

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Richmond Elementary School District
CDS Code:	18-64170
LEA Contact Information:	Name: Michael Cosgrove Position: Superintendent/Principal Email: mcosgrove@richmondelementary.com Phone: 530-257-2338
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$1,821,348.00
LCFF Supplemental & Concentration Grants	\$34,155.00
All Other State Funds	\$276,634
All Local Funds	\$157,028
All federal funds	\$39,694.00
Total Projected Revenue	\$2,294,704

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$2,294,703.00
Total Budgeted Expenditures in the LCAP	\$276,149
Total Budgeted Expenditures for High Needs Students in the LCAP	\$148,931
Expenditures not in the LCAP	\$2,018,554

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$27,754
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$24,254

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$114,776
2020-21 Difference in Budgeted and Actual Expenditures	\$-3,500

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Richmond Elementary School District's General Fund Expenditure for the 2021-22 school year total is \$2,294,703. The majority of the expenditures not included in the LCAP are operating costs. \$1,752,477 - Salaries, health benefits contributions, statutory employer taxes (1000-3999) \$134,040 - Books and Supplies (4000-4999) \$409,770 - Services and Other Operating costs (5000-5999)

The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The difference in actual expenditures and budgeted expenditures in the 2020-21 school year is due to NWEA MAP not charging for use of the assessment.
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LCFF Budget Overview for Parents

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

CDS Code: 18-64170

School Year: 2021-22

LEA contact information:

Michael Cosgrove

Superintendent/Principal

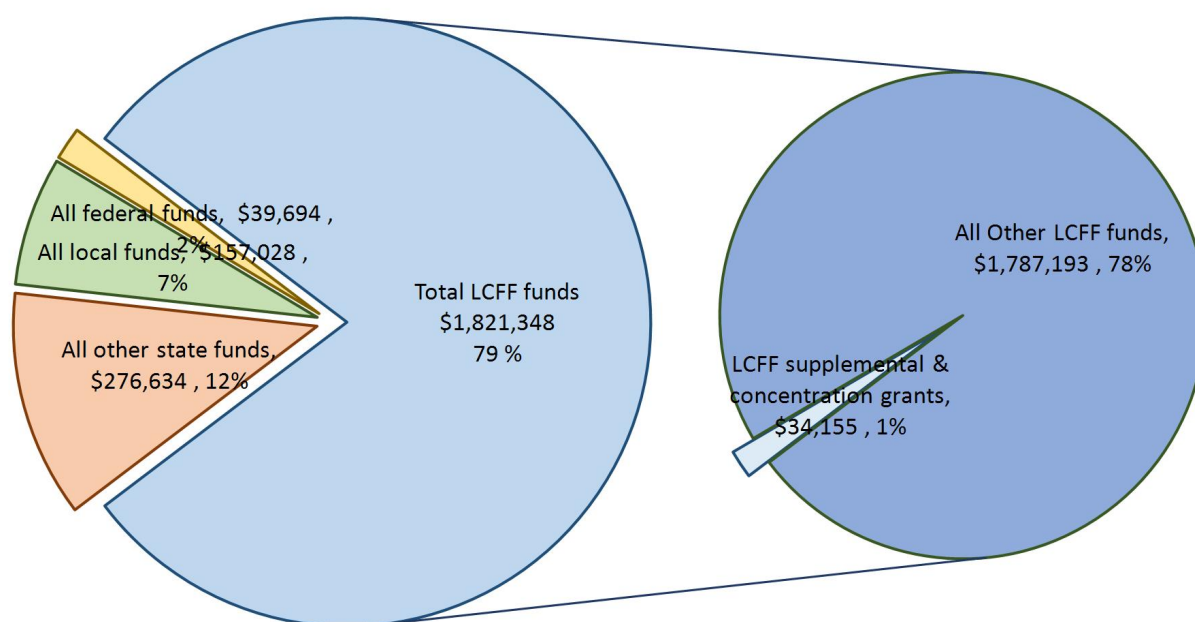
mcosgrove@richmondelementary.com

530-257-2338

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 2021-22 School Year

Projected Revenue by Fund Source



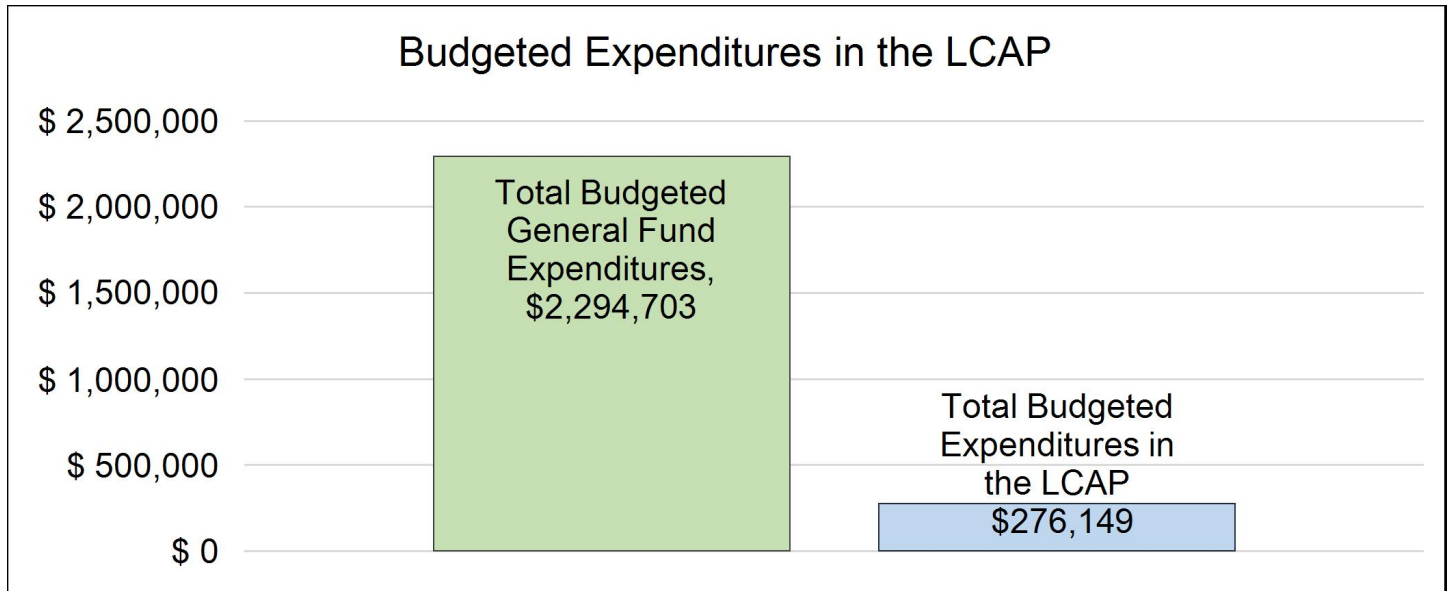
This chart shows the total general purpose revenue Richmond Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Richmond Elementary School District is \$2,294,704, of which \$1,821,348.00 is Local Control Funding Formula (LCFF), \$276,634 is other state funds, \$157,028 is local

funds, and \$39,694.00 is federal funds. Of the \$1,821,348.00 in LCFF Funds, \$34,155.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Richmond Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Richmond Elementary School District plans to spend \$2,294,703.00 for the 2021-22 school year. Of that amount, \$276,149 is tied to actions/services in the LCAP and \$2,018,554 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Richmond Elementary School District's General Fund Expenditure for the 2021-22 school year total is \$2,294,703. The majority of the expenditures not included in the LCAP are operating costs.

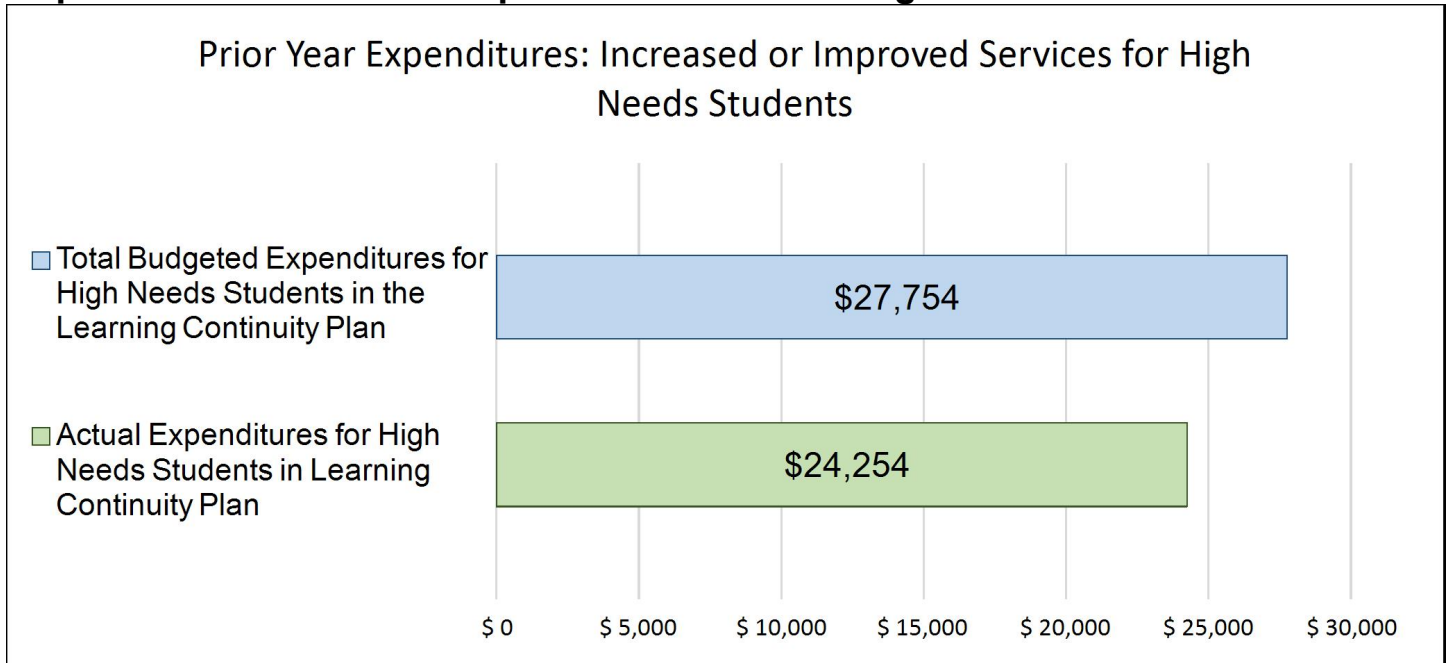
- \$1,752,477 - Salaries, health benefits contributions, statutory employer taxes (1000-3999)
- \$134,040 - Books and Supplies (4000-4999)
- \$409,770 - Services and Other Operating costs (5000-5999)

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Richmond Elementary School District is projecting it will receive \$34,155.00 based on the enrollment of foster youth, English learner, and low-income students. Richmond Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Richmond Elementary School District plans to spend \$148,931 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 2020-21



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

In 2020-21, Richmond Elementary School District's Learning Continuity Plan budgeted \$27,754 for planned actions to increase or improve services for high needs students. Richmond Elementary School District actually spent \$24,254 for actions to increase or improve services for high needs students in 2020-21.

The difference in actual expenditures and budgeted expenditures in the 2020-21 school year is due to NWEA MAP not charging for use of the assessment.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Richmond Elementary School District	Michael Cosgrove Superintendent/Principal	mcosgrove@richmondelementary.com 530-257-2338

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Richmond School will strive to provide a broad course of study for all students in a safe environment conducive to learning from a highly qualified credentialed staff working towards full implementation of the California state standards.

2018-19 School Year

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 1A: Maintain 100% rate of teacher/staff that are appropriately assigned and increase the number of fully credentialed teachers to 100%.</p> <p>Baseline 1A: 89% of our teachers are fully credentialed. We have 100% of those teachers that are appropriately assigned. One teacher is working on a Provisional Intern Permit.</p>	<p>1A. 90% of our teachers are fully credentialed. We have 100% of those teachers that are appropriately assigned. Two teachers are working on a Provisional Intern Permit.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20</p>	<p>1B: 100% of our classrooms have sufficient instructional materials as verified by the William's Report</p>

Expected	Actual
<p>1B: Maintain 100% of our classrooms have sufficient instructional materials as verified by the William's Report.</p> <p>Baseline 1B: 100% of our classrooms have sufficient instructional materials as verified by the William's Report</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p> <p>19-20 1C: Maintain the good or exemplary condition as measured by the Facility Inspection Tool (FIT).</p> <p>Baseline 1C: We have maintained a good or exemplary condition as measure by the Facility Inspection Tool (FIT)</p>	<p>1C: We have maintained a good or exemplary condition as measure by the Facility Inspection Tool (FIT)</p>
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 2A: Increase or maintain the standards rating based on the California State Standards Implementation Metrics for ELA/Literacy, Math, Next Generation Science Standards, and Social Science Standards. All teachers in K-8th grade rated themselves on their knowledge of the standards. The following is an average in each subject area: ELA/ELD: Full Awareness-3</p>	<p>Teachers continue to make progress on meeting standards-based expectations.</p> <p>According to the results of the Self-Reflection toolkit, all teachers in K-8th grade rated themselves on their knowledge of the standards. The following is an average in each subject area for the 2018-19 academic year: ELA/ELD: Full Awareness - 2.78 Math: Full Awareness - 3.11 Social Science: Developing Awareness - 2.11 Science (NGSS): Developing Awareness - 1.89</p>

Expected	Actual
<p>Math: Between Student Awareness-4 and Full Awareness -3 Social Science: Initial Awareness - 1 Science (NGSS): Initial Awareness - 1 We will develop a baseline for Health Education Content Standards, Model School Library Standards, World Language, Visual and Performing Arts, and Physical Education Model Content Standards.</p> <p>Baseline 2A: Our teachers are working towards implementing standards-based lessons in English language arts and mathematics. Some of our teachers that have changed grade levels and may need help with the new curriculum in ELA and math. According to the Local Indicator Reflection Tool, our staff rated training in improving the delivery and instruction in the area of math at the Initial Implementation stage, ELA at the Full Implementation stage; Science at the Exploration and Research Phase; and Social Science at the Exploration and Research phase.</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD</p> <p>19-20 2B: Maintain programs and services to enable English learners to access the CA state standards and ELD standards.</p> <p>Baseline 2B: 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education</p>	<p>2B: Maintain programs and services to enable English learners to access the CA state standards and ELD standards.</p> <p>2B: 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education</p>

Expected	Actual
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 7A: Using the results from the 2018/19 self reflection survey, we will continue to work on any barriers the District may have in providing and accessing a broad course of study.</p> <p>Baseline 7A: A baseline was not established this year because we did not provide course access in foreign language, visual and performing arts, and applied arts in the middle school grade levels. However, this spring the Richmond Board of Trustees and the staff have diligently worked to provide a quality elective program that will begin in the 2017/18 School Year.</p>	<p>7A: All students in kindergarten through eighth grade did NOT have access to a broad course of study because we were unable to offer electives due to COVID-19 related impacts.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 7B: All unduplicated pupils are included in the results stated in 7A.</p> <p>Baseline 7B: We will ensure that all programs and services developed are available to all unduplicated pupils.</p>	<p>Due to COVID-19 related impacts, we were unable to offer electives, so that our unduplicated students were also unable to access electives.</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p>	<p>Due to COVID-19 related impacts, we were unable to offer electives, so that our students with special needs were also unable to access electives.</p>

Expected	Actual
19-20 7C: All students with exceptional needs are included in the results stated in 7A. Baseline 7C: We will ensure that all programs and services developed are available to all individuals with exceptional needs.	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will provide instructional materials for our elective program.	Instructional Materials 4000-4999: Books And Supplies Lottery \$10,847	Instructional Materials 4000-4999: Books And Supplies Lottery \$12,238
We will continue to enhance the beauty of our school through recommendations by the Site Council, LCAP Advisory Committee, staff, and the Richmond Board of Trustees.	Buildings & Improvement of Buildings 6000-6999: Capital Outlay Other \$20,000	Buildings & Improvement of Buildings 6000-6999: Capital Outlay Other \$0
Continue to hire a reading specialist for all of our students.	Salary 1000-1999: Certificated Personnel Salaries Supplemental \$19,258 Employee Benefits 1000-1999: Certificated Personnel Salaries Supplemental \$470	Salary 0001-0999: Unrestricted: Locally Defined Supplemental \$12,635 Employee Benefits 3000-3999: Employee Benefits Supplemental \$183.23
Continue to provide training in the area of social science for our paraprofessionals and teachers.	Professional services 5800: Professional/Consulting Services And Operating Expenditures Base \$2,000	Professional services 5800: Professional/Consulting Services And Operating Expenditures Base \$0
We will continue to provide/send teachers to technology training workshops.	Travel and Conferences 5000- 5999: Services And Other Operating Expenditures Base \$2,000	Travel and Conferences 5000- 5999: Services And Other Operating Expenditures Base \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Substitute Salary 1000-1999: Certificated Personnel Salaries Base \$600 Employee Benefits 3000-3999: Employee Benefits Base \$100 Travel and Conferences 5000- 5999: Services And Other Operating Expenditures Title II \$1,752	Substitute Salary 1000-1999: Certificated Personnel Salaries Base \$0 Employee Benefits 3000-3999: Employee Benefits Base \$0 Travel and Conferences 5000- 5999: Services And Other Operating Expenditures Title II \$1,752
To improve the conditions of learning for our students, we will continue to update technology.	Non-Capitalized Equipment 4000-4999: Books And Supplies Base \$20,000	Non-Capitalized Equipment 4000-4999: Books And Supplies Base \$0
Teachers/staff will vertically collaborate to provide the required technology skills for all students.	No Cost 1000-1999: Certificated Personnel Salaries Base \$0.00	No Cost 1000-1999: Certificated Personnel Salaries Base \$0
We will hire additional help for our elective program.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$10,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$7,549
We will continue to provide staff development to all teachers and other staff members based on a needs assessment and staff input.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$0
Homework Hour will concentrate on improving skills in the area of math for fourth through eighth grade students.	Salary 1000-1999: Certificated Personnel Salaries Base \$1,000 Employee Benefits 3000-3999: Employee Benefits Base \$204	Salary 1000-1999: Certificated Personnel Salaries Base \$1,000 Employee Benefits 3000-3999: Employee Benefits Base \$204

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 LCAP, funds were allocated that were not used.

- 1) Instructional materials for electives exceeded budget.
- 2) End of year capital outlay projects were cancelled due to the uncertainty of COVID and potential associated expenses.
- 3) The hired reading specialist did not cost the school as much as originally projected.
- 4) Training in social science was postponed
- 5) Not as many teachers were sent to technology training
- 6) The state provided free ChromeBooks, therefore, no funds were needed
- 8) The music teacher hired to support electives did not cost as much as projected
- 9) Teachers were not sent to training

*Due to pandemic-related uncertainties, the \$55,669.77 funds not spent on Goal 1 actions were carried forward to the 2020/21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes: Richmond Elementary had many successes with Goal 1: Specifically,

1a 90% of the teachers are properly credentialed teachers; two are working on a provisional intern permit.

1b classroom instructional materials are sufficient.

1c facilities are in good or exemplary condition.

2a teachers' standards rating for implementation were maintained or improved for Math, Next Generation Science Standards, and Social Science Standards.

2b 100% of our teachers did receive ELA/ELD Framework training provided by the Lassen County Office of Education.

Challenges:

7a due to pandemic restrictions, electives were not offered for K-8.

7b due to pandemic restrictions, electives were not offered for K-8 or unduplicated students.

7c due to pandemic restrictions, electives were not offered for K-8 or students with disabilities.

Goal 2

Richmond School will continue to engage both parents and students in order to provide a safe environment conducive to learning for all students and staff.

2018-19 School Year

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	3a The Fall 2019 CHKS. Following are the percentages of parents that 'strongly' agree and those specific questions: School allows input and welcomes parents' contributions: 46% School encourages me to be an active partner with the school in educating my child: 46% School actively seeks the input of parents before making important decisions: 14% Parents feel welcome to participate at this school: 57% We had 29 parents complete the CHKS in the fall of 2019. This is a 72.3% decrease from last year. According to the survey: This school promotes academic success for ALL students: 54%- Yes This school treats all students with respect: 43% - Yes This school keeps me well-informed about school activities: 100% - Yes

Expected	Actual
<p>19-20</p> <p>3A: We will maintain the number of parent survey responses. Sixty-two parents responded to the California Healthy Kids Survey administered in the fall of 2018. This amount more than doubles the 30 parents that responded to last year's survey. Following are the percentages of parents that 'strongly' agree and those specific questions:</p> <p>School allows input and welcomes parents' contributions: 44%</p> <p>School encourages me to be an active partner with the school in educating my child: 54%</p> <p>School actively seeks the input of parents before making important decisions: 31%</p> <p>Parents feel welcome to participate at this school: 56%</p> <p>We had 105 parents submit a local parent survey in April of 2019. This is a 6% increase from last year. According to the survey:</p> <p>This school promotes academic success for ALL students: 96%-Yes</p> <p>This school treats all students with respect: 92% - Yes</p> <p>This school keeps me well-informed about school activities: 96% - Yes</p> <p>This school is an inviting place for students to learn: 96% - Yes</p> <p>According to the local indicator results:</p> <p>Rate the LEA's progress:</p> <p>in developing the capacity of staff to build trusting and respectful relationships with families - 5- Full implementation</p> <p>in creating welcoming environments for all families in the community- 5 - Full implementation</p> <p>in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 4-Full Implementation</p> <p>in developing multiple opportunities for the school to engage in 2-way communication between families and educators- 4 - Full Implementation</p> <p>in providing professional learning and support to staff to improve a school's capacity to partner with families - 3- Initial Implementation</p> <p>in providing families with information and resources to support</p>	<p>This school is an inviting place for students to learn: 96% - Yes</p> <p>Rate the LEA's progress:</p> <p>in developing the capacity of staff to build trusting and respectful relationships with families - 5- Full implementation</p> <p>in creating welcoming environments for all families in the community- 5 - Full implementation</p> <p>in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children - 4-Full Implementation</p> <p>in developing multiple opportunities for the school to engage in 2-way communication between families and educators- 4 - Full Implementation</p> <p>in providing professional learning and support to staff to improve a school's capacity to partner with families - 3- Initial Implementation</p> <p>in providing families with information and resources to support student learning and development in the home - 2- Beginning Implementation</p> <p>in implementing policies for teachers to meet with families and students to discuss student progress and support improved outcomes-3 - Initial Implementation</p> <p>in supporting families to understand and exercise their legal rights - 1 - Exploration and Research Phase</p> <p>in building the capacity of and supporting staff to effectively engage families in decision-making- 3 Initial Implementation</p> <p>in building the capacity of and supporting families to effectively engage in decision-making - 3 - Initial Implementation</p> <p>in providing families with opportunities to provide input on policies and programs- 3- Initial Implementation</p> <p>in providing opportunities to have everyone work together to engage in activities - 3- Initial Implementation</p>

Expected	Actual
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 3B: Based on the survey results in 3A, we will increase or maintain the number of parents of unduplicated students that respond to each survey.</p> <p>Baseline 3B: We actually increased 6% in the number of surveys returned. In the Spring of 2016, we had 50% take our survey. In the Spring of 2017, we had 56% of our parents take the survey. A similar survey was given to both parents and students including unduplicated parents/students during the Spring of 2016 and the Spring of 2017.</p>	<p>3b The Fall 2019 CHKS.</p> <p>No parents of unduplicated students responded to the parent survey.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 3C: Based on the survey results in 3A, we will increase or maintain the number of parents of students with exceptional needs that respond to each survey.</p> <p>Baseline 3C: We have great participation from the parents of students with exceptional needs. They attend Back to School Night, conferences, regularly meet with staff, and help with parent involved activities.</p>	<p>3c The Fall 2019 CHKS.</p> <p>1 parent of students with an IEP responded to the parent survey.</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p>	<p>5A: The School Attendance Rate for 2019-2020 was 96.06%.</p>

Expected	Actual
<p>19-20 5A: School Attendance Rates will by increase by 1%.</p> <p>Baseline 5A: School Attendance Rates increased from 95.01% to 95.71%</p>	
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 5B: We will reduce our chronic absenteeism rate by 1% to 5.9%.</p> <p>Baseline 5B: Our chronic absenteeism is currently at 5% according to our student data system, Schoolwise. We did not decrease our number.</p>	<p>5B: Chronic absenteeism rate for 2019-2020 was 6.9%.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 5C: We will maintain our middle school dropout rate, which is 0%.</p> <p>Baseline 5C: We maintained our middle school dropout rate of 0%</p>	<p>5C: We maintained our middle school dropout rate, which is 0%.</p>
<p>Metric/Indicator</p>	<p>Not applicable</p>

Expected	Actual
<p>Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20</p> <p>5D: Since we are not a high school, dropout rates for high school students do not apply to us.</p> <p>5E: Since we are not a high school, graduation rates for high school students do not apply to us.</p> <p>Baseline</p> <p>5D: Since we are not a high school, dropout rates and graduation rates for high school students do not apply to us.</p>	
<p>Metric/Indicator</p> <p>Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20</p> <p>6A: We would like to maintain a 1% suspension rate.</p> <p>Baseline</p> <p>6A: Our current actual suspension rate is 3%.</p>	<p>6A: Our current actual suspension rate was 1.9%.</p>
<p>Metric/Indicator</p> <p>Priority 6: Local Metric/Expulsion rate</p> <p>19-20</p> <p>6B: Our expulsion rate is 0%. We will maintain this number.</p> <p>Baseline</p> <p>6B: Our expulsion rate is 0%. We did maintain this number.</p>	<p>6B: Our expulsion rate is 0%.</p>
<p>Metric/Indicator</p>	<p>6c</p>

Expected	Actual				
Priority 6: Local Indicator/Local tool for school climate	The Fall 2019 CHKS.				
19-20	ratings	Parent	Grade 5	Grade 6	Grade 7
6C: Improve our school climate as measured by our CA Healthy Klds Survey and our Parent/Student survey.	Grade 8				
Baseline	Respectful relationships	43%	73%		
6C: Overall, questions pertaining to school climate improved from the 2016 parent/student surveys to the 2017 parent/student surveys.	Caring adults			76%	80%
	82%				
	Safe place to learn	57%	87%	90%	85%
	83%				
	Bullying issue	7%	22%	10%	45%
	8%				
	Consistent Discipline	29%	53%		
	*The same questions are not asked of each group				

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Teachers will have parent meetings at Back to School Night and other times throughout the year to teach parents how to use the curriculum and possibly to have technology nights. During the 2019/20 school year, we will provide parent education presentations focusing on college/career readiness.	No Cost 1000-1999: Certificated Personnel Salaries Base \$0.00	No Cost Not Applicable Base \$0
Students that are truant will be sent a truancy letter. Any parent of a habitual truant student will be sent to the School Attendance and Review Board (SARB). An attendance contact will be sent to all parents at the beginning of the school year.	No Cost 2000-2999: Classified Personnel Salaries Base \$0.00	No Cost 2000-2999: Classified Personnel Salaries Base \$0
The eighth grade graduating student with the best overall attendance since kindergarten will be awarded a monetary scholarship towards high school.	No cost to general fund-paid out of student body funds or sponsored by Richmond Community Association Not Applicable Locally Defined \$200.00	No cost to general fund-paid out of student body funds or sponsored by the Richmond Community Association Not Applicable Locally Defined \$200

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A half day, once a week counselor will be hired to meet the needs of those students that need counseling services and are not deemed special education.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,164
Staff, Site Council members, and LCAP members will analyze the results of the California Healthy Kids Survey (CHKS) that will now be available on an annual basis.	No Cost 1000-1999: Certificated Personnel Salaries Base \$0.00	No Cost 1000-1999: Certificated Personnel Salaries Base \$0
We will have educational and/or motivational assemblies based on the needs of our students as determined by our staff, Site Council, and LCAP committee members.	Cost of assemblies paid out of Student Body Fund Not Applicable Locally Defined \$1000.00	Cost of assemblies paid out of Student Body Fund Not Applicable Locally Defined \$0
A member of the staff will be trained in mental health issues and share the information with the rest of the staff.	Travel & Conferences 5000-5999: Services And Other Operating Expenditures Base \$1,000	Travel & Conferences 5000-5999: Services And Other Operating Expenditures Base \$0
School's website will be supported annually.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Base \$831.60
Action eliminated	No Cost Not Applicable \$0.00	\$0
Staff members will implement the practices of positive discipline.	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$600.00	Professional Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$0
We will provide paid stipends for staff that are willing to coach sports.	Stipend for coaching 1000-1999: Certificated Personnel Salaries Base \$9,200 Employee Benefits 3000-3999: Employee Benefits Base \$1,775	Stipend for Coaching 1000-1999: Certificated Personnel Salaries Base \$8,600 Employee Benefits 3000-3999: Employee Benefits Base \$1,651
We will provide SEL (Social Emotional Learning) training and materials for all staff members.	Training and Materials 5000-5999: Services And Other Operating Expenditures Supplemental 2,000	Training and Materials 5000-5999: Services And Other Operating Expenditures Supplemental \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 LCAP, funds were allocated that were not used.

4) The cost of hiring a counselor was less than projected.

6) Additional motivational resources for assemblies were not purchased or organized.

7) A staff member was not trained in mental health.

8) The cost of website support was less than projected.

10) No costs were associated with the implementation of positive discipline practices.

11) The cost of coaching stipends was not as high as projected.

12) SEL training was provided at no cost through Sanford Harmony for all staff members.

*Due to pandemic-related uncertainties, the \$9,328.40 funds not spent on Goal 2 actions were carried forward to the 2020/21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes

Rates for dropouts, suspensions, and expulsions have remained low.

5a The school attendance rate has exceeded the 1% increase from the baseline and is now at 96.06%

5c The middle school dropout rate has remained at 0%.

6a The suspension rate is 1.9% which is below the baseline of 3.0%

6b The expulsion rate has remained at 0%

Challenges

3a The 72.3% decline in parent participation to 29 parents causes the parent survey results to be non-representative.

3b & 3c Only 1 parent of a student with a disability responded to the parent survey. The feedback is not conclusive and further outreach is needed to the parents of unduplicated students.

5b Chronic absenteeism did not decline but maintained at 6.9%. Uncertainty and confusion at the outset of COVID caused an increase in unexcused absences from students while in lockdown.

6c The lack of parent input makes interpreting the parent data difficult, similarly the difference in questions across the different grade levels and parents makes drawing direct comparisons difficult. There does seem to be a disconnect between parent and student perceptions.

*Truancy and chronic absenteeism were negatively impacted during the last two months of the school year due to the COVID lockdown.

Goal 3

Richmond School will continue to provide all students with a rigorous and challenging education, instructional assistance, and tools necessary for college and career readiness.

2018-19 School Year

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 19-20 4A: All grade levels will maintain a minimum of 50% of scores in the met or exceeded levels. Below are the actual percentages from 2017-18 CAASPP data. 2018 Grade 3: 48% Grade 4: 76% Grade 5: 52% Grade 6: 29% Grade 7: 60% Grade 8: 67%	4A: 2018-2019 CAASPP ELA data. 2019 Grade 3: 56% Grade 4: 77% Grade 5: 84% Grade 6: 83% Grade 7: 63% Grade 8: 46%

Expected	Actual																												
<p>Baseline 4A: CAASPP Data:</p> <p>English Language Arts: Met or Exceeded</p> <table><tr><td>2015</td><td>2016</td><td></td></tr><tr><td>Grade 3:</td><td>33%</td><td>29%</td></tr><tr><td>Grade 4:</td><td>75%</td><td>67%</td></tr><tr><td>Grade 5:</td><td>44%</td><td>62%</td></tr><tr><td>Grade 6:</td><td>55%</td><td>56%</td></tr><tr><td>Grade 7:</td><td>60%</td><td>48%</td></tr><tr><td>Grade 8:</td><td>58%</td><td>61%</td></tr></table>	2015	2016		Grade 3:	33%	29%	Grade 4:	75%	67%	Grade 5:	44%	62%	Grade 6:	55%	56%	Grade 7:	60%	48%	Grade 8:	58%	61%								
2015	2016																												
Grade 3:	33%	29%																											
Grade 4:	75%	67%																											
Grade 5:	44%	62%																											
Grade 6:	55%	56%																											
Grade 7:	60%	48%																											
Grade 8:	58%	61%																											
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 4A: All grade levels will maintain a minimum of 50% of scores in the met or exceeded levels. Below are the actual percentages from 2017-18 CAASPP data.</p> <table><tr><td>2018</td><td></td></tr><tr><td>Grade 3:</td><td>42%</td></tr><tr><td>Grade 4:</td><td>57%</td></tr><tr><td>Grade 5:</td><td>52%</td></tr><tr><td>Grade 6:</td><td>25%</td></tr><tr><td>Grade 7:</td><td>29%</td></tr><tr><td>Grade 8:</td><td>71%</td></tr></table> <p>Baseline 4A:CAASPP Data:</p>	2018		Grade 3:	42%	Grade 4:	57%	Grade 5:	52%	Grade 6:	25%	Grade 7:	29%	Grade 8:	71%	<p>4A: 2018-2019 CAASPP Mathematics data.</p> <table><tr><td>2019</td><td></td></tr><tr><td>Grade 3:</td><td>56%</td></tr><tr><td>Grade 4:</td><td>41%</td></tr><tr><td>Grade 5:</td><td>56%</td></tr><tr><td>Grade 6:</td><td>58%</td></tr><tr><td>Grade 7:</td><td>50%</td></tr><tr><td>Grade 8:</td><td>46%</td></tr></table>	2019		Grade 3:	56%	Grade 4:	41%	Grade 5:	56%	Grade 6:	58%	Grade 7:	50%	Grade 8:	46%
2018																													
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Grade 5:	56%																												
Grade 6:	58%																												
Grade 7:	50%																												
Grade 8:	46%																												

Expected	Actual
Mathematics: Met or Exceeded 2015 2016 Grade 3: 40% 33% Grade 4: 46% 47% Grade 5: 32% 35% Grade 6: 49% 52% Grade 7: 44% 39% Grade 8: 55% 65%	
Metric/Indicator Priority 4: The Academic Performance Index 19-20 4B: The Academic Performance Index level is yet to be determined. Baseline 4B: The Academic Performance Index level is yet to be determined.	4B: API was suspended by the state of California in 2017.
Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion 19-20 4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSU entrance requirements, or CTE courses.	4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSU entrance requirements, or CTE courses.

Expected	Actual
<p>Baseline 4C: Since we are a K-8 district, our students are not enrolled in courses that satisfy the UC or CSE entrance requirements, or CTE courses.</p>	
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates 19-20 4D: At this time, we have no EL students. Baseline 4D: At this time , we have no EL students: however, we will push these students to increase their ability level on the CELDT.</p>	<p>4D: At this time, we have no EL students.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates 19-20 4E: At this time, we have no EL students. Baseline 4E: At this time, we have no EL students; however, we will work to pursue reclassification.</p>	<p>4E: At this time, we have no EL students.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate 19-20</p>	<p>4F: Since we are a K-8 school, advance placement examinations are not applicable.</p>

Expected	Actual																												
<p>4F: Since we are a K-8 school, advance placement examinations are not applicable.</p> <p>Baseline 4F: Since we are a K-8 school, advance placement examinations are not applicable.</p>																													
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes.</p> <p>Baseline 4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes.</p>	<p>4G: Since we are a K-8 school, we do not take the EAP or other college preparedness classes.</p>																												
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 8A: The percentage of students reaching physical fitness targets will increase by 5% as measured by the Annual CA Physical Fitness Test.</p>	<p>8A: 2018-2019 CA Physical Fitness Test</p> <table><tr><td>Gr 5</td><td>Gr 7</td><td></td><td></td></tr><tr><td>Aerobic Capacity</td><td>92%</td><td>73.3%</td><td></td></tr><tr><td>Body Comp</td><td>92%</td><td>90%</td><td></td></tr><tr><td>Abdominal Str</td><td>84%</td><td>73.3%</td><td></td></tr><tr><td>Trunk Ext Str</td><td>100%</td><td>93.3%</td><td></td></tr><tr><td>Upper Body Str</td><td>76%</td><td>40%</td><td></td></tr><tr><td>Flexibility</td><td>84%</td><td>70%</td><td></td></tr></table>	Gr 5	Gr 7			Aerobic Capacity	92%	73.3%		Body Comp	92%	90%		Abdominal Str	84%	73.3%		Trunk Ext Str	100%	93.3%		Upper Body Str	76%	40%		Flexibility	84%	70%	
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Upper Body Str	76%	40%																											
Flexibility	84%	70%																											

Expected	Actual
<p>Baseline 8A: The percentage of students reaching physical fitness targets significantly increased in eight out of the twelve identified areas of testing.</p>	
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) 19-20 8B: MAP Data-Math-Winter of 2019. We will maintain our current scores.</p> <p>Kindergarten: 154.3 Grade 1: 174.2 Grade 2: 185.7 Grade 3: 200.4 Grade 4: 207.5 Grade 5: 221.3 Grade 6: 222.5 Grade 7: 221.1 Grade 8: 238.6</p> <p>Baseline 8B: MAP Data-Math-Spring of 2017</p> <p>Kindergarten: 163.7 Grade 1: 186.0 Grade 2: 191.6 Grade 3: 203.9 Grade 4: 211.8</p>	<p>8B: MAP Data-Math-Winter 2020.</p> <p>Kindergarten: 159.4 Grade 1: 173.9 Grade 2: 185.7 Grade 3: 197.2 Grade 4: 206.7 Grade 5: 218.5 Grade 6: 224 Grade 7: 231 Grade 8: 235.7</p>

Expected	Actual
Grade 5: 222.9 Grade 6: 227.2 Grade 7: 225.5 Grade 8: 236.1 (Last score in Winter)	
Metric/Indicator Priority 8: Local Metric/Other student outcomes (Local Assessments, Interims, MAPs, etc.) 19-20 8C: Students receiving a F in the 7th & 8th grade will reduce by 5%. Baseline 8C: At this time, no student has received an 'F' in any trimester within their 7th or 8th grade classes.	8C: No students in grades 7 or 8 received an F in 2019-2020.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
We will continue to purchase MAP (Measures of Academic Performance) to show the growth of our students in the appropriate grade level standards of achievement. We will administer MAP in early fall, winter, and late spring. Since our high school, Lassen High, uses MAP, we are directly aligned to high school placement for classes for our eighth grade students.	Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Base \$3,500	Services and Other Operating Costs 5000-5999: Services And Other Operating Expenditures Base \$3,321
Scholastic Reading Counts (SRC) is a program that evaluates comprehension. Our books in the library and classrooms are coded as SRC books. The Richmond Community Association is willing to pay for half of the annual subscription cost of this service to our school. We will pay the other half.	Books and Supplies 4000-4999: Books And Supplies Lottery \$500	Books and Supplies 4000-4999: Books And Supplies Lottery \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Based on the needs of our students as determined by CAASPP and MAP data, we will increase aide time and/or hire additional paraprofessionals.	Stipend 1000-1999: Certificated Personnel Salaries Base \$1,000 Employee Benefits 3000-3999: Employee Benefits Base \$150	Stipend 1000-1999: Certificated Personnel Salaries Base \$0 Employee Benefits 3000-3999: Employee Benefits Base \$0
During PE classes, we will ensure that students are gaining the strength and endurance needed to improve their skills tested on the CA Physical Fitness test in 5th and 7th grades.	No Cost 1000-1999: Certificated Personnel Salaries Base \$0.00	No Cost 1000-1999: Certificated Personnel Salaries Base \$0
Action eliminated	No Cost Not Applicable Base \$0.00	\$0
Increase the usage of our Makerspace by providing STEAM activities for students in kindergarten through grade eight.	Books and Supplies 4000-4999: Books And Supplies Lottery \$500.00	Books and Supplies 4000-4999: Books And Supplies Lottery \$0
Concentrate on the memorization of multiplication facts for our students in grades 3-4. 80% of the third grade students and 100% of the fourth grade students will know their multiplication facts from 1-12 in random order. Third grade will be allowed ten minutes, while fourth grade will be allowed five minutes.	\$0.00 1000-1999: Certificated Personnel Salaries Base \$0.00	No Cost 1000-1999: Certificated Personnel Salaries Base \$0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

During the 2019-2020 LCAP, funds were allocated that were not used.

2) SRC was not purchased

3) Additional aide time for targeted intervention was not utilized

6) Makerspace and STEAM supplies were not purchased

*Due to pandemic-related uncertainties, the \$2,329 funds not spent on Goal 3 actions were carried forward to the 2020/21 school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Successes

4a All grade levels except grade 8 demonstrated that 50% of the students met or exceeded the standard in ELA on the CAASPP 2019.

4a All grade levels except grades 4 and 8 demonstrated that 50% of the students met or exceeded the standard in Math on the CAASPP 2019.

8b All grade levels except grades 3, 4, and 8 maintained or improved results on the MAP Mathematics assessment in Winter 2020.

Challenges

4b API was suspended. No data is available to compare.

8a The physical fitness test measures 6 areas and not 12 as stated in the baseline.

8b all cohorts increased their MAPs scores from 2019 to 2020. Richmond only has one class per grade level and therefore is more prone to shifts in score based on cohort. It is more beneficial to track student data by cohort not compare different years of the same grade level.

CAASPP for 2019 to 2020 was not administered due to COVID related restrictions.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
MAP Assessments (General Fund)	3,213	0	Yes
Touchless faucets (COVID Learning Loss Mitigation Federal Fund, \$8,610)	8,610	7,422.59	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

Due to COVID, NWEA did not charge for the subscription of MAP Assessment for the 20-21 year. The Touchless faucets came in under budget, and therefore not all funds from the COVID Learning Loss Mitigation Federal Fund were used.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Successes

During the 2020-2021 school year, Richmond was able to offer in-person instruction throughout the school year except for a three week period between Thanksgiving and Winter break, when Lassen Public Health closed all school in Lassen County due to COVID.

Challenges

School culture relies on assemblies, events, student collaboration, and open communication. COVID restrictions on social distancing, masks, and gatherings impacted or canceled many events that contribute to school culture.

Students that participated in distance learning did not receive the same instruction as in-person students as certain instructional strategies and activities cannot be reproduced or adjusted for the virtual learning experience.

Due to quarantine requirements, Richmond Elementary School was required to shift two cohorts to distance learning for three weeks each. This included the grade 1/2 cohort and the grade 5/6 cohort. Additionally, the grade 1/2 cohort was shifted for another six days in January. The teachers were still able to provide virtual classes for students.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Ethernet Adapters (Covid learning Loss Mitigation Federal Fund)	341	341	No
Webcams and microphones (Covid learning Loss Mitigation Federal Fund)	1,072	1,072	No
Technology Master Agreement with Lassen County Office of Education (General Fund)	7,251	7,251	Yes
On-side teacher technology support (General Fund)	2,000	2,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between planned actions/expenditures and what was implemented/expended.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Successes

Continuity of instruction: There was no loss in continuity of instruction during the three weeks of school-wide distance learning in December, 2021.

Access to devices and connectivity: all students were provided with a Chromebook and those without an internet connect could come to school and utilize the services.

Support for pupils with unique needs: students who required services would still receive those services at school.

Challenges

Access to connectivity: Parents would share the internet bandwidth with their kids at home and this caused connection issues and live streaming issues. Some parents did not have access to internet services.

share childcare, devices, and internet.

Pupil participation and progress: some students did not have parental supervision and would refuse to participate in discussions or would not join the Zoom classes.

Distance learning professional development: Teachers who were not fully equipped with the skills to deliver content virtually. This included the ability to setup the tech, edit videos, or leverage online platforms.

Staff roles and responsibilities: Teacher and staff contracts are written for the traditional classroom and does not fully translate into the job description of a distance learning teacher. Therefore, parameters were not in place to support and protect teachers. The lack of clarity caused confusion, additional stress, and the addition of tasks and responsibilities that were outside the scope of expertise of teachers.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1. Moby Max: Learning adaptive technology for intervention (Covid Learning Loss Mitigation Federal Fund)	20,465	22,460	No
2. MOU Richmond teachers Association: 8 hour professional development training and implementation plan (Covid Learning Loss Mitigation Federal Fund)	11,957	11,957	No
3. MOU Richmond Classified Personnel: 8 hour professional development training and implementation plan (Covid Learning Loss Mitigation Federal Fund)	2,585	2,585	No
4. Computer Surfaces (laptops) to support small group interventions. (Covid Learning Loss Mitigation Federal Fund)	2,896	2,896	No
5. Increased classified instructional aide support hours (Covid Learning Loss Mitigation STATE Fund)	15,290	15,290	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The non-substantive difference between the planned action and estimated actual expenditures is attributed to additional supply costs implementing Moby Max.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Successes

Small-group targeted intervention during and after school was provided for students identified with having declining MAP scores. The success of the interventions will be evident by the 2021 CAASPP data and the Fall 2021 MAP scores.

Challenges

Each grade level has between 2-8 students who have declining scores from an earlier MAP score. This represents between 11%-35% learning loss. Providing targeted intervention was hampered by the lack of extra teachers or an intervention teacher.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Successes

A mental health counselor was available weekly to support students.
Support plans were created to continue supporting struggling students.
Teachers provided social-emotional videos and guides for students.

Challenges

The CHKS indicated that certain grade levels struggled more than others. The survey was not given until the end of the school year and no other metric was in place to monitor student health and social emotional needs.
The weekly mental health counselor was not enough for the demand.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Successes

COVID related restrictions, uncertainties, constant changes made successes out of reach.

Challenges

Parents and families were not allowed on campus to volunteer in the classrooms or attend assemblies and sports events.
A lack of personnel made it difficult to communicate effectively with families which caused confusion at times.
13 students (5.96%) were chronically absent during the 2020-21 school year.
Adhering to AB 98 was difficult as medical excuses, IS days, and COVID related uncertainties made counting truant days difficult. The principal would review absences and Truancy Notifications were sent out weekly as needed. Parent Conferences occurred after the 3rd Truancy Notification to establish an intervention plan.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

School lunches were provided during the 2020-21 school year utilizing cohorts, social distancing, and the cleaning of tables between cohorts.

Challenges

Due to COVID-19 related impacts, salads and other food options had to be removed from the menu.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Student behavioral Counselor (Covid Learning Loss Mitigation Federal Fund)	3,082	3,082	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There is no substantive difference between budgeted and actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

As a result of in-person and distance learning programs in 2020-21, Richmond Elementary learned that creating supports and interventions for struggling students, as well as differentiation for advanced students, was necessary. In addition, the school realized that a stronger focus on student safety and climate was a need, together with mental health services.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Learning loss will be assessed in the following ways for all students including the unduplicated populations:

- 1) 2021 CAASPP data, once available, will be analyzed.
- 2) The NWEA MAP assessment will be used to assess student progress once a trimester to identify students learning gaps and track progress through the school year.
- 3) Teacher created standards-based assessments will be used continually to assess and identify students in need of intervention and remediation.
- 4) Student progress will be monitored and evaluated during teacher PLC time weekly.

Learning loss will be addressed in the following ways:

- 1) All students who need it, including unduplicated students, will be provided with:
 - a) in-class, ability-based intervention time;

- b) lunch intervention for homework help and/ or tutoring and/ or intervention;
 - c) after school intervention for homework help and/ or tutoring and/ or intervention; and
 - d) access to MobyMax.
- 2) Students with disabilities will continue to be provided with supports and interventions from their regular education teacher, in addition to the services provided by a dedicated RSP teacher.
- 3) Low-income students and students with disabilities will be one of the focuses of PLC meetings to problem-solve ways to bridge the learning gap.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The differences in actions and services are found within the In-person Instruction plan. The NWEA offered the MAP free of charge for the 2020-21 school year.

Goal 3 of the 2019-2020 LCAP quantified the expectations of either stable results on the MAP and overall CAASPP passing rates of 50% or better in all assessed grade levels. The 2019 CAASPP data showed progress towards the 50% and the stable MAP data has dropped in certain grade levels. Tracking the cohorts from 2015 to 2019 using the CAASPP data form ELA and Math showed steady progress for the lower grades but inconsistent data for grades 6 through 8. This would indicate that the focus on standards-based lessons, teacher development, and intervention is starting to positively impact but is having a greater impact on the lower elementary than the upper elementary.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The development of the 21-22 through to the 23-24 LCAP has been influenced by an analysis and reflection of the outcomes of the 2019-2020 LCAP and 2020-21 Learning Continuity Plan in these ways:

- 1) Increased services and support for struggling students/ learning loss students needs to continue with a focus on using data to identify areas of intervention and remediation. (CAASPP and MAP Data)
- 2) Increased professional development for teachers to support students through differentiated instruction and a PLC collaborative model. (Teacher self-reflection surveys)
- 3) Re-integration of parents and community members into the school program. (Family Engagement)
- 4) Establishment of a social emotional health support system to support all students and staff. (CHKS)

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	123,656.00	56,328.83
	0.00	0.00
Base	56,529.00	23,156.60
Locally Defined	1,200.00	200.00
Lottery	11,847.00	12,238.00
Other	20,000.00	0.00
Supplemental	32,328.00	18,982.23
Title II	1,752.00	1,752.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	123,656.00	56,328.83
	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	12,635.00
1000-1999: Certificated Personnel Salaries	31,528.00	9,600.00
2000-2999: Classified Personnel Salaries	0.00	0.00
3000-3999: Employee Benefits	2,229.00	2,038.23
4000-4999: Books And Supplies	31,847.00	12,238.00
5000-5999: Services And Other Operating Expenditures	10,252.00	5,073.00
5800: Professional/Consulting Services And Operating Expenditures	26,600.00	14,544.60
6000-6999: Capital Outlay	20,000.00	0.00
Not Applicable	1,200.00	200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	123,656.00	56,328.83
		0.00	0.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	12,635.00
1000-1999: Certificated Personnel Salaries	Base	11,800.00	9,600.00
1000-1999: Certificated Personnel Salaries	Supplemental	19,728.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00
3000-3999: Employee Benefits	Base	2,229.00	1,855.00
3000-3999: Employee Benefits	Supplemental	0.00	183.23
4000-4999: Books And Supplies	Base	20,000.00	0.00
4000-4999: Books And Supplies	Lottery	11,847.00	12,238.00
5000-5999: Services And Other Operating Expenditures	Base	6,500.00	3,321.00
5000-5999: Services And Other Operating Expenditures	Supplemental	2,000.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	1,752.00	1,752.00
5800: Professional/Consulting Services And Operating Expenditures	Base	16,000.00	8,380.60
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	10,600.00	6,164.00
6000-6999: Capital Outlay	Other	20,000.00	0.00
Not Applicable		0.00	0.00
Not Applicable	Base	0.00	0.00
Not Applicable	Locally Defined	1,200.00	200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	91,231.00	35,561.23
Goal 2	26,775.00	17,446.60
Goal 3	5,650.00	3,321.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$11,823.00	\$7,422.59
Distance Learning Program	\$10,664.00	\$10,664.00
Pupil Learning Loss	\$53,193.00	\$55,188.00
Additional Actions and Plan Requirements	\$3,082.00	\$3,082.00
All Expenditures in Learning Continuity and Attendance Plan	\$78,762.00	\$76,356.59

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$8,610.00	\$7,422.59
Distance Learning Program	\$1,413.00	\$1,413.00
Pupil Learning Loss	\$37,903.00	\$39,898.00
Additional Actions and Plan Requirements	\$3,082.00	\$3,082.00
All Expenditures in Learning Continuity and Attendance Plan	\$51,008.00	\$51,815.59

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$3,213.00	
Distance Learning Program	\$9,251.00	\$9,251.00
Pupil Learning Loss	\$15,290.00	\$15,290.00
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$27,754.00	\$24,541.00



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	No
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 Yes
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	No 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	<p>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.</p> <p>State Priority:</p> <p>3 Parent Involvement and Family Engagement</p> <p>5 Pupil Engagement</p> <p>6 School Climate</p>

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 through 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
<p>Priority 3a</p> <p>Parent input in making decisions</p> <p>California Healthy Kids Survey</p>	<p>Fall 2020</p> <p>38% said strongly agree</p> <p>13% said agree</p> <p>38% said disagree</p> <p>0% said strongly disagree</p>				<p>60% said strongly agree</p> <p>40% said agree</p> <p>0% said disagree</p> <p>0% said strongly disagree</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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%
Priority 5c Middle School dropout rate	Spring 2021 0%				0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Schoolwise SIS					
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 California Healthy Kids Survey	Fall 2020 Grade 5 93% Grade 6 93% Grade 7 90% Grade 8 63%				Grade 5 95% Grade 6 95% Grade 7 95% Grade 8 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

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	No
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- 5 Full 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).

The school counselor will be focusing on provide mental health and social emotional supports to low-income students by providing both in-class lessons and one-on-one counseling services.

PLCs will be used to identify the specific knowledge, skills, and concepts that low-income students need to remediate so that they can access and be successful with their their peers. Moby Max is the online learning program that will be leveraged to remediate learning gaps identified by PLCs.

An MTSS will provide tier 1 and 2 behavioral supports to students by teaching pro-social skills. These may include, conflict resolution strategies, calming techniques, time management skills, organizational skills, and reinforcing positive friendship.

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.

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	All	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	All	Moby Max Licensing					\$0.00
2	1	All	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:	\$148,931.00	\$148,931.00
LEA-wide Total:	\$148,931.00	\$148,931.00
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	2	Recruit and Hire One 0.5 FTE Music and One 0.5 FTE Art Teacher	LEA-wide		All Schools	\$30,000.00	\$30,000.00
1	8	Moby Max Licensing	LEA-wide		All Schools		\$0.00
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

[Plan Summary](#)

[Stakeholder Engagement](#)

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

- 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:

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