% 5th Grade: 70% 6th Grade: 70% 7th Grade: 70% 8th Grade: 70% Mathematics 3rd Grade: 70% 4th Grade: 70% 5th Grade: 70% 6th Grade: 70% 7th Grade: 70% 8th Grade: 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8th Grade: 50%				
Priority 8 The percent of students aged five who are enrolled in kindergarten thru grade 8 with disabilities served inside the regular classroom.	2020-2021				80%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Professional Learning Community Training and Implementation	The District will contract with Solution Tree to train all Certificated Staff on highly effective Professional Learning Communities in order to establish common academic expectation and differentiation strategies for all students.	$85,000.00	Yes
2	Recruit and Hire One 0.5 FTE Music and One 0.5 FTE Art Teacher	The District will increase academic offerings by recruiting and hiring one music teacher and one art teacher in order to offer a broad course of study for all students.	$30,000.00	No
4	MAP Assessments	The District will continue MAP assessments 3x per year for ALL students in order to provide additional reading and math intervention to students not meeting grade-level expectations and provide parent training on understanding MAP assessments results 3x per year in order to support their student's academic success.	$3,218.00	No

Action #	Title	Description	Total Funds	Contributing
5	Students with Disabilities	Students with Disabilities will be included in the regular classroom at least 80%	$0.00	No
7	Gifted and Talented (GATE) and High Achieving	District will establish a GATE and high achieving program in order to support and enhance GATE and high achieving ongoing academic level improvement and engagement.	$2,000.00	No
8	Moby Max Licensing	District will continue to provide Moby Max support/ intervention for all students in all subject areas.	$0.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Richmond Elementary will maintain a safe, positive, productive learning environment where students are meaningfully engaged in the culture and community of the school. Parents will feel welcomed and valued as partners in this educational process. State Priority: 3 Parent Involvement and Family Engagement 5 Pupil Engagement 6 School Climate

An explanation of why the LEA has developed this goal.

School climate and parent engagement was measured through the 2020 California Healthy Kids Survey (CHKS) and SchoolWise SIS data. Analysis of the 2020 CHKS indicated a rise in anti-school safety behaviors in grades 6 and 8. Additionally, students in grades 5, 6, and 8 indicated that less than half the students felt they were able to meaningfully participate and engage in school. Input received from stakeholders through the LCAP development process indicates a high priority to ensure all students' safety and well being on campus. All input received from stakeholders indicates a desire to create clearer policies and procedures and expectations for all students. We plan to improve students' sense of safety and well being on campus though actions that support and improve campus culture and build positive relationships, including actions that increase and improve services for low-income students, and will measure progress towards our goal using the metrics identified below.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a Parent input in making decisions: percentage of parents who feel that they have the ability to offer input in decision making.	Fall 2020 38% said strongly agree 13% said agree 38% said disagree 0% said strongly disagree				60% said strongly agree 40% said agree 0% said disagree 0% said strongly disagree

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California Healthy Kids Survey					
Priority 3b Promote parental participation for programs for low income students, English learner and Foster Youth Local Performance Indicator Rating	2020-21 No data was collected				Local Performance Indicator Rating 4 - Full implementation
Priority 3c Promote parental participation for programs for students with disabilities Local Performance Indicator Rating	2020-21 No data was collected				Local Performance Indicator Rating 4 - Full implementation
Priority 5a School Attendance Rates Schoolwise SIS	Spring 2021 95.15%				98%
Priority 5b Chronic Absenteeism Rates Schoolwise SIS	Spring 2021 8.45%				<3%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5c Middle School dropout rate Schoolwise SIS	Spring 2021 0%				0%
Priority 5d High school dropout rate	This is not applicable because Richmond serves students from Kindergarten through 8th grade who are not enrolled in high school.				NA
Priority 5e High school graduation rate	This is not applicable because Richmond serves students from Kindergarten through 8th grade who are not enrolled in high school.				NA
Priority 6a Student suspension rate Schoolwise SIS	Spring 2021 0%				0%
Priority 6b Student expulsion rate Schoolwise SIS	Spring 2021 0%				0%
Priority 6c Student perception of school safety:	Fall 2020 Grade 5 93% Grade 6 93%				Grade 5 95% Grade 6 95% Grade 7 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
percentage of students who believe they are safe at school. California Healthy Kids Survey	Grade 7 90% Grade 8 63%				Grade 8 95%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Multi-Tiered System of Support (MTSS)	Superintendent will facilitate and orient classified and certificated staff on PLCs and Multi-Tiered System of Support in order to identify and provide tiered intervention for all students.	$3,000.00	Yes
2	Common Behavioral Expectations	Staff will review and update school-wide behavioral expectations, create and establish rewards for meeting expectations, interventions for student not meeting expectations and publish in updated school handbook.	$2,000.00	No
4	1.0 FTE Counselor	District will recruit and hire a qualified counselor for individual and group counseling services for all students needing additional social-emotional and/ or mental health supports.	$118,931.00	Yes
6	Family Nights	District will offer family nights and activities to engage students and families with the school.	$2,000.00	No

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Richmond Elementary will maintain safe and functional facilities and an environment conducive to learning while promoting high student academic achievement through the implementation of the California State Standards, hiring and appropriately assigning fully credentialed teachers, and utilizing instructional materials aligned with state standards. State Priority: 1 and 2

An explanation of why the LEA has developed this goal.

School basic conditions for learning and implementation of state standards were measured with CALPADS data, the Williams Report, and through the Local Performance Indicators Reflection Tool. These measures are an indicator of Richmond's ability to provide adequate facilities, teachers, and resources that are aligned with best practices. The primary area of growth identified was indicated by the teachers while completing the Local Performance Indicators Self-Reflection for curriculum implementation for science and history. Math and English Language Arts were the primary focus during the 2017-2020 LCAP cycle and they are now fully implemented. This cycle needs to focus on science and history.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1a Teachers are appropriately assigned and fully credentialed in the subject area they are teaching. CALPADS	2020-21 100%				100%
1b Students have access standards-aligned instructional materials.	2020-21 100%				100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Williams Report					
1c School facilities are maintained and in good repair. Williams Fit Report	October 2018 96.85%				100%
1c Facility Master Plan	September 2020 Facility Master Plan prepared by King Consulting				Facility Master Plan Updated, written, approved, and implemented
2a Implementation of academic content and performance standards. Local Performance Indicators Reflection Tool	Common Core State Standards for ELA - 5 Full implementation and Sustainability ELD Aligned to ELA- 1 Exploration and Research Phase Common Core State Standards for Mathematics- 5 Full Implementation and Sustainability Next Generation Science Standards- 3 Initial Implementation History/Social Science- 2 Beginning Development				Common Core State Standards for ELA - 5 Full implementation and Sustainability ELD Aligned to ELA- 1 Exploration and Research Phase Common Core State Standards for Mathematics- 5 Full Implementation and Sustainability Next Generation Science Standards-5Full Implementation History/Social Science- 4 Initial Implementation

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2b Programs and services enable English learners to access CCCSS and ELD standards. Local Performance Indicators Reflection Tool	This is not applicable because Richmond ESD does not currently serve any English learners.				NA

Actions

Action #	Title	Description	Total Funds	Contributing
1	History TCI Curriculum	Richmond Elementary will purchase and implement a new social sciences curriculum for grades 5 thru 8.	$30,000.00	No
7				

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
1.92%	$34,155

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Richmond Elementary will leverage the LEA-wide actions to increase and improve services for low-income students. The actions that directly contribute are the hiring of a school counselor, the implementation of professional learning communities (PLC), the use of Moby Max, and the implementation of a multi-tiered support system (MTSS).
Goal 1: Action 1
The PLC training will equip teachers and administrators with the tools needed to assess student achievement against anchor standards and provide targeted intervention to the specific understanding, skills, and processes necessary to be successful. This action will directly address the gap between meeting state standard proficiency levels and the achievement of Richmond's low-income students and students with disabilities.
Goal 1: Action 8
Moby Max is an individualized online remediation program where teachers can give homework and extra practice based on where students are at academically. This action will equip teachers with a tool to address the gap between meeting state standard proficiency levels and the achievement of Richmond's low-income students and students with disabilities.
Goal 2: Action 1
The MTSS will provide tiered intervention and supports to students who struggle academically and behaviorally. This action provides the framework for PLCs and the use of Moby Max in addressing the achievement gap between meeting state standard proficiency levels and the achievement of Richmond's low-income students and students with disabilities. Additionally, the positive behavior supports will encourage and motivate students to value instructional time and school attendance.
Goal 2: Action 4

The hired school counselor will provide student counseling services, small group and class based social emotional training, and crisis intervention. This action supports students with struggles with social emotional and mental health wellbeing. Students with absentee issues statistically also benefit from the services provided by a school counselor.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

In order to understand and meet the needs, circumstances, and conditions of Richmond's unduplicated students, administration and stakeholders (including committees and survey feedback) considered qualitative and quantitative data and discovered that:

We currently have no foster youth or English language learners. However, we have 12% low-income students. Of these students, 45% are performing at or above grade-level math. These same students are performing 58% at or above grade-level in English language arts. These data are in line with our non-low income student performance. In other words, we do not have a demonstrated learning gap when we compare low-income and non low-income groups. This means that the scope of our contributing actions will be focused on the unduplicated students who demonstrate the most need.

Student engagement and culture: of our unduplicated students, 52% have been chronically absent and 0% have been suspensions: These data reflect a gap existing in attendance and suspension compared with non-duplicated student populations. We know that low income families have been hit harder by the pandemic. Richmond is aware of the social, emotional and mental health needs arising from pandemic trauma and, as a result of this existing need, has added increased counseling as an increased and improved service for the 2020-2021 school year. In addition, Richmond has recruited and hired an intervention teacher for our unduplicated student population, who will not only serve to assist them with their learning gaps, but who will also be able to build positive relationships with each student.

In order to increase unduplicated student performance in math and English language arts, the District will contract with Solution Tree to provide ongoing Professional Learning Community (PLC) training. This training will provide the teachers with the skills and tools to provide targeted intervention and support to any unduplicated student who needs it, but would focus on students who are below grade level in math and/or English.

The increased and improved services planned for Richmond's unduplicated students exceeds the district's 1.92% minimum proportionality percentage regulatory requirements as described above. The four contributing actions are being provided on an LEA-wide basis and we expect that all students will benefit. The sum of these four actions result in a proportional increase of services for Richmond's unduplicated students, as compared to the services the district provides to all students.

Total Expenditures Table

	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
	$246,149.00	$30,000.00			$276,149.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$151,931.00	$124,218.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Low Income	Professional Learning Community Training and Implementation	$85,000.00				$85,000.00
1	2	All	Recruit and Hire One 0.5 FTE Music and One 0.5 FTE Art Teacher	$30,000.00				$30,000.00
1	4	All	MAP Assessments	$3,218.00				$3,218.00
1	5	Students with Disabilities	Students with Disabilities					$0.00
1	7	GATE and High Achieving	Gifted and Talented (GATE) and High Achieving	$2,000.00				$2,000.00
1	8	Low Income	Moby Max Licensing					$0.00
2	1	Low Income	Multi-Tiered System of Support (MTSS)	$3,000.00				$3,000.00
2	2	All	Common Behavioral Expectations	$2,000.00				$2,000.00
2	4		1.0 FTE Counselor	$118,931.00				$118,931.00
2	6	All	Family Nights	$2,000.00				$2,000.00
3	1	All	History TCI Curriculum		$30,000.00			$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$206,931.00	$206,931.00
LEA-wide Total:	$206,931.00	$206,931.00
Limited Total:	$0.00	$0.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Professional Learning Community Training and Implementation	LEA-wide	Low Income	All Schools	$85,000.00	$85,000.00
1	8	Moby Max Licensing	LEA-wide	Low Income	All Schools		$0.00
2	1	Multi-Tiered System of Support (MTSS)	LEA-wide	Low Income	All Schools	$3,000.00	$3,000.00
2	4	1.0 FTE Counselor	LEA-wide		All Schools	$118,931.00	$118,931.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

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

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

o   Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

> **Local Control and Accountability Plan:**
> For county offices of education and school districts only, verify the LEA:
>
> a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
>
> b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP."

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA's philosophical approach to stakeholder engagement.

Prompt 2: "A summary of the feedback provided by specific stakeholder groups."

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific stakeholder input."

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
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.

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
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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023-24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22**.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year

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

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

"A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required."

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.

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

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

- o **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.

- o **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.

- o **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 K-5), 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".

- **Personnel Expense**: This column will be automatically calculated based on information provided in the following columns:

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

  - o **Total Non-Personnel**: This amount will be automatically calculated.

- **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).

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.

- **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.