# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Riverdale Joint Unified School District

CDS Code: 10754080000000

School Year: 2023-24
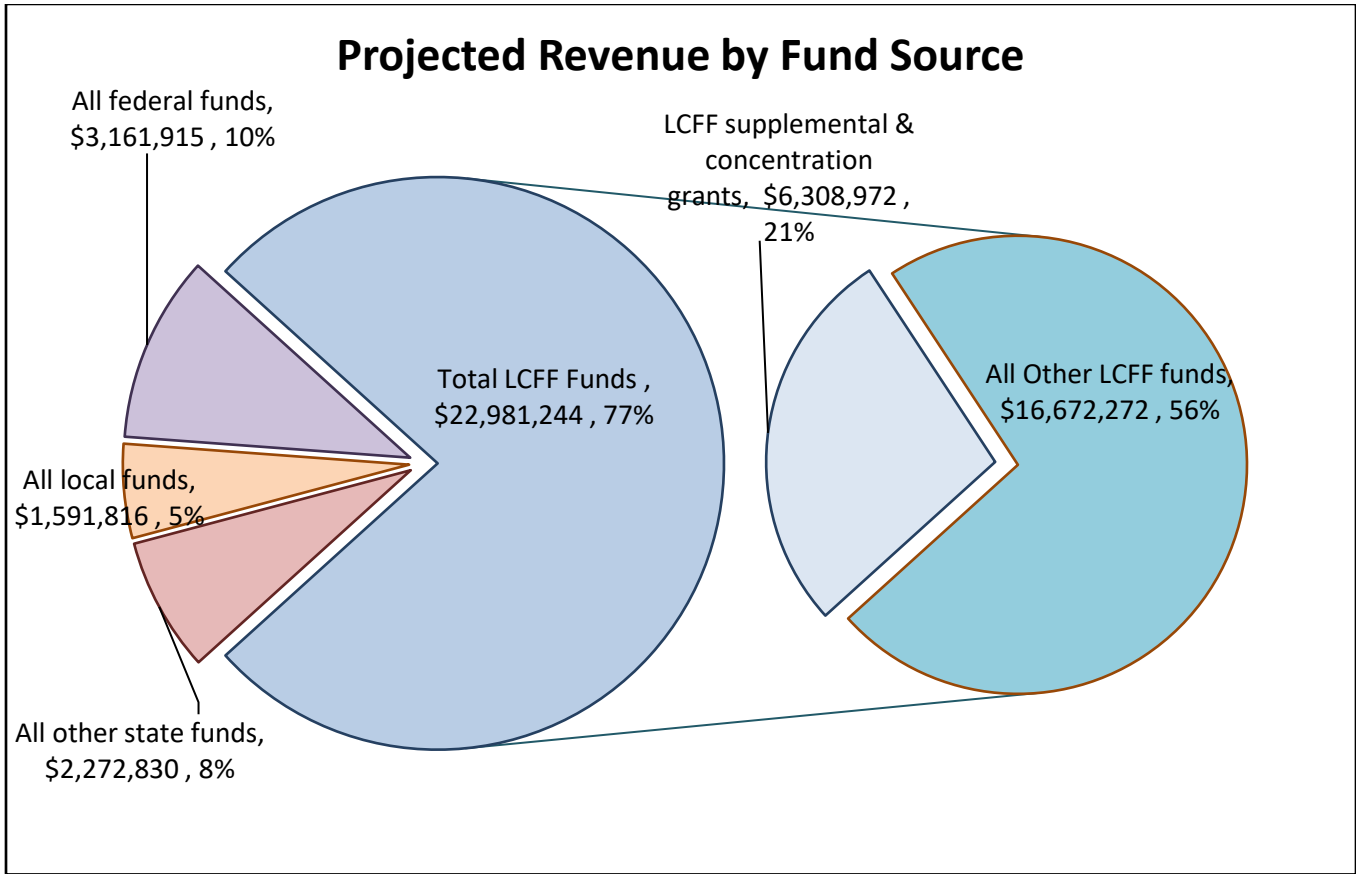
LEA contact information:

Jeff Percell

Superintendent

jpercell@rjusd.org

(559) 867-8200

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 2023-24 School Year

## Projected Revenue by Fund Source

All federal funds, $3,161,915 , 10%

LCFF supplemental & concentration grants, $6,308,972 , 21%

Total LCFF Funds , $22,981,244 , 77%

All Other LCFF funds, $16,672,272 , 56%

All local funds, $1,591,816 , 5%
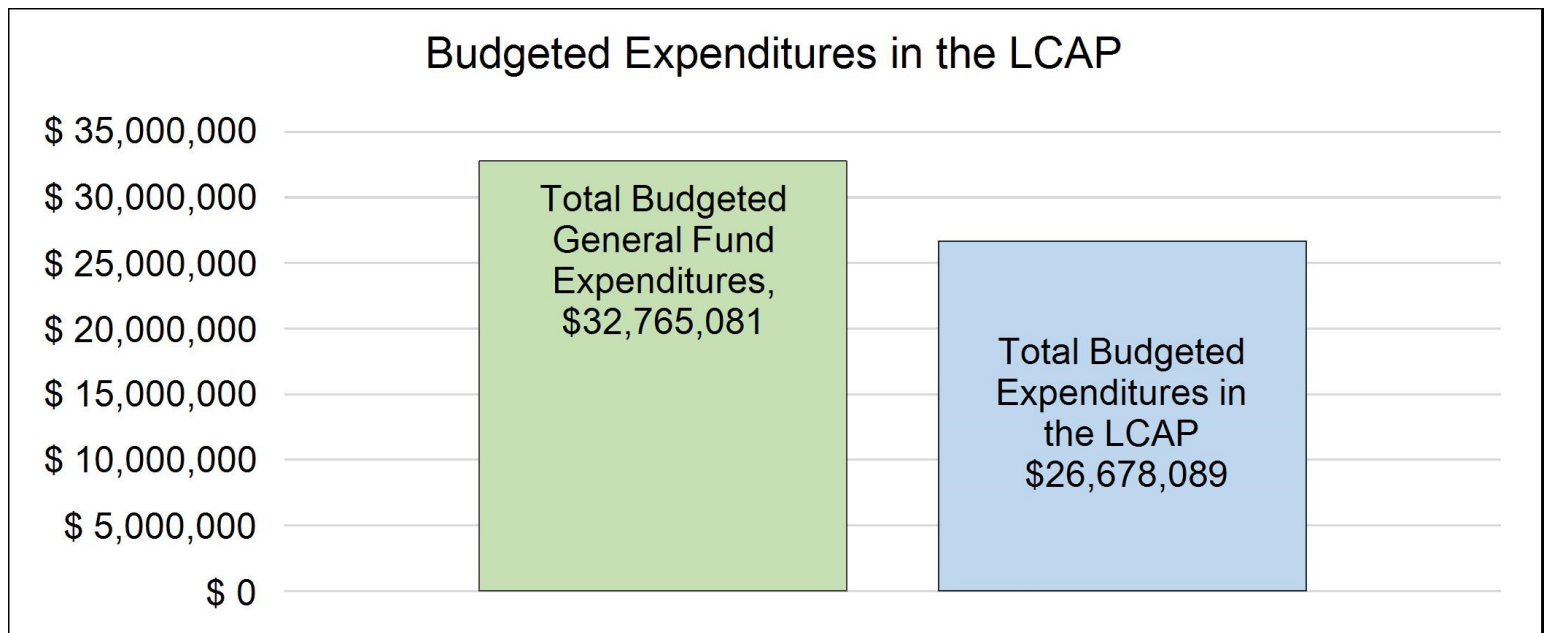
All other state funds, $2,272,830 , 8%

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

The text description for the above chart is as follows: The total revenue projected for Riverdale Joint Unified School District is $30,007,805, of which $22,981,244 is Local Control Funding Formula (LCFF), $2,272,830 is other state funds, $1,591,816 is local funds, and $3,161,915 is federal funds. Of the $22,981,244 in LCFF Funds, $6,308,972 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.

## Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $32,765,081

Total Budgeted Expenditures in the LCAP $26,678,089

*This chart provides a quick summary of how much Riverdale Joint Unified School District plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.*

The text description of the above chart is as follows: Riverdale Joint Unified School District plans to spend $32,765,081 for the 2023-24 school year. Of that amount, $26,678,089 is tied to actions/services in the LCAP and $6,086,992 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the LCAP will show an overall amount of $6,086,992. This amount of $6,086,992 stems from other various funding sources.. The Federal Government, through Congress, provided finances through the Elementary and Secondary School Emergency Relief (ESSER) Fund which is being used towards construction, the ELP Program and Teacher Intervention.  California also provided finances in the form of the Extended Learning Opportunities (ELO) Grant which is being used towards academic in person services, the Extended Learning Opportunities Program (ELOP) on approved construction, and the Child Nutrition Kitchen Infrastructure and Training Funds toward construction and professional development.  Other funding sources are the Community Schools Grant which will be used towards a coordinator and Home-to-School Liaisons.  Learning Recovery funds will go toward an additional psychologist, the Ethnic Study Local Support funds towards professional development on this new curriculum and CalShap funding towards a Maintenance HVAC Project.  The only other general fund expenditures not included in the LCAP is the STRS on Behalf which is included to meet legal requirements of funding.

# Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Riverdale Joint Unified School District is projecting it will receive $6,308,972 based on the enrollment of foster youth, English learner, and low-income students. Riverdale Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP.  Riverdale Joint Unified School District plans to spend $7,274,747 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 2022-23
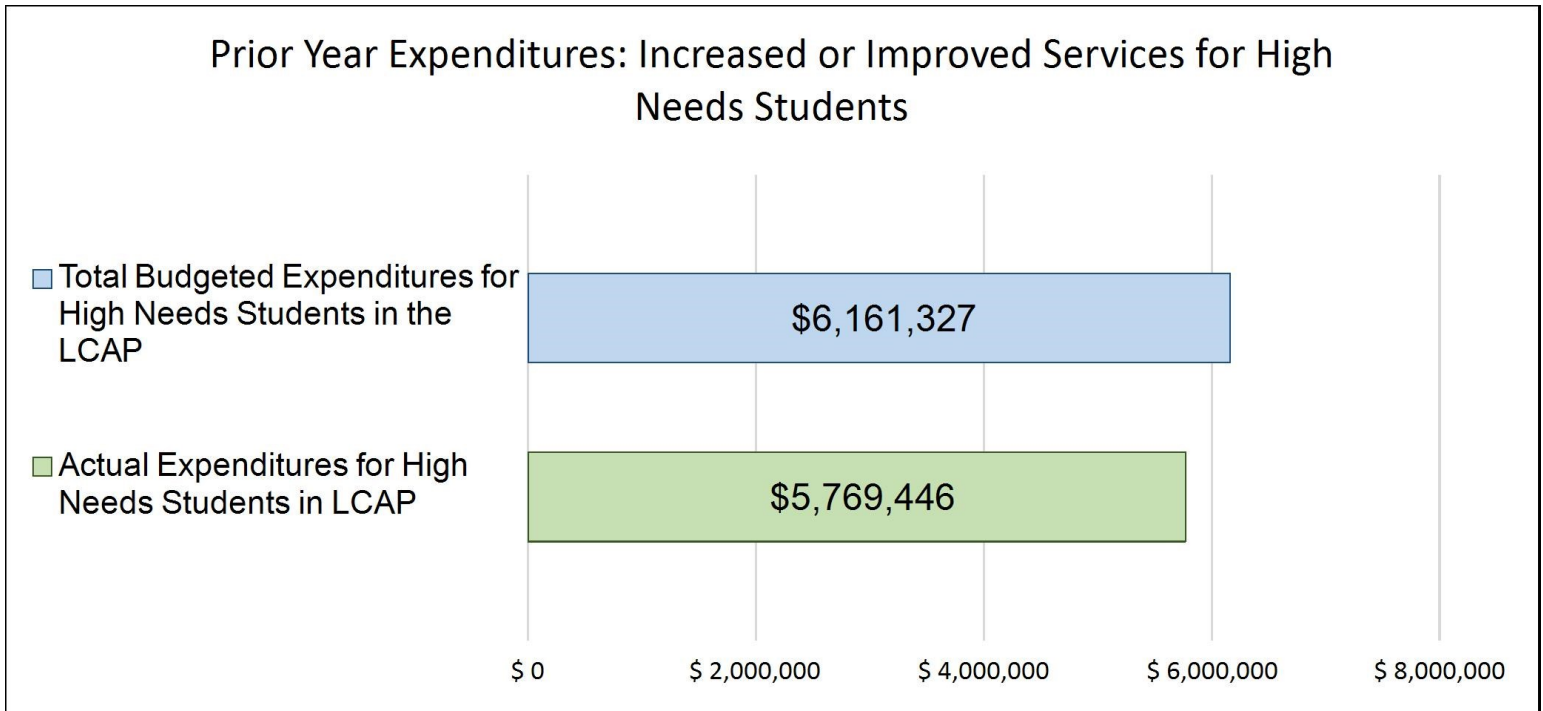


This chart compares what Riverdale Joint Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Riverdale Joint Unified School District estimates it has spent on actions and services that contribute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

The text description of the above chart is as follows: In 2022-23, Riverdale Joint Unified School District's LCAP budgeted $6,161,327 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent $5,769,446 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-391,881 had the following impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students:

The difference between the budgeted and actual expenditures of $391,881 less being spent did have an impact on the actions and services for high needs students in 2022-23. The reason for $391,881 less being spent in 2022-2023 was due to the district's inability to hire an accompanist (Goal 1, Action 8) and Athletic Trainer (Goal 3, Action 8) and only three of the hopeful six Home-to-School Liaisons (Goal 4, Action 3). The district also experienced tutor vacancies throughout the year (Goal 1, Action 10) and the AG Farm Facility was placed on hold for a year (Goal 1, Action 8). RJUSD is hoping to address and fill these various items during the 2023-2024 school year.

# Local Control and Accountability Plan

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

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|---|---|---|
| Riverdale Joint Unified School District | Jeff Percell<br>Superintendent | jpercell@rjusd.org<br>(559) 867-8200 |

# Plan Summary [2023-24]

## General Information

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

The Riverdale Joint Unified School District is located approximately 25 miles southwest of Fresno in the heart of prime agricultural land. Farming and farm related enterprises are the principal businesses for the area. Riverdale Joint Unified School District is a K-12 school district with four schools, Fipps Primary (TK-3), Riverdale Elementary (4-8), Riverdale High School (9-12), Horizon Continuation High School (9-12) and an Independent Study Program (K-12). Riverdale Joint Unified School District also provides an Adult Transition Program for students receiving services until the age of 22 years old. Riverdale Joint Unified School District provides services to approximately 1469 students. Riverdale Joint Unified School District is fortunate to have a student body which is ethnically and culturally diverse. Riverdale Joint Unified School District has approximately 1469 students for which the ethnicity of the District is 88.77% Hispanic; 10.42% White; 0.41% Black/African American, with the remainder made up of other groups. Approximately 1258 students for a percentage of almost 86% receive free/reduced breakfast/lunch. The District employs eighty-four classroom teachers, twenty-five tutors, two paraprofessionals, three library clerks, one school safety member, three principals, three assistant principals, four counselors, a Director of Curriculum & Instruction, an Assistant Superintendent of Educational Services, a Superintendent, as well as additional support staff. Students in grades K-6 are taught in self-contained classrooms and grades 7-12 are taught in a departmentalized instruction program. Riverdale Joint Unified School District is

staffed with a faculty which is professionally skilled and  personally committed to meeting the District goals of providing an enriching educational experience.

The 2022-2023 school year allowed Riverdale Joint Unified School District to return to many of their operations and procedures before COVID-19 struck in the spring of 2020.  While RJUSD continues to work and operate under COVID-19 guidelines, the operations of having students in person to learn, while also offering an Independent Study Program, has been a wonderful experience.  Parent volunteers have returned to school sites, students are back in classrooms and teachers, along with support staff, are able to place their primary focus on student learning.  With COVID-19 becoming a lesser item to deal with, the district is still concerned about the continued decline in enrollment. Riverdale Joint Unified School District witnessed approximately 150 less students in the district as compared to before COVID-19 in 2020. The district recognizes the presence of academic gaps amongst student groups and social-emotional issues in connection with student behavior support as challenges to address.

# Reflections: Successes

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

Riverdale Joint Unified School District was able to continue instructional opportunities in 2022-2023 that were similar to pre-Covid procedures.  While other options such as Independent Study were available, the ability to return to pre-Covid operations allowed for the district to go back to previous strategies and methodologies of success.  In examining the 2022-2023 LCAP, Riverdale Joint Unified School District was able to make positive strides in several of their identified items and continue to grow towards the goals stated in the LCAP. Riverdale Joint Unified experienced varied levels of success in their four LCAP goals.   These goals were: Student Learning, Professional Growth, Climate & Culture, and Community Engagement.   The four goals the district has established are a constant conversation amongst educational partners through School Site Council meetings, parent workshops, the district's LCAP Parent Advisory Committee, parent forums, and school board meetings. Conversations with educational partners took place in various meetings focused on the LCAP with teachers, staff, students, parents, and community participants throughout the 2022-2023 school year.  The district was able to witness growth in several areas and views this as success but still identifies that further growth in all areas is needed.   The 2023-2024 Riverdale Joint Unified School District LCAP will specifically address our English Learner and Low Income students.   While both English Learner and Low Income students are the focus of the 2023-2024 LCAP, Riverdale Joint Unified School District also recognizes Foster Youth students. Foster Youth students however are not specifically identified within this document as the population of this group is too small for measurable purposes in the district.  RJUSD does support this demographic but is unable to statistically identify them and measure their growth within the LCAP.

Goal 1, Student Learning, of the LCAP saw moderate levels of success in different areas of student learning  throughout the 2022-2023 school year.  The emphasis of Goal 1 is on Student Literacy which addresses both reading and writing.  Riverdale Joint Unified School District was able to look at data from the current year (2022-2023) to witness minimal growth in their District Benchmarks on English Language Arts Proficiency from the prior year. In examining ELA District Benchmarks, RJUSD saw small improvements in most student groups.  While K-8 increased by 1% overall, 9-12 witnessed a 3% increase.  Hispanics in both K-8 and 9-12 had a 2% growth in both

areas,and Students with Disabilities had a 4% growth in ELA.   Two student groups had over 20% growth on the high school level ELA District Benchmarks.  White students demonstrated a 25% increase from the previous year and Students with Disabilities saw a 27% increase.   Riverdale Joint Unified does not offer a Mathematics District Assessment at this time.  CAASPP scores offered a majority of academic increases in both ELA and Mathematics.  In ELA, all student groups saw academic improvement from as little as 1% (Socio Economically Disadvantaged 3rd - 8th grade) to as much as almost 10% (Socio Economically Disadvantaged 11th grade).  The one single group that did not improve on CAASPP ELA was the Homeless group (3rd - 11th grade) with a score drop of (-) 13.18%.  CAASPP Math scores also produced similar positive results that ranged in .5% (All Students) to 15% (Homeless: 3rd - 8th grade) increases.   There were however more areas that experienced losses than those in ELA scores. There were CAASPP drops in the following groups: 11th grade - Hispanics (-.33%), 11th grade - Socio Economically Disadvantaged (-.63%) and 11th grade - English Learners (-4.42%).   In addition to finding some academic success in Goal 1, the district was able to celebrate  the creation of an Independent Study Program.  The Independent Study and its new format was a desire of parents as identified in the 2022-2023 LCAP.  The Independent Study program was able to serve an average of 12 students throughout the school year in 2022-2023.  While 12 students may seem like a small number, it is an important number for a district that is suffering from declining enrollment.  The district was also happy to be able to fulfill their Goal 1 22-23 LCAP wish of adding ELD teachers.  Two teachers were added during the 2022-2023 school year with one at Riverdale Elementary and the other at Riverdale High School.  The addition of these two staff members will help to support English Learners in both short and long term goals.

Goal 2 in the LCAP, centered for Professional Growth, saw success in allowing their instructional staff to increase and expand their knowledge base in supporting student learning.    Unlike recent years where Professional Learning (PL) opportunities revolved around Covid-19 protocols, RJUSD needed to offer flexibility to scheduling due to the lack of substitutes for teachers.  To be able to work around substitute challenges, the structure of Professional Learning shifted to allow learning opportunities to take place in the classroom through "model lessons".   The ability to shift the structure for a majority of PL experiences allowed all grade levels and subject areas to partake in learning opportunities.  While many PL experiences were provided in classrooms, a number were able to take place in group settings at the District Office in various conference rooms.    Another opportunity for Professional Learning that is provided takes place outside of the instructional day as RJUSD continued their Early Release Monday schedule.  Early Release Monday's allow for another opportunity for staff to obtain, discuss, and review data on the various strategies, approaches and programs they are implementing.  The focus of professional learning opportunities revolved around student literacy on reading and writing focused primarily on low-income students and students who were English Learners.  Additional main concepts of professional learning were aimed at social-emotional learning and the adoption of a new Science curriculum in 2022-2023.

Climate and Culture, Goal 3 of the RJUSD LCAP, saw great success in the 2022-2023 school year.  One of the most accomplished areas of Goal 3 in 2022-2023 was the district's ability to fill the Student-Family Liaison position at each of their school sites.  Liaisons were brought about to help narrow the communication gap between the district and families with students who had poor attendance.  While not a SARB officer, liaisons serve as a middle ground to connect with student's and their families  to examine and discuss reasons for poor school attendance.  While the 2022-2023 LCAP will provide negative 2021-2022 attendance data for the district, RJUSD believes that the addition of their personnel will have a positive effect in reducing chronic absenteeism of this year's numbers which will be present in the 2023-2024 school year.  Despite the challenge of absenteeism, RJUSD is happy to celebrate a 92.5% graduation rate for the 2021-2022 school year.

Over the past few years, RJUSD has possessed a graduation rate above 90%. Riverdale Joint Unified School District also views the continuation of their counseling services as a success despite the still strong need for social-emotional support of identified students. RJUSD has seen an increase in social-emotional support coming out of COVID-19. In addition to RJUSD counseling staff, the district continued to partner with the Fresno County Superintendent of Schools to access All-4-Youth which is connected with the Fresno County Department of Behavioral Health. Riverdale Joint Unified School District was able to expand the services of All-4-Youth within the district during the 2022-2023 school year. While RJUSD saw an increase in suspension data from the 2021-2022 school year comparable to pre-Covid, the district views the increase as a small success as 2020-2021 suspension numbers represented a time when students were not in school. The numbers remain at a low rate as the district believes is the continuation of the Positive Behavioral Interventions & Supports (PBIS) program. PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environment in which teaching and learning occurs.

Parent Engagement, Goal 4 of the district's LCAP, also had success during the 2022-2023 school year. During and coming out of COVID, parent access to in-person school experiences declined greatly. During the 2022-2023 school year, the district was able to bring many of these in-person experiences back with events before school in the morning or evening along with inviting parent volunteers back onto our campuses during the course of the day. Another item of success was the continued growth of Parent Education Opportunities. Offered in the evening, each school site provided a series of educational classes for parents to partake in. Collectively, the district had over 70 parents participate in the program and inquired about the courses for the 2023-2024 school year. Another success of the 2022-2023 school year was the parent perspective that the school(s) sought their input on items. Stemming back from 2021-2022, parent perspective on the school seeking their input was very low due in large part to the requirements Riverdale Joint Unified School District had to follow for COVID-19. Much of the guidance provided either by the state level or the county leftmost parents unhappy and discontent with the district's following of procedures as they sought other measures or procedures. The district saw an increase in parent involvement, participation and overall positive perspective as COVID-19 restrictions were lifted or declined which allowed for a return to previous approaches for many parent opportunities. The return to a majority of meetings taking place in person played a major role in communication with parents and educational partners. RJUSD was able to present numerous opportunities for communication in physical meetings, phone calls, and emails. The addition of liaisons helped to expand communication with groups the district focused on for the 2022-2023 school year as identified in the 22-23 LCAP. It is the desire of RJUSD to continue various forms of parent engagement to build successful relationships with our educational partners.

## 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.

While the 2022-2023 school year marked many successes for Riverdale Joint Unified School District, there are still areas of need that were either discovered or not met during the school year in regards to the LCAP. Through the inspection of data, RJUSD continues to see the need for focused support of both Socio Economically Disadvantaged students and English Learners. Another important group that Riverdale

Joint Unified sees as a focus point in the examination of 2022-2023 data is Students with Disabilities.  While  Students with Disabilities are not a specific focus group, the district recognizes the necessity to address this group with greater specificity.  Riverdale Joint Unified School District has specifically focused on Students with Disabilities in Goal 1: Student Learning with Action 1.4.

The  needs that were discovered during the 2022-2023 school year came about from the release of the California School Dashboard.  The California Department of Education brought back the California School Dashboard, after a hiatus due to COVID-19, and provided RJUSD with data from the 2021-2022 school year.  The release of data from the Dashboard, indicated that RJUSD had two student groups that performed low in multiple areas and would need Differentiated Assistance (DA).  The two groups identified and their qualifying factors were: English Learners for Very High Chronic Absenteeism and Very Low English Learner Progress along with Students with Disabilities for Very High Chronic Absenteeism and Very Low Performance on English Language Arts and Mathematics through state testing.  The entire school district and other school districts within California suffered from horrendous attendance rates in 2021-2022 due to COVID-19.   RJUSD does plan to improve attendance for the recognized groups along with developing a plan to increase English Learner Progress and increase academic performance levels of Students with Disabilities.  Riverdale Joint Unified received notification of their placement in Differentiated Assistance (DA) in the spring of 2023 and began working with the Fresno County Superintendent of Schools immediately to examine causes and find solutions.   One of the methods to address attendance will stem from the work of the liaisons.  While this position was created in the 22-23 school year, the first year of implementation was awkward at times.  With a clear path established, RJUSD will use liaisons as a presence to establish connections and build relationships with students and families of chronic absenteeism.  As the placement of liaisons was new in 22-23, the expansion of ELD teachers in the district also was an increase.  With the secure placement of ELD teachers both at the elementary and high school levels, RJUSD expects to witness an increase in student performance with an established pathway laid out. RJUSD has currently established a team of administrators along with special education and general education teachers to examine data to determine root causes of low academic achievement levels for students with disabilities.  While the district as a whole was placed in Differentiated Assistance, RJUSD did have two school sites that were placed in Additional Targeted Support and Improvement (ATSI) for specific student groups on their campuses.  Fipps Primary School was identified in ATSI for Very High Chronic Absenteeism among Students with Disabilities and White students.  Riverdale Elementary School was also identified in ATSI for the single student group of Students with Disabilities in the area of Very High Chronic Absenteeism and Very Low Performance in English Language Arts and Mathematics in state testing.  While the district will have specific items found within the LCAP to address their placement in Differentiated Assistance, school sites identified for ATSI will address their specific needs through their School Plan for Student Achievement.

As the placement into Differentiated Assistance was a need made aware to Riverdale Joint Unified School District, the district has come to the conclusion of other needs through the analysis and evaluation of their 2022-2023 LCAP.  The impact of COVID-19 still bears an ugly cloud of its impact on student learning both during the period of the virus and during recovery of its aftermath.  Students widen their academic gap of learning and proficiency during this period.  While no one could project the impact of COVID-19, even more could not project the rate to recover both academically and socially-emotionally.

As there were periods of success in Goal 1, RJUSD has also identified need in Goal 1.  As shared before, this year (2022-2023) has allowed RJUSD and their teachers to return to procedures that were established before the presence of COVID-19.  Instruction during the Covid-19 era, while present, was not optimal and is reflective in the data analysis of materials from 2021-2022.  In examining the California Dashboard, RJUSD  placed a majority of their student groups in the Low Performance in both English Language Arts and Mathematics.  The exceptions

were Students with Disabilities, who were part of the RJUSD Differentiated Assistance (DA) placement and White students which scored Medium Performance in English Language Arts.  English Learners, Hispanic, Homeless and Socioeconomically Disadvantaged scored Low Performance in both categories.  The district did see growth in state assessments from spring 2021 to spring 2022 but the performance level kept groups in bands of a "low" status.  The district still recognizes the achievement gap between English Learners and Low Income students in comparison to White students.  English Learner Progress towards English Proficiency, in which RJUSD was placed in DA status, witnessed a decline from 46.5% making progress in 2019-2020 to only 33.9% in 2021-2022.  In examining the District Benchmark and their success, one must first realize that the results of the benchmarks are from this academic year (22-23) while the state test scores are from 2021-2022.  RJUSD will be looking forward to the 2022-2023 data on state testing later this year.   In addition, the data from the 2021-2022 school year in a-g completion witnessed a significant drop in all areas except White students which saw a very small gain.  In 2019-2020, the a-g completion rate was 79% and has declined to 38% overall in 2021-2022.  Both English Learner and Socio Economically Disadvantaged students saw approximately a 20% drop from their previous year.  The district will continue to make student learning and particular English Learners and Socio Economically Disadvantaged students a focus.  The educational impact of COVID-19 is apparent when looking at data on Student Learning under Goal 1 of the LCAP.  While loss was anticipated, the impact is greater than imagined. Riverdale Joint Unified School District is committed to carrying out strategies and programs designed to close the achievement gap for English Learner and Low Income students.  RJUSD also experienced the loss of their Reading Resource Teacher for the 2022-2023 school year.  This loss was not filled and RJUSD is currently examining how to reimagine this role.   In examination of student data, RJUSD realizes the decline of interest among high school students towards 4 year colleges.  Many students express desire to attend junior college programs as the government offers free tuition for these programs.  Loss of student interest and desire is evident in the declining number of the a-g completion rate.  More and more students are opting out of these programs or provide minimal effort.  This is a challenge RJUSD will need to address.

Professional Growth, under Goal 2 of the RJUSD LCAP, was carried out in great fashion during the 2022-2023 year but perhaps to the point that exhaustion may have set-in and looks to scale back professional learning opportunities for the 2023-2024 year.  In analyzing the data from various academic assessments both local and state it is apparent that a skill disparity exists and that the achievement gap for English Learner and Low Income students capitalizes the situation.  To address the disparity and achievement gaps between target groups and White students,  professional development opportunities for instructional staff to hone strategies, expand and develop instructional approaches, and acquire greater awareness of various educational supports.  The focus in 2022-2023 was on the achievement gap for English Learner and Low Income students in comparison to other groups.   As RJUSD was able to make adjustments to the training schedule and model of presentation, perhaps too much of anything is too much.  Staff have expressed that they would like to see professional learning opportunities scaled back to allow instructional staff the time to focus on fewer items for effectiveness and an overload of mediocrity.  Social emotional needs are still playing an important part in the instructional process of children.  While RJUSD may try to find a balance of professional growth opportunities, the continuation of professional growth for all instructional staff in the area of social-emotional support through both strategies and instructional curriculum must continue.

There are definite needs within Goal 3: Climate and Culture that need to be addressed.  With the outbreak of COVID-19 in the spring of 2020, RJUSD as with the rest of the world did not know what to expect. As COVID-19 has rescinded tremendously, the impact of student isolation, loneliness and depression continues to remain at an alarming rate.  Students through surveys, parents in forums and counselors through meetings continue to share the strong need for social-emotional support.  While students' sense of connectedness and safety both

increased from the previous year, they are still below the levels set pre-COVID. Connectedness increased from 52% to 56% but it was 58% in 2019-2020. Students' sense of safety also increased from 55.3% to 59% but this level was at 60% in 2019-2020. Input from educational partners has indicated that English Learner and Low Income populations desire a safe environment for their children that offers positive student connections and relationships along with a greater sense of student safety. English Learner parents have shared their perspective stating that many Hispanic families have a greater challenge in recognizing or accepting social-emotional/mental health issues in their culture. The more traditional the family, the stronger the recognition is due to a variety of factors (acceptance, embarrassment, lack of knowledge) parents have shared. RJUSD will continue to offer the expanded numbers of counseling services provided in recent years along with examining methods to promote greater social-emotional awareness through strategies and instructional curriculum. The social-emotional wellness of students, while focused on English Learner and Low Income students, is a primary goal for all students and the methods of addressing the recognized need will be a positive support for all students. The suspension rate increased from 0.2% in 2020-2021 to 3.7% in 2021-2022. While this is an area of concern, it should be noted that schools were closed for most of the year in 2020-2021 due to COVID-19. A low suspension rate is expected. The suspension rate of 3.7% is similar to what it was in 2019-2020. In careful examination of data however there is one that draws interest in the 2021-2022 school year. By examining the California School Dashboard, the subgroup of Foster Youth placed two band levels (Very High) below "All Students" (Medium). Foster Youth is the district's smallest reportable demographic. In looking at this subgroup, there are very few students so this indicator is really reporting to almost specific individuals. While the subgroup is small, the district will still need to focus on this in the 2022-2023 school year. Another identified need under Goal 3 is attendance district wide. Chronic Absenteeism soared through the roof in the 2021-2022 school year as identified on the California School Dashboard. The Chronic Absenteeism rate of 32.3% was even slightly higher than the state average of 30%. Riverdale Joint Unified School District was placed in Differentiated Assistance (DA) for two student groups (English Learners and Students with Disabilities) that met criteria of "Very High" Chronic Absenteeism. Under ATSI identification, Fipps Primary had student groups of Students with Disabilities and White marked for "Very High" Chronic Absenteeism along with Riverdale Elementary also for Students with Disabilities in absenteeism. While frustration has been expressed from various groups as to why the California Department of Education would count attendance in 2021-2022 while COVID-19 restrictions and protocols were in effect, RJUSD will focus on improving attendance for the groups identified in DA along with other student groups. Finally, one frustration from the 2022-2023 RJUSD LCAP was the district's inability to feel the Athletic Trainer position they had created. In the 2022-2023 LCAP, Parents expressed their frustration for the low levels of medical support, such as an athletic trainer, for their children. Low-income parents specifically expressed that they faced financial challenges when they needed to take their child to be seen for various medical ailments from sports when they felt the district should provide a first line of intervention. RJUSD will continue to look to fill the Athletic Trainer position in the 2023-2024 LCAP and school year.

Community engagement, under Goal 4, is another area that Riverdale Joint Unified School District has identified as a need. The addition of Home to School Liaisons has been positive and RJUSD feels it is a direct contribution to parent participation increasing from 15% to 19% for the 2022-2023 school year. However, the school district is not content with a 19% parent participation rate through surveys and will continue to work to improve this area. The removal of COVID-19 barriers from March 2020 through the 21-22 school year have been a huge obstacle that was removed to allow for greater opportunities for parent involvement and engagement. While both of these areas saw increases, Parent Involvement Opportunities increased from 9 to 18 and Engagement increased from 17% to 21%, RJUSD seeks to continue to build upon these items as they realize the importance of community engagement. While the district has been able to add bilingual staff to support Spanish language needs, RJUSD struggles with support for families that speak Arabic. The district will continue to incorporate a bilingual staff presence to help support the levels of communication available for parents and particularly English Learner families.

Riverdale Joint Unified School District used locally collected data including assessment data, CA Schools Dashboard, educational partner feedback and available state data in reflecting on areas of identified need for their 2023-2024 LCAP.

## LCAP Highlights

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

Riverdale Joint Unified School District was able to have rich conversations and input with a wide range of educational partners during the 2022-2023 school year.  Educational partners expressed their joy in seeing Riverdale Joint Unified School District return to their previous approaches and structures before the onset of COVID-19 in spring 2020.  While last school year (2021-2022) marked the ability for students to return to school in a greater fashion than during COVID-19, several restrictions and guidelines were in place that Riverdale students and families were unhappy with or opposed.  As conversations were held during the 22-23 school year, educational partners commented that they wanted to see the continuance of the district's established goals in the LCAP.  Since the inception of the LCAP, Riverdale Joint Unified School District has centered around four goals.  The four goals found within the Local Control Accountability Plan (LCAP) are: (1) Student Learning, (2) Professional Growth, (3) Climate and Culture, and (4) Community Engagement. The primary objective under Goal 1, Student Learning, is to solidify a system of English Language Development and address literacy at all grade levels. In the area of Goal 2, Professional Growth, the primary objective is a system of communication across the organization that provides accountability, support, and meets the needs of instructional practices. Riverdale Joint Unified School District will continue to use the Positive Behavior Interventions and Supports (PBIS) System to support Goal 3, Climate and Culture, for creating a safe and welcoming environment for all learners. Goal 4, Community Engagement, continues to serve as an important area with the main objective to expand parent services and contributions. While these four goals within the RJUSD LCAP will continue, from analysis and conversations, there is the necessity to continue to grow within each goal.  The impact of COVID-19 on student learning was greater than anticipated.  While instruction took place in a different format during COVID, the academic growth of students was stunted and in some cases diminished.  In addition to the loss of academic skills, students also suffered tremendously socially-emotionally.  Educational partners have asked for the continuation of the district plan through the LCAP and their Goals and Actions.

The 2023-2024 LCAP for Riverdale Joint Unified School District will continue to promote and advance the goals that educational partners want to see remain to support the goals set in place.   In examining various metrics, items such as attendance, student learning in English Language Arts and Mathematics and addressing the achievement gap, all found in Goal 1,  are all foundational items that will continue to be addressed.  Through the District's placement into Differentiated Assistance (DA), RJUSD will focus on English Learners and Students with Disabilities.   Action 1.4 is directed specifically at Students with Disabilities and Actions 1.3, 1.7, 1.9 and 1.10 all involve providing access to English Learners.  The focus of the aforementioned Actions will serve as direct support of student learning for the identified groups through Differentiated Assistance.  Professional Learning must remain as a focus for teachers as the district looks for measures to help accelerate student growth after COVID-19 produced academic scores of contraction as a focal point of Goal 2.   Goal 3, which focuses on Climate and Culture will have an increase in the range of services taking place.  Through the California Dashboard, Chronic Absenteeism was an area of major concern from 2021-2022.  RJUSD will also focus on increasing student attendance rates for all pupils. RJUSD feels the actions laid out in the 22-23 LCAP have begun to correct areas of concern as the Attendance Rate improved .42% this year.  This is a continued area of

focus for the 23-24 LCAP. In addition, RJUSD will expand its Tier II services under PBIS by offering additional interventions during the lunch hours for students. The offering into lunch allows for students to receive additional support without the sacrifice of instructional time in class. To provide additional social emotional support and help to create self-positive images, RJUSD will be expanding extra-curricular activities for the junior high level in 2023-2024. The district was not able to fill the Athletic Trainer position in 2022-2023 and will continue to fill this role for the 2023-2024 school year. RJUSD will also continue to grow and expand the level of parental involvement and input under Goal 4, Community Engagement.

As the impacts of COVID-19 were further reaching than could be imagined, the continuation of practices, as deemed important by educational partners and supported by trends in data, will continue to be offered within the 2023-2024 Riverdale Joint Unified School District LCAP. The challenge is that change can take time. RJUSD, through input of educational partners, is trying to return to established practices that provided results. The current LCAP is a solid foundation for which partners have expressed the continuation of. RJUSD will seek small adjustments to address new concerns that have risen. As the State of California has provided additional funding sources outside of LCFF funding, RJUSD will be pursuing other measures to support student learning. RJUSD has expanded intervention services, reading support and provided online tutoring support through the Elementary and Secondary School Emergency Relief (ESSER III) funds. In addition, RJUSD will be adding an Art Teacher for grades 4th - 8th and a Theatre Arts teacher for grades 7th - 12th using recently adopted Proposition 28 funds in the 2023-2024 school year. These additional items that are provided by other funding sources, outside of LCFF dollars, are important to share as they help to demonstrate the complete picture of student support for the 2023-2024 school year.

The vision of Riverdale Joint Unified is to serve as a district for our educational partners of academic excellence where each child is supported through systems of academic support with a culture that ensures all students graduate and are college and career ready. Riverdale Joint Unified School District has many systems in place under previous LCAPs and is moving forward to continue these programs while recognizing changes and trends and moving to meet those needs in addition to established ones. It is the goal of the district to establish practices and procedures, found prior to COVID-19, to support all students while addressing the challenges of identified groups. Riverdale Joint Unified School District is proud of the 2023-2024 LCAP and its pathway for student success.

# 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.

No school in RJUSD was eligible for CSI.

## Support for Identified Schools

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

No school in RJUSD was eligible for CSI.

## *Monitoring and Evaluating Effectiveness*

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

No school in RJUSD was eligible for CSI.

# Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Riverdale Joint Unified School District was able to collect a wide range of input from our educational partners during the 2022-2023 school year. These opportunities for communication gave the district a meaningful approach to engage with educational partners that included parents, students, local bargaining units, classified and certificated staff members, and the community. RJUSD gained input and feedback from educational partner groups throughout the year at both the district and site levels through informational meetings, open forum meetings, as well as some targeted educational partner group discussions. Where in recent years meetings were held in virtual formats due to COVID-19, RJUSD was able to offer all of their meetings in public formats that allowed individuals to gather in person. The opportunity to meet in person with the various groups under the different organizational formats was a point RJUSD was happy to return to. At LCAP sessions, the 8 State Priorities were reviewed along with the process of the Local Control Accountability Plan. Conversations were held to discuss and examine areas of progress, decline, celebrations and concerns. Guiding questions were presented to draw in response and feedback from the educational partners at each group. Translators were made available at the various meetings to insure that all educational partner questions and input was addressed and heard. Available data was presented to demonstrate growth, or lack of, in all areas with defined metrics. The restoring of the California School Dashboard was a positive return as it allowed groups to see additional data points that had been absent recently due to COVID-19. All educational partners however were informed that the College/Career Indicator was still on hiatus until the 2023-2024 school year.

Information/Input Sessions:

LCAP Parent Events/Conversations:
Each site Principal held various meetings with parents, from their school site, to discuss the progress that specific site had accomplished under the 2022 - 2023 LCAP and to receive parental feedback on the development of the new LCAP. Principals led the conversations with parents and while discussing the District's LCAP, site leaders also focused on their School Plan for Student Achievement. The School Plan for Student Achievement (SPSA) is a specific plan for how each site, under the District LCAP, will specifically address student growth and learning. Dates: 1/20/23, 2/17/23, 3/17/23, 4/19/23, 4/21/23 and 5/19/23

Parent Advisory Committee (PAC):
This committee has been founded since August 2013 and consists of various parents from throughout the district. The composition of the committee is representative of the community of Riverdale and the Title I designation of the district. Parents include but are not limited to represent various demographics of low-income, foster youth and English Learners. As part of the 2023-2024 LCAP development, membership of PAC members needed to include parents of students with disabilities. RJUSD was able to include the required parent groups along with other parent representation. The format of the PAC is open to the public and allows all parents to meet district administration, including the superintendent, and hold conversations on student learning. Conversations center specifically on the opportunity to discuss the LCAP and garner input from RJUSD parents. The Parent Advisory Committee is made up of parents who represent each school site. The Parent Advisory Committee is intended to meet on a frequent basis to discuss and provide input on the LCAP and other district concerns. Parents have expressed to hold these meetings during school hours so that they may attend while their children are in class. Meetings occur

at the District Office in the Boardroom.  Dates: 9/9/22, 10/21/22, 1/13/23, 2/10/23, 3/10/23, and 4/14/23.   A draft of the 2023-2024 LCAP was provided and reviewed by the Parent Advisory Committee on 5/19/23.  No questions were raised or presented by parents thus not requiring the Superintendent to respond in writing.  Parents did express their appreciation of the plan.

District English Learner Advisory Committee (DELAC) Meetings:
The DELAC, composed of parents of students identified as English Learners, was consulted regarding the LCAP, and specific feedback was sought. This advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their recommendations. DELAC meetings returned to a physical format and were held at the District Office.  Parents' requests for meetings to be held during the school day as child supervision is reduced while their kids are in class.  Throughout the year, DELAC members took part in the conversation on the progress of English Learners in the district.  Dates: 10/6/22, 3/2/23 and 5/24/23. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/1/22, 10/6/22, 11/2/22, 3/2/23, 4/12/23 and 5/24/23.  A draft of the 2023-2024 LCAP was presented and reviewed on 5/24/23 to both the DELAC and ELAC groups.  The District English Learner Advisory (DELAC) did not provide specific feedback to the Superintendent on the final proposed LCAP.  Since there was no specific feedback towards the LCAP, the Superintendent was not required to respond in writing.

Pupils:
Input from students, towards the LCAP, was carried out in a variety of means.  Principals spoke with students, in grades 4 - 12, both in small groups such as classroom settings along with student leadership groups.  Meetings were conducted in an open discussion format with students asked to provide input or feedback on the four different goals the district had established.  For both the junior high and high school levels, a specific Student Advisory Group was created. The Student Advisory Group for both Riverdale Elementary and Riverdale High School was made up of students from each site's Leadership Class.  Additionally, the input of students not in formal leadership roles was sought through some formally structured forums at both the elementary, junior high and high school levels.  In addition, various surveys were conducted either through site generated opportunities, Community Schools opportunities or WASC accreditation opportunities on the high school level during the 2022-2023 school year.  Other meeting dates were:     11/29/22, 2/7/23, 2/28/23, 3/2/23, 3/27/23 and 4/19/23

Bargaining Units Certificated:
The Superintendent meets on a regular basis with the certificated bargaining unit, Riverdale Teachers Association (RTA).  The meetings occur with the President of the RTA and they discuss items in a 1-1 format.  Meetings frequently center on student learning and the various aspects connected to the district's LCAP.  The Superintendent held a meeting with the RTA President to discuss and review a final draft of the LCAP on 5/31/23.

Bargaining Units Classified:
The Superintendent meets on a regular basis with the classified bargaining unit, Service Employee International Union (SEIU).  The meetings occur with the officers of the Riverdale SEIU.   Meetings frequently center on student learning and the various aspects connected to the district's LCAP.  The Assistant Superintendent held a meeting with the officers of the Riverdale SEIU to discuss and review a final draft of the LCAP on 5/30/23.

Teachers (Certificated staff):

Different site meetings took place where certificated staff gathered to provide input and receive information on the LCAP.  Meetings were led by site administration through various conversation dates. On occasion, the Assistant Superintendent would join into or lead the conversations. For most part, meetings were held during the teachers' contracted day to ensure full participation. Site principal's followed up with their respective school staff to investigate the priorities and provide input that was more specifically relevant to their school site.  Site Principals would delve into deeper conversations on how their specific school  site would support the goals of the District's LCAP while addressing needs specifically through their School Plan for Student Achievement (SPSA).  Dates: 2/27/23, 3/6/23, 3/20/23 and 4/17/23

Other Employees (Classified staff):
Meetings with classified staff took place with each site principal, on their prospective campus, to discuss the LCAP process as well as the status and development on each of the four goals. Principal's followed up with classified staff through an open dialogue discussion to collect input and feedback. Similar to certificated meetings, classified meetings were held during the contracted day to ensure opportunities for input and contribution.  Dates: 2/14/23, 2/21/23, 3/14/23, 4/17/23 and 4/20/23

Riverdale Joint Unified School District Administration & Leadership Teams:
Conversations occur on a weekly basis between the Superintendent, the Assistant Superintendent, Site Principals and their leadership team of Assistant Principals and District Directors on a weekly basis.  Every Monday morning, situations depending, are saved for meetings which were conducted virtually throughout the 2022-2023 school year.  Conversations center on topics raised by the Superintendent but also allow for questions and items of discussion to be raised by all members.  Various elements of the LCAP are discussed throughout the year but a specific focus on the development of the LCAP takes place during spring meetings.  Discussions held allow Principals and Directors to lead conversations to their staff while also presenting questions, concerns and thoughts by their groups to the district discussion.  Dates: Monday's throughout the 2022-2023 school year.

Community:
Riverdale Joint Unified School District was able to hold conversations centering on the LCAP through a variety of community opportunities.  One of these opportunities is through the constant conversations and meetings with the Fresno County Superintendent of Schools (FCSS) Foster & Homeless Youth Education Department.  The representative, or Foster & Homeless Liaison, for the Riverdale schools attended meetings where county and school district officials discuss various methods of supporting and providing services for foster & homeless youth to progress and grow both academically and emotionally.  These meetings are called the Executive Advisory Council for Homeless & Foster Youth and occur throughout the year.  School districts, including Riverdale Joint Unified, take these approaches and conversations to use within their LCAP to promote student learning for the focus group being discussed.  Dates: 9/12/22, 10/3/22, 11/7/22, 12/5/22, 2/6/23, 3/6/23, and 5/1/23.

Another community opportunity is through the School Site Council found on each campus in the district.  The School Site Council (SSC) is made up of staff (both classified and certificated), parents, and the school site Principal.  Both staff and parents are elected into their position. At the high school level, students also contribute to the composition of the SSC. While the SSC is an elected body, community members from each school site are welcome to attend.  At each school, the School Site Council (SSC) was consulted regarding input and feedback relating to the LCAP at their regularly scheduled meetings.  School Site Council meetings are conducted in person and held at each school site.  This

advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their recommendations. A meeting to review the LCAP draft was conducted with parents elected as representatives of each school site and the district. Dates: 9/20/22, 10/6/22, 10/18/22, 11/15/22, 12/7/22, 1/17/23, 1/26/23, 2/21/23, 2/23/23, 3/21/23, 4/27/23, 5/4/23, 5/16/23, 5/19/23, and 5/23/23.

Riverdale Joint Unified School District Board of Education meetings are also a method of holding community input on the district's Local Control and Accountability Plan. Conversations centering on the LCAP and its data were presented to the Local Governing Board throughout the school year. Conversations extended into English Learners and their academic progress along with review of the California School Dashboard. These public meetings were held at the District Office in the Boardroom. The School Board has been kept apprised of the LCAP requirements and the progress of gathering educational pertners feedback in the identification of priorities. A discussion or review of the LCAP draft was conducted with the Board and public during regular meetings. Dates: 10/12/22, 12/14/22, 1/11/23, 4/12/23 and 6/14/23.

Fresno County Special Education Local Plan Area (SELPA):
Riverdale Joint Unified School District is a member of the Fresno County SELPA as a means to work with the county to provide a comprehensive range of special education programs and services for students. Members of the meetings consisted of Fresno County Superintendent of Schools personnel who make up the Special Education Department led by their Director along with district representation from each member school district. Discussions were held where both information and input was provided that centered on the LCAP and the support for students from each member school district. As SELPA meetings occur every month, LCAP conversations were recognized throughout the 2022-2023 year. All meetings throughout the 2022-2023 year were held in a virtual format. Dates: 9/15/22, 10/18/22, 11/10/22, 1/26/23, 2/16/23, 3/9/23, 4/20/23 and 5/8/23.

Public Comment Period:
Riverdale Joint Unified School District opened up their LCAP for a public comment period from 5/8/23 - 6/9/23 through their district webpage. During this public comment period, RJUSD invited the public to provide comments/feedback to the district either at the June 14th RJUSD Board meeting or through email.

Public Hearing Date:
The Public Hearing date was set for 6/14/23 allowing the public to comment. The District School Board collected public comments from 5/8/23 through 6/9/23.

Local Indicators Presentation:
The 2022-2023 Local Indicators for the California School Dashboard were presented to the Riverdale Joint Unified School Board in conjunction with the approval of the district's 2023-2024 LCAP and 2023-2024 budget on 6/28/23.

LCAP and Budget Governing Board Approval Date:
The Riverdale Joint Unified School District's LCAP and Budget for 2023-2024 were approved by the governing board on 6/28/23.

A summary of the feedback provided by specific educational partners.

Educational partners for Riverdale Joint Unified School District expressed their desires for the school district to continue with the message they have been expressing for the past few years.  Educational partners have expressed their frustration with the model education went through during the multi-year period of COVID-19.  Educational partners feel the district has a sound plan but was operating in a system that suffered during COVID-19.  Educational partners commented on the regression of learning through various metrics.  Partners expressed the plan was sound but would like to see increases in all areas to address the stunted learning.   While concern has been expressed towards recent identifications the district has been placed in, such as Differentiated Assistance (DA) and two school sites for Additional Targeted Support & Improvement (ATSI), educational partners want to see the actions carried out that the district has laid out within their LCAP.

A consistent message from educational partners was for Riverdale Joint Unified School District to continue the established goals of the LCAP with enhanced approaches to support English Learners and Students with Disabilities.  Discussions with educational partners through forums, district meetings and individual conversations revealed groups do not want to see the contraction of programs.  It was explained to educational partners that contraction would not occur and that some programs and opportunities may be expanded through other funding sources outside of LCFF dollars. While students may be cautious about expressing continued support for social-emotional learning, both staff and parents expressed the continuation if not expansion of social-emotional support.  English Learner families expressed the desire to see greater promotion of social emotional support programs as they stated that mental health is a topic not spoken about within their social circles for fear of being singled out.  Families also shared their satisfaction of the Home to School Liaisons and expressed to see the positions continue.

Teachers, administrators and parents expressed a greater need for additional resources to support English Learner students and Students with Disabilities coming from recent Differentiated Assistance Placement by the California Department of Education (CDE).  Input from teachers and administrators for greater resources stemmed from examination of various student data points.  In examining various data points and metrics, teachers and administrators shared that while English Learner students were making some progress, it was not at a level to help overcome the achievement gap.  Data in both local and state indicators along with EL Proficiency rates supported the input provided by educators for greater resources.  Parents in district level advisory committees along with members from both ELAC and DELAC organizations, also provided input requesting additional resources to support English Learner students.  Parental input also stemmed from discussions and conversations on shared data from various metrics.

A positive environment where kids and staff feel safe remains a strong concern as expressed in feedback from meetings by various educational partners.  While attitudes and support have increased under the 2022-2023 LCAP, partners want to see the continuance of programs provided with Goal 3 and possibly increased in social-emotional support.  Parents and students expressed that many of the same concerns from the 22-23 year are still present but have improved.   Staff expressed that while measures have been taken to improve school safety on campus, they would like to see additional items placed such as training.  ELAC and DELAC parents, along with parents from Social-Economic disadvantaged situations continued to  express concern over elements of their children feeling safe at school and being at a greater potential for bullying which can contribute to social-emotional issues for their children.

The district's inability to fill the Athletic Trainer position during the 22-23 school was understood by both student and parent groups but each maintained the necessity for the position to be filled. As part of the 22-23 LCAP, educational partners expressed the need for greater medical support for their children when playing sports. While the junior high and high school have LVN's available, there was no medical/athletic support such as a trainer for their children. Parents of low-income students expressed they were at a greater disadvantage because they many times were not financially able to take their child for every injury they received in sports to have it examined when the district should provide that first line of support or intervention. If an athletic trainer was available, it would help to determine the potential need for greater medical intervention. The district is looking to fill this posted vacancy for the 2023-2024 school year.

Educational partners commented during meetings on their appreciation of the addition of the Home to School Liaisons to each school site in the 22-23 school year but expressed they wanted to see these positions continue if not expanded. The parent feedback indicated the presence of the liaisons has helped to increase relationships and build connectedness between school sites amongst parents and students. Survey data revealed that a sense of connectedness has improved but is still below levels of pre-COVID. Teachers through surveys expressed they feel connections have improved but would like to see increased movement.

Educational partners, such as staff and parents, commented on the impact of COVID-19 and their desire to see the plans and vision of the district continue. Parental feedback provided the desire to see items continue in their current fashion with some small increases or expansions. Educational partner input offered anger towards the state of California for their levels of measurement when the district and state operated under adverse conditions to COVID-19 during the past few years. Site administrators and staff discussed and shared, through site based meetings, the possibility of adjusting outcomes of different metrics as student learning had been halted, slowed or regressed during COVID-19. While student growth and learning is the focus of educators' work, administrators felt the outcomes were based on a pre-COVID-19 world and education has changed since March 2020.

Educational partner feedback was provided throughout the year that helped to shape the development of the 2023-2024 Riverdale Joint Unified School District's LCAP.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from various formats such as in-person meetings, conversations, and surveys all played a great influence on the development of the 2023-2024 Riverdale Joint Unified School District LCAP. Through the different mediums, educational partners expressed their desire to see RJUSD continue the goals and actions within the LCAP as based on conversations. While this continuation of goals and actions can be found, educational partners also expressed the desire to see expansion where possible of services they felt were important to the students of Riverdale. .

Based on educational partner input sessions, a strong desire to continue the work established in the previous LCAP was expressed while also pushing for expansion of some areas. While there are areas of progress noticed in the 2022-2023 school year, a majority of educational partners identified the necessity to continue working towards student growth for all students with a continued focus on identified groups such as English Learner, Low Income and Students with Disabilities. To maintain the consistency of the district's vision, as expressed by

educational partners, RJUSD will continue the four goals of their LCAP that have become a pillar for the community. The four goals for the 2022-2023 LCAP are: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, and (4) Community Engagement.

District staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of ELL students and Students with Disabilities. Certificated staff expressed desire to continue the system of ongoing collaboration time for staff, the continued presence of administration for structured observations, and a continuation of student centered professional development opportunities. While professional learning opportunities are deemed as valuable by staff, teachers expressed the desire to narrow the wide-scope of items to undertake. Evidence of this feedback on student growth and professional development can be found in Goal 1, Actions 2, 4, and 11 and Goal 2, Actions 2, 4 and 7.

Educational partners and specifically EL parents stated their desire to see the continuation of the additional ELD teachers added during the 22-23 year and other program items included in the LCAP. As discussed earlier, RJUSD was placed in Differentiated Assistance for English Learner Progress thus pushing for the necessity to continue the ELD positions that were expanded in 22-23 along with the established programs. The continuation of these actions is to address the challenge in supporting English Learners for language proficiency and academic skill development. Evidence of this feedback can be found in Goal 1, Actions 5, 6, 7 and 9. Goal 2, Actions 4 and 5.

Certificated staff offered feedback on the continuation of the district's ELD program along with its continued focus on literacy. Teacher input specifically addressed the need to continue approaches of integrated and designated ELD instruction with a focus on reading and writing strategies. Teachers commented on the regression seen on the district benchmarks but also cite the challenges of students coming out of COVID-19. Instructional staff recognize the need to address the achievement gap. This focus is found in the 2023-2024 LCAP. Evidence of this teacher input can be found in Goal 2, Actions 2, 4 and 6.

Parents provided input on their desire to have continued progress for students in the area of English Language Arts and Mathematics. Teachers shared this opinion regarding the need for continued or expanded professional development and/or collaboration time in the area of ELD/ELA development along with math skills for students. Examination of district benchmarks for the 2022-2023 school year supports the necessity to pursue these areas. The Mathematics Department, districtwide, will undergo professional learning to examine new materials. Teachers also requested the addition of professional development on the new Social Science curriculum coming to the district in 2023-2024 along with some dedication to finish up the Science Curriculum introduced in 2022-2023. Evidence of this can be found in Goal 2, Actions 2 and 6.

Educational partners, particularly Low Income families, continued to express the necessity of having the district continue their 1:1 deployment of computers for students. Teachers supported this idea by expressing their constant and increasing work with technology for instructional purposes. Evidence of this input can be found in Goal 2, Action 3.

Feedback from educational partners on the topic of school safety and offering a welcoming environment for Social Emotional needs for students continued to serve as a contribution to the development of the LCAP. Input was provided by the certificated and classified staff along with students and parents regarding school safety. The analysis of survey data revealed that there was an improvement in the perception and sentiment of connectedness students and staff felt from the previous year but was still below levels in previous years.

Maintaining the upkeep and cleanliness of campuses and facilities was expressed as new learning areas have opened on various school sites.  While the district has exited many of the COVID-19 protocols from previous years, educational partners have shared their strong concerns about the exposure to various germs.  RJUSD will continue the different approaches they used in 22-23 to address the expressed concerns.  Evidence of this feedback can be found in Goal 3, Actions 5, 6 and 9.

The placement of an Independent Study program in 2022-2023 was received as a success but parents have expressed the desire to see the program grow.   Parents have stated the Independent Study Program has served as a resource for students facing various social-emotional challenges and issues.   The continuation of the Independent Study program will continue and the program will be examined for expansion.  The convenience of an Independent Study program  would help students to remain in the district instead of pursuing other educational opportunities for which low-income parents expressed a challenge in both the 22-23 and again in 23-24 LCAP.  Evidence of this feedback can be found in Goal 1, Action 1 and Goal 3, Action 10.

Parents, students, and staff members continue to state the need for a systematic approach to character education, expectation, and protocol for climate and behavior. Parents, students and staff all expressed the desire to see the continuation of PBIS. Additionally, ELAC and DELAC parents, along with parents from Social-Economic disadvantaged situations, expressed concern over elements of their children feeling safe at school and being at a greater potential for bullying.  Comments from both teachers and parents expressed the desire to expand the three tiers of support in PBIS.  The continuation of the PBIS program, along with an examination of the expansion of programs within the tier system, would create a greater awareness to support a more harmonious environment. Evidence of this feedback can be found in Goal 3, Actions 1, 9 and 10.

Parents as educational partners expressed the desire to build upon the increased relationships and connectedness between school sites amongst parents and students.  Survey data supported the sense of greater connectedness than the previous year but still below initial expectations.  English Learner parents expressed the greatest level of  disconnectedness due to language barriers with instructional staff.  Low-income parents expressed increased levels of connectedness but want to see relationships continue to improve.  While teachers stated they felt stronger connections than the 22-23 year, they would like to see improved conversations on the topics of student attendance, academics and overall communication.   RJUSD will continue the Home to School Liaison positions.  The liaisons have been able to provide a connection between students/families with school sites.  The focus will be on attendance patterns, academics and other methods of support not discussed among counselors with English Learners and Low-income students/families.   Evidence of this input can be found in Goal 3, Action 9 and 10 along with Goal 4, Action 3, 6, and 7.

As social-emotional issues have become a focus point since COVID-19, almost all educational partners have presented their concerns about the continuation and possible expansion of services to support students.  All educational partners recognized the benefit of having additional counseling staff available for students' social-emotional needs.  EL parents have directly expressed in meetings that the stigma of mental health issues is a challenge within their culture and wish to see services continue and grow.  Families from lower socio-economic backgrounds have expressed their appreciation of services due to their inability to pay for such items but do also wish to see programs expanded.  It was shared that the counseling services for English Learners and Low Income, who are potentially at a higher risk of bullying as indicated by parent groups, would continue to be a focus group and the examination of expanding services would be explored.   Evidence of this input can be found in Goal 3, Action 10.

Educational partners of students in athletics provided feedback expressing the need for greater medical support for their children when playing sports.  It was explained to parents and students that RJUSD had not been able to fill the position of Athletic Trainer in 22-23 but would continue to explore it in 2023-2024.  Parents of low-income students continued to express they were at a greater disadvantage because they many times were not financially able to take their child for every injury they received in sports to have it examined when the district should provide that first line of support or intervention.  RJUSD will continue to search for an Athletic Trainer that would help to support student athletes and in particular offer an intervention of medical support to help low-income families.  Evidence of this input can be found in Goal 3, Action 6 and 8.

Feedback was received from parents and teachers regarding the desire for continued and increased intervention opportunities for struggling students, enrichment opportunities for students, and tutorial support in the After School Programs at the sites. Determination of the continuation of these programs was made not only by educational partner input but the examination of various metrics.  While subgroups of students made progress during the 2022-2023 school year, groups such as English Learner and Low Income still demonstrate an achievement gap in comparison to white students.  Parents expressed the desire to have the continuation of expanded summer school programs. The summer school programs offer a means to expand programs for students as expressed in input from parents and teachers.  Evidence of this feedback can be found in Goal 1, Actions 5 and 8. Goal 3, Actions 4, 8, 9 and 10.

Parents provided input, as educational partners, that  the revamped parent education workshops provided in the 2022-2023 year were extremely helpful and beneficial. The workshops were introduced as educational classes that contribute to parents becoming involved with their child's education. While over seventy parents took part in programs offered in 22-23, they still expressed their desire to see parent workshop opportunities continue to grow within the district.  Community Engagement is a goal within RJUSD.  The opportunity to provide a meaningful program that supports the engagement of families and specifically English Learner families is essential.  Evidence of this feedback can be found in Goal 4, Actions 1, 5 and 6.

Riverdale Joint Unified School District took input provided by various educational partners and applied it into the development of the 2023-2024 LCAP.  The various educational partners were informed of their contributions to the development of the LCAP through various final presentations carried out through the district.  The feedback received and offered served as a contribution to the development of a document that supports the learning and success of all students.

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 1 | STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences. |

An explanation of why the LEA has developed this goal.

After internal and external reviews of student data on the subject of student learning, the goal of ALL students is to demonstrate academic growth annually while engaged in diverse, individualized educational experiences. The academic progress of many students in all subgroups is below the grade level expectation in various content (subject) areas as assessed using various measures, such as State assessments and district benchmarks. In addition, progress towards mastery of the English language for students identified as English Learners (EL) is not occurring at the expected rate of 3-5 year for oral proficiency and 4-7 years for academic English proficiency as determined in various measures.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| District Benchmarks ELA Proficiency Rate - All Students | Proficiency K-8: 23% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 43% & 9-12: 37% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 44% & 9-12: 40% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 45% & 9-12: 45% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |
| District Benchmarks ELA Proficiency Rate - Hispanic | Proficiency K-8: 20% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 41% & 9-12: 36% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 43% & 9-12: 38% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 45% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| District Benchmarks ELA Proficiency Rate - White | Proficiency K-8: 34% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 51% & 9-12: 33% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 48% & 9-12: 58% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 50% & 9-12: 60% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |
| District Benchmarks ELA Proficiency Rate - Socio-Economically Disadvantaged | Proficiency K-8: 23% & 9-12: 63.4% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 38% & 9-12: 37% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 37% & 9-12: 39% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 40% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |
| District Benchmarks ELA Proficiency Rate - English Learner | Proficiency K-8: 15% & 9-12: 48% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 20% & 9-12: 13% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 16% & 9-12: 9% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 20% & 9-12: 15% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |
| District Benchmarks ELA Proficiency Rate - Homeless | Proficiency K-8: 19% & 9-12: 61.7% Data Year: 2020-2021 Data Source:Illuminate 2020-2021 | Proficiency K-8: 25% & 9-12: 21% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022 | Proficiency K-8: 26% & 9-12: 22% Spring 2023 Data Year: 2022-2023 Data Source:Illuminate 2022-2023 | | Proficiency K-8: 30% & 9-12: 25% Data Year: 2023-2024 Data Source:Illuminate 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| District Benchmarks ELA Proficiency Rate - Students w/Disabilities | Proficiency K-8: 19% & 9-12: 42%<br>Data Year: 2020-2021 Data<br>Source:Illuminate 2020-2021 | Proficiency K-8: 21% & 9-12: 3% Spring 2022<br>Data Year: 2021-2022 Data<br>Source:Illuminate 2021-2022 | Proficiency K-8: 26% & 9-12: 30% Spring 2023<br>Data Year: 2022-2023 Data<br>Source:Illuminate 2022-2023 | | Proficiency K-8: 28% & 9-12: 32%<br>Data Year: 2023-2024 Data<br>Source:Illuminate 2023-2024 |
| CAASPP Met Achievement: ELA - All Students | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th:  35.57%<br>Met or Exceeded 11th: 45.8%<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 36.75%<br>Met or Exceeded 11th: 54.23%<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th:  38%<br>Met or Exceeded 11th: 55%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA Hispanic | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th:  32.8%<br>Met or Exceeded 11th: 45.21%<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 35.71%<br>Met or Exceeded 11th: 54.17%<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th:  38%<br>Met or Exceeded 11th: 56%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA - White | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th:  53.33%<br>Met or Exceeded 11th: 53.33%<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 56.7%<br>Met or Exceeded 11th: 57.15%<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th:  59%<br>Met or Exceeded 11th: 58%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA - Socio Economically Disadvantaged | 2021 CAASPP Administered Used Local Data As Placeholder until | Met or Exceeded 3rd - 8th:  31.62%<br>Met or Exceeded 11th: 42.38% | Met or Exceeded 3rd - 8th: 32.56%<br>Met or Exceeded 11th: 52.17% | | Met or Exceeded 3rd - 8th:  34%<br>Met or Exceeded 11th: 53% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | CAASPP Scores Arrive: TBD | CAASPP Score: Spring 2021 | CAASPP Score: Spring 2022 | | CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA - English Learner | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th:  11.37%<br>Met or Exceeded 11th:  11.36%<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 12.65%<br>Met or Exceeded 11th: 12.82%<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th:  14%<br>Met or Exceeded 11th: 14%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA - Homeless | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th & 11th:  43.48%<br>Small Sample Size to Report<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th & 11th: 30.3%<br>Small Sample Size to Report<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th & 11th:  32%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: ELA - Students w/Disabilities | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th & 11th:  11.67%<br>Small Sample Size to Report<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th & 11th: 16.93%<br>Small Sample Size to Report<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th & 11th:  19%<br>CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: Math - All Students | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th:  17.74%<br>Met or Exceeded 11th: 27.69%<br>CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 26.47%<br>Met or Exceeded 11th: 28.17%<br>CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th:  30%<br>Met or Exceeded 11th: 30%<br>CAASPP Score: Spring 2023 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| CAASPP Met Achievement: Math - Hispanic | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th: 15.97% Met or Exceeded 11th: 27.83% CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 24.94% Met or Exceeded 11th: 27.5% CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th: 28% Met or Exceeded 11th: 29% CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: Math - White | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th: 31.5% Met or Exceeded 11th: 28.58% CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 35.27% Met or Exceeded 11th: 33.33% CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th: 40% Met or Exceeded 11th: 35% CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: Math - Socio Economically Disadvantaged | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th: 14.68% Met or Exceeded 11th: 26.49% CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 23.3% Met or Exceeded 11th: 25.86% CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th: 26% Met or Exceeded 11th: 28% CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: Math - English Learner | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th: 2% Met or Exceeded 11th: 6.98% CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th: 5.87% Met or Exceeded 11th: 2.56% CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th: 7% Met or Exceeded 11th: 7% CAASPP Score: Spring 2023 |
| CAASPP Met Achievement: Math - Homeless | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th & 11th: 8.34% Small Sample Size to Report CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th & 11th: 23.53% Small. Samples Size to Report CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th & 11th: 25% CAASPP Score: Spring 2023 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| CAASPP Met Achievement: Math - Students w/Disabilities | 2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD | Met or Exceeded 3rd - 8th & 11th:  4.92% Small Sample Size to Report CAASPP Score: Spring 2021 | Met or Exceeded 3rd - 8th & 11th: 10.77% Small Sample Size to Report CAASPP Score: Spring 2022 | | Met or Exceeded 3rd - 8th & 11th: 12% CAASPP Score: Spring 2023 |
| EL Reclassification | 15.8% Reclassified Data Year: 2019-2020 Data Source:DataQuest 2019-2020 | 3.8% Reclassified Data Year: 2020-2021 Data Source:DataQuest 2020-2021 | 5.2% Reclassified Data Year: 2021-2022 Data Source: District Internal Calculation 2021-2022 | | 7% Reclassified Data Year: 2023-2024 Data Source:DataQuest 2023-2024 |
| EL Progress Towards English Proficiency | 46.5% Making Progress Towards Proficiency: Medium Data Year: 2019-2020 Data Source: English Learner Progress - Dashboard | Refer to data below in lieu of no ELPI per suspended 2020 ELPAC<br><br>Level 4 - 14%<br>Level 3 - 48.14%<br>Level 2 - 28.88%<br>Level 1- 8.97%<br>Data Year 2021<br>Data Source: ELPAC | 33.9% Making Progress Towards Proficiency: Very Low Data Year: 2021-2022 Data Source: English Learner Progress - Dashboard | | 36% Making Progress Towards Proficiency: High Data Year: 2023 Data Source: English Learner Progress - Dashboard |
| Implementation of State Standards | 3.2 - Initial Implementation of State Standards Data Year 2020-2021 Data Source: Local Performance Indicator - Dashboard | 3.2 - Initial Implementation of State Standards Data Year 2021-2022 Data Source: Local Performance Indicator - Dashboard (21-22) | 3.6 - Initial Implementation of State Standards Data Year 2022-2023 Data Source: Local Performance Indicator - Dashboard (22-23) | | 4 - Full Implementation and Sustainability of State Standards Data Year 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | Data Source: Local Performance Indicator - Dashboard |
| a-g Completion Rate - Overall | 79.1% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | 55.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | 36.1% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 39% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |
| a-g Completion Rate - Hispanic | 76.4% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | 56.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | 34.2% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 36% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |
| a-g Completion Rate - White | 90% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | 53.3% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | 57.1% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 59% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |
| a-g Completion Rate - Socio Economically Disadvantaged | 77.2% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | 52.9% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | 34.7% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 37% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |
| a-g Completion Rate - English Learner | 66.7% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | 32.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | 24.0% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 26% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |
| a-g Completion Rate - Homeless | 40% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020 | No Data to Report Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021 | No Data to Report Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022 | | 27% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| EAP ELA - Ready | EAP ELA Ready Assessment not given in 2019-2020: SAT ERW Data used for 2019-2020 - 65.85% - 12th grade<br>Data Year: 2019-2020<br>Data Source: DataQuest 2019-2020 | EAP ELA Ready 2020-2021 - 48% - 11th grade<br>Data Year: 2020-2021<br>Data Source: CAASPP 2020-2021 | EAP ELA Ready 2021-2022 - 54.23% - 11th grade<br>Data Year: 2021-2022<br>Data Source: CAASPP 2021-2022 | | 58% EAP ELA Ready<br>Data Year: 2022-2023<br>Data Source: DataQuest 2022-2023 |
| EAP Math - Ready | EAP Math Ready Assessment not given in 2019-2020: SAT Math Data used for 2019-2020 - 34.15% - 12th grade<br>Data Year: 2019-2020<br>Data Source: DataQuest 2019-2020 | EAP Math Ready 2020-2021 - 30% - 11th grade<br>Data Year: 2020-2021<br>Data Source: CAASPP 2020-2021 | EAP Math Ready 2021-2022 - 28.17% - 11th grade<br>Data Year: 2021-2022<br>Data Source: CAASPP 2021-2022 | | 32% EAP Math Ready<br>Data Year: 2022-2023<br>Data Source: DataQuest 2022-2023 |
| AP Score: 3 or higher | 43.6% - AP Score of 3 or higher<br>Data Year: 2019-2020<br>Data Source: AP College Board 2019-2020 | 50.49% - AP Score of 3 or higher<br>Data Year: 2020-2021<br>Data Source: AP College Board 2020-2021 | 28% - AP Score of 3 or higher<br>Data Year: 2021-2022<br>Data Source: AP College Board 2021-2022 | | 30% - AP Score of 3 or higher<br>Data Year: 2022-2023<br>Data Source: 2022-2023 |
| CTE Pathway Completion Rate | 39% - 11th/12th CTE Pathway Completion Rate<br>Data Year: 2020-2021 | 42% - 11th/12th CTE Pathway Completion Rate<br>Data Year: 2021-2022 | 39% - 11th/12th CTE Pathway Completion Rate<br>Data Year: 2022-2023 | | 43% -11th/12th CTE Pathway Completion Rate<br>Data Year: 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: Aeries 2020-2021 | Data Source: Aeries 2021-2022 | Data Source: Aeries 2022-2023 | | Data Source: Aeries 2023-2024 |
| a-g Completion and CTE Pathway Completion Rate | 27% - 12th CTE/a-g Completion Rate Data Year: 2020-2021 Data Source: Aeries 2020-2021 | 22.4% - 12th CTE/a-g Completion Rate Data Year: 2021-2022 Data Source: Aeries 2021-2022 | 21.6% - 12th CTE/a-g Completion Rate Data Year: 2022-2023 Data Source: Aeries 2022-2023 | | 24% - 12th CTE/a-g Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024 |
| Other Pupil Outcomes: Student ROP/CTE Enrollment | Other Pupil Outcomes: Student ROP/CTE Enrollment - All = 354 Data Year: 2020-21 Data Source: Aeries 2020-2021 | Other Pupil Outcomes: Student ROP/CTE Enrollment All = 447 Data Year: 2021-22 Data Source: CALPADS (3.2) 2021-2022 | Other Pupil Outcomes: Student ROP/CTE Enrollment All = 466 Data Year: 2022-23 Data Source: CALPADS (3.2) 2022-2023 | | Other Pupil Outcomes Student ROP/CTE Enrollment = Increased or Maintained w/in 5% Data Year: 2023-24 Data Source: CALPADS 2023-2024 |
| Other Pupil Outcomes: Student ROP/CTE Enrollment - Socio Economically Disadvantaged | New Metric | New Metric | Other Pupil Outcomes: Student ROP/CTE Enrollment Socio Economically Disadvantaged = 393 (84% of Student Enrollment) Data Year: 2022-23 Data Source: Aeries 2022-2023 | | Other Pupil Outcomes Student ROP/CTE Enrollment Socio Economically Disadvantaged = Increased or Maintained w/in 2% Data Year: 2023-24 Data Source: CALPADS 2023-2024 |
| Other Pupil Outcomes: Student ROP/CTE Enrollment - English Learner | New Metric | New Metric | Other Pupil Outcomes: Student ROP/CTE Enrollment English Learner  = | | Other Pupil Outcomes Student ROP/CTE Enrollment English Learner = Increased or Maintained w/in 2% |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | 102 (22% of Student Enrollment)<br>Data Year: 2022-23<br>Data Source: Aeries 2022-2023 | | Data Year: 2023-24<br>Data Source: CALPADS 2023-2024 |
| Maintain or Increase ROP/CTE Course Offerings | Maintained 8 ROP/CTE Course Offerings<br>Data Year: 2020-21<br>Data Source: Aeries 2020-2021 | Maintained 8 ROP/CTE Course Offerings<br>Data Year: 2021-22<br>Data Source: Aeries 2021-2022 | Maintained 8 ROP/CTE Course Offerings<br>Data Year: 2022-23<br>Data Source: Aeries 2022-2023 | | Maintained or Increase ROP/CTE Course Offerings<br>Data Year: 2023-24<br>Data Source: Aeries 2023-2024 |
| Appropriately assigned and fully credentialed teachers | 0% Misassignments<br>0% Vacancies<br>Data Year: 2020-21<br>Data Source: CalSAAS 2020-21 | 0% Misassignments<br>0% Vacancies<br>Data Year: 2021-22<br>Data Source: CalSAAS 2021-22 | 0% Misassignments<br>0% Vacancies<br>Data Year: 2022-23<br>Data Source: LEA Internal Review 2022-23 | | 0% Misassignments<br>0% Vacancies<br>Data Year: 2023-24<br>Data Source: CalSAAS 2023-24 |
| Access to a Broad Course of Study | 95% of students had access to a broad course of study<br>Data Year: 2020-2021<br>Data Source: Aeries 2020-2021 | 97% of students had access to a broad course of study<br>Data Year: 2021-2022<br>Data Source: Aeries 2021-2022 | 99% of students had access to a broad course of study<br>Data Year: 2022-2023<br>Data Source: Aeries 2022-2023 | | 100% of students had access to a broad course of study<br>Data Year: 2023-2024<br>Data Source: Aeries 2023-2024 |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.1** | Highly Effective & Qualified Staff | All instructional staff are considered to be highly effective to fulfill their teaching assignment. Qualified and capable classified and certificated | $11,160,183.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | employees are in place to support the overall learning structure for students. | | |
| 1.2 | Staff Collaboration | Provide opportunities for instructional staff to collaborate on the topic of student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment. | $0.00 | No |
| 1.3 | Supplemental Materials | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. To address this need RJUSD will provide supplemental materials to augment instructional practices outside the basic content and coursework in all areas of study by supporting the identified students' ability to access coursework thus enhancing their academic performance as expressed by teacher feedback. It is our expectation that providing supplemental materials will increase state and local assessment scores for English Learners and Low Income students, as it is designed to augment instructional practices outside the basic content and coursework to decrease the achievement gap for the identified students. However, because RJUSD expects the addition of supplemental materials to augment instructional practices to support all students, this action is provided on an LEA-wide basis. | $608,541.00 | Yes |
| 1.4 | Supplemental Materials - Special Education | Provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards. | $1,325,520.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | | | |
| **1.5** | Summer School | As demonstrated in the  Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics.   To address this need RJUSD will provide Summer School intervention to the identified students.  During summer school intervention, English Learner and Low Income students will have access to small group instruction, enrichment opportunities and skill building lessons to support the closure of the achievement gap. Following conversations among instructional staff, it is our expectation that providing Summer School Intervention will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to build and increase their academic skills. However, because RJUSD expects the addition of Summer School Intervention to support all students, this action is provided on an LEA-wide basis. | $228,705.00 | No |
| **1.6** | Instructional Steering Committee | As demonstrated in the  Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All  Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. To address this need, RJUSD will develop and maintain an Instructional Steering Committee composed of district and teacher leaders.  The creation and continuation of the Instructional Steering Committee will be able to  further develop and sustain the systems, structures, and resources for instructional practices at each school site.  The purpose of the committee is to develop a multi-tiered system of support to provide additional opportunities that will help meet the identified students' needs and RJUSD's goals to close the achievement gaps for its at-risk students.  It is our expectation that establishing and carrying out the Instructional Steering Committee will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to develop and sustain systems, structures and resources for | $13,781.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | instructional practices at each school site.  However, because RJUSD expects that the systems, structures and practices created will benefit all students, this action is provided on an LEA-wide basis. | | |
| **1.7** | Targeted Instruction | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All  Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. To address this need RJUSD will provide targeted services during instruction to English Learner and Low Income students.  Targeted Services for the identified students will include highly effective certificated instructors, including ELD instruction and intervention, and a reading resource teacher (TK-3).  Targeted instruction will support language acquisition, vocabulary development and other needs identified by local data to develop academic skills and narrow the achievement gap in comparison to "All Students". It is our expectation that providing targeted instruction to English Learner and Low Income students will result in increased state and local scores thus decreasing the achievement gap, as the program is designed to support language acquisition, vocabulary development and reading skills.  However, because RJUSD expects the addition of Targeted Services to support all students, this action is provided on an LEA-wide basis. | $468,758.00 | Yes |
| **1.8** | Specialized Programs | Students who have been identified as English Learner and Low Income have a low participation rate in comparison to "All Students" in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses as identified in a-g completion rates and ROP/CTE enrollment. RJUSD will provide increased access to a broad range of courses content and coursework beyond the academic core, including Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Science, Technology, and Math (STEM), and Advancement Via Individual Determination (AVID) for the identified students. These | $2,481,782.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | additional course offerings will provide opportunities of greater interest for students to explore enrichment opportunities, college and career readiness and a sense of school connectedness by enrolling in such VAPA, CTE, and STEM courses. It is expected that an increase will occur in both the ROP/CTE participation rate and a-g completion rate for English Learner and Low Income students, as these programs are designed based on student interest to draw in student enrollment. However, because RJUSD expects the offering of such courses to support all students, this action is provided on an LEA-wide basis. | | |
| 1.9 | Scheduled Intervention | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. RJUSD will have in place academic-instructional schedules to best support student learning opportunities for English Learners and Low Income students. The utilization of schedules will provide time for additional academic support during the school day (e.g. master schedule, modified block schedule, structured/scheduled intervention time) will aid in improving academic progress. A deployment schedule with an EL focus, will take place for grades K-6. In providing structured schedules, identified students can be exposed to various methods of intervention that support students' ability to access coursework to improve their academic skills and narrow the achievement gap. It is our expectation that providing academic-instructional scheduling to English Learner and Low Income students will result in increased state and local scores thus decreasing the achievement gap, as the program is designed to create opportunities for identified students to improve their academic skill set. However, because RJUSD expects these various academic-instructional schedules to support all students, this action is provided on an LEA-wide basis. | $0.00 | No |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| **1.10** | Instructional Support | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics.To address this need, RJUSD will have instructional support staff (e.g. highly effective tutors) in place to work with identified students who possess the greatest academic need. The presence of instructional support staff working with identified students will allow for smaller group interaction, 1:1 learning opportunities, and individualized opportunities of intervention to aid in the increase of academic skill development to narrow the achievement gap. It is the expectation of RJUSD that providing instructional support staff working with English Learners and Low Income students will result in increased state and local scores thus reducing the achievement gap, as the program is designed to reduce skill deficits, create 1:1 learning opportunities and support individualized opportunities. However, because RJUSD expects the addition of instructional support staff to support all students, this action is provided on an LEA-wide basis. | $377,299.00 | Yes |
| **1.11** | Standards-Aligned Assessments | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. To address this need, RJUSD will develop and refine standards-aligned assessments at each grade level and utilize various data systems. In providing standards-aligned assessments at each grade level and utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies while various data systems in ELD can monitor growth and provide instructional strategies to the identified population of students to increase academic skill and narrow the achievement gap. It is the expectation of RJUSD that developing and refining standards-aligned assessments will increase academic skill and narrow the achievement gap of English Learners and Low Income students, as the program is designed to measure and monitor academic skill development and increase. However, because RJUSD | $186,361.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | expects that developing and refining standards-aligned assessments will support all students, this action is provided on an LEA-wide basis. | | |

# Goal Analysis [2022-23]

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.

Riverdale Joint Unified was able to effectively carry out and implement a majority of the actions listed under Goal 1 in the 2022-2023 LCAP. The district was able to provide a highly effective and qualified staff as defined in Action 1 that was given numerous opportunities to collaborate as desired in Action 2 and in Action 6 with the Instructional Steering Committee meetings throughout the year.  Throughout the 2022-2023 school year, instructional staff were able to order, receive and use a wide range of supplemental materials for students identified as English Learners and Low Income.  Instructional staff working with Students with Disabilities were also able to access a variety of supplemental materials to support student learning.  Actions 3 and 4 are directly related to providing supplemental materials to specifically identified students to support their educational process.  While there are various methods to address the achievement gap students possess instructionally, Riverdale Joint Unified was able to carry out Action 5 by providing summer school as detailed in the 22-23 LCAP.   Action 7, which addresses Targeted Instruction, did face a challenge from the initial 22-23 LCAP desires.  During the 2022-2023 year, the district experienced a vacancy in the TK-3rd grade Reading Resource Teacher.  The district was unable to fill this position but did seek other measures to help narrow the gap as best as possible.  RJUSD is examining how to redesign the reading position for the 2023-2024 school year in their LCAP.   The district was able to fully utilize and provide specialized programs to students to support their desire of courses while also providing a pathway for a-g completion for four-year college entrance.  Programs such as Regional Occupational Programs (ROP) and Career Technical Education (CTE) courses along with Visual and Performing Arts (VAPA) and Science, Technology, and Math (STEM) were available for students.  The opportunity to provide these programs stems directly from Action 8.  While the courses outlined in Action 8 are specialized, RJUSD also maintains a focus on core academic courses.  Courses such as English, Mathematics, Science and Social Science are a core focus and scheduled interventions were carried out to narrow the achievement gap of identified students as outlined in Action 9.  In addition, Instructional Support, as indicated in Action 10,  was carried out by providing small groups and 1:1 opportunities by Instructional Staff with identified students to also help narrow the achievement gap.  To help in measuring the effectiveness of the programs being carried out and to examine our ability to narrow the achievement gap, RJUSD has been able to use standards-aligned assessments to measure student progress as outlined in Action 11.  While RJUSD has exited COVID-19, its impact on student learning was tremendous as Riverdale Joint Unified School District found moderate success from the implementation of actions layed out in Goal 1 which focused on Student Learning.  Riverdale Joint Unified School District was able to carry out all of their actions for students as planned.  While data revealed a big boost in scores last year as students returned to in-person formats of instruction, the "boost" in scores for 2022-2023 were not as large.

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

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures, RJUSD identified areas of change in the following actions to review. Action 1 revealed an approximate $530,000 increase in Highly Effective and Qualified Staff that can be attributed to salary increases from negotiated contracts in the 2022-2023 school year. Action 3 saw a little over a $45,000 increase from budgeted items in the spring of 2022 as greater materials were purchased in 22-23 and inflation took place on the price of items. Similar to Action 1, Action 4 had an approximate increase of $57,000 due to salary increases for staff working in Special Education. In reflecting on lower performing metric scores, RJUSD will be increasing their summer school program to address student needs. The projected expansion of summer school will cost an additional $75,000 as seen in Action 5. As explained earlier, RJUSD had a vacancy in their Reading Resource program for the 2022-2023 school year. The vacancy resulted in approximately $112,000 less being spent in Action 7. RJUSD is hopeful to fill this vacancy with a redesign of the program for the 2023-2024 school year. Action 8 witnessed a reduction in spending by approximately $215,000 as a slated agriculture project was pushed from the 2022-2023 school year to the following year (2023-2024). RJUSD experienced tremendous turnover amongst instructional tutors during the 2022-2023 school year. RJUSD had expanded the number of tutors during the 2022-2023 school year but faced difficulty in keeping the positions constantly full. The inability to fully staff the expanded level of tutors in 22-23 resulted in $41,335 less being spent in Action 10. Action 11 also saw an increase in spending of approximately $52,500 as salary increases in 22-23 also impacted this area with staff connected to the work of standards-aligned assessments. RJUSD did experience some adjustments between the budgeted and estimated actual expenditures during the 2022-2023 school year.

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

While the actions under Goal 1 were viewed as effective, the examination of data from various metrics revealed moderate growth and frustration. In examining spring 2022 CAASPP data, RJUSD saw an overall increase of 1.18% for 3rd-8th grade along with a 8.43% increase for 11th grade in English Language Arts. In the area of mathematics, 3rd-8th grade saw a large increase of 8.73% with 11th grade only experiencing a small increase of 0.48%. While these numbers indicate growth, the California School Dashboard revealed that RJUSD students (3rd-8th & 11th) performed 28.9 points below the standard for an indicator of "low". Mathematics experienced worse results with the same students performing 65.8 points below the standard also indicating a "low" mark. While the results from the Dashboard were disappointing, growth was still made. English Learners grew in the CAASPP by 1.28% in 3rd-8th and 1.46% for 11th. 3rd-8th grade in math grew by 3.87% but 11th graders declined by 4.42%. The examination of CAASPP data is from the previous year. To fully examine current trends, RJUSD analyzed District Benchmark data in English Language Arts for the 2022-2023 school year. In looking at District Benchmark data, K-8 increased by 1% and 11th grade by 3%. In examining EL students, K-8 and 11th grade both declined by 4%. Actions such as 1 (Highly Effective & Qualified Staff), 2 (Staff Collaboration), 6 (Instructional Steering Committee) and 11 (Standards-Aligned Assessments) all have been effective but supported with mixed and moderate results from examination of metric data. Metric data does indicate growth in many areas but the growth is not what was hoped or desired. The work from these actions has allowed RJUSD to grow and improve student achievement. The results from the metrics can offer a different perspective however as challenges with COVID-19 in recent years have presented unforeseen challenges. While there has been some backtracking with student success, RJUSD is in a better position for the student learning of English Learners and Socio Economically Disadvantaged students then where they were at the beginning of this current LCAP cycle.

Another area of mixed results comes from Students with Disabilities.  RJUSD was placed in Differentiated Assistance for low academic performance, as indicated on the California School Dashboard, of Students with Disabilities.  Action 4, Supplemental Materials, is specifically addressed towards students receiving Special Education services.  While the 2022 spring CAASPP data may reveal  "Very Low" performance, RJUSD can see growth within their 22-23 District Benchmark Data.  In examining this specific data, RJUSD saw an increase of 4% for grades K-8 and a whopping 27% increase for students in grades 9-12.

An additional item that RJUSD was placed in Differentiated Assistance (DA) for was with English Learners and their progress towards English language proficiency.  On the California School Dashboard, these students ranked "Very Low" with only 33.9% of students making progress.  Actions 7 (Targeted Instruction), 9 (Scheduled Intervention), and 10 (Instructional Support) all gear towards working and support academic development of English Learners.  While CA Dashboard data indicates a large number of students not making progress, RJUSD does feel these actions are benefiting English Learner students as 21-22 CAASPP data revealed an increase of 1.28% for grades 3rd-8th and a 1.46% increase for grade 11.

While District Benchmark data indicates a decrease in scores, RJUSD is aware of the negative academic impact COVID-19 presented for this student population.  The greatest awareness RJUSD witnessed connects with Action 8, Specialized Programs.  Specialized Programs involve programs such as STEM courses, ROP/CTE programs, VAPA programs such as art, music and choir and other a-g course offerings.  While RJUSD feels these programs are important to the well rounded education of children, examination of data indicates that a-g completion rate is in a continued decline along with a declining trend in Advanced Placement (AP) passing scores (a score of 3 or higher needed).  Conversations with students on the secondary level, grades 9-12, reveal that students are less inclined to pursue 4-year postsecondary choices and are opting for junior college entry.  The desire for community college entry is centered on recent programs that allow for community college to be free for individuals entering into them.  While students may be preferring to enter a community college for free as opposed to a 4-year program and their cost, both are still considered to be a "college".

RJUSD will continue to offer specialized programs but work on the messaging of the importance of community college and how the district's courses support that pathway.  RJUSD saw moderate success in the output of their actions under Goal 1.

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.

Riverdale Joint Unified School District made changes to the 2023-2024 desired outcomes based on community partner feedback.  COVID-19 from the spring of 2020 through the spring of 2022 set Riverdale Joint Unified back in academic progress.  In fact, COVID-19 contributed to a regression of academic scores and markers.  While RJUSD continues to make strides towards improving student academic achievement, the pre-COVID outcomes set for 2023-2024 are unattainable.  Since the large regression in student learning during COVID-19, RJUSD is making growth but a new outcome needs to be set.  Conversations with educational staff and parents agreed that while growth is being made, new outcomes need to be set for many areas.  Desired outcomes for 2023-2024 were reset in all areas involving academic markers.  The recalculation of 23-24 outcomes will still serve as an important marker for growth as the district will still have to reach these new set goals.  In addition to various academic outcomes for 23-24 being reset, RJUSD did have to use alternative measurements for the 22-23 year on

different metrics.  As EL Reclassification data has yet to be released from the California Department of Education, RJUSD conducted an internal calculation by taking the number of reclassified students (29) in 21-22 and dividing it by the total number of EL students (563) within that year.  Using that calculation, RJUSD was able to produce a reclassification percentage of 5.2% for the 2021-2022 year.  In addition, available data from the CA Dashboard on English Learner Progress allowed RJUSD to use this information instead of ELPAC information from the previous year's LCAP.   The final change in a measuring tool for the identified metrics, was in the area of "Appropriately assigned and fully credentialed teachers" as the state of California has delayed in releasing this information.  RJUSD used an internal audit along with confirmation from the Fresno County Superintendent of School Credentialing Office to confirm that there were zero mis-assignments and vacancies during the 2022-2023 school year.  RJUSD did make changes to several of the academic outcomes for the 2023-2024 school year along with using alternative measures for some metrics in the current year.  RJUSD did notice an error in the listing of a source used for the a-g Completion and CTE Pathway Completion Rate for the 2022-2023 LCAP.  The metric had used the student management system Aeries to collect this information for the 2020-2021 year.  The same measurement tool was used for 2021-2022 but the source was listed as the CCI-Dashboard.  This was incorrect.  The correct measurement tool for the 2021-2022 year was Aeries, the same as in 20-21 and for 22-23.A new metric was added to Goal 1 that allows a deeper dive into the ROP/CTE Enrollment for Socio Economically Disadvantaged and English Learner students.  Previously, RJUSD offered one metric which indicated the overall ROP/CTE enrollment for the district.  The two new metrics allows the district to see, through data, the enrollment of Socio Economically and English Learner students in comparison to the overall student population.  This metric is in alignment with Action 8 - Specialized Programs.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 2 | PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom. |

An explanation of why the LEA has developed this goal.

Pursuing the goal of ALL students demonstrating growth annually while engaged in diverse, individualized educational experiences requires the establishment of a system of communication across the organization that possesses accountability, support and meets the needs of teachers. Teachers have identified that professional growth in curriculum such as (a) Implementation of the California State Standards, Next Generation English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and additional content standards adopted by the State of California during the term of this Local Control Accountability Plan is necessary for effective instruction to facilitate achievement. Teachers have also identified that professional growth in (b) 21st Century Skills include critical thinking, communication, collaboration, and creativity and the ability to apply these skills utilizing technology will contribute to student academic success.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Sufficient Core Instructional Materials | 100% Sufficient Core Instructional Materials Data Year: 2020-2021 Data Source: Board Approval 2020-2021 | 100% Sufficient Core Instructional Materials Date Year: 2021-2022 Data Source: Board Approval 2021-2022 | 100% Sufficient Core Instructional Materials Date Year: 2022-2023 Data Source: Board Approval 2022-2023 | | 100% Sufficient Core Instructional Materials Data Year: 2023-2024 Data Source: Board Approval 2023-2024 |
| Student Access to Technology at Home | 100% of students have access to technology at home Data Year: 2020-2021 Data Source: Technology | 100% of students have access to technology at home Data Year: 2021-2022 Data Source: Technology | 100% of students have access to technology at home Data Year: 2022-2023 Data Source: Technology | | 100% of students have access to technology at home Data Year: 2023-2024 Data Source: Technology |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Department Asset Report 2020-2021 | Department Asset Report 2021-2022 | Department Asset Report 2022-2023 | | Department Asset Report 2023-2024 |
| Student Connectivity to Internet at Home | 96% of students have connectivity to internet at home<br>Data Year: 2020-2021<br>Data Source: Technology Department Asset Report 2020-2021 | 98% of students have connectivity to internet at home<br>Data Year: 2021-2022<br>Data Source: Technology Department Asset Report 2021-2022 | 100% of students have connectivity to internet at home<br>Data Year: 2022-2023<br>Data Source: Technology Department Asset Report 2022-2023 | | 100% of students have connectivity to internet at home<br>Data Year: 2023-2024<br>Data Source: Technology Department Asset Report 2023-2024 |
| Classroom Observations | 25% of Teachers Observed Four Times Per Year<br>Data Year: 2020-2021<br>Data Source: District Measurement 2020-2021 | 60% of Teachers Observed Four Times Per Year<br>Data Year: 2021-2022<br>Data Source: District Measurement 2021-2022 | 65% of Teachers Observed Four Times Per Year<br>Data Year: 2022-2023<br>Data Source: District Measurement 2022-2023 | | 100% of Teachers Observed Four Times Per Year<br>Data Year: 2023-2024<br>Data Source: District Measurement 2023-2024 |
| Staff Survey | 20% Staff Survey Participation Rate<br>Data Year: 2020-2021<br>Data Source: Local Survey 2020-2021 | 38.9% Staff Survey Participation Rate<br>Data Year: 2021-2022<br>Data Source: Local Survey 2021-2022 | 41% Staff Survey Participation Rate<br>Data Year: 2022-2023<br>Data Source: Local Survey 2022-2023 | | 50% Staff Survey Participation Rate<br>Data Year: 2023-2024<br>Data Source: Local Survey 2023-2024 |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 2.1 | Standard Aligned Instructional Materials | Provide State Standards aligned instructional materials. | $312,321.00 | No |
| 2.2 | Professional Development | Offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops. | $135,807.00 | No |
| 2.3 | Instructional Technology | Educational partners, through conversation in forums, have indicated that English Learner and Low Income pupils have less exposure to technology than "All Students".  To address this need, RJUSD will equip English Learner and Low Income students with the necessary instructional technology and provide employees with the tools to support student learning. In providing instructional technology to English Learners and Low Income students RJUSD  will be able to allow them to engage in 21st Century learning opportunities. These opportunities for both students and staff will bring technology both in the classroom and at home while supporting the identified students' ability to access coursework through the medium instructional staff is using.   It is the expectation of RJUSD that by providing English Learner and Low Income students with the needed instructional technology they will have these tools within their possession, as the program is designed to provide these items of technology to support and expand student learning.  However, because RJUSD expects that providing these tools of instructional technology will support all students, this action is provided on an LEA-wide basis. | $697,842.00 | Yes |
| 2.4 | Professional Development ELD | As demonstrated in the Identified Needs and Metrics sections, English Learners have demonstrated an achievement gap in comparison to "All Students" in both English Language Arts and Math in state and local assessments.  To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards when working with English Learner students.  In receiving professional learning opportunities on ELD standards, instructional staff can | $87,212.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | provide intervention to support and address academic skills to address the achievement gap these students have in comparison to "All Students". RJUSD anticipates that the offering of professional learning opportunities for instructional staff on ELD standards will benefit English Learners and support them in building their academic skills thus closing the achievement gap on state and local assessments. | | |
| 2.5 | ELD Supplemental Materials | As demonstrated in the Identified Needs and Metrics sections, English Learners have demonstrated an achievement gap in comparison to "All Students" in both English Language Arts and Math in state and local assessments along with a low reclassification rate. To address this need, RJUSD will provide ELD supplemental materials to English Learner students. The addition of ELD supplemental materials will support academic growth and augment instructional practices outside the basic content and coursework in all areas of study by supporting English Learner students' ability to access coursework thus increasing their academic skills to close the achievement gap and increase reclassification rates. RJUSD expects that providing ELD supplemental materials to EL students will result in decreasing the achievement gap on state and local assessments while also increasing their reclassification rates. | $19,142.00 | Yes |
| 2.6 | Staff Collaboration | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics. To address this need, RJUSD will offer ongoing professional learning opportunities. These professional learning opportunities will include on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops aimed for teachers to provide a multi-tiered system of support for English Learner and Low Income students to narrow the achievement gap. It is our expectation that providing professional | $40,547.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|-------|-------------|-------------|--------------|
| | | learning opportunities will increase state and local assessment scores for English Learners and Low Income students, as it is designed to support the vertical articulation of curriculum for all instructional staff by increasing the embedded tiers of support and strategies for our identified students.   However, because RJUSD expects the incorporation of these professional learning opportunities to support all students, this action is provided on an LEA-wide basis. | | |
| **2.7** | Instructional Coaching | As demonstrated in the Identified Needs and Metrics sections, English Learners and Low Income students have displayed an achievement gap in comparison to "All Students" in academic performance in both local and state assessments in English Language Arts and Mathematics.   To address this need, RJUSD will coordinate instructional coaching support for their instructional staff.  Instructional Coaching will occur for the implementation of standards-based instruction and 21st Century Learning for teachers working with identified populations to support and introduce instructional practices to address small group instruction, scaffolding and skills building lessons to support the narrowing of the achievement gap. It is our expectation that coordinating instructional coaching will support teachers in increasing the academic level of English Learner and Low Income students,  as it is designed to provide targeted instruction for students based on identified need and skill deficits and thus lower the achievement gap in comparison to other students.  However, RJUSD expects that the providing of these services will support all students, this action is provided on an LEA-wide basis. | $221,281.00 | Yes |
| **2.8** | Library Staff | As demonstrated in the  Identified Needs and Metrics sections, English Learner and Low Income pupils have exhibited low reading levels through district benchmarks in comparison to "All Students". To address this need, RJUSD will have library staff work with identified students and provide a wide assortment of varied reading materials. The library staff will offer support by providing varied levels of reading materials for student access.  Library staff will gather student | $189,264.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
|  |  | perspectives to offer a range of reading materials that appeal to student interest and trends.  It is our expectation that providing the availability of varied reading materials for English Learner and Low Income students, as it is designed to encourage reading and increase literacy skills will encourage an excitement for reading and increase literacy skills, thus resulting in increasing district benchmark scores for these identified populations.   However, because RJUSD expects the addition of these reading materials to support all students, this action is provided on an LEA-wide basis. |  |  |

# Goal Analysis [2022-23]

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.

Riverdale Joint Unified School District was able to successfully implement their actions as outlined in Goal 2.  The instructional staff of RJUSD used board adopted curriculums that were standard aligned instructional materials as determined in Action 1.  Access to technology for students was utilized by teachers in carrying out their curriculums as designated in Action 3.  RJUSD was able to purchase a new Science curriculum for the entire district.  Some of the professional development set aside was to assist K-6 teachers and subject area teachers in grades 7-12 on the new Science materials.  Professional development took place throughout the year on several items in addition to Science.  Literacy continued to be a focus along with subject specific areas such as Mathematics and Visual and Performing Arts.  Staff also had the opportunity to take part in professional development in the area of social - emotional strategies and approaches as desired in Action 2.  Teachers were provided opportunities to collaborate together on approaches, strategies and methodologies gathered from professional development.  Staff collaboration was identified in Action 6.  Specific professional development in the area of English Language Development (ELD) took place to assist English Learners and their progress in learning.  Narrowing the achievement gap is a driving force for the focus of ELD professional development.  ELD teachers were also able to acquire and use ELD supplemental materials to support their work with students.  Professional development and instructional materials designated for English Learners stem from Actions 4 and 5 of Goal 2.  Opportunities for professional development again faced challenges as a shortage of substitute teachers presented obstacles.  Again to work around days of substitute coverage, RJUSD sent presenters into classrooms so that teachers could work with students.  The transition of Instructional Coaching from pull-out models to push-in models for teachers allowed the district to be able to carry out Action 7 in the LCAP under Goal 2.  While RJUSD was able to fulfill Action 8 by providing Library Staff at each campus, periods of vacancy occurred due to personal leave.  Riverdale Joint Unified School District was able to implement the actions listed under Goal 2 and did not occur any substantive differences.

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

In examining material differences in Goal 2, RJUSD did experience differences in their projected expenditures. In the 2022-2023 school year, RJUSD did purchase a new Science curriculum but was able to save $52,600 as the adoption was cheaper than initially thought. This savings of $52,600 can be found in Action 1. As shared earlier, RJUSD experienced difficulties in securing substitutes for teachers to take part in Professional Development. During the year, RJUSD modified their approach towards Professional Development and had presenters go into the classrooms. In changing the method of professional development delivery, the district did not use as many substitutes as projected and was able to save $37,500 as seen in Action 2. Professional development also experienced changes as teachers changed their perspective on out-of-town professional learning opportunities. Both AVID and Social Science teachers chose not to attend out of town professional development which resulted in $16,600 less being spent in Action 6. Action 3 had a large difference in projected expenditures with almost $250,000 more being spent. The massive increase was due to 1) an increase in salaries in 2022-2023 and 2) an unexpected need to purchase chromebooks that had not been budgeted. This unexpected increase did greatly change the projected cost of Action 3. Action 8, which focuses on specialized programs, had a cost increase of $25,000 due to increases in RJUSD salaries through a negotiated contract in 22-23. Goal 2 did have adjustments from budgeted to estimated actual expenditures during the 2022-2023 school year.

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

In reflecting on the carrying out of the actions in Goal 2, Riverdale Joint Unified School District deemed them to be effective when examining the metrics associated with them. Goal 2 focuses on Professional Growth to support and meet the needs of teachers. Many of the goals are based on opportunities for critical thinking, collaboration and creativity on curriculum and delivery of California State Standards. Actions 1 (Standard Aligned Instructional Materials), 2 (Professional Development), 4 (Professional Development ELD), 5 (ELD Materials), 6 (Staff Collaboration), and 7 (Instructional Coaching) all contribute to the professional growth of teachers to carry out, develop and enhance their instructional practices. Action 8, Library Staff, also connects with the teacher development of materials relating to instruction as various site's Library staff play an integral resource in the process of promoting and advancing literacy skills. The district's ability to provide sufficient core instructional materials, conduct classroom observations, and reviewing responses and input from staff surveys all provide information to demonstrate the effectiveness of carrying out these actions. Results from the aforementioned metrics all indicate growth to demonstrate greater input and contribution or indicate consistent sustainability. The metrics of indicating "Student Access to Technology at Home" and " Student Connectivity to Internet at Home" both indicate 100% ability in carrying out the stated items. The ability to provide student access and connectivity at home for students ties in directly with the previously stated actions tied to teacher professional development but also Action 3, Instructional Technology. If access and connectivity were not available for students, there would be a disconnect between instruction taking place in the classroom and the student's ability to extend it at home. All of the actions found under Goal 2 were effective in promoting and developing professional growth for instructional staff.

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

In examining the various metrics and their sustainment or growth under Goal 2, Riverdale Joint Unified School District will continue to work towards their goal of Professional Growth by carrying out their actions as listed. The opportunity for professional growth, as identified under

Goal 2, is essential for educators and support staff to hone, enhance and develop instructional strategies to work with the identified groups to close this gap.  As discussed in Goal 1, RJUSD focused with greater intensity during the 2022-2023 school year on English Learners and Students with Disabilities based on the district's placement in Differentiated Assistance (DA).  The pedagogy, curriculum and tools are an important contribution to the approaches being developed and matured.  RJUSD is committed to providing instructional staff the necessary tools to work with and implement as a result of the professional development and growth taking place.  During the 2022-2023 school year RJUSD teachers expressed the desire to have a tighter focus on professional development by reducing the number of items being implemented and explored to a smaller number.  The philosophy teachers provided in feedback was to allow them to hone their skills on fewer items as the numerous programs did feel overwhelming.  RJUSD will move forward in 2023-2024 with the actions under Goal 2 but continue their focus on English Learners and Students with Disabilities while reducing other prescribed programs to allow teachers to place their attention on fewer items.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 3 | SCHOOL CLIMATE & CULTURE - Goal 3: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally. |

| An explanation of why the LEA has developed this goal. |
|---|
| A school is a place for education, and it's also a place where kids can socialize and develop skills that will help them later in life.  It is the goal for ALL students and staff to learn and work in a positive climate and culture that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community.  A positive climate and culture can be measured through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally.  Providing a learning environment that is clean, appealing, and safe where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally. |

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Chronic Absenteeism Rate | 6.9% Chronic Absenteeism Rate Data Year: 2019-2020 Data Source: CALPADS | 15.0% Chronic Absenteeism Rate Data Year: 2020-2021 Data Source: DataQuest | 33.9% Chronic Absenteeism Rate Data Year: 2021-2022 Data Source: DataQuest | | 25% Chronic Absenteeism Rate Data Year: 2022-2023 Data Source: DataQuest |
| Chronic Absenteeism Rate - English Learners | New Metric | New Metric | 36.6% Chronic Absenteeism Rate - EL Students Data Year: 2021-2022 Data Source: DataQuest | | 30% Chronic Absenteeism Rate - EL Students Data Year: 2022-2023 Data Source: DataQuest |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Chronic Absenteeism Rate - Socio Economically Disadvantaged | New Metric | New Metric | 35.7% Chronic Absenteeism Rate - SED Students<br>Data Year: 2021-2022<br>Data Source: DataQuest | | 30% Chronic Absenteeism Rate - SED Students<br>Data Year: 2022-2023<br>Data Source: DataQuest |
| Truancy Rate | 8% Truancy Rate<br>Data Year: 2019-2020<br>Data Source: Aeries Analytics | 6.9% Truancy Rate<br>Data Year: 2020-2021<br>Data Source: Aeries Analytics | 9.2% Truancy Rate<br>Data Year: 2021-2022<br>Data Source: Aeries Analytics | | 5% Truancy Rate<br>Data Year: 2022-2023<br>Data Source: Aeries Analytics |
| Student Attendance Rate | 95.99% Attendance Rate<br>Data Year 2020-2021<br>Data Source: Aeries (P2 Report Carry-over from 2019-2020) | 93.84% Attendance Rate<br>Data Year 2021-2022<br>Data Source: Aeries (P2 Report) | 94.26% Attendance Rate<br>Data Year 2022-2023<br>Data Source: Aeries (P2 Report) | | 97% Attendance Rate<br>Data Year 2023-2024<br>Data Source: Aeries (P2 Report) |
| High School Graduation Rate | 94% High School Graduation Rate<br>Data Year: 2019-2020<br>Data Source: CA Dashboard 2019-2020 | 96.4% High School Graduation Rate<br>Data Year: 2020-2021<br>Data Source: CA Dashboard 2020-2021 | 92.5% High School Graduation Rate<br>Data Year: 2021-2022<br>Data Source: CA Dashboard 2021-2022 | | 100% High School Graduation Rate<br>Data Year: 2022-2023<br>Data Source: CA Dashboard |
| High School Dropout Rate | 3.7% High School Dropout Rate<br>Data Year: 2019-2020<br>Data Source: DataQuest 2019-2020 | 2.7% High School Dropout Rate<br>Data Year: 2020-2021<br>Data Source: DataQuest 2020-2021 | 3.7% High School Dropout Rate<br>Data Year: 2021-2022<br>Data Source: DataQuest 2021-2022 | | 0% High School Dropout Rate (Maintain Low Rate)<br>Data Year: 2022-2023<br>Data Source: DataQuest |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Middle School Drop-out Rate | 0% Middle School Dropout Rate<br>Data Year: 2019-2020<br>Data Source: CALPADS 2019-2020 | 0% Middle School Dropout Rate<br>Data Year: 2020-2021<br>Data Source: CALPADS (1.12)2020-2021 | 0% Middle School Dropout Rate<br>Data Year: 2021-2022<br>Data Source: CALPADS (1.12)2021-2022 | | 0% Middle School Dropout Rate (Maintain Low Rate)<br>Data Year: 2022-2023<br>Data Source: CALPADS 2023-2024 |
| Suspension Rate | 3.4% Suspension Rate<br>Data Year: 2019-2020<br>Data Source: CALPADS 2019-2020 | 0.2% Suspension Rate<br>Data Year: 2020-2021<br>Data Source: DataQuest 2020-2021 | 3.3% Suspension Rate<br>Data Year: 2021-2022<br>Data Source: DataQuest 2021-2022 | | 3% Suspension Rate (Maintain Low Rate)<br>Data Year: 2022-2023<br>Data Source: CALPADS 2023-2024 |
| Suspension Rate - English Learners | New Metric | New Metric | 3.1% Suspension Rate - EL Students<br>Data Year: 2021-2022<br>Data Source: DataQuest 2021-2022 | | 3% Suspension Rate - EL Students<br>Data Year: 2022-2023<br>Data Source: DataQuest 2022-2023 |
| Suspension Rate - Socio Economically Disadvantaged | New Metric | New Metric | 3.6% Suspension Rate - SED Students<br>Data Year: 2021-2022<br>Data Source: DataQuest 2021-2022 | | 3% Suspension Rate - SED Students<br>Data Year: 2022-2023<br>Data Source: DataQuest 2022-2023 |
| Expulsion Rate | 0% Expulsion Rate<br>Data Year: 2019-2020<br>Data Source: CALPADS 2019-2020 | 0.1% Expulsion Rate<br>Data Year: 2020-2021<br>Data Source: DataQuest 2020-2021 | 0.2% Expulsion Rate<br>Data Year: 2021-2022<br>Data Source: DataQuest 2021-2022 | | 0% Expulsion Rate (Maintain Low Rate)<br>Data Year: 2022-2023<br>Data Source: CALPADS 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Co-Curricular/Extra - Curricular Participation Rate | 20.4%Co-Curricular/Extra - Curricular Participation Rate Data Year:  2020-2021 Data Source: Local Census 2020-2021 | 23.2%Co-Curricular/Extra - Curricular Participation Rate Data Year:  2021-2022 Data Source: Local Census 2021-2022 | 23.7% Co-Curricular/Extra - Curricular Participation Rate Data Year:  2022-2023 Data Source: Local Census 2022-2023 | | 26%Co-Curricular/Extra - Curricular Participation Rate Data Year:  2023-2024 Data Source: Local Census 2023-2024 |
| After-School Program Participation Rate | 18.7% After-School Program Participation Rate Data Year: 2020-2021 Data Source: Local Census 2020-2021 | 20.3% After-School Program Participation Rate Data Year: 2021-2022 Data Source: Local Census 2021-2022 | 22.6% After-School Program Participation Rate Data Year: 2022-2023 Data Source: Local Census 2022-2023 | | 26% After-School Program Participation Rate Data Year: 2023-2024 Data Source: Local Census 2023-2024 |
| Facilities Inspection Tool (FIT) Program | "Good" Status of FIT Program Data Year: 2020-2021 Data Source: FIT 2020-2021 | "Good" Status of FIT Program Data Year: 2021-2022 Data Source: FIT 2021-2022 | "Good" Status of FIT Program Data Year: 2022-2023 Data Source: FIT 2022-2023 | | Maintain "Good" Status of FIT Program Data Year: 2023-2024 Data Source: FIT 2023-2024 |
| Student Survey Participation | 15.7% Student Survey Participation Rate Data Year:  2020-2021 Data Source:  Local Survey 2020-2021 | 68% Student Survey Participation Rate (Grades: 5,7,9,11) Data Year:  2021-2022 Data Source:  Local Survey 2021-2022 | 73% Student Survey Participation Rate Data Year:  2022-2023 Data Source:  Local Survey 2022-2023 | | 85% Student Survey Participation Rate Data Year:  2023-2024 Data Source:  Local Survey 2023-2024 |
| Other Local Measures: Staff Sense of Safety | 94% of Staff Expressed Sense of Safety Data Year: 2019-2020 | 90% of Staff Expressed Sense of Safety Data Year: 2021-2022 | 93% of Staff Expressed Sense of Safety Data Year: 2022-2023 | | 98% of Staff Expressed Sense of Safety Data Year: 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: Healthy Kids Survey 2019-2020 | Data Source: Healthy Kids Survey 2021-2022 | Data Source: Local Survey 2022-2023 | | Data Source: Healthy Kids Survey 2023-2024 |
| Other Local Measures: Staff Sense of Connectedness | 83% of Staff Expressed Sense of Connectedness<br>Data Year: 2019-2020<br>Data Source: Healthy Kids Survey 2019-2020 | 84% of Staff Expressed Sense of Connectedness<br>Data Year: 2021-2022<br>Data Source: Healthy Kids Survey 2021-2022 | 86% of Staff Expressed Sense of Connectedness<br>Data Year: 2022-2023<br>Data Source: Local Survey 2022-2023 | | 90% of Staff Expressed Sense of Connectedness<br>Data Year: 2023-2024<br>Data Source: Healthy Kids Survey 2023-2024 |
| Other Local Measures: Student Sense of Safety | 60% of Students Expressed Sense of Safety<br>Data Year: 2019-2020<br>Data Source: Healthy Kids Survey 2019-2020 | 55.3% of Students Expressed Sense of Safety<br>Data Year: 2021-2022<br>Data Source: Healthy Kids Survey 2021-2022 | 59% of Students Expressed Sense of Safety<br>Data Year: 2022-2023<br>Data Source: Local Survey 2022-2023 | | 80% of Students Expressed Sense of Safety<br>Data Year: 2023-2024<br>Data Source: Healthy Kids Survey 2023-2024 |
| Other Local Measures: Student Sense of Connectedness | 58% of Students Expressed Sense of Connectedness<br>Data Year: 2019-2020<br>Data Source: Healthy Kids Survey 2019-2020 | 52% of Students Expressed Sense of Connectedness<br>Data Year: 2021-2022<br>Data Source: Healthy Kids Survey 2021-2022 | 56% of Students Expressed Sense of Connectedness<br>Data Year: 2022-2023<br>Data Source: Local Survey 2022-2023 | | 75% of Students Expressed Sense of Connectedness<br>Data Year: 2023-2024<br>Data Source: Healthy Kids Survey 2023-2024 |
| Other Local Measures: Parent Sense of Safety | 86% of Parents Expressed Sense of Safety<br>Data Year: 2019-2020 | 92% of Parents Expressed Sense of Safety<br>Data Year: 2021-2022 | 93% of Parents Expressed Sense of Safety<br>Data Year: 2022-2023<br>Data Source: Local Survey 2022-2023 | | 95% of Parents Expressed Sense of Safety<br>Data Year: 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | Data Source: Healthy Kids Survey 2019-2020 | Data Source: Healthy Kids Survey 2021-2022 | | | Data Source: Healthy Kids Survey 2023-2024 |
| Other Local Measures: Parent Sense of Connectedness | 78% of Parents Expressed Sense of Connectedness Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020 | 67% of Parents Expressed Sense of Connectedness Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022 | 73% of Parents Expressed Sense of Connectedness Data Year: 2022-2023 Data Source: Local Survey 2022-2023 | | 85% of Parents Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024 |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.1 | Positive Behavior Intervention and Supports (PBIS) | As indicated through educational partner input and examination of internal data, the English Learner and Low Income population have a higher suspension rate in comparison to "All Students" groups. To address this need, RJUSD will sustain systems created at each school site to enhance social, emotional, and behavioral development, including communication of input and feedback between students, staff, parents, and community partners (e.g. Positive Behavior Intervention and Supports - PBIS).  The sustaining of a multi-tiered support system with counseling, positive rewards, and non-punitive consequences will help to support the reduction of the identified student population suspension rate.  In providing this continued action, it is designed to decrease the suspension rate for English Learner and Low Income students by creating and sustaining more positive relationships and communication opportunities for students who need additional behavior and social emotional support in comparison to other groups.  However, because RJUSD expects this will benefit all students, this action will be provided on an LEA-wide basis.  The | $43,741.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | intended outcome for RJUSD will be to witness a trend in reducing the suspension rates for English Learner and Low Income students. | | |
| 3.2 | Student Recognition | Enhance opportunities for student recognition to include a wide range of students and families. | $3,700.00 | No |
| 3.3 | Student Transportation | Maintain transportation to support positive school attendance. | $1,043,409.00 | No |
| 3.4 | Transportation Co-curricular/Extra-curricular Activities | Input from the Parent Advisory Committee suggests English Learner and Low Income students have the least opportunity, in comparison to "All Students", to take part in activities outside of the classroom due to transportation challenges.  Families believe that involvement in school activities creates a desire to attend and perform better in school. To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra- curricular activities.  In offering transportation opportunities students identified as English Learner and Low Income will have access to co-curricular/extra- curricular activities and events. Participation in co-curricular activities will increase desire to attend school while  extra-curricular activities will hold students academically accountable.  Participation in athletic clubs requires satisfaction of grade eligibility status.   It is our expectation that providing transportation to co-curricular/extra-curricular events will increase the participation rate for English Learner and Low Income students, as it is designed to offer transportation and thus create access to such activities that will encourage desire to attend school while holding students academically responsible.  However, because RJUSD expects the provision of transportation for co-curricular and extra-activities to support all students, this action is provided on an LEA-wide basis. | $91,464.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 3.5 | Clean Campuses/Facilities | Maintain clean campuses that are in good repair, address facilities needs relating to increased enrollment and increased course offerings, and improve current facilities. | $3,270,306.00 | No |
| 3.6 | Health and Support Services | Maintain contracted health and support services. | $606,113.00 | No |
| 3.7 | After School Programs | Provide quality after school programs at each school site. | $120,000.00 | No |
| 3.8 | Student Opportunities | Input from the Parent Advisory Committee suggests English Learners and Low Income pupils have the least opportunities, in comparison to "All Students", for student participation in athletics. Families believe involvement in athletic programs is connected to involvement and success in academics as RJUSD athletes are required to follow academic requirements for participation. To address this need, RJUSD will provide opportunities for English Learner and Low Income student participation in athletics thus placing these students in the same academic requirements as all athletes. Participation in various athletic programs for English Learners and Low Income students will produce a greater awareness and desire to succeed in academic programs for athletic eligibility. It is our expectation that providing athletic opportunities for English Learner and Low Income students will increase their participation in these events along with their academic ability, as it is designed to increase school connectedness and engagement in all academic courses. However, because RJUSD expects the provision of athletics to support all students, this action is provided on an LEA-wide basis. | $1,001,989.00 | Yes |
| 3.9 | Supervision & Support | Based on the CA Healthy Kids Survey, only 55.3% of English Learner and Low Income students feel safe at school. Concerns towards harassment, bullying and a perceived level of illegal drug and alcohol usage on campus were expressed by the identified students in surveys. According to parent feedback from our English Learner and | $464,811.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | Low Income populations, providing a safe environment through positive individual student processes, relationships within the school, and contextual qualities will lead to a greater sense of student safety. In order to support identified students feeling safe RJUSD will provide staff who can build meaningful relationships that help students thrive. The district will provide a Coordinator of Safety to work with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the Coordinator of Safety will conduct presentations on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. The RJUSD Coordinator of Safety will also work with the counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. The addition of a Coordinator of Safety is designed to meet the needs of English Learners and Low Income students feeling safe on campus. However, because RJUSD expects the addition of staff to support a safer school environment for all students, this action is provided on an LEA-wide basis.   RJUSD expects to increase the percentage of English Learners and Low Income students who report feeling safe on campus. | | |
| 3.10 | Social Emotional Support | English Learner (EL) and Low-Income (LI) pupils have the least exposure to social emotional support services such as counselors and extended services, in comparison to "All Students", as expressed by educational partner input.  Families of English Learner and Low-Income students have expressed a desire for social emotional services such as counselors and extended services to address behavior issues and attendance concerns. Input from educational partners has further indicated that English Learner and Low-Income populations desire a safe environment for their children that offers positive student connections and relationships along with a greater sense of student safety. | $1,054,837.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | To address this need, RJUSD will provide an independent study program with a strong emphasis on meeting the social-emotional needs of our EI and LI students. RJUSD will continue to offer the expanded numbers of counseling services provided in recent years along with examining methods to promote greater social-emotional awareness through strategies and instructional curriculum in the independent studies program. Strategies may include counselors or the school psychologist meeting with students one-on-one or in small group settings in a designated private "safe space" as well as referrals to outside and partner agencies in the community as appropriate. Independent Study program staff will utilize trauma-informed strategies to connect with and support EL and LI students in need of assistance.<br><br>It is our expectation that providing additional social emotional support services such as counselors and a school psychologist in an Independent Study program focused on the needs of EL and LI students will increase their access to services for behavior, attendance, and socio-emotional issues. This action is designed to provide EL and LI students with greater connections to caring adults and needed support strategies, in an educational environment specially designed to meet their academic and social emotional needs. However, because RJUSD expects these services can support all students, this action is provided on an LEA-wide basis. | | |

# Goal Analysis [2022-23]

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

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

The actions for Goal 3, Culture and Climate, were implemented successfully throughout the 2022-2023 year but in analyzing student data from surveys and other local measurements, Riverdale Joint Unified School District has identified the need to continue social-emotional and behavioral supports. Behavioral supports such as PBIS and Student Recognition were provided at a consistent and constant rate throughout the entire school district at all school sites. As described in Actions 1 and 2, the offering of a system of positive rewards while also seeking

alternatives to detrimental consequences was important to building and improving a positive school climate.    RJUSD was able to offer numerous experiences for students such as After School Programs and Student Opportunities, as outlined in Actions 7 and 8 for the identified students.  The district was able to see the increase of student enrollment in such programs in the 22-23 school year.  Serving in a rural school district, RJUSD was able to offer transportation services for students to partake, observe and enjoy the various experiences offered.  Action 3 and 4 offered the availability to provide these transportation services.  Transportation services did prove to present challenges throughout the year as the company RJUSD contracts with, Southwest Transportation Agency, experienced a shortage of drivers for their school buses.  Routes, along drop-off and pick-up times had to be changed or different methods of transportation such as charter buses had to be used and carried out.  The district saw a slight improvement in the student sense of connectedness and safety from the previous year.  Methods such as a clean campus and facilities (Action 5) and supervision and support (Action 9) were carried out and supported the direction of a positive change.  The biggest factor is the continued need for social-emotional support for students as expressed by their need.  While the district saw an increase in connectedness from students, the amount to serve remained large and was larger than the previous year.  Health and support services as identified in Action 6 and Social Emotional support as provided in Action 10 were carried out.  RJUSD was able to carry out the actions outlined in Goal 3 without any substantial differences in the 2022-2023 school year.

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

In reviewing expenditures in Goal 3, RJUSD witnessed several changes from budgeted to estimated actual expenditures that produced large changes.  Negotiated salaries in 22-23  played a role in the area of extra-duty stipends for Action 4.  As RJUSD offered an increase in salaries, the district also expanded extra-duty stipends for coaching positions at the elementary level. The increase in extra-duty stipends along with the  expansion of stipends came at a cost of approximately $36,000 more being spent as staff filled various supportive roles for students.  The increase in salaries for staff throughout RJUSD was also seen in the increase of expected costs in Action 10 for staff working with social-emotional supports for children.  During the 2022-2023 school year as RJUSD expanded services for students, they found themselves challenged with space to offer opportunities.  To expand opportunities, the district took on a project to erect walls to create more office space.  The cost of this project caused Action 5 to increase in cost by $125,000. In providing services to students, RJUSD was able to save costs on speech services for students with disabilities through their contract at a savings of $54,200 in Action 6.  The quality of service was not reduced as the district saved money.  Another area where savings occurred without a decrease in services was in Action 7.  The after-school program was funded at $54,000 less than expected.  Quality of service was not affected in the after-school program.   As shared before, RJUSD was unable to hire an Athletic Trainer as desired in the 22-23 LCAP.  This vacancy, along with several coaching positions that went unfilled during the year resulted in approximately $106,500 less being spent in Action 8.  Finally the last area that had a significant change in 22-23 under Goal 3 was in Action 9.  RJUSD was able to expand custodial services to offer a clean campus in 22-23, as desired in the LCAP, by hiring an additional person.  The 22-23 budget under Action 9 had been for three individuals in custodial services.  The expansion of one person instead of three resulted in $110,612 less being spent.  Goal 3 had several large financial changes from budgeted to estimated actual expenditures in 2022-2023.

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

In reviewing metric data, Riverdale Joint Unified School District is making progress towards Goal 3 by the actions being carried out in this goal.  Goal 3 is based on Climate & Culture of the district.  Coming out of COVID-19, climate and culture suffered setbacks from students, staff and parents.  In examining the data from various metrics, RJUSD witnessed slow growth and recovery.  Actions 1 (Positive Behavior Intervention and Supports (PBIS), 5 (Clean Campuses/Facilities), and 9 (Supervision & Support) were all deemed effective from data of the metrics.  While the first impression of data will reveal an increase in the suspension rate from 2020-2021 ( 0.2%) to 2021-2022 (3.3%), one must remember that during 2020-2021 schools were closed for most of the year due to COVID-19.  21-22 represents a more accurate picture of a typical school year.

In careful examination of data however there is one item that draws interest in the 2021-2022 school year.  By examining the California School Dashboard, the subgroup of Foster Youth placed two band levels (Very High) below "All Students" (Medium).  Foster Youth is the district's smallest reportable demographic.  In looking at this subgroup, there are very few students so this indicator is really reporting to almost specific individuals.  While the subgroup is small, the district did make it an area of focus for the 2022-2023 school year.

Perhaps the most positive indicator of the success of the actions first listed comes from surveys where staff, students and parents all expressed increases in their perception of safety from 2021-2022 to this year.  While perspectives are lower from their first measurements in 2019-2020, RJUSD sees the effectiveness of Actions 1, 5 and 9.

Aside from academic decline during COVID-19, the other element that emerged from that situation was social-emotional and mental health issues.  RJUSD deems Actions 2 (Student Recognition), 6 (Health and Support Services), and 10 (Social Emotional Support) to all be effective in analysis from metric data.  In examining other areas of surveys taken by students, staff and parents RJUSD saw increases in perceived "connectedness".  Connectedness as seen by various groups sank during and coming out of COVID-19.  Through a commitment of Actions 2, 6 and 10 RJUSD saw improvement but realizes the necessity to continue and grow.

Riverdale Joint Unified continues to see increases of the metrics that address student participation in co-curricular/extra-curricular and after-school programs.  RJUSD has continued to see an increase in these two areas for the past several years.  The increase of these two metrics can be directly connected to the specific actions under Goal 3.  Actions 3 (Student Transportation), 4 (Transportation Co-curricular/Extra-curricular Activities), and 7 (After School Programs) are all directly related to providing opportunities for students that are reflective in the continued growth of participation.  Located in a large rural area, transportation itself is a tremendous factor in connecting these opportunities with students.

The one metric that raises the greatest concern however is the metric dealing with Chronic Absenteeism.  From 2020-2021 to 2021-2022, RJUSD saw chronic absenteeism jump from 15% to 32.3%.  The rate of 32.3% chronic absenteeism also drew attention from the California Department of Education as RJUSD was placed in Differentiated Assistance for absenteeism amongst Students with Disabilities as a district and specifically identifying Fipps Primary School in this area for White students.  Community partners expressed frustration at these numbers as many students were directed to go home during the 2021-2022 school year due to COVID-19 protocols.  While students were sent home for COVID-19 protocols, those absences were counted for the Chronic Absenteeism indicator on the California School Dashboard.  RJUSD

does see the chronic absenteeism rate however as a concern.  During the 22-23 school year, RJUSD continued to see high rates of absenteeism.  Absenteeism will be a focus in the 2023-2024 school year.

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.

Riverdale Joint Unified School District is excited about the overall trends in data they saw and plan on continuing the stated actions under Goal 3 in the 2023-2024 school year.  In an analysis of the metric data, RJUSD is able to see the growth towards our goal through the actions listed.  While COVID-19 proved to be detrimental to perceptions, attitudes and behaviors the district was able to see a rebound during the 2023-2024 school year.  Increases in perception of safety and connectedness took place in 2022-2023 but are not at the levels the district would like them to be.

Community partners have stated through various mediums their desire to see actions and items continue within the LCAP.   The continued presence and increasing amount of students impacted by social-emotional and mental health concerns is staggering and something the district will continue to monitor.  RJUSD will examine the possibility of expanding services by adding a psychologist either within the LCAP or through another revenue source to support student learning and mental health.  The change that will occur from examining the 22-23 data is that of chronic absenteeism.  While community partners may disagree with the methodology of how the numbers were collected during COVID-19 protocols in the 21-22 school year, RJUSD does realize the importance of the item.  The data on absenteeism was revealed mid-year from the California Department of Education and RJUSD began examining the problem immediately.  While the district paid greater attention to their data on absenteeism mid-year, it is an item that will need to be addressed in 2023-2024.  Some systems of measurement were changed during the 2022-2023 school year to be able to collect data.

The largest change in measurement tools took place amongst surveys.  In the 2021-2022 school year, RJUSD used the Healthy Kids Survey. Traditionally the district would alter between the Healthy Kids Survey and a Local Survey.  RJUSD again used a Local Survey during the 2022-2023 school year.  In feedback collected throughout the spring of 2023, RJUSD has decided to return to the Healthy Kids Survey in an annual fashion beginning in the 2023-2024 school year.  The ability to use a constant measurement will guarantee a constant reliable source. RJUSD will continue the actions listed under Goal 3 during the 2023-2024 school year.

Four new metrics were added to Goal 3 that allows a deeper dive into the Chronic Absenteeism Rate for Socio Economically Disadvantaged and English Learner students along with the Suspension Rate.  Previously, RJUSD offered one metric which indicated the overall enrollment for the district in both of these categories.  The four new metrics allows the district to see, through data, the enrollment of Socio Economically and English Learner students in comparison to the overall student population.  This metric on absenteeism is in alignment with Actions 2 and 3.  The metric on suspension aligns with Actions 1 and 9.

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

# Goals and Actions

## Goal

| Goal # | Description |
|---|---|
| 4 | COMMUNITY ENGAGEMENT - Goal 4: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience. |

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning.  RJUSD has witnessed that while parent support is strong, the number of families and parents who actively take part in various functions is not proportionally grounded.  Opportunities for parent involvement and engagement must be further developed and better communicated.  To measure the effectiveness of parental support and engagement, RJUSD needs to examine the level of parent workshops and opportunities for parents to engage in meaningful conversations with RJUSD staff at all levels which includes the parental view of their opportunities and ability to provide input.  The district's ability to increase parent involvement, input and engagement will result in greater community engagement and strengthen the educational partnership with families.

## Measuring and Reporting Results

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| Parent Survey | 12% Parent Survey Participation Rate Data Year:  2020-2021 Data Source:  Local Survey 2020-2021 | 15% Parent Survey Participation Rate Data Year:  2021-2022 Data Source:  Local Survey 2021-2022 | 19% Parent Survey Participation Rate Data Year:  2022-2023 Data Source:  Local Survey 2022-2023 | | 25% Parent Survey Participation Rate Data Year:  2023-2024 Data Source:  Local Survey 2023-2024 |
| Parent Involvement Opportunities Districtwide | 18 Parent Involvement Opportunities Districtwide Data Year:  2020-2021 Data Source:  Local Survey 2020-2021 | 9 Parent Involvement Opportunities Districtwide Data Year:  2021-2022 Data Source:  Local Survey 2021-2022 | 18 Parent Involvement Opportunities Districtwide Data Year:  2022-2023 Data Source:  Local Survey 2022-2023 | | 24 Parent Involvement Opportunities Districtwide Data Year:  2023-2024 Data Source:  Local Survey 2023-2024 |

| Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Year 3 Outcome | Desired Outcome for 2023–24 |
|---|---|---|---|---|---|
| | | | | | |
| Parent Engagement Rate | 10% Parent Engagement Rate Data Year: 2020-2021 Data Source: Local Survey 2020-2021 | 17% Parent Engagement Rate Data Year: 2021-2022 Data Source: Local Survey 2021-2022 | 21% Parent Engagement Rate Data Year: 2022-2023 Data Source: Local Survey 2022-2023 | | 30% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024 |
| School Actively Seeks Parental Input | 78% School Actively Seeks Parental Input Data Year: 2020-2021 Data Source: Local Survey 2020-2021 | 63% School Actively Seeks Parental Input Data Year: 2021-2022 Data Source: Local Survey 2021-2022 | 75% School Actively Seeks Parental Input Data Year: 2022-2023 Data Source: Local Survey 2022-2023 | | 90% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: Local Survey 2023-2024 |

# Actions

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.1 | Parent Workshops | Increase and improve opportunities for parent workshops. | $0.00 | No |
| 4.2 | Parent Volunteerism | Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism. | $3,000.00 | No |
| 4.3 | Parent Communication | District Parent Surveys have indicated that parents of English Learners and Low Income students have a lower parental engagement rate than parents of other student groups. To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media). The expansion of methods to communicate with parents of English Learner and Low Income students will aid in the process of informing | $169,087.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| | | parents of opportunities to engage in school events. This action will provide varied methods of communication and outreach to enhance and expand communication.  It is our expectation that providing and expanding levels of communication will result in an increased parent engagement rate, as it is designed to draw in greater engagement for the families of identified students.  However, because RJUSD expects the level of communication to support all students, this action is provided on an LEA-wide basis. | | |
| 4.4 | Parent Survey | Continue the RJUSD established LCAP survey for educational partners to provide ongoing input regarding the 8 State priorities. | $3,500.00 | No |
| 4.5 | Parent Access | Increase parent access to computer workstations at all school sites. | $0.00 | No |
| 4.6 | Parent School Engagement | There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys.  To address this need, RJUSD will enhance and sustain opportunities for parent English Language Development that will help to reduce the language barrier.  RJUSD will increase services to provide workshops that build and enhance conversational English Language Development for educational nomenclature and questioning techniques to prompt greater communication between school sites and homes.  It is the expectation of RJUSD that providing these opportunities for parent workshops will result in an increase in parental engagement through communication, as it is designed to increase parental engagement in their child's education and increase educational awareness of the school setting.   However, because RJUSD expects the opportunity for providing workshops to expand parental educational awareness to support the families of all students, this action is provided on an LEA-wide basis. | $45,000.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|---|---|---|---|---|
| 4.7 | Communication Needs for Parents | The language barrier for parents of English learners results in this group having the lowest communication level with school sites as evidenced through District Parent Surveys. To address this need, RJUSD will employ bilingual staff at each school site. The addition of bilingual staff will assist with ongoing parent support and improve outreach by reducing the language barrier through conversations with families in their native language. In reducing the language barrier, parents of English Learners will be able to communicate with school sites in a greater fashion. It is the expectation of RJUSD that providing bilingual staff will increase communication between school officials and English Learner parents, as it is designed to strengthen lines of communication by offering lines of conversation in their native language. However, because RJUSD expects the presence of bilingual staff to support all students and their families, this action is provided on an LEA-wide basis. | $202,786.00 | Yes |

# Goal Analysis [2022-23]

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.

Riverdale Joint Unified School District was able to implement the actions stated under Goal 4 for the 2022-2023 school year. RJUSD did not experience any substantive difference in the planned actions or actual implementation of the stated actions. The district was able to provide parent workshop opportunities. RJUSD held workshops specific to each school site and had a total enrollment of approximately 70 parents. The ability to offer these workshops is directly related to Action 1 under Goal 4. With COVID-19 in great decline during the 2022-2023 school year, the district was able to return to offering parent volunteering. Parent volunteering workshops were held at various times at each school site. The workshops allowed parents to be able to volunteer in different events and opportunities throughout the year. Action 2 is connected to Parent Volunteerism. The ability to carry out Actions 1 and 2 directly relate to Action 6, Parent School Engagement. The workshop and volunteering opportunities allowed parents to have greater engagement with the school district in regards to the education of their children. RJUSD was able to carry out Actions 3, 4 and 7 as they all center around communication. The school district was able to provide a liaison at each school site which helped to foster greater lines of communication with parents. The liaisons possessed bilingual ability which helped to establish direct conversations with Spanish speaking families. In addition, RJUSD has several bilingual staff members located at each school site office to help facilitate conversations between parents and the school. In addition to oral communication opportunities, RJUSD uses a variety of other methods to offer opportunities of dialogue through emails, text messages and other social media means. For families that may not possess access to a computer, RJUSD provides computer workstations at each school site and the district office. These computer stations provide access for families that may not have that opportunity at home. The ability to provide computer workstations within

the district ties directly with Action 5 under Goal 4.  Riverdale Joint Unified School District was able to carry out all of the stated actions under Goal 4 in the 2022-2023 LCAP.

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

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, RJUSD did have some variances.  The largest difference can be found in Action 3.  RJUSD had initially hoped to hire six liaisons throughout the district with two being at each school site.  Since this was a new position to RJUSD, the decision was made to start slowly with having a single liaison at each school site.  RJUSD was successful in having a single liaison at each school site but the constant employment did vary as two of the positions became vacant during the year but were refilled.  Due to only having three liaisons instead of six along with all three not being constant positions throughout the year, RJUSD spent a little over $200,000 less for these positions in 2022-2023.  It will be noticed in Action 4 that approximately $1,700 were not used towards a Healthy Kids Survey with educational partners.  RJUSD offers the Healthy Kids Survey every other year while conducting an internal survey during the "off" years.  The 23-24 LCAP fell during an "off" year thus causing the district to use their internal survey which came at no cost.   Another difference noted between budgeted and actual numbers was in Action 7.  In Action 7, RJUSD spent approximately $20,000 more on clerical staff to support bilingual communications with families.  The reason for this increase can be attributed to a negotiated contract salary increase in the 22-23 school year.  Aside from these two areas, RJUSD did not experience any significant difference between budgeted and estimated expenditures under Goal 4 in the 22-23 LCAP.

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

In reviewing the data associated with Goal 4, Riverdale Joint Unified School District was pleased with the effectiveness of their collective actions.  All seven actions under Goal 4 contributed to sustaining and building community engagement.  Parent workshops (Action 1), parent volunteerism (Action 2), and parent school engagement (Action 6) all contributed to parents and educational partners being involved or engaged at a greater rate than the previous year.  Evidence of this increase is found in the metrics of Parent Involvement Opportunities Districtwide, which grew from 9 in 21-22 to 18 in 22-23 and Parent Engagement Rate which grew by 4% from the previous year.  The ability to open all of the schools within Riverdale to parents and community partners after several years of restrictions due to COVID-19 was a tremendous difference maker.  Goal 4, Community Engagement, witnessed an increase in parent perspective of each school site actively seeking their input by 12% from the previous year.  The increase in this metric is directly associated not only with the district's ability to provide opportunities for engagement but also for Actions 3, 5 and 7.  RJUSD used different methods of communication (Action 3) such as text messaging, a phone dialer system and social media to reach out and connect with parents. To extend opportunities to families where they may be limited in computer access, RJUSD continues to provide computer workstations at each school site and the district office (Action 5).  Perhaps the greatest support for communication with Riverdale families is the district's ability to have bilingual staff at each school site and district office (Action 7).  An extended opportunity for communication is the district's ability to survey parents and other community partners.  RJUSD was able to see a 4% increase in parent survey participation from the previous year.  The ability and opportunity to survey parents (Action 4), allows for feedback from a wider range of individuals to help comment on the efforts, challenges and growth the district is experiencing.  In examining the metrics RJUSD is using for Goal 4, the district can directly connect the effectiveness of their actions being carried out in 2022-2023.

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.

Riverdale Joint Unified School District did not make any changes to the actions outlined under Goal 4 for the 22-23 LCAP. RJUSD was very happy with the growth seen in the various metrics and attributes that increase in their ability to carry out the actions under Goal 4, Community Engagement. COVID-19 from the spring of 2020 through the spring of 2022 did contribute to declining outcomes last year. The ability for RJUSD to return to their plan of actions, in the format they foresaw, is rewarding and optimistic. One area of change in future practices will involve offering the Healthy Kids Survey every year. RJUSD had been in the practice of offering the Healthy Kids Survey every other year while offering an internal survey during the "off" year. To more effectively measure trends, growth and concern the district has decided to use the same survey every year beginning in the 2023-2024 school year. Offering the same survey year after year will better establish consistency with the 2024-2025 LCAP and beyond. In looking at the desired outcomes for the 2023-2024 school year, RJUSD does believe they are achievable with continuation of the stated actions under Goal 4.

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

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

| Projected LCFF Supplemental and/or Concentration Grants | Projected Additional LCFF Concentration Grant (15 percent) |
|---|---|
| 6,308,972.00 | $800,548.00 |

**Required Percentage to Increase or Improve Services for the LCAP Year**

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|---|---|---|
| 39.15% | 5.96% | $910,171.32 | 45.11% |

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

The actions listed below are being provided on a "wide" basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the identified unduplicated group(s) while allowing other students to benefit as/if needed.  We expect that by providing these actions/services to meet the unique needs of our English learners, foster youth, and/or low-income students, Riverdale Joint Unified School District will achieve the anticipated outcomes to meet each identified student group's stated need(s).

The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) is contained in the actions described in this plan's Goals and Actions section.   Each contributing action marked as "wide" contains a detailed explanation of how that action is principally directed toward the English learners, foster youth, and/or low-income student population and effective in helping close equity and performance gaps.

Each "wide" action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified

student group(s) needs. This approach was taken after consultation and input from our educational partners and other interested groups. Our intention in doing this was to increase transparency for our educational partners so they can more easily understand the rationale and design behind each "wide" action.

The contributing "wide" actions in this plan are:

Goal 1; Action 3: Supplemental Materials

Goal 1; Action 6: Instructional Steering Committee

Goal 1; Action 7: Targeted Instruction

Goal 1; Action 8: Specialized Programs

Goal 1; Action 10: Instructional Support

Goal 1; Action 11: Standards-Aligned Assessments

Goal 2; Action 3: Instructional Technology

Goal 2; Action 6: Staff Collaboration

Goal 2; Action 7: Instructional Coaching

Goal 2; Action 8: Library Staff

Goal 3; Action 1: Positive Behavior Intervention & Supports (PBIS)

Goal 3; Action 4:  Transportation Co-curricular/Extra-curricular Activities

Goal 3; Action 8: Student Opportunities

Goal 3; Action 9: Supervision and Support

Goal 3; Action 10: Social Emotional Support

Goal 4; Action 3: Parent Communication

Goal 4; Action 6: Parent School Engagement

Goal 4; Action 7: Communication Needs for Parents

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

Riverdale Joint Unified School District has demonstrated it has at met the identified required minimum proportionality percentage by providing increased/improved services to our English learners, foster youth, and/or low-income students equivalent to or greater than the required proportionality percentage based on the contributing actions/services in this plan and as demonstrated in the action tables.  We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above justified in detail in each contributing action description, as applicable, within this plan.  Our intent in using this approach is to justify how each contributing action is principally directed and effective within each action description and meets or exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan which involves exactly how each action is principally directed and effective within the language and particular context of specific contributing action language. Building on the information provided in the prompt response above, if limited actions/services are included in this plan, they are identified below as contributing to increasing or improving services for English learners, foster youth, and/or low-income students and contribute toward meeting the minimum proportionality percentage.   We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

Goal 2; Action 4: Professional Development - ELD
Goal 2; Action 5: ELD Supplemental Materials

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

LEAs that have a high concentration of students who are English learners, foster youth and/or low-income received an additional 15% increase in funding from the Local Control Funding Formula concentration grant.  Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in the LEA.  The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students.  These actions are outlined in the Goals and Actions sections of the LCAP as follows:

Goal 1; Action 7: Targeted Instruction - ELD teachers
Goal 1; Action 10: Instructional Support - Certificated Staff and Classroom Tutors
Goal 3; Action 8: Student Opportunities - Athletic Trainer
Goal 3; Action 9: Supervision & Support - Playground Aides and Custodian
Goal 3; Action 10: Social Emotional Support - Independent Study Teacher
Goal 4; Action 3: Parent Communication - Home-to-School Liaisons

| Staff-to-student ratios by type of school and concentration of unduplicated students | Schools with a student concentration of 55 percent or less | Schools with a student concentration of greater than 55 percent |
|---|---|---|
| Staff-to-student ratio of classified staff providing direct services to students | N/A | Elementary (K-6) - 1:23, Junior High (7-8) - 1:27, High School (9-12) - 1:26 |
| Staff-to-student ratio of certificated staff providing direct services to students | N/A | Elementary (K-6) - 1:17, Junior High (7-8) - 1:18, High School (9-12) - 1:17 |

## 2023-24 Total Expenditures Table

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|---|---|---|---|---|---|---|---|
| Totals | $23,682,616.00 | $616,267.00 | $887,320.00 | $1,491,886.00 | $26,678,089.00 | $19,056,806.00 | $7,621,283.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 1 | 1.1 | Highly Effective & Qualified Staff | All | $11,160,183.00 | | | | $11,160,183.00 |
| 1 | 1.2 | Staff Collaboration | All | $0.00 | | | | $0.00 |
| 1 | 1.3 | Supplemental Materials | English Learners Low Income | $608,541.00 | | | | $608,541.00 |
| 1 | 1.4 | Supplemental Materials - Special Education | Students with Disabilities | $712,724.00 | | $612,796.00 | | $1,325,520.00 |
| 1 | 1.5 | Summer School | All | | | | $228,705.00 | $228,705.00 |
| 1 | 1.6 | Instructional Steering Committee | English Learners Low Income | $13,781.00 | | | | $13,781.00 |
| 1 | 1.7 | Targeted Instruction | English Learners Low Income | $374,817.00 | | | $93,941.00 | $468,758.00 |
| 1 | 1.8 | Specialized Programs | English Learners Low Income | $1,975,172.00 | $151,794.00 | $108,570.00 | $246,246.00 | $2,481,782.00 |
| 1 | 1.9 | Scheduled Intervention | All | $0.00 | | | | $0.00 |
| 1 | 1.10 | Instructional Support | English Learners Low Income | $377,299.00 | | | | $377,299.00 |
| 1 | 1.11 | Standards-Aligned Assessments | English Learners Low Income | $119,089.00 | | | $67,272.00 | $186,361.00 |
| 2 | 2.1 | Standard Aligned Instructional Materials | All | | $312,321.00 | | | $312,321.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|------|----------|--------------|------------------|------------|-------------------|-------------|---------------|-------------|
| 2 | 2.2 | Professional Development | All | | $14,000.00 | | $121,807.00 | $135,807.00 |
| 2 | 2.3 | Instructional Technology | English Learners Low Income | $697,842.00 | | | | $697,842.00 |
| 2 | 2.4 | Professional Development ELD | English Learners | $18,113.00 | $14,000.00 | | $55,099.00 | $87,212.00 |
| 2 | 2.5 | ELD Supplemental Materials | English Learners | $8,572.00 | | | $10,570.00 | $19,142.00 |
| 2 | 2.6 | Staff Collaboration | English Learners Low Income | $18,113.00 | $17,319.00 | | $5,115.00 | $40,547.00 |
| 2 | 2.7 | Instructional Coaching | English Learners Low Income | $221,281.00 | | | | $221,281.00 |
| 2 | 2.8 | Library Staff | English Learners Low Income | $120,021.00 | | | $69,243.00 | $189,264.00 |
| 3 | 3.1 | Positive Behavior Intervention and Supports (PBIS) | English Learners Low Income | $43,741.00 | | | | $43,741.00 |
| 3 | 3.2 | Student Recognition | All | $3,700.00 | | | | $3,700.00 |
| 3 | 3.3 | Student Transportation | All | $1,043,409.00 | | | | $1,043,409.00 |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | English Learners Low Income | $91,464.00 | | | | $91,464.00 |
| 3 | 3.5 | Clean Campuses/Facilities | All | $3,270,306.00 | | | | $3,270,306.00 |
| 3 | 3.6 | Health and Support Services | All | $214,547.00 | $66,833.00 | $39,000.00 | $285,733.00 | $606,113.00 |
| 3 | 3.7 | After School Programs | All | | $40,000.00 | | $80,000.00 | $120,000.00 |
| 3 | 3.8 | Student Opportunities | English Learners Low Income | $1,001,989.00 | | | | $1,001,989.00 |
| 3 | 3.9 | Supervision & Support | English Learners Low Income | $464,811.00 | | | | $464,811.00 |
| 3 | 3.10 | Social Emotional Support | English Learners Low Income | $707,668.00 | | $126,954.00 | $220,215.00 | $1,054,837.00 |
| 4 | 4.1 | Parent Workshops | All | $0.00 | | | | $0.00 |
| 4 | 4.2 | Parent Volunteerism | All | $3,000.00 | | | | $3,000.00 |
| 4 | 4.3 | Parent Communication | English Learners Low Income | $164,647.00 | | | $4,440.00 | $169,087.00 |

| Goal | Action # | Action Title | Student Group(s) | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds |
|---|---|---|---|---|---|---|---|---|
| 4 | 4.4 | Parent Survey | All | | | | $3,500.00 | $3,500.00 |
| 4 | 4.5 | Parent Access | All | $0.00 | | | | $0.00 |
| 4 | 4.6 | Parent School Engagement | English Learners | $45,000.00 | | | | $45,000.00 |
| 4 | 4.7 | Communication Needs for Parents | English Learners | $202,786.00 | | | | $202,786.00 |

## 2023-24 Contributing Actions Table

| 1. Projected LCFF Base Grant | 2. Projected LCFF Supplemental and/or Concentration Grants | 3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1) | LCFF Carryover — Percentage (Percentage from Prior Year) | Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 5. Total Planned Percentage of Improved Services (%) | Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5) | Totals by Type | Total LCFF Funds |
|---|---|---|---|---|---|---|---|---|---|
| $16,114,045 | 6,308,972.00 | 39.15% | 5.96% | 45.11% | $7,274,747.00 | 0.00% | 45.15 % | **Total:** | $7,274,747.00 |
| | | | | | | | | **LEA-wide Total:** | $6,246,073.00 |
| | | | | | | | | **Limited Total:** | $26,685.00 |
| | | | | | | | | **Schoolwide Total:** | $1,001,989.00 |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|---|---|---|---|---|---|---|---|---|
| **1** | **1.3** | Supplemental Materials | Yes | LEA-wide | English Learners Low Income | All Schools | $608,541.00 | |
| **1** | **1.6** | Instructional Steering Committee | Yes | LEA-wide | English Learners Low Income | All Schools | $13,781.00 | |
| **1** | **1.7** | Targeted Instruction | Yes | LEA-wide | English Learners Low Income | All Schools | $374,817.00 | |
| **1** | **1.8** | Specialized Programs | Yes | LEA-wide | English Learners Low Income | All Schools | $1,975,172.00 | |
| **1** | **1.10** | Instructional Support | Yes | LEA-wide | English Learners Low Income | All Schools | $377,299.00 | |
| **1** | **1.11** | Standards-Aligned Assessments | Yes | LEA-wide | English Learners Low Income | All Schools | $119,089.00 | |
| **2** | **2.3** | Instructional Technology | Yes | LEA-wide | English Learners Low Income | All Schools | $697,842.00 | |
| **2** | **2.4** | Professional Development ELD | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $18,113.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|--------------|--------------------------------------------------|-------|-------------------------------|----------|-----------------------------------------------------------|--------------------------------------------|
| 2 | 2.5 | ELD Supplemental Materials | Yes | Limited to Unduplicated Student Group(s) | English Learners | All Schools | $8,572.00 | |
| 2 | 2.6 | Staff Collaboration | Yes | LEA-wide | English Learners Low Income | All Schools | $18,113.00 | |
| 2 | 2.7 | Instructional Coaching | Yes | LEA-wide | English Learners Low Income | All Schools | $221,281.00 | |
| 2 | 2.8 | Library Staff | Yes | LEA-wide | English Learners Low Income | All Schools | $120,021.00 | |
| 3 | 3.1 | Positive Behavior Intervention and Supports (PBIS) | Yes | LEA-wide | English Learners Low Income | All Schools | $43,741.00 | |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | Yes | LEA-wide | English Learners Low Income | All Schools | $91,464.00 | |
| 3 | 3.8 | Student Opportunities | Yes | Schoolwide | English Learners Low Income | All Schools 6th- 12th | $1,001,989.00 | |
| 3 | 3.9 | Supervision & Support | Yes | LEA-wide | English Learners Low Income | All Schools | $464,811.00 | |
| 3 | 3.10 | Social Emotional Support | Yes | LEA-wide | English Learners Low Income | All Schools | $707,668.00 | |
| 4 | 4.3 | Parent Communication | Yes | LEA-wide | English Learners Low Income | All Schools | $164,647.00 | |
| 4 | 4.6 | Parent School Engagement | Yes | LEA-wide | English Learners | All Schools | $45,000.00 | |
| 4 | 4.7 | Communication Needs for Parents | Yes | LEA-wide | English Learners | All Schools | $202,786.00 | |

## 2022-23 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|---|---|---|
| Totals | $24,283,594.00 | $24,532,838.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 1 | 1.1 | Highly Effective & Qualified Staff | No | $10,164,796.00 | $10,694,939.00 |
| 1 | 1.2 | Staff Collaboration | No | $0.00 | $0.00 |
| 1 | 1.3 | Supplemental Materials | Yes | $287,614.00 | $333,488.00 |
| 1 | 1.4 | Supplemental Materials - Special Education | No | $1,269,906.00 | $1,287,785.00 |
| 1 | 1.5 | Summer School | No | $189,701.00 | $264,630.00 |
| 1 | 1.6 | Instructional Steering Committee | Yes | $12,269.00 | $15,240.00 |
| 1 | 1.7 | Targeted Instruction | Yes | $535,062.00 | $422,500.00 |
| 1 | 1.8 | Specialized Programs | Yes | $1,901,365.00 | $1,686,272.00 |
| 1 | 1.9 | Scheduled Intervention | No | $0.00 | $0.00 |
| 1 | 1.10 | Instructional Support | Yes | $255,808.00 | $214,473.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| | | | | | |
| 1 | 1.11 | Standards-Aligned Assessments | Yes | $168,993.00 | $221,071.00 |
| 2 | 2.1 | Standard Aligned Instructional Materials | No | $526,838.00 | $474,248.00 |
| 2 | 2.2 | Professional Development | No | $170,733.00 | $133,266.00 |
| 2 | 2.3 | Instructional Technology | Yes | $639,405.00 | $889,421.00 |
| 2 | 2.4 | Professional Development ELD | Yes | $121,472.00 | $116,056.00 |
| 2 | 2.5 | ELD Supplemental Materials | Yes | $19,198.00 | $27,641.00 |
| 2 | 2.6 | Staff Collaboration | Yes | $39,903.00 | $23,277.00 |
| 2 | 2.7 | Instructional Coaching | Yes | $209,860.00 | $213,919.00 |
| 2 | 2.8 | Library Staff | Yes | $170,201.00 | $195,563.00 |
| 3 | 3.1 | Positive Behavior Intervention and Supports (PBIS) | Yes | $41,164.00 | $39,412.00 |
| 3 | 3.2 | Student Recognition | No | $2,321.00 | $3,061.00 |
| 3 | 3.3 | Student Transportation | No | $1,034,409.00 | $1,034,409.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
|---|---|---|---|---|---|
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | Yes | $48,488.00 | $84,181.00 |
| 3 | 3.5 | Clean Campuses/Facilities | No | $2,907,616.00 | $3,032,841.00 |
| 3 | 3.6 | Health and Support Services | No | $550,518.00 | $496,279.00 |
| 3 | 3.7 | After School Programs | No | $180,000.00 | $125,942.00 |
| 3 | 3.8 | Student Opportunities | Yes | $793,792.00 | $687,295.00 |
| 3 | 3.9 | Supervision & Support | Yes | $579,339.00 | $468,727.00 |
| 3 | 3.10 | Social Emotional Support | Yes | $930,535.00 | $1,005,010.00 |
| 4 | 4.1 | Parent Workshops | No | $0.00 | $0.00 |
| 4 | 4.2 | Parent Volunteerism | No | $3,000.00 | $2,550.00 |
| 4 | 4.3 | Parent Communication | Yes | $318,324.00 | $109,594.00 |
| 4 | 4.4 | Parent Survey | No | $1,700.00 | $0.00 |
| 4 | 4.5 | Parent Access | No | $0.00 | $0.00 |
| 4 | 4.6 | Parent School Engagement | Yes | $37,500.00 | $37,500.00 |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributed to Increased or Improved Services? | Last Year's Planned Expenditures (Total Funds) | Estimated Actual Expenditures (Input Total Funds) |
| --- | --- | --- | --- | --- | --- |
| 4 | 4.7 | Communication Needs for Parents | Yes | $171,764.00 | $192,248.00 |

## 2022-23 Contributing Actions Annual Update Table

| 6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount) | 4. Total Planned Contributing Expenditures (LCFF Funds) | 7. Total Estimated Expenditures for Contributing Actions (LCFF Funds) | Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4) | 5. Total Planned Percentage of Improved Services (%) | 8. Total Estimated Percentage of Improved Services (%) | Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8) |
|---|---|---|---|---|---|---|
| $5,923,339.00 | $6,161,327.00 | $5,769,446.00 | $391,881.00 | 0.00% | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 1 | 1.3 | Supplemental Materials | Yes | $287,614.00 | $333,488.00 | 0.00% | 0.00% |
| 1 | 1.6 | Instructional Steering Committee | Yes | $12,269.00 | $15,240.00 | 0.00% | 0.00% |
| 1 | 1.7 | Targeted Instruction | Yes | $454,099.00 | $357,342.00 | 0.00% | 0.00% |
| 1 | 1.8 | Specialized Programs | Yes | $1,628,849.00 | $1,392,738.00 | 0.00% | 0.00% |
| 1 | 1.10 | Instructional Support | Yes | $255,808.00 | $214,473.00 | 0.00% | 0.00% |
| 1 | 1.11 | Standards-Aligned Assessments | Yes | $97,197.00 | $117,968.00 | 0.00% | 0.00% |
| 2 | 2.3 | Instructional Technology | Yes | $639,405.00 | $889,421.00 | 0.00% | 0.00% |
| 2 | 2.4 | Professional Development ELD | Yes | $15,172.00 | $16,056.00 | 0.00% | 0.00% |
| 2 | 2.5 | ELD Supplemental Materials | Yes | $9,048.00 | $7491.00 | 0.00% | 0.00% |
| 2 | 2.6 | Staff Collaboration | Yes | $15,173.00 | $16,056.00 | 0.00% | 0.00% |
| 2 | 2.7 | Instructional Coaching | Yes | $209,860.00 | $213,919.00 | 0.00% | 0.00% |
| 2 | 2.8 | Library Staff | Yes | $113,764.00 | $127,975.00 | 0.00% | 0.00% |

| Last Year's Goal # | Last Year's Action # | Prior Action/Service Title | Contributing to Increased or Improved Services? | Last Year's Planned Expenditures for Contributing Actions (LCFF Funds) | Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds) | Planned Percentage of Improved Services | Estimated Actual Percentage of Improved Services (Input Percentage) |
|---|---|---|---|---|---|---|---|
| 3 | 3.1 | Positive Behavior Intervention and Supports (PBIS) | Yes | $38,164.00 | $39,412.00 | 0.00% | 0.00% |
| 3 | 3.4 | Transportation Co-curricular/Extra-curricular Activities | Yes | $48,488.00 | $84,181.00 | 0.00% | 0.00% |
| 3 | 3.8 | Student Opportunities | Yes | $793,792.00 | $687,295.00 | 0.00% | 0.00% |
| 3 | 3.9 | Supervision & Support | Yes | $579,339.00 | $468,727.00 | 0.00% | 0.00% |
| 3 | 3.10 | Social Emotional Support | Yes | $440,198.00 | $452,756.00 | 0.00% | 0.00% |
| 4 | 4.3 | Parent Communication | Yes | $313,824.00 | $105,160.00 | 0.00% | 0.00% |
| 4 | 4.6 | Parent School Engagement | Yes | $37,500.00 | $37,500.00 | 0.00% | 0.00% |
| 4 | 4.7 | Communication Needs for Parents | Yes | $171,764.00 | $192,248.00 | 0.00% | 0.00% |

**2022-23 LCFF Carryover Table**

| 9. Estimated Actual LCFF Base Grant (Input Dollar Amount) | 6. Estimated Actual LCFF Supplemental and/or Concentration Grants | LCFF Carryover — Percentage (Percentage from Prior Year) | 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %) | 7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds) | 8. Total Estimated Actual Percentage of Improved Services (%) | 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8) | 12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9) | 13. LCFF Carryover — Percentage (12 divided by 9) |
|---|---|---|---|---|---|---|---|---|
| $15,278,350.00 | $5,923,339.00 | 4.95% | 43.72% | $5,769,446.00 | 0.00% | 37.76% | $910,171.32 | 5.96% |

# Instructions

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

# Introduction and Instructions

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

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

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

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

- **Accountability and Compliance:** The LCAP serves an important accountability function because 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* Section 52064[b][4-6]).

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

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 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 educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

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

The revised LCAP template for the 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 educational partners and the public.

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

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

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

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

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP 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 LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, 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, input from educational partners, 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? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). 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.

# Engaging Educational Partners

# Purpose

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

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

Statute and regulations specify the educational partners 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 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 engagement of educational partners 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 process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

**Prompt 2**: "A summary of the feedback provided by specific educational partners."

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

**Prompt 3**: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner 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 educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

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

## Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs 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 educational partners. 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 educational partners, 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.

**Required Goals**
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

**Consistently low-performing student group(s) criteria:** An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

**Low-performing school(s) criteria:** The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

**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 2020–21 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** or when adding a new metric. |

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

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

## Requirements and Instructions

*Projected LCFF Supplemental and/or Concentration Grants*: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

***Projected Additional LCFF Concentration Grant (15 percent):*** Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year***: Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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

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

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

***Required Descriptions:***

**For each action being provided to an entire school, or across the entire school district or 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 percent 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 percent 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 percent:* For school districts with an unduplicated pupil percentage of 55 percent 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 percent:* For school districts with an unduplicated pupil percentage of less than 55 percent, 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 percent 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 percent 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, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. 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.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

# Action Tables

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

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

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)

- Table 3: Annual Update Table (for the current LCAP Year)

- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)

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

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

# Data Entry Table

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, input the following information for each action in the LCAP for that applicable LCAP year:

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

- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

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

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

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

- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

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

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

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

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

- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; 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 transitional kindergarten through grade five), as appropriate.

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

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

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

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

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

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

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

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

- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.

- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.

  o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

# Contributing Actions Table

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

# Annual Update Table

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

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

# Contributing Actions Annual Update Table

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

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

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

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

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

# LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

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

# Calculations in the Action Tables

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

**Contributing Actions Table**
- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o   This percentage is the total of the Planned Percentage of Improved Services column

- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)

    o   This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

    o   This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o   This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)

  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)

- 5. Total Planned Percentage of Improved Services (%)

  - This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  - This amount is the total of the Estimated Actual Percentage of Improved Services column

- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)

  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

## LCFF Carryover Table
- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)

  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.

- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)

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

- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)

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

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

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

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

California Department of Education
January 2022