2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Riverdale Joint Unified School District
CDS Code:	10754080000000
LEA Contact Information:	Name: Jeff Percell Position: Superintendent Email: jpercell@rjusd.org Phone: (559) 867-8200
Coming School Year:	2021-22
Current School Year:	2020-21

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

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$18,624,362
LCFF Supplemental & Concentration Grants	$4,406,457
All Other State Funds	$2,016,737
All Local Funds	$972,967
All federal funds	$9,570,248
Total Projected Revenue	$31,184,314

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$25,214,839
Total Budgeted Expenditures in the LCAP	$20,499,431
Total Budgeted Expenditures for High Needs Students in the LCAP	$5,499,359
Expenditures not in the LCAP	$4,715,408

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$305,000
Actual Expenditures for High Needs Students in Learning Continuity Plan	$263,106

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$1,092,902
2020-21 Difference in Budgeted and Actual Expenditures	$-41,894

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures not included in the LCAP will show an overall amount of $4,715,408. This amount of $4,717,408 stems from other various funding sources. Some of these sources include funds provided as a result of COVID-19. The Federal Government, through Congress, provided finances through the Elementary and Secondary School Emergency Relief (ESSER) II Fund. California also provided finances in the form of the Extended Learning Opportunities (ELO) Grant, and the In-Person Instruction (IPI) Grant. Aside from these COVID-19 based funds, other sources of revenue stem from Federal Categorical Funds such as Title I

	for socially-economic disadvantaged students and Title III for English Learners. Other general fund expenditures not included in the LCAP are primarily composed of the following: STRS on Behalf, SELPA portion of LCFF funds, lottery restricted and unrestricted dollars and special education transportation billback.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	The difference between the budgeted and actual expenditures of $41,894 had little impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students in 2020-2021. While there is a difference of $41,894, approximately less than $3,000 stemmed from a small difference between budgeted and expenditures in social emotional support for students and learning loss academic support. The largest amount of the $41,894 difference can be found in the district's ability to provide internet connectivity to families. Due to discounted rates made available to school district's, Riverdale Joint Unified School District was able to provide this service at a much lower than projected cost. The difference of $41,894 had little impact on the district's ability to increase or improve services for high needs students.

LCFF Budget Overview for Parents

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

CDS Code: 10754080000000

School Year: 2021-22

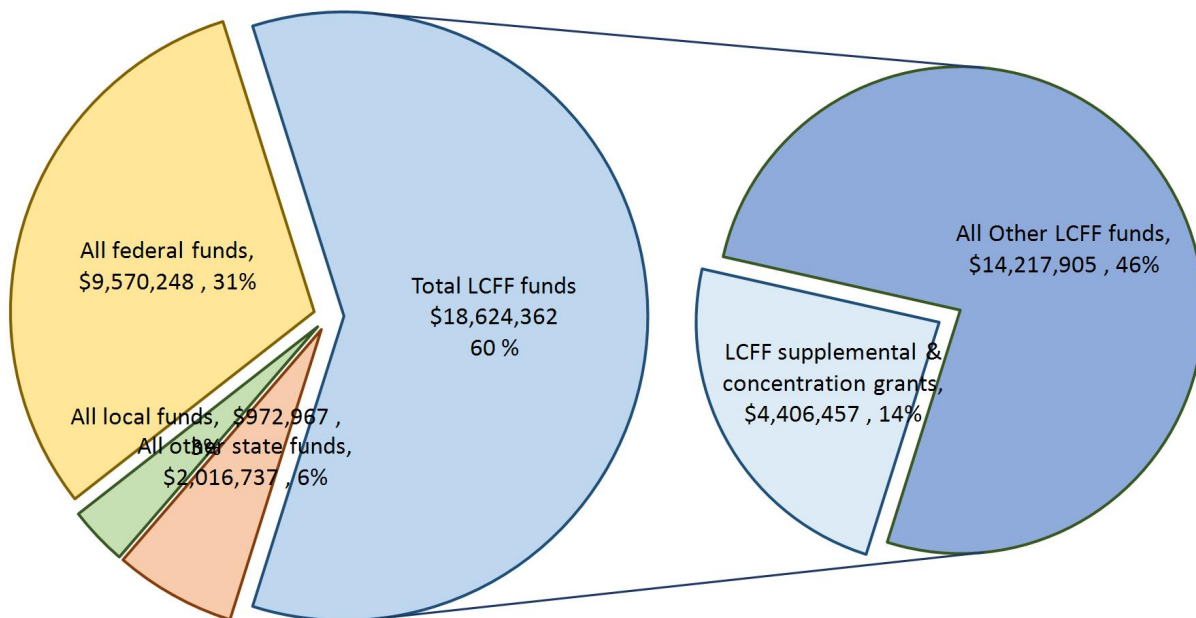LEA contact information:

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 2021-22 School Year

Projected Revenue by Fund Source

All federal funds, $9,570,248 , 31%

Total LCFF funds $18,624,362 60 %

All local funds, $972,967 ,

All other state funds, $2,016,737 , 6%

All Other LCFF funds, $14,217,905 , 46%

LCFF supplemental & concentration grants, $4,406,457 , 14%

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

The total revenue projected for Riverdale Joint Unified School District is $31,184,314, of which $18,624,362 is Local Control Funding Formula (LCFF), $2,016,737 is other state funds, $972,967 is local

funds, and $9,570,248 is federal funds. Of the $18,624,362 in LCFF Funds, $4,406,457 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
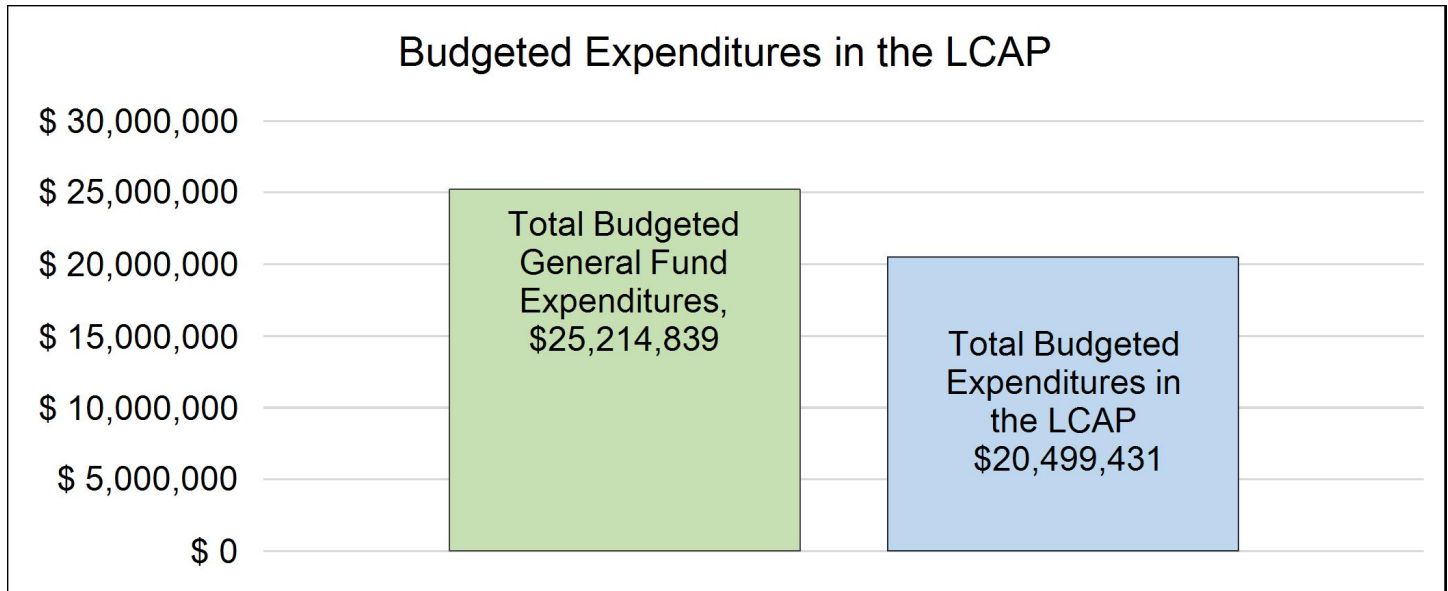
This chart provides a quick summary of how much Riverdale Joint Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Riverdale Joint Unified School District plans to spend $25,214,839 for the 2021-22 school year. Of that amount, $20,499,431 is tied to actions/services in the LCAP and $4,715,408 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
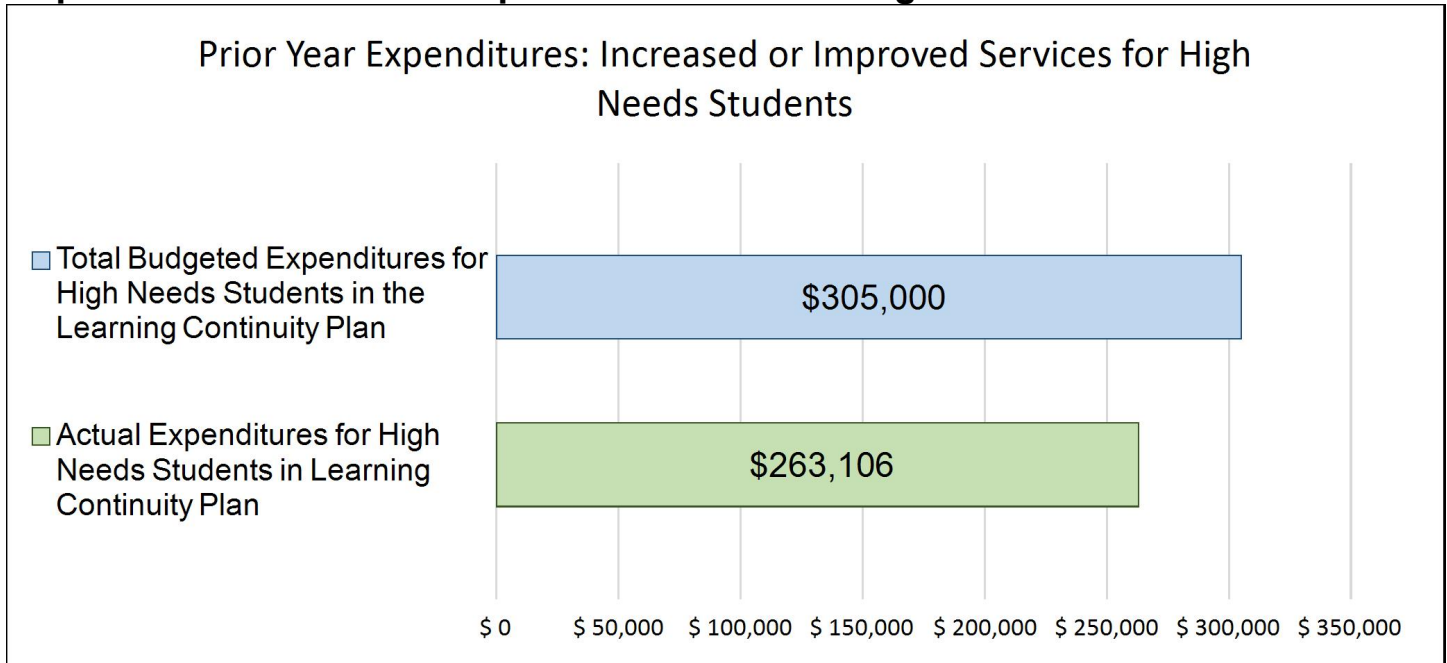
Expenditures not included in the LCAP will show an overall amount of $4,715,408. This amount of $4,717,408 stems from other various funding sources. Some of these sources include funds provided as a result of COVID-19. The Federal Government, through Congress, provided finances through the Elementary and Secondary School Emergency Relief (ESSER) II Fund. California also provided finances in the form of the Extended Learning Opportunities (ELO) Grant, and the In-Person Instruction (IPI) Grant. Aside from these COVID-19 based funds, other sources of revenue stem from Federal Categorical Funds such as Title I for socially-economic disadvantaged students and Title III for English Learners. Other general fund expenditures not included in the LCAP are primarily composed of the following: STRS on Behalf, SELPA portion of LCFF funds, lottery restricted and unrestricted dollars and special education transportation billback.

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

In 2021-22, Riverdale Joint Unified School District is projecting it will receive $4,406,457 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 $5,499,359 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21

Prior Year Expenditures: Increased or Improved Services for High Needs Students

Category	Amount
☐ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$305,000
☐ Actual Expenditures for High Needs Students in Learning Continuity Plan	$263,106

$ 0 $ 50,000 $ 100,000 $ 150,000 $ 200,000 $ 250,000 $ 300,000 $ 350,000

This chart compares what Riverdale Joint Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what 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.

In 2020-21, Riverdale Joint Unified School District's Learning Continuity Plan budgeted $305,000 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent $263,106 for actions to increase or improve services for high needs students in 2020-21.

The difference between the budgeted and actual expenditures of $41,894 had little impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students in 2020-2021. While there is a difference of $41,894, approximately less than $3,000 stemmed from a small difference between budgeted and expenditures in social emotional support for students and learning loss academic support. The largest amount of the $41,894 difference can be found in the district's ability to provide internet connectivity to families. Due to discounted rates made available to school district's, Riverdale Joint Unified School District was able to provide this service at a much lower than projected cost. The difference of $41,894 had little impact on the district's ability to increase or improve services for high needs students.

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

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

LEA Name	Contact Name and Title	Email and Phone
Riverdale Joint Unified School District	Jeff Percell Superintendent	jpercell@rjusd.org (559) 867-8200

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

Goal 1

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator District Benchmarks ELA Proficiency Rate - All Students **19-20** Increase Proficiency to 45% **Baseline** 35.2% Proficient	District Benchmarks: GOAL MET: K-6 = 51.9%, GOAL MET: 7-12 = 50.3% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - Hispanic **19-20** Increase Proficiency to 47% **Baseline** 32.9% Proficient	District Benchmarks: GOAL MET: K-6 = 88.3%, GOAL MET: 7-12 = 49.2% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - White **19-20** Increase Proficiency to 56%	District Benchmarks: GOAL MET: K-6 = 62.2%, GOAL NOT MET: 7-12 = 48.2% Proficient (Illuminate 2020)

Expected	Actual
Baseline 46.6% Proficient	
Metric/Indicator District Benchmarks ELA Proficiency Rate - Economically Disadvantaged **19-20** Increase Proficiency to 43% **Baseline** 33.3% Proficient	District Benchmarks: GOAL MET: K-6 = 61.3%, GOAL MET: 7-12 = 49.4% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - English Learner **19-20** Increase Proficiency to 39% **Baseline** 20.1% Proficient	District Benchmarks: GOAL NOT MET: K-6 = 10.2%, GOAL NOT MET: 7-12 = 20.5% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - Homeless **19-20** Increase Proficiency to 42% **Baseline** 27% Proficient	District Benchmarks: GOAL MET: K-6 = 64.7%, GOAL MET: 7-12 = 50% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - RFEP **19-20** Increase Proficiency to 46% **Baseline** 39.3% Proficient	District Benchmarks: GOAL MET: K-6 = 59.3%, GOAL MET: 7-12 = 61.4% Proficient (Illuminate 2020)
Metric/Indicator District Benchmarks ELA Proficiency Rate - Students w/Disabilities	District Benchmarks: GOAL NOT MET: K-6 = 5.1%, GOAL MET: 7-12 = 34% Proficient (Illuminate 2020)

Expected	Actual
19-20 Increase Proficiency to 31% **Baseline** 19.1% Proficient	
Metric/Indicator CAASPP Met Achievement: ELA - All Students **19-20** Increase Proficiency to 44% **Baseline** 33% Proficient	CAASPP ELA Assessments: GOAL MET: 51.10 % Met Achievement: ELA - All Students (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - Hispanic **19-20** Increase Proficiency to 50% **Baseline** 30% Proficient	CAASPP ELA Assessments: GOAL NOT MET: 40.81 % Met Achievement: ELA - Hispanic (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - White **19-20** Increase Proficiency to 57% **Baseline** 49% Proficient	CAASPP ELA Assessments: GOAL MET: 65.64% Met Achievement: ELA - White (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - Economically Disadvantaged **19-20** Increase Proficiency to 40% **Baseline** 29% Proficient	CAASPP ELA Assessments: GOAL NOT MET: 39.19% Met Achievement: ELA - Economically Disadvantaged (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - English Learner	CAASPP ELA Assessments: GOAL MET: 12.81% Met Achievement: ELA - English Learner (CAASPP 18-19)

Expected	Actual
19-20 Increase Proficiency to 12% **Baseline** 31% Proficient	
Metric/Indicator CAASPP Met Achievement: ELA - Homeless **19-20** Increase Proficiency to 26% **Baseline** 20% Proficient	CAASPP ELA Assessments: GOAL MET: 32.86% Met Achievement: ELA - Homeless (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - RFEP **19-20** Increase Proficiency to 60% **Baseline** 48% Proficient	CAASPP ELA Assessments: GOAL MET: 60.07% Met Achievement: ELA - RFEP (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: ELA - Students w/Disabilities **19-20** Increase Proficiency to 20% **Baseline** 7% Proficient	CAASPP ELA Assessments: GOAL NOT MET: 16.35% Met Achievement: ELA - Students w/Disabilities (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - All Students **19-20** Increase Proficiency to 40% **Baseline** 29% Proficient	CAASPP Math Assessments: GOAL NOT MET: 39.73 % Met Achievement: Math - All Students (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - Hispanic	CAASPP Math Assessments: GOAL NOT MET: 28.05% Met Achievement: Math - Hispanic (CAASPP 18-19)

Expected	Actual
19-20 Increase Proficiency to 38% **Baseline** 27% Proficient	
Metric/Indicator CAASPP Met Achievement: Math - White **19-20** Increase Proficiency to 46% **Baseline** 40% Proficient	CAASPP Math Assessments: GOAL MET: 54.23% Met Achievement: Math - White (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - Economically Disadvantaged **19-20** Increase Proficiency to 33% **Baseline** 25% Proficient	CAASPP Math Assessments: GOAL NOT MET: 27.48% Met Achievement: Math - Economically Disadvantaged (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - English Learner **19-20** Increase Proficiency to 20% **Baseline** 9% Proficient	CAASPP Math Assessments: GOAL NOT MET: 12.58% Met Achievement: Math - English Learner (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - Homeless **19-20** Increase Proficiency to 27% **Baseline** 8% Proficient	CAASPP Math Assessments: GOAL NOT MET: 22.69% Met Achievement: Math - Homeless (CAASPP 18-19)
Metric/Indicator CAASPP Met Achievement: Math - RFEP	CAASPP Math Assessments: GOAL NOT MET: 43.10% Met Achievement: Math - RFEP (CAASPP 18-19)

Expected	Actual
19-20 Increase Proficiency to 49% **Baseline** 40% Proficient	
Metric/Indicator CAASPP Met Achievement: Math - Students w/Disabilities **19-20** Increase Proficiency to 25% **Baseline** 17% Proficient	CAASPP Math Assessments: GOAL NOT MET: 12.61% Met Achievement: Math - Students w/Disabilities (CAASPP 18-19)
Metric/Indicator English Learner Annual Growth **19-20** Increase to 66% **Baseline** 60.4%	GOAL NOT MET: 34.3% Making Progress Towards English Language Proficiency (Aeries 2020)
Metric/Indicator EL Reclassification **19-20** Increase Reclassification Rate to 23% **Baseline** 14.7% Reclassified	GOAL NOT MET: EL Reclassification Rate: 15.8% Reclassified (DataQuest 2020)
Metric/Indicator a-g Completion Rate - Overall **19-20** Increase a-g Completion Rate to 60% **Baseline** 22% Completion Rate	GOAL NOT MET: Overall a-g Completion Rate: Overall - 41.4% Overall (Aeries 2020)
Metric/Indicator a-g Completion Rate - Hispanic	GOAL NOT MET: Hispanic a-g Completion Rate: 38.5% Overall (Aeries 2020)

Expected	Actual
19-20 Increase a-g Completion Rate to 60% **Baseline** 22.2% Completion Rate	
Metric/Indicator a-g Completion Rate - White **19-20** Increase a-g Completion Rate to 60% **Baseline** 25% Completion Rate	GOAL MET: White a-g Completion Rate: 69.2% Overall (Aeries 2020)
Metric/Indicator a-g Completion Rate - Economically Disadvantaged **19-20** Increase a-g Completion Rate to 60% **Baseline** 22.6% Completion Rate	GOAL NOT MET: Economically Disadvantaged a-g Completion Rate: 32.8% Overall (Aeries 2020)
Metric/Indicator a-g Completion Rate - English Learner **19-20** Increase a-g Completion Rate to 55% **Baseline** 21.4% Completion Rate	GOAL NOT MET: English Learner a-g Completion Rate: 0% Overall (Aeries 2020)
Metric/Indicator a-g Completion Rate - Homeless **19-20** Increase a-g Completion Rate to 35% **Baseline** 0% Completion Rate	GOAL INCOMPLETE: Homeless a-g Completion Rate: No 12th Grade Students in 2019-2020 (Aeries 2020)
Metric/Indicator EAP ELA - Ready	GOAL MET: SAT ERW Data used for 2019-2020 - 65.85% (DataQuest 2020)

Expected	Actual
19-20 Increase EAP ELA College Readiness to 25% **Baseline** 18% College Readiness Rate	
Metric/Indicator EAP Math - Ready **19-20** Increase EAP Math College Readiness to 20% **Baseline** 5% College Readiness Rate	GOAL MET: SAT Math Data used for 2019-2020 - 34.15% (DataQuest 2020)
Metric/Indicator AP Score: 3 or higher **19-20** Increase Passing Rate of AP Exams to 27% **Baseline** 21.1% AP Passing Rate	GOAL MET: AP Score: 3 or higher - 43.6% (Dataquest 2020)
Metric/Indicator SAT: Met ERW & CCR Benchmarks **19-20** Increase SAT Met ERW & CCR Benchmarks to 27% **Baseline** 20.75% Meet College Level Requirements	GOAL MET: SAT Met ERW & Math Benchmark: 11th - 45.16%, GOAL MET:12th - 31.71% (Dataquest 2020)
Metric/Indicator ACT: Score > 21 **19-20** Increase ACT Score > 21 to 40% **Baseline** 34% Meet College Level Requirements	GOAL NOT MET: ACT: Score > 21 - 29.63% (Dataquest 2020)
Metric/Indicator	GOAL MET: 100% of students enrolled in College & Career Coursework

Expected	Actual
% of 9-12 Grade Student Enrollment in College & Career Coursework **19-20** 97% **Baseline** 100% Enrolled	
Metric/Indicator Student CTE Enrollment **19-20** Maintain or Increase Student CTE Enrollment **Baseline** 352 Students in CTE	GOAL MET: Maintained Student CTE Enrollment at 354
Metric/Indicator Maintain or Increase ROP/CTE Course Offerings **19-20** Maintain Current ROP/CTE Course Offerings **Baseline** 8 ROP/CTE Course Offerings	GOAL MET: Maintained 8 ROP/CTE Course Offerings
Metric/Indicator Properly credentialed teachers with no mis-assignments and no vacancies as measured by credentials review **19-20** Maintain high level of properly credentialed teachers **Baseline** 100% Properly Placed	GOAL MET: 100% Properly placed credentialed teachers with no mis-assignments/vacancies

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. All instructional staff are considered to be highly effective to fulfill their teaching assignment. Qualified and capable classified and certificated employees are in place to support the overall learning structure for students.	1xxx and 3xxx Certificated Salaries and Benefits Base $7,468,597 2xxx and 3xxx Classified Salaries and Benefits Base $837,738 4000-4999: Books And Supplies Base $178,271 5000-5999: Services And Other Operating Expenditures Base $738,720	1xxx and 3xxx Certificated Salaries and Benefits Base $7,435,045 2xxx and 3xxx Classified Salaries and Benefits Base $827,401 4000-4999: Books And Supplies Base $74,223 5000-5999: Services And Other Operating Expenditures Base $518,522
2. 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.	1xxx and 3xxx Certificated Salaries and Benefits Base $0	1xxx and 3xxx Certificated Salaries and Benefits Base $0
3. The unduplicated students have the lowest academic performance. To address this need RJUSD will provide resources and materials to supplement and augment instructional practices outside the basic content and coursework in all areas of study. This action is developed specifically to focus on the needs of the unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for its at-risk unduplicated pupils. It is our expectation that providing resources and materials to supplement and augment instructional practices outside the basic content and coursework in all areas of study will result in increasing CAASPP and District Benchmark scores for these unduplicated students.	Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $203,836 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $171,354	Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $120,263 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $93,668
4. 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.	1xxx and 3xxx - Certificated Salaries and Benefits Special Education $189,730 1xxx and 3xxx - Certificated Salaries and Benefits Base $615,459	1xxx and 3xxx - Certificated Salaries and Benefits Special Education $340,058 1xxx and 3xxx - Certificated Salaries and Benefits Base $506,319

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2xxx and 3xxx Classified Salaries and Benefits Base $282,526	2xxx and 3xxx Classified Salaries and Benefits Base $294,309
	Programs, resources, and materials: 4000-4999: Books And Supplies Base $32,331	Programs, resources, and materials: 4000-4999: Books And Supplies Base $16,186
	Transportation to County Programs 5000-5999: Services And Other Operating Expenditures Base $5,730	Transportation to County Programs 5000-5999: Services And Other Operating Expenditures Base $36,208
5. The unduplicated students have the lowest academic performance. To address this need RJUSD will provide Summer School intervention. This action is developed specifically to focus on the needs of the unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for its at-risk unduplicated pupils. It is our expectation that providing Summer School Intervention will result in increasing CAASPP and District Benchmark scores for these unduplicated students.	1xxx and 3xxx - Certificated Salaries and Benefits: Other $79,840 2xxx ans 3xxx - Classified Salaries and Benefits: Other $2,924 Resources and materials: 4000-4999: Books And Supplies Other $6,000 Transportation: 5000-5999: Services And Other Operating Expenditures Other $15,000	1xxx and 3xxx - Certificated Salaries and Benefits: Other $0 2xxx ans 3xxx - Classified Salaries and Benefits: Other $0 Resources and materials: 4000-4999: Books And Supplies Other $0 Transportation: 5000-5999: Services And Other Operating Expenditures Other $0
6. English Learners have been identified as having the lowest performance on grade level standards and assessments. To address this need, RJUSD will maintain a District Wide ELD Advisory Council comprised of district and teacher leaders, to further develop and sustain the systems, structures, and resources for ELD instruction at each school site. This action is specifically designed to focus on the needs of our English Learner population and principally directed towards our unduplicated pupils ad effective in meeting the 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 District Wide ELD Advisory Council to develop and sustain systems, structures and resources for ELD instruction at each school site for these students will result in increased EL academic performance assessments and reclassification rates.	1xxx and 3xxx - Certificated Salaries and Benefits: Supplemental/Concentration $15,281	1xxx and 3xxx - Certificated Salaries and Benefits: Supplemental/Concentration $7,620

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. The unduplicated pupils have the lowest academic performance level in both English Language Arts and Math. To address this need RJUSD will provide targeted instruction to EL, FY and LI students by highly effective certificated instructors, including ELD instruction and intervention, and a reading resource teacher (TK-3). It is our expectation that providing the targeted instruction will result in increased District Benchmark scores.	1xxx and 3xxx - Certificated Salaries and Benefits Supplemental/Concentration $195,932	1xxx and 3xxx - Certificated Salaries and Benefits Supplemental/Concentration $197,722
8. The unduplicated students have some of the lowest participation in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses. The LEA 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). This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. This action will increase the participation rate of the unduplicated students.	1xxx and 3xxx - Certificated Salaries and Benefit Base $36,984 1xxx and 3xxx - Certificated Salaries and Benefits: Supplemental/Concentration $903,137 1xxx and 3xxx - Certificated Salaries and Benefits: Other $143,827 2xxx and 3xxx - Classified Salaries and Benefits: Supplemental/Concentration $36,679 Resources and materials: 4000-4999: Books And Supplies Base $2,474 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $54,562 5000-5999: Services And Other Operating Expenditures Other $10,349 Resources and materials: 4000-4999: Books And Supplies Other $30,959	1xxx and 3xxx - Certificated Salaries and Benefit Base $18,912 1xxx and 3xxx - Certificated Salaries and Benefits: Supplemental/Concentration $900,564 1xxx and 3xxx - Certificated Salaries and Benefits: Other $147,632 2xxx and 3xxx - Classified Salaries and Benefits: Supplemental/Concentration $21,895 Resources and materials: 4000-4999: Books And Supplies Base $438 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $23,265 5000-5999: Services And Other Operating Expenditures Other $28,558 Resources and materials: 4000-4999: Books And Supplies Other $21,573

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $72,441	5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $10,308
9. It is RJUSD's experience that EL, FY and LI students are at a greater risk of not achieving grade level standards. Designed schedules to best support student learning opportunities and 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.This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. It is our expectation that providing designated academic support the unduplicated students' will decrease the achievement gap.	1xxx and 3xxx - Certificated Salaries and Benefits Cost accounted for in salaries and benefits Supplemental/Concentration $0	1xxx and 3xxx - Certificated Salaries and Benefits Cost accounted for in salaries and benefits Supplemental/Concentration $0
10.The unduplicated pupils have the lowest performance on the CAASPP Indicator. To address this need, RJUSD will have Instructional support staff (e.g. highly effective tutors) in place to support students with the greatest academic need. This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. It is our expectation that providing instructional support staff will result in increasing CAASPP scores.	2xxx and 3xxx - Classified Salaries and Benefits Supplemental/Concentration $181,495	2xxx and 3xxx - Classified Salaries and Benefits Supplemental/Concentration $172,199
11. The unduplicated students have some of the lowest performances on assessments in English Language Arts and Math. To address this need, RJUSD will develop and refine Standards-aligned assessments at each grade level and utilize various data systems in ELD to monitor growth and inform instruction to a diverse population of students. This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. It is our belief that providing standards-aligned assessments to unduplicated students will decrease the achievement gap in both English Language Arts and Math.	1xxx and 3xxx - Certificated Salaries and Benefits Supplemental/Concentration $38,118 2xxx and 3xxx - Classified Salaries and Benefits Supplemental/Concentration $44,962 Data systems: 5000-5999: Services And Other Operating Expenditures Other $46,812	1xxx and 3xxx - Certificated Salaries and Benefits Supplemental/Concentration $37,132 2xxx and 3xxx - Classified Salaries and Benefits Supplemental/Concentration $45,186 Data systems: 5000-5999: Services And Other Operating Expenditures Other $32,521

Goal Analysis

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

Funds to Goal 1, which focused on student learning, went through a shift towards the end of the 2019-2020 year due to COVID-19. Decreases in funding occurred in the following areas: books and supplies of $100,000 (Action 1), resources and materials of $80,000 (Action 3), the cancelation of summer school in 2020 which resulted in all funds (Action 5) and many areas within the VAPA, CTE, STEM and AVID programs which caused many funds to not be used (Action 8). The decline in the application of these funds did not result in the denial of services for targeted students such as English learners, social-economically disadvantaged, or homeless or foster youth. The onset of the COVID-19 pandemic resulted in the offering of services to look different in a hybrid instructional model. Services used in the hybrid model during the pandemic were paid for out of various funds that were specifically allotted for items as a result of COVID-19. One area of funding that did increase under Goal 1 was in the area of certificated services (Action 4) as tutors were offered additional hours to work with students in 1-1 settings under the hybrid model during COVID-19. Parents expressed their appreciation for the efforts of the district to provide extended learning opportunities during the initial onset of the pandemic. Staff, who worked as tutors supporting students, also expressed their enjoyment in the opportunity to expand hours through a virtual setting. While instructional services may have looked different during the last quarter of the year, services were paid for under restricted COVID-19 dollars to support student learning.

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

Riverdale Joint Unified School District was making successful strides towards their goals and services until the onset of COVID-19 in the spring of 2020. Evidence of this progress can be seen in an examination of the various metrics the district used to measure Goal 1. While some goals were met, some were not. However, all goals experienced a growth from their baseline towards the district's desired level. The pandemic of 2020 brought a quick halt to many of the practices and procedures that the district had been using. The onset of COVID-19 caused Riverdale Joint Unified School District to make abrupt changes that brought both success and challenge to their goals.

While instruction continued under the pandemic, it was offered in a very different format. The immediate challenge the district faced was providing instructional services to students in a distance learning model. Through some growth pains of providing each student with a laptop and establishing connectivity, RJUSD provided learning in a distance learning environment. The move to a different medium of instruction did present several obstacles and the district struggled at times to overcome. The shift in the presentation of instruction did play a direct role in the learning progress of each student. Parents expressed their concern for student year-end grades to the Superintendent and the School Board. Riverdale Joint Unified School District issued a hold on grades to decline during COVID-19. Grades in the spring of 2020 only had the opportunity to increase during this period. Many of the end of year items such as field trips, hands on activities and culminating events were eliminated and virtual items were implemented as well as possible. In providing instructional services, success was found at the level that both teachers and students were submerged into the usage of technology.

While technology had a place in education, it was now being used at levels never thought of before. The incorporation of technology into daily lessons was a clear success in achieving student learning.

Goal 2

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
                      Priority 2: State Standards (Conditions of Learning)
                      Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 5: Pupil Engagement (Engagement)
                      Priority 7: Course Access (Conditions of Learning)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator EL Strategies at students' proficiency levels as recognized through classroom observations. **19-20** Increase to 70% recognized through classroom observations. **Baseline** 24.2% recognized through classroom observations.	GOAL NOT MET: 63% of the time EL Strategies at students' proficiency levels were recognized through classroom observations. (2020 - District)
Metric/Indicator Sufficient Core Instructional Materials as measured by annual Board Resolution of Sufficiency of Instructional Materials **19-20** Maintain high level of Sufficient Core Instructional Materials to students. **Baseline** 100% Sufficient Core Instructional Materials offered to students.	GOAL MET: 100% of the time students were provided Sufficient Core Instructional Materials as measured by annual Board Resolution of Sufficiency of Instructional Materials. (2020 - District)

Expected	Actual
Metric/Indicator Access to Grade Level, Academic, ELD and Technology Standards as recognized through classroom observations. **19-20** Increase to 89% recognized through classroom observations. **Baseline** 48.5% recognized through classroom observations.	GOAL MET: 92% of the time Access to Grade Level, Academic, ELD and Technology Standards was recognized through classroom observations. (2020 - District
Metric/Indicator Objectives aligned with instruction as recognized through classroom observations. **19-20** Maintain at a high level. **Baseline** 90.9% recognized through classroom observations.	GOAL MET: 95% of the time Objectives were aligned towards instruction was recognized through classroom observations. (2020 - District)
Metric/Indicator Using Grade/Subject Level appropriate Academic Language as recognized through classroom observations. **19-20** Maintain at a high level. **Baseline** 89.4% recognized through classroom observations.	GOAL MET: 92% of the time appropriate Grade/Subject Level Academic Language was recognized through classroom observations. (2020 - District)
Metric/Indicator Appropriate and effective use of technology as recognized through classroom observations. **19-20** Increase to 85% recognized through classroom observations. **Baseline** 57.6% recognized through classroom observations.	GOAL MET: 85% of the time Appropriate and Effective use of Technology was recognized through classroom observations. (2020 - District)
Metric/Indicator Cooperative Structures as recognized through classroom observations.	GOAL NOT MET: 55% of the time Cooperative Structures were recognized through classroom observations. (2020 - District)

Expected	Actual
19-20 Increase to 60% recognized through classroom observations. **Baseline** 45.5% recognized through classroom observations.	
Metric/Indicator Performance based learning activities as recognized through classroom observsations. **19-20** Increase to 70% recognized through classroom observations. **Baseline** 51.5% recognized through classroom observations.	GOAL NOT MET: 68% of the time Performance Based Learning was recognized through classroom observations. (2020 - District)
Metric/Indicator Teacher Survey - PLC opportunities are beneficial to student learning. **19-20** Increase perspective on connection between PLC opportunities and student learning to 90% **Baseline** 77.3% Yes	GOAL NOT MET: 74.5% YES - PLC opportunities are beneficial to student learning. (2020 - District)
Metric/Indicator Teacher Survey - PLC opportunities support instructional approaches in the classroom. **19-20** Maintain high perspective on connection between PLC Opportunities and Instructional Approaches in the classroom. **Baseline** 82.6% Yes	GOAL NOT MET: 81.6% YES - PLC opportunities support instructional approaches in the classroom. (2020 - District)
Metric/Indicator Teacher Survey - PD opportunities are beneficial to student learning. **19-20**	GOAL NOT MET: 72.7% YES - PD opportunities are beneficial to student learning. (2020 - District)

Expected	Actual
Maintain high perspective on connection between PD opportunities and student learning. **Baseline** 94% Yes	
Metric/Indicator Teacher Survey - PD opportunities support instructional approaches in the classroom. **19-20** Maintain high perspective on connection between PD Opportunities and Instructional Approaches in the classroom. **Baseline** 91.7% Yes	GOAL NOT MET: 80.3% YES - PD opportunities support instructional approaches in the classroom. (2020 District)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. Provide State Standards aligned instructional materials.	Social Science adoption 4000-4999: Books And Supplies Base $0 Standards Aligned Textbooks 4000-4999: Books And Supplies Other $27,382	Social Science adoption 4000-4999: Books And Supplies Base $0 Standards Aligned Textbooks 4000-4999: Books And Supplies Other $14,864
2. Offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops.	Professional Learning Fees 5000-5999: Services And Other Operating Expenditures Base $0 5000-5999: Services And Other Operating Expenditures Other $79,589 1xxx and 3xxx Certificated Salaries and Benefits Other $28,599	Professional Learning Fees 5000-5999: Services And Other Operating Expenditures Base $0 5000-5999: Services And Other Operating Expenditures Other $46,766 1xxx and 3xxx Certificated Salaries and Benefits Other $8,589

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3. The unduplicated pupils have the least exposure to technology. To address this need, RJUSD will equip students with the necessary instructional technology to engage in 21st Century learning opportunities and provide employees with the tools to support their learning This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for its at-risk unduplicated pupils. It is our expectation that providing students with the necessary technology to engage in 21st Century learning opportunities will result in increased academic performance in CAASPP and District Benchmark scores.	Instructional Technology 4000-4999: Books And Supplies Supplemental/Concentration $99,989 4000-4999: Books And Supplies Base $0 2xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $414,760 5000-5999: Services And Other Operating Expenditures Base $162,403	Instructional Technology 4000-4999: Books And Supplies Supplemental/Concentration $80,712 4000-4999: Books And Supplies Base $0 2xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $416,718 5000-5999: Services And Other Operating Expenditures Base $112,884 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $33,500
4. Our unduplicated pupils have the lowest academic performance in English Language Arts and Math. To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards. Core departments and elective teachers will go through professional development collaborative opportunities. This action is developed to specifically focus on the needs of EL students to close the achievement gap for this at-risk population. It is our expectation that providing professional development for the instructional staff will decrease the achievement gap in English Language Arts and Math for EL students when compared to the duplicated population.	Professional learning fees: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $0 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $11,917 Professional learning fees: 5000-5999: Services And Other Operating Expenditures Other 27,250	Professional learning fees: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $0 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $8,879 Professional learning fees: 5000-5999: Services And Other Operating Expenditures Other $21,875
5. The EL population has some of the lowest performances on CAASPP and District Benchmark assessments. To address this need, RJUSD provide ELD supplemental materials (LTEL) to support academic growth. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards the EL population and effective in meeting the students' needs and RJUSD's	ELD Intervention Materials 4000-4999: Books And Supplies Supplemental/Concentration $2,997	ELD Intervention Materials 4000-4999: Books And Supplies Supplemental/Concentration $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
goals to close the achievement gaps for at-risk unduplicated pupils. It is our expectation that providing ELD supplemental materials to EL students will result in increasing CAASPP and District Benchmark scores for these unduplicated students.		
6. The unduplicated pupils have the lowest performance on CAASPP scores. To address this need, RJUSD will offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops aimed at all students and in particular for unduplicated students. This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. It is our expectation that providing professional learning opportunities and vertical articulation of curriculum for all instructional staff will increase CAASPP scores.	Professional learning fees: 5000-5999: Services And Other Operating Expenditures Other $14,321 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $11,917 Professional learning fees: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $0	Professional learning fees: 5000-5999: Services And Other Operating Expenditures Other $11,236 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $8,879 Professional learning fees: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $0
7. The unduplicated pupils have the least opportunity for academic success. To address this need, RJUSD will provide instructional coaching support for the implementation of standards-based instruction and 21st Century Learning for teachers working with EL, FY and LI student populations. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap. It is our expectation that providing an instructional coach will increase the academic level of the unduplicated population.	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $155,920 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $68,330 1xxx and 3xxx Certificated Salaries and Benefits Other $55,985	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $184,854 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $65,571 1xxx and 3xxx Certificated Salaries and Benefits Other $62,360
8. The unduplicated pupils have some of the lowest reading levels thus making it difficult to access curriculum. To address this need, RJUSD will have library staff provide support for the implementation of standards-based instruction and 21st Century Learning for EL, FY and LI student populations. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to increase the academic performance of its	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $82,419 2xxx and 3xxx Classified Salaries and Benefits Other $56,591	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $71,794 2xxx and 3xxx Classified Salaries and Benefits Other $52,096

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
at-risk unduplicated population. It is our expectation that providing library staff to support the implementation of standards- based instruction and 21st Century Learning will result in increasing CAASPP and District Benchmark scores for these unduplicated students.	Resources and materials: 4000-4999: Books And Supplies Base $35,699	Resources and materials: 4000-4999: Books And Supplies Base $19,145

Goal Analysis

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

Funds to Goal 2, which focused on professional development, went through a shift towards the end of the 2019-2020 year due to the pandemic. With the onset of COVID-19 in March 2020, RJUSD went to a distance learning format. For a majority of the academic year RJUSD was able to spend their budgeted expenditures within their actions for Goal 2. As RJUSD went into a distance learning model in March 2020, some of the remaining funds were not able to be allocated. Decreases in expenditures occurred in the district's ability to finalize or carry out various professional development opportunities that were slated in the 4th quarter (Action 2). Approximately $33,000 less was spent on services and $20,000 less on certificated substitutes because RJUSD was unable to offer the professional development opportunities they had planned. Evidence of this decline in opportunities can be found in the teacher surveys where staff indicated that professional development opportunities did not match as well as previous years. The professional development that had occurred, did not prepare staff for the transition in instructional practices due to COVID-19 in the spring of 2020. In addition to professional development opportunities not being carried out in the 4th quarter, library staff services were altered due to the closure of in-person opportunities in the district. Resources for in-person opportunities by the library staff saw a reduction of approximately $17,000 (Action 8). A majority of budgeted expenditures were exhausted except for a couple of areas due to COVID-19.

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

Riverdale Joint Unified School District faced both successes and challenges during the course of the 2019-2020 year in achieving Goal 2. Successful implementation occurred during the first three-fourths of the school year with unexpected challenges arising during the final quarter of the year.

For a majority of the school year, RJUSD was able to successfully implement their actions and services to achieve Goal 2. Instructional staff were able to participate in various levels of professional development that focused on their instructional goals. Strategies to specifically address English learners were taking place along with PLC and PD opportunities that focused on English Language Arts. Grades K - 6 focused on reading strategies while 7 - 12 addressed writing strategies. Growth was being measured and seen in various student groups through the first three quarters of the 2019-2020 school year through the district's benchmark assessments.

March of 2020 brought a dramatic halt to established practices and the remainder of the year proved to be a challenge. For three quarters of the year, RJUSD staff had taken part in various professional development opportunities to utilize in their normal range of operations. There was no preparation for the massive shift in pedagogy as schools closed their doors in a physical manner. While some teachers had previous experience in providing instruction in an online format, most RJUSD staff did not. While RJUSD was able to provide laptops and connectivity to students, teachers faced numerous challenges in offering and providing instruction for students. RJUSD teachers expressed frustration in making the shift from a physical instruction model to an online model as little to no professional development had been offered for such an approach. Students also struggled with the transition to online instruction despite having access. Many students had the perception that since school had closed in a physical manner there was no need to either log on or do the assignments that were presented. The challenges that RJUSD faced in implementing actions and services for Goal 2 served as points for the district to learn from and correct for the 2020-2021 year.

Goal 3

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.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 3: Parental Involvement (Engagement)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator School Attendance Rate **19-20** Increase School Attendance Rate to 98% **Baseline** 96.83%	GOAL NOT MET: 96.3% School Attendance Rate (District 2020)
Metric/Indicator Truancy Rate **19-20** Decrease Truancy Rate to 6% **Baseline** 12%	GOAL NOT MET: 8% Truancy Rate (CALPADS 2020)
Metric/Indicator Chronic Absenteeism Rate	GOAL NOT MET: Chronic Absenteeism Rate - 6.9% (CALPADS 2020)

Expected	Actual
19-20 Decrease Chronic Absenteeism Rate to 3% **Baseline** 6.1%	
Metric/Indicator High School Graduation Rate **19-20** Increase High School Graduation Rate to 98% **Baseline** 95.4%	GOAL NOT MET: High School Graduation Rate - 94% (Dashboard 2020)
Metric/Indicator High School Drop-out Rate **19-20** Maintain a low High School Drop-out Rate. **Baseline** .02%	GOAL MET: High School Drop-out Rate - 0.5% (2020)
Metric/Indicator Middle School Drop-out Rate **19-20** Maintain a low Middle School Drop-out Rate **Baseline** 0%	GOAL MET: Middle School Drop-out Rate - 0% (2020)
Metric/Indicator Suspensions **19-20** Decrease Suspensions to 3.4% **Baseline** 4.3%	GOAL MET: Suspension Rate - 3.4% (DataQuest 2020)
Metric/Indicator Expulsions	GOAL MET: Expulsion Rate - 0% (DataQuest 2020)

Expected	Actual
19-20 Maintain a low expulsion rate. **Baseline** .8%	
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: All Students **19-20** Improve Healthy Fitness Zone to 57% **Baseline** 51.7%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: All Students - 75% (Aeries - 2020)
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: Economically Disadvantaged **19-20** Improve Healthy Fitness Zone to 57% **Baseline** 51.5%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: Economically Disadvantaged - 65% (Aeries - 2020)
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: Hispanic **19-20** Improve Healthy Fitness Zone to 58% **Baseline** 52.6%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: Hispanic - 74% (Aeries - 2020)
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: White **19-20** Improve Healthy Fitness Zone to 56% **Baseline** 48.7%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: White - 81% (Aeries - 2020)

Expected	Actual
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: Male **19-20** Improve Healthy Fitness Zone to 59% **Baseline** 54.1%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: Male - 83% (Aeries - 2020)
Metric/Indicator Physical Fitness Test - Healthy Fitness Zone: Female **19-20** Improve Healthy Fitness Zone to 59% **Baseline** 49.1%	GOAL MET: Physical Fitness Test Not Available in 2019-2020: Year End Grades (A) Used to Determine - Healthy Fitness: Female - 77% (Aeries - 2020)
Metric/Indicator Co-Curricular/Extra-Curricular Participation Rate **19-20** Increase Co-Curricular/Extra-Curricular Participation Rate to 30% **Baseline** 24.2%	GOAL NOT MET: Co-Curricular/Extra -Curricular Participation Rate: 25.8% (Local Survey)
Metric/Indicator After-School Program Participation Rate **19-20** Increase After-School Program Participation Rate to 36% **Baseline** 30%	GOAL NOT MET: After-School Program Participation Rate: 32.3% (Local Survey)
Metric/Indicator Facilities Inspection Tool (FIT) **19-20** Continue "Good" Status of FIT program. **Baseline** Good	GOAL MET: Facilities continued/maintained "Good" status of FIT Program (FIT Tool 2020)

Expected	Actual
Metric/Indicator Student Survey - Vandalism/graffiti, gang activity or illegal drug/alcohol use exists in your school **19-20** Decrease Student Perspective on vandalism/graffiti, gang activity or illegal drug/alcohol use on campus to 5% **Baseline** 8.5% Yes	GOAL NOT MET: 17% - Feel vandalism/graffiti, gang activity or illegal drug/alcohol use exists on their campus (4-12: Healthy Kids)
Metric/Indicator Student Survey - Bullying exists in your school **19-20** Decrease Student Perspective on bullying occuring to 8% **Baseline** 23.1% Yes	GOAL NOT MET: 21.4% Feel bullying exists on their campus (4-12: Healthy Kids)
Metric/Indicator Student Survey - I enjoy eating food from the school cafeteria **19-20** Improve Student Perspective on school cafeteria food to 30% **Baseline** 17.5% Yes	GOAL NOT MET: 21.8% - Enjoy eating from the school cafeteria.
Metric/Indicator Student Survey - I have missed more than 10 days of school **19-20** Decrease excessive absences to 6% **Baseline** 9.5% Yes	GOAL NOT MET: 9.4% Yes - I have missed more than 10 days of school.
Metric/Indicator Student Survey - I enjoy attending school everyday **19-20** Increase Student Persepctive on enjoying school to 90%	GOAL NOT MET: 86.5% Yes - I enjoy attending school everyday

Expected	Actual
Baseline 84.6% Yes	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1. The unduplicated population have a higher suspension rate. 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 stakeholders (e.g. Positive Behavior Intervention and Supports – PBIS). This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting students' needs and RJUSD's goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that providing PBIS will result in a decreased suspension rate for these unduplicated students.	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $7,150 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $15,963	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $10,045 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $4,594 Resources 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $1,575
2. Enhance opportunities for student recognition to include a wide range of students and families.	Resources and materials: 4000-4999: Books And Supplies Base $2,600	Resources and materials: 4000-4999: Books And Supplies Base $1,509
3. Maintain transportation to support positive school attendance.	Home to school transportation: 5000-5999: Services And Other Operating Expenditures Base $786,333 Home to school transportation: 5000-5999: Services And Other Operating Expenditures Other $227,195	Home to school transportation: 5000-5999: Services And Other Operating Expenditures Base $743,253 Home to school transportation: 5000-5999: Services And Other Operating Expenditures Other $0
4. The unduplicated pupils have the least opportunity to take part in activities outside of the classroom. To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra-curricular activities. This action is developed specifically to focus on the	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $40,030	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $41,174

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to increase participation in co- curricular/extra-curricular activities for its at risk-students. It is our expectation that providing transportation will increase the participation rate.	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $1,098	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $0
5. Maintain and improve healthy food options for students. Maintain staffing to allow for food preparation at all school sites.	2xxx and 3xxx Classified Salaries and Benefits Food Services $661,697 Food Services Department expenses: 4000-4999: Books And Supplies Food Services $490,549 5000-5999: Services And Other Operating Expenditures Food Services $34,690 6000-6999: Capital Outlay Food Services $0 7000-7439: Other Outgo Food Services $50,203	2xxx and 3xxx Classified Salaries and Benefits Food Services $632,289 Food Services Department expenses: 4000-4999: Books And Supplies Food Services $481,850 5000-5999: Services And Other Operating Expenditures Food Services $23,373 6000-6999: Capital Outlay Food Services $5,766 7000-7439: Other Outgo Food Services $48,231
6. Maintain clean campuses that are in good repair, address facilities needs relating to increased enrollment and increased course offerings, and improve current facilities.	2xxx and 3xxx Classified Salaries and Benefits Base $1,135,391 Resources and materials: 4000-4999: Books And Supplies Base $258,087 5000-5999: Services And Other Operating Expenditures Base $837,283 6000-6999: Capital Outlay Base $105,880 Not Applicable $0 6000-6999: Capital Outlay Base $1,000,000 Not Applicable $0	2xxx and 3xxx Classified Salaries and Benefits Base 1,101,826 Resources and materials: 4000-4999: Books And Supplies Base $172,130 5000-5999: Services And Other Operating Expenditures Base $807,413 6000-6999: Capital Outlay Base $169,924 Not Applicable $0 6000-6999: Capital Outlay Base $426,612 Not Applicable $0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
7. Maintain contracted health and support services.	Nursing services: 5000-5999: Services And Other Operating Expenditures Special Education $20,000 Speech services: 5000-5999: Services And Other Operating Expenditures Special Education $360,000 Occupational/physical therapy: 5000-5999: Services And Other Operating Expenditures Special Education $20,000	Nursing services: 5000-5999: Services And Other Operating Expenditures Special Education $17,154 Speech services: 5000-5999: Services And Other Operating Expenditures Special Education $355,159 Occupational/physical therapy: 5000-5999: Services And Other Operating Expenditures Special Education $38,532
8. Provide quality after school programs at each school site.	1xxx and 3xxx Certificated Salaries and Benefits After School Program Grants $31,698 2xxx and 3xxx Classified Salaries and Benefits After School Program Grants $7,570 Resources and materials: 4000-4999: Books And Supplies After School Program Grants $16,974 Transportation: 5000-5999: Services And Other Operating Expenditures After School Program Grants $87,525 Not Applicable $0 : Not Applicable $0 Not Applicable $0	1xxx and 3xxx Certificated Salaries and Benefits After School Program Grants $20,744 2xxx and 3xxx Classified Salaries and Benefits After School Program Grants $4,940 Resources and materials: 4000-4999: Books And Supplies After School Program Grants $44,939 Transportation: 5000-5999: Services And Other Operating Expenditures After School Program Grants $65,464 Not Applicable $0 Not Applicable $0 Not Applicable $0
9. The unduplicated pupils have the least opportunities for student participation in athletics which directly connects to involvement and success in academics. To address this need, RJUSD will provide opportunities for student participation in athletics. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $102,054	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $85,454

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
effective in meeting the students' needs and RJUSD's goals to close the achievement gap for its at-risk unduplicated pupils. It is our expectation that providing opportunities for student participation in athletics will result in narrowing the achievement gap in academics for these unduplicated students.	Materials and resources: 4000-4999: Books And Supplies Supplemental/Concentration $161,000 Transportation: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $137,412 2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $70,309 6000-6999: Capital Outlay Supplemental/Concentration $9,598	Materials and resources: 4000-4999: Books And Supplies Supplemental/Concentration $128,265 Transportation 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $35,697 2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $72,942 6000-6999: Capital Outlay Supplemental/Concentration $8,693 Transportation 5000-5999: Services And Other Operating Expenditures Other $67,990
10. The unduplicated students are optimally positioned for academic and socio-emotional success when provided with a supportive and safe school environment. To address this need and support student learning, RJUSD will maintain the current level of campus safety and seek opportunities to improve overall safety, security, supervision, and equipment. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gaps for at-risk unduplicated pupils. It is our expectation that providing a sustained, supportive and safe environment through campus safety will result in increased CAASPP scores.	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $23,306 2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $328,508 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $39,794 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $20,525	1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $15,154 2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration 272,384 Resources and materials: 4000-4999: Books And Supplies Supplemental/Concentration $32,981 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $17,426

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Other $3,254	5000-5999: Services And Other Operating Expenditures Other $3,163
11. The unduplicated pupils have the least exposure to health and support services. To address this need, RJUSD will provide opportunities for health and support services for students. This action is developed specifically to focus on the needs of our unduplicated population and principally directed towards unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gaps for its at-risk unduplicated pupils. It is our expectation that providing health and support services will result in increasing attendance along with decreasing suspension rate for these unduplicated students.	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $59,887 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $397,473 1xxx and 3xxx Certificated Salaries and Benefits Other $167,778 1xxx and 3xxx Certificated Salaries and Benefits Base $18,564 1xxx and 3xxx Certificated Salaries and Benefits Special Education $105,186	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $48,038 1xxx and 3xxx Certificated Salaries and Benefits Supplemental/Concentration $309,930 1xxx and 3xxx Certificated Salaries and Benefits Other $247,355 1xxx and 3xxx Certificated Salaries and Benefits Base $18,846 1xxx and 3xxx Certificated Salaries and Benefits Special Education $106,797
Service was discontinued as a Supplemental/Concentration expense in the 2018-2019 academic year.	$0	$0

Goal Analysis

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

Funds budgeted to Goal 3, which focused on climate and culture, went through a shift towards the end of the 2019-2020 year due to COVID-19. Decreases in funding occurred overall due to the closure of schools in a physical format in March 2020. Decreases were seen in resources in Goal 1 ($11,000), the After School Program in Goal 8 (approximately $30,000) and throughout all of Goal 9 due to the elimination of athletics in the 4th quarter (approximately $140,000). In some areas, due to the availability of funds associated with COVID-19, funding expenditures were shifted and picked up from a different funding source. This was the case for transportation in Goal 3 ($227,000) as services changed from picking up students for school to delivering food during the pandemic. Some families

expressed challenges in driving into town to pick-up meals for their children. To address this, RJUSD used school busses to transport food to busing routes established throughout the year. The same became true for Goal 6 that focused on facilities as the appearance or costs being cut ($500,000 overall) but were spent from other funding sources that became available due to COVID-19. The impact of schools physically closing for the 4th quarter also played an impact on funds used during this period for facilities. In examining the actions and services for Goal 3, many items were either reduced or eliminated during the 4th quarter due to COVID-19 or were funded from other sources that became available due to COVID-19.

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

Riverdale Joint Unified School District experienced both successes and challenges in implementing their actions and services to achieve Goal 3. Goal 3 focuses on Climate and Culture and the district experienced growth and strides of improvement before the pandemic which brought varied levels of success.

Prior to COVID-19, RJUSD had taken many positive strides to address absenteeism and discipline issues. The district and school sites had redesigned their process to address absenteeism by greater levels of parent notification by teachers, staff and administration. Students' and their families were also introduced to strategies from counselors to support and increase healthy attendance. While attendance information/reporting came to an end with the onset of COVID-19, attendance numbers for active participation online for courses dropped significantly.   Students did not respond well to the synchronous/asynchronous model the district used during the 4th quarter of the 2019-2020 year as was seen by the number of students who logged on and the reduction in school work being submitted by students to their teachers.

The district continued to incorporate PBIS (Positive Behavioral Interventions and Supports) by each school site examining contributing factors of behavior and redesigning support and reward systems for students. While discipline numbers did
lower, it was noted that student perception of drug/alcohol use and gang type behaviors was a greater presence as indicated in the Healthy Kids Survey. As schools closed to COVID-19, RJUSD counselors developed online resources and established emergency phone lines for students to connect with them. This continuation of services allowed not only current students being seen by counselors to continue but also provided a new connection for students experiencing challenges at home during the pandemic. Counselors informed district administration that student outreach was so great that counselors inquired about expanding their hours to support student needs.

The greatest success story post COVID-19 was in the district's Food Services program. Prior to COVID-19 RJUSD has continually made attempts to improve the quality of meals served from their cafeterias. Student data continues to show a warm reception to food items that need to follow USDA guidelines as opposed to unhealthy food selections but preferred by students. As schools closed due to COVID-19, RJUSD was able to continue providing both breakfast and lunch meals for the students in their district. RJUSD was able to provide meals in a pick-up format at each of their school sites along with offering meals delivered to students who participated in bus transportation during the regular year. The distribution of meals increased to nearly 1,000 meals a day during the period of school closure to COVID-19 as indicated by the daily lunch count of food being produced and picked up at the school sites.

Goal 4

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.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Parent Percentage Who Participate in Survey **19-20** Increase Parent Participation Rate to 14% **Baseline** 8.3% Participated	GOAL NOT MET: 3% Participation Rate in Survey. (2020)
Metric/Indicator Parent Survey - School Personnel reach out to seek parent input regarding my child's education. **19-20** Increase Level of Parental Reach Out to 74% **Baseline** 68% Yes	GOAL MET: 81% - Yes: School personnel reach out to seek parent input regarding my child's education. (2020 Healthy Kids)
Metric/Indicator Parent Survey - I am aware of parent opportunities to support my child's education. **19-20** Increase Awareness of Parental Opportunities to 77% **Baseline** 70.8% Yes	GOAL MET: 95% - Yes: I am aware of parent opportunities to support my child's education. (2020 Healthy Kids)

Expected	Actual
Metric/Indicator Parent Survey - I am able to communicate with administrators regarding my child's education. **19-20** Increase Ability to Communicate with Administrators to 78% **Baseline** 72.1% Yes	GOAL NOT MET: 73% - Yes: I am able to communicate with administrators regarding my child's education. (2020 Healthy Kids)
Metric/Indicator Parent University - Parent Involvement **19-20** Maintain or Increase Level of Parents Who Complete Program **Baseline** 23 Completed CSU-Fresno Program	GOAL NOT MET: 0% - Program was not offered in 2019-2020
Metric/Indicator Parent Involvement Opportunities: High School **19-20** Maintain or Increase Number of Parent Involvement Opportunities. **Baseline** 8 Provided by High School	GOAL MET: Maintained Number of Parent Involvement Opportunities at High School with 8. (2020)
Metric/Indicator Parent Involvement Opportunities: K-8 **19-20** Maintain or Increase Number of Parent Involvement Opportunities. **Baseline** 6 Provided by K-8 School Sites	GOAL MET: Maintained Number of Parent Involvement Opportunities at K-8 with 6. (2020)
Metric/Indicator Parent Involvement Opportunities: District **19-20**	GOAL MET: Maintained Number of Parent Involvement Opportunities at District with 4. (2020)

Expected	Actual
Maintain or Increase Number of Parent Involvement Opportunities. **Baseline** 4 Provided by District	
Metric/Indicator Parent Involvement Participation Rate **19-20** Increase Parent Involvement Participation Rate to 11% **Baseline** 5%	GOAL NOT MET: 6.1% Parent Involvement Rate Districtwide. (2020)

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures

1. Increase and improve opportunities for parent workshops.	1xxx and 3xxx Certificated Salaries and Benefits
	2xxx and 3xxx Classified Salaries and Benefits
	  Base $0
		1xxx and 3xxx Certificated Salaries and Benefits
		2xxx and 3xxx Classified Salaries and Benefits
		  Base $0

2. Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism.	Fingerprinting: 5000-5999: Services And Other Operating Expenditures Base $3,000	Fingerprinting: 5000-5999: Services And Other Operating Expenditures Base $1,664
3. The parents of unduplicated pupils have the lowest parental engagement rate with the school district. To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media). This action is developed specifically to focus on the needs of our unduplicated students' parents. This action is principally directed toward the unduplicated pupils and effective in meeting the students' needs and RJUSD's goals to close the achievement gap for all its at-risk unduplicated students. It is our expectation that providing home communication will result in an increased parental engagement in their child's education and increased CAASPP scores for Math and ELA.	Resources, materials, postage: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $5,400	Resources, materials, postage: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $8,866

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
4. Continue the RJUSD established LCAP survey for stakeholders to provide ongoing input regarding the 8 State priorities.	Not Applicable 5000-5999: Services And Other Operating Expenditures Other 1,700	Not Applicable 5000-5999: Services And Other Operating Expenditures Other $1,329
5. Increase parent access to computer workstations at all sites.	2xxx and 3xxx Classified Salaries and Benefits Base $0	2xxx and 3xxx Classified Salaries and Benefits Base $0
6. The parents of unduplicated pupils have a language barrier that results in the lowest communication level with school sites. To address this need, RJUSD will enhance and sustain opportunities for parent English Language Development. Increase services to provide workshops in the areas of beginning and conversational English Language Development for educational nomenclature. This action is developed specifically to focus on the needs of parents with unduplicated pupils and principally directed towards parents and effective in meeting the parents' and students' needs and RJUSD's goals to increase communication for its at-risk unduplicated pupils. It is our expectation that providing these opportunities will result in an increase in parental engagement through communication.	Resources and materials: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $18,000	Resources and materials: 5000-5999: Services And Other Operating Expenditures Supplemental/Concentration $0
7. The parents of unduplicated pupils have a language barrier that results in the lowest communication level with school sites. To address this need, RJUSD will employ bilingual staff at each school site to assist with ongoing parent support and improved outreach. This action is developed specifically to focus on the needs of parents with unduplicated pupils and principally directed towards parents and effective in meeting the parents' and students' needs and RJUSD's goals to increase communication for its at-risk unduplicated pupils. It is our expectation that providing these opportunities will result in an increase in parental engagement in their child's education and increased CAASPP scores for Math and ELA.	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $97,708	2xxx and 3xxx Classified Salaries and Benefits Supplemental/Concentration $145,087

Goal Analysis

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

Funds budgeted for Goal 4, which focused on parent engagement, were mostly carried out and even expanded in some areas in the 2019-2020 school year. Parent engagement is always essential and towards the end of the 2019-2020 year it grew in importance. Parent communication grew during the period of school closures under COVID-19 and budgeted expenditures for postage grew (+$3,400) under Action 3. As information for parents continued to change due to COVID-19, RJUSD made every effort to keep parents informed.   Parents continued to ask for information regarding grades or graduation and senior activities. The addition of a bilingual secretary to work with Spanish speaking families caused expenditures to grow (+$48,000) in Action 7. Parents expressed a desire for the continuation of the parent education program RJUSD had been running years prior. Attempts were made to bring back the parent education program but in the end it was unsuccessful. This resulted in the total funds for Goal 6 ($18,000) to not be spent. These funds were not used for any parent program and will be carried over to the following year.

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

Riverdale Joint Unified School District faced both successes and challenges in implementing actions and services to achieve Goal 4 which focused on Parent Engagement.

Riverdale Joint Unified was following traditional approaches to connect with parents prior to the pandemic and then was forced to explore new means for engagement. As schools were closed beginning in mid-March 2020, traditional means of engagement such as in-person events became obsolete. As RJUSD was able to deploy laptops for every student, these tools became means of communication and engagement to connect with parents in the district. Teachers and site administration was able to communicate in a greater fashion with parents, in virtual meeting rooms, than before in person. This was evident by the number of parent contacts teachers had made with parents in comparison to earlier in the school year. In addition, the district was able to expand its audience through virtual chat rooms on topics about food services, instruction, and graduation than traditional means used before. The ability for parents to access information in a virtual format rather than in person created additional opportunities for them to be informed.

The greatest challenge, for which the district was unsuccessful, in Goal 4 was the return of a Parent Education Program. Prior to 2019-2020, RJUSD had offered various parent education programs to the public. These programs centered on helping parents to develop skills to successfully communicate and understand elements at their child's school site. The district had been in conversation with a service provider before COVID-19 occurred in March but little success had been reached. A couple of obstacles presented themselves that prevented the opening of this program prior to COVID-19 in March 2020. Once the pandemic hit the Fresno County area, all possibilities of bringing a program back were completely halted.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Safety Equipment & Protocol for School Environment: All classrooms and facilities will be disinfected on a regular basis to ensure and promote a safe and clean environment under Covid-19 guidelines. In all classrooms and facilities there will be disinfectant, hand sanitizers, and plexiglass dividers to allow for safe communication between teachers and students. Face masks will be provided for all staff and students. All students, staff and visitors to each facility will undergo safety protocols that involve touchless thermometers and surveys. All staff will be provided with sanitization training aligned with the CA Department of Public Health and the Fresno County Department of Public Health guidelines and district policy.	$450,000	223,000	No
Medical Personnel: To ensure and promote safety standards, RJUSD will increase its nursing staff to support student and staff needs. The addition of nursing staff will support RJUSD protocols for student and staff safety that are aligned with the CA Department of Public Health and the Fresno County Department of Public Health guideline and district policy.	$100,000	60,000	No

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

Riverdale Joint Unified School district did have some substantive differences between the planned actions and budgeted expenditures for in-person instruction and what was implemented and expended on the actions. The district developed protocol for students and staff to return to campus. This protocol involved the usage of safety equipment in various manners as a piece of the district's protocol. The district had budgeted $450,000 but only used an estimated $223,000. The difference of $227,000 can be explained due to several factors. First, only about forty percent of students returned to school in the district's hybrid model. Families were given the

option of having their children attend in a hybrid model of two days a week or keeping their children on distance learning. Sixty percent of the families in the district decided to keep their children at home full time in the distance learning model. This reduction in students attending school played a drastic effect on the purchasing of safety equipment for the district's COVID-19 protocol. In addition, during the course of the 2020-2021 year, the Centers for Disease Control and Prevention (CDC) changed their position on the daily cleaning of surfaces with disinfectants. The ability of some staff to work from home during the school year also played a role in the number of items needed for personnel working physically at their school site. The district also experienced a difference in expenditures in the area of medical personnel. The district had planned on increasing its nursing staff to three members but was only able to expand to two members. The district was able later to contract with an outside service to provide a nurse at each school site but the difference in $40,000 was due to all nurses not being district personnel.

Analysis of In-Person Instructional Offerings

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

Riverdale Joint Unified School District experienced both successes and challenges in implementing in-person instruction in the 2020-2021 school year. Riverdale Joint Unified School District developed an effective COVID-19 protocol plan by working with the Fresno County Offices of Education and Public Health. The protocol plan developed allowed both students and staff to return to campus in the fall of 2020. The school environment created a safe place for students to return for instruction. While the plan was a successful one, almost sixty percent of families decided to keep their children at home and undergo distance learning. Although the instructional experience was different in a classroom setting, it did provide a better educational opportunity for students than complete distance learning. The challenge of families deciding to keep their children home was an understandable situation but a frustrating situation. Using COVID-19 protocol students/staff were sent home when they developed COVID-19 symptoms. Many of these symptoms were never established as COVID-19 and the transmission rate for the district was extremely low. While the district's COVID-19 protocol was a good plan, it was an ever changing plan as items from federal, state and local levels constantly caused protocols to change and move. The continued adjustments of COVID-19 protocols did provide a challenge for in-person instruction. The acquisition of materials needed for COVID-19 protocols such as plexiglass also caused adjustments to be made as items were in high demand. Riverdale Joint Unified School District found success in implementing in-person instruction and adjusted for the challenges that came about from in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Technology Devices: Under the distance learning model, RJUSD issued every student a computer. As students received their computer, the devices needed to be protected as they were now outside of the classroom. Computer cases were purchased to protect the laptops as students took them home to gain access for distance learning during this period of the Covid-19 pandemic.	$50,000	$8,400	No
Internet Connectivity: To best support our pupils of low-income status, English learner, homeless, and foster youth, who may be at greater risk of learning loss due to the Covid-19 pandemic, RJUSD provided 5G hotspots to families to allow for connectivity to distance learning. To enhance the signal to families living in a rural district, the district expanded its range of internet connectivity by adding a tower to increase the range of coverage. This support of internet connectivity will assist students with distance learning through live interaction with an adult. This system of support, directed at students who are in these student groups of low-income, English learner, homeless, foster youth, and students with disabilities, is in response to the pandemic and support closure of the achievement gaps: particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.	$150,000	$110,978	Yes
Computers: Under the distance learning model, RJUSD issued Ipads to kindergarten students. Students in kindergarten were not receiving individual technological devices prior to Covid-19. Due to the pandemic of Covid-19 and the closures of schools, distance learning has become the method of instructional delivery. To support the distance learning model, kindergarten students were issued Ipads.	$250,000	$151,077	No
Computer Software & Programs: Moving to a distance learning model, RJUSD needed to purchase computer software and programs	$400,000	$347,287	No

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
to support online instruction. Materials such as a Learning Management System (LMS) and the digital access of curriculums and assessment tools will help students and their families to access learning and curriculums through the district's distance learning model under the Covid-19 pandemic.			
Instructional Materials: Due to RJUSD moving under a distance learning model because of the pandemic of Covid-19, additional classroom materials were purchased to provide for students teachers. Traditionally in a classroom a teacher would have a class set of materials that students would share during instructional time. In a distance learning model, RJUSD needed to provide materials for each student individually based on their grade level requirement. Supplies ranged from art supplies, pencils, rulers, supplemental reading materials, and headsets. Teachers were in need of webcams to support their instructional practices for distance learning. The purchase of these materials help to provide a high level of instruction for RJUSD students in a distance learning model.	$150,000	$147,375	No
Computers: As RJUSD moved into a distance learning model during this period of the Covid-19 pandemic, students were issued laptop computers. RJUSD needed to purchase additional computers for students in grades K-12 for home usage. The addition of computers supported the distance learning model RJUSD provided.	$220,000	$343,397	No

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

Riverdale Joint Unified School district did experience some substantive differences between the planned actions and budgeted expenditures for their distance learning program and what was implemented and expended on the actions. All of these differences came as a result of various technology issues. First, a difference of approximately $42,000 between budgeted and actual costs on computer cases under technology devices. This difference is the result of two items. One was over inflation of the product's costs as computer cases were not as expensive as initially thought. Second, the student demand was far less than projected. Nearly sixty percent of families decided to keep their children home for distance learning. Both of these items contributed to the reduction in actual cost as compared to budgeted. At first appearance, there seems to be a substantive difference in computers with a budgeted to actual cost difference of nearly $100,000. Upon further examination however, an increase is also found within computers from

$220,000 to $343,397. This $120,000 increase really comes from the movement of funds from one project to another. Overall the costs on computers that Riverdale provided for their students levels out.

Analysis of the Distance Learning Program

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

Riverdale Joint Unified School District went through waves of successes and challenges during the 2020-2021 school year in the area of their Distance Learning Program. This ebb and flow of highs and lows was experienced in Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The success of the district to provide a continuity of instruction for students with access to devices was met with challenges in connectivity for families. From the onset of COVID-19 in the spring of 2020, Riverdale Joint Unified School District was able to provide each and every student access to a computer. The ability for each student to have access to a computer continued during the 2020-2021 year. Computers were rotated with families when needed and the district's Instructional Technology Department was able to provide service both at the school site and at a family's home. The groundwork had been laid for instructional services to continue through both a distance learning and hybrid format. Regardless of whether a student was in the classroom or working from home, lessons continued in a longitudinal manner. Challenges arose however on families with connectivity issues. Based in a rural setting, Riverdale families faced challenges with internet connectivity. The district attempted to meet these challenges by working with wireless carriers, expanding their tower and range ability for families to connect along with providing mobile hotspots. As school districts around the country explored these same avenues, mobile hotspots did become difficult to purchase and some families were placed on waiting lists to receive such devices. Riverdale Joint Unified was able to reach 97% of their families with connectivity. The district is working on plans to expand coverage and provide connectivity to all district families during the 2021-2022 school year. While a continuum of instructional services was provided, the frequency of students accessing them was still left to be desired.

Pupil Participation and Progress was a challenge in the district's continuity of instruction plan. Riverdale Joint Unified School District provided daily instruction in both synchronous and asynchronous formats but pupil participation was an immense challenge. When the district offered families the option to attend school in-person, through a hybrid model, or in distance learning almost sixty percent of families decided to keep their children at home. There were noticeable differences between students who attended class in-person and those who took part in distance learning completely. As the district measured attendance, many families took advantage of the state's allowance for attendance to be measured in either synchronous or asynchronous fashion. Many students from the beginning would skip their synchronous session and attempt to do work in the asynchronous portion. Families were contacted about attendance issues but many families would either decline phone calls or not answer their door during a home visit. The number of families who were not participating on a regular basis began to grow as students, who were scheduled for in-person hybrid, began to also miss class. Parents would allow their children to remain at home and log-on to class instead of attending in person. Riverdale Joint Unified

found a strong correlation between those students who attended school, through attendance records, in a regular fashion and student progress, their final posted grades.   Students who were not participating at a high frequency, based on attendance records, demonstrated little student progress and lower academic marks.

Riverdale Joint Unified School District's staff took part in professional development and altered their roles and responsibilities during the district's Distance Learning Program. During the course of the 2020-2021 school year, staff took part in Distance Learning Professional Development. The district joined with Schoology, a Learning Management System (LMS), as a medium of instruction for distance learning. The acquisition of the virtual learning platform and networking service required all instructional staff to be trained on how to use the product. Teachers also took part in grade level or subject matter professional development with the Fresno County Office of Education that focused on distance learning. The professional development had been scheduled prior to COVID-19 but was shifted to support student learning. RJUSD staff also took part in social-emotional training to increase awareness and support students in a greater fashion. During the course of the 2020-2021 school year, much of the staff altered their roles and responsibilities. Work environments changed as some staff were able to work from home. Times of shifts were also altered to support student learning. Some staff changed their roles during the COVID-19 pandemic from physical supervision to online instructional support. At times when physical staffing became a challenge, some staff members were asked to fill in on various items and sometimes with little notice. The staff of RJUSD took part in professional development, aimed at hybrid instruction, and altered their roles and responsibilities under the Distance Learning Program.

Riverdale Joint Unified School District found various levels of success that supported pupils with unique needs during the Distance Learning Program. One of the identified groups with unique needs was Special Education students. First, during distance learning, the district ensured that services provided for these students continued. Services for special education students took part in either a distance learning format or in a physical presence when allowed. The ability to provide a continuum of instruction and services for special education students was essential for their continued growth. Another identified group of students with unique needs were English Learners and students experiencing homelessness. English Learners, homeless students and Special Education students were provided with additional instructional support through tutors in their academic setting. These groups were also identified as being at a greater social-emotional risk. The district added a counselor in the fall of 2020 to help support and work with students who were targeted as high risk. Counselors increased their caseload in an effort to support student social-emotional needs. Food services for these students, along with the entire community, were provided meals during the summer and throughout the school year. The ability to offer meals for students provided a constant during a period of uncertainty. While the district found success in its support, challenges remained as not all students took part in the services provided. Due to the pandemic, some families relocated and RJUSD was unable to continue communication with them. Overall, the district offered an array of support for pupils with unique needs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
1:1 Academic Support: To best support students who are English learners who may be at greater risk of learning loss due to the Covid-19 pandemic, RJUSD created opportunities for additional 1:1 instructional opportunities with classroom tutors. To carry out 1:1 instructional opportunities, RJUSD purchased laptops, phone sets and headphones for classroom tutors so that they can work with students who are English Learners. This support of 1:1 assistance will help students with distance learning through live interaction with an adult. This system of support, directed at students who are English learners, is in response to the pandemic and support closure of the achievement gaps: particularly in ELA, Math and English language acquisition. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to this student group.	$150,000	$149,875	Yes

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

Riverdale Joint Unified School District did not experience a substantive difference between their planned action and budgeted expenditures for addressing pupil learning loss and what was implemented and expended on the action. RJUSD was able to meet their plan for 1:1 Academic Support for English Learners. The school district had developed different approaches to addressing pupil learning loss depending on the method of instruction being provided. RJUSD developed a plan for students in a distance learning model but also created plans for their hybrid model when students were able to return to instruction in a physical manner. Students were provided laptops for 1:1 Academic Support. RJUSD created opportunities for additional 1:1 instructional support with classroom tutors during their synchronous sessions to help students during distance learning and hybrid instruction with an additional adult. This system of support, directed at students who were English learners, helped support closure of the achievement gaps: particularly in ELA, Math and English language acquisition. This action increased the level of support to close the opportunity and achievement gap by providing equitable resources to this student group.

Analysis of Pupil Learning Loss

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

Riverdale Joint Unified School District experienced both success and challenges in addressing Pupil Learning Loss during the 2020-2021 school year. Success was found in the district's ability to provide every student a technology device to access student learning in either a distance learning or hybrid model. Connectivity did present challenges at times but RJUSD continued to find various methods to ensure wifi connectivity or increase in bandwidth and speed for wireless support. Over 95% of the students in the district were able to access student learning through their technological device. Success was found as instruction took place in both distance learning and hybrid learning formats. Teachers were able to work with students as students and their families reached out for support and questions regarding their education. Classroom tutors were able to work with English Learner students both in the classroom section (distance learning or hybrid) and break-out opportunities. While success was found in the methods of classroom instruction, challenges were also recognized. First, neither distance learning or hybrid learning serves as a replacement for in-person five days a week instruction. The non-presence of students in a classroom creates a huge disruption in the educational process for both students and staff. The challenges that are discovered grow in magnitude when a child does not attend classes in a regular fashion. Riverdale Joint Unified School District has been able to determine areas of learning loss in English Language Arts through reading and writing along with Mathematics for all students from assessments conducted throughout the year.

In analyzing Pupil Learning Loss, Riverdale Joint Unified School District realizes the need to continue to work with students and families. RJUSD examined attendance records and student engagement to discover that numbers declined tremendously during COVID-19. While academic scores were stabilized, RJUSD did not see an increase in academic marks.   While learning loss can be attributed to both frequency in attendance and distance/hybrid learning models, the district will continue to develop new ideas to support student learning for all of their students.

Analysis of Mental Health and Social and Emotional Well-Being

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

Riverdale Joint Unified School District experienced many levels of success but also found some challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year. The school district used several approaches to monitor and support the mental health and social and emotional well-being of pupils during the school year.

Riverdale Joint Unified School District developed a plan to monitor and support mental health and social and emotional needs of students to be successful. During the course of the year, counselors reached out to students throughout the district. Personal contacts went out to students from counselors and the district psychologist who had been seeing students during the previous year to continue services and serve as a point of connection. The district continued to offer direct phone lines, which were available through the district's website, to counselors so that students may reach out at any time of need. Through counseling records, counselors witnessed a twenty percent increase in the number of students they worked with from the previous year. To expand to more students, social-emotional lessons were incorporated into the curriculum. To bring this into the curriculum, Wednesday's throughout most weeks were devoted to connecting with counselors, counselors leading lessons for students, or staff working with students. RJUSD counselors scheduled meetings with classes by grade level in the fall. During this period of interaction, counselors introduced curriculum to support students' social-emotional needs. Information was provided that related to dealing with stress and anxiety in healthy ways. Counselors worked directly with specific groups of students who have a greater social-emotional time during this period of a pandemic as indicated by research . These students included: low-income, English learner, Foster Youth, homeless, and students with disabilities. Counselors set up individual and/or group meeting sessions in either a virtual format or physical groups to work with students.

RJUSD continued their partnership with the All-4-Youth program out of Fresno County. All-4-Youth consists of clinicians and individuals who specialize in Youth Care. Members of the All-4-Youth team continued their services through the school year.
To increase staff awareness and support their work with children, All-4-Youth trained RJUSD staff in the fall of 2020. This training helped staff to increase and expand their awareness of students' social-emotional needs and how to address and support them. It was shared that unduplicated student populations presented the highest risk factor for social-emotional well being during the period of the COVID-19 pandemic. A found challenge in supporting mental-health and social and emotional well-being in the 2020-21 year was discovered and addressed during the course of the year. RJUSD found an overwhelming need for social-emotional support for students as the 2020-21 year progressed witnessed by the increase in the number of students counselors were working with. The district had based their needs assessment in 2019-20 but found they underestimated as the 2020-21 year came along. To address this issue, Riverdale Joint Unified School District added an additional counselor in the later fall of 2020. The addition of this counselor will help to address the increasing need for student support.

RJUSD worked with their staff to support their social and emotional well being. While a lot of focus was placed on students, Riverdale Joint Unified also directed their attention to their own staff. Directors and principals checked on their staff through a variety of means to continue a sense of connectedness. Daily visits, emails, or zoom meetings were held with staff. While some staff worked on a site,

others were working from home if able. The separation of staff from their coworkers and students did cause social and emotional drains. The Superintendent would provide periodical check-ins to keep staff informed along with keeping their spirits high. Human Resources would send out information for employees to guide them on their own self well being. The district psychologist and counselors also provided various moments to check-in on staff while also giving them opportunities to enjoy light hearted activities.

Analysis of Pupil and Family Engagement and Outreach

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

Riverdale Joint Unified School District found various levels of success in implementing pupil and family engagement and outreach but also experienced challenges in 2020-21.

While families were unable to take part in physical engagement due to COVID-19 restrictions, school sites and the district found success in increased measures of virtual engagement. On a district level and throughout each of their school sites, students and families were invited to engage in various school events and activities. On a district level, meetings that typically were held in person such as board meetings, DELAC (District English Learner Advisory Committee), and LCAP Parent Advisory were offered online through virtual meetings. In addition to traditional meetings, the district was also able to hold parent forums throughout the year. The addition of the online meetings increased parent and community engagement as a 20% increase in participants took place.   A similar model was conducted at each school site as Back to School Night, Open House and SSC (School Site Council) meetings were held online. An increase in opportunities was presented as parents were able to join in on read-along activities with their children, watch extra-curricular and athletic events, and various teacher-led events. In addition to online meeting opportunities, the district also purchased a communicating program through their student services portal to increase communication to parents in a texting format. School information, teacher communication, and grade viewing were some of the items that were featured to increase parent engagement.

Perhaps the biggest challenge however can be found within parent communication which was connecting with students and parents over absenteeism. While Riverdale Joint Unified School District set-up protocols to track, reach out and provide counseling for chronic student absenteeism; establishing consistent communication to improve attendance was a challenge. The comforts of home proved to be a huge challenge as parents would keep their kids at home or allow them to miss portions of class from home. As the school year opened, RJUSD offered parents the opportunity to come in person in a hybrid model for two days a week or remain at distance learning. Districtwide approximately 60% of families optioned to have their kids on distance learning. While attendance issues varied with this group, the 40% of families whose children were to come to school also proved to be an attendance challenge. As RJUSD followed their attendance protocols, families would begin to avoid district phone numbers or not answer their doors as home visits were conducted. As RJUSD followed their protocol, they were unable to follow SARB protocol as the Fresno County Judicial System shut down their SARB court during the duration of COVID-19. The inconsistency of student attendance among some families was a direct contribution of learning loss for some pupils. Keeping some students and families engaged and the outreach for attendance issues was a challenge for Riverdale Joint Unified School District.

Analysis of School Nutrition

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

Riverdale Joint Unified School District experienced many levels of success but also found some challenges in providing school nutrition during the 2020-21 school year.

Riverdale Joint Unified School District was able to continue the level of success in providing school meals to all students. Beginning towards the end of the previous year, RJUSD was able to continue daily lunch meals to students throughout the 2020-21 year. These lunch meals were provided for both distance learning students and those in the hybrid model. For students in the distance learning model, meals were served daily in a drive through/pick-up model. Meals were provided at all school sites in the district. Meal service was also expanded for students who took part in the district's hybrid model. For students who were able to physically come to school in the hybrid model, a daily breakfast was provided in addition to their lunch. Through the various parent forums offered, parents expressed their appreciation for the district's continued effort to provide meals for all students under the district's hybrid model of instruction. RJUSD was able to successfully provide meals for their students in all learning models throughout the entire 2020-21 year.

While Riverdale Joint Unified School District was able to have success in their school nutrition program, the district did face challenges. In following COVID-19 protocols, individuals who possessed COVID-19 symptoms were sent home for a period of time. The reduction in workforce, due to following COVID-19 protocols, created challenges in food production and distribution of meals. The lack of employees at times caused other individuals, outside of Food Services, to step in and assist in the production and distribution of meals. A portion of COVID-19 protocols had students eating meals in their classrooms. The reduction in workforce presented challenges in meals being sent to rooms in a timely fashion as was desired. In addition, the unstable workforce played a role in the district's inability to launch a proposed weekly food distribution. The district had to adjust to the challenges but meeting daily food preparation and distribution. The school district was able to work through some of the challenges they faced in school nutrition in the 2020-2021 school year.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Food Distribution: During the period of Covid-19 the necessity to provide food for students in the district and community were met. Based on CA Department of Education guidelines, students from the age of 1 - 18 were eligible to receive food. The district provided a breakfast and lunch for students in need. To support the distribution of food, a food delivery system was set-up to offer meals to families in remote locations who were unable to drive into town to pick up a meal.	$358,000	$0	No
Stakeholder Engagement	Communication: During the period of Covid-19 communication with parents and community stakeholders was essential. Due to the ever changing environment of Covid-19, communication with parents and stakeholders increased tremendously. Teachers mailed out materials that were not accessible online such as art supplies, reading books and writing accessories.	$20,000	$19,865	No
Mental Health and Social and Emotional Well-Being	1:1 Social-Emotional Support: To best support students who are low-income, English learner, homeless, and foster youth, who may be at greater risk of social-emotional loss due to the Covid-19 pandemic, RJUSD created opportunities for additional 1:1 counseling opportunities with site counselors. To carry out 1:1 instructional opportunities, RJUSD purchased phone sets and headphones for counselors so that they can work with students in this identified group. This support of 1:1 counseling will help students with their social-emotional well being in a distance learning	$5,000	$2,253	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	model through live interaction with an adult. This system of support, directed at students who are who are low-income, English learner, homeless, and foster youth, is in response to the pandemic and support closure of the achievement gaps: particularly by addressing social-emotional needs. This action increases the level of support to close the opportunity and achievement gap by providing equitable resources to these student groups.			
School Nutrition	In-person Food Distribution/Consumption on Campus: When students are able to return to classrooms in a physical manner under Covid-19, RJUSD has established protocols for students during breaks, brunch and lunch. To support established student safety Covid-19 protocols, extra trash cans, cleaning supplies and food carts were purchased.	$10,000	$6,846	No

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

In the first appearance of the Learning Continuity Plan for Riverdale Joint Unified it appears that a substantive difference occurred in the budgeted and actual expenditures of school nutrition; this was not the case. Riverdale Joint Unified had budgeted $358,000 towards school nutrition. In examining the estimated actual expenditures it appears that nothing was spent. The reason for this appearance is that the funds for which these were provided for were allowed to be used in the 2019-2020 school year. The State allowed for the 2020-2021 funds to be spent in the 2019-2020 year for which they were first provided. Riverdale was able to spend these funds on food and the transportation of food for delivery towards students. Riverdale Joint Unified School District was still able to carry out their expectations of providing school nutrition for students during the course of the 2020-2021 school year by using other funding sources.

Overall Analysis

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

Riverdale Joint Unified School District has learned from the lessons of implementing in-person and distance learning programs in 2020-21 towards their development of goals and actions in the 2021-2024 LCAP. Lessons learned stemmed from technology, social emotional learning, and communication with parents.

Riverdale Joint Unified School District's interaction with technology during the 2020-2021 school year led to the development of goals and actions in the 2021-2014 LCAP. With the emergence of COVID-19 in 2020 Riverdale Joint Unified, like other school districts across the country, were thrown into a full time usage of technology for instruction. As technology served as a medium for instruction, it became apparent that the continuation or incorporation of technology into instruction needed to continue once students were allowed to return to the classroom. As Riverdale Joint Unified moved to a 1:1 format for student:computer device, the value and benefits in students accessing, using, and applying technology was recognized. Riverdale Joint Unified School District has developed actions to continue the availability and upkeep of technology devices for students to continue the 1:1 format. In having students access technology in such a great fashion, the issue of connectivity was also learned from the 2020-2021 school year. If a district is wishing to pursue technological access for all students, they then must ensure that connectivity is addressed for all students. Actions were developed to address the connectivity issue for RJUSD students in the 2021-2024 LCAP.

Lessons were learned from social emotional learning and communication with parents during the 2020-2021 school year. To address growing concerns of social-emotional learning and to specifically target high-risk groups, an additional counselor was added in the 2020-2021 school year. The addition of the counselor allowed for more students to be seen and receive services on a social-emotional level. Parents expressed great joy and advocated for the continuation of the increased social-emotional services for their children. RJUSD has developed plans to continue the additional counseling position as a support for social-emotional needs in the 2021-2024 LCAP. While parents have numerous methods of communicating with RJUSD staff, one lesson learned was the value of a learning platform (Schoology) as a means for parents to learn of their child's progress but more importantly establish and continue conversations with staff. The learning platform provided many services for teachers and students but the outcome of parents being able to engage in their child's education was the greatest outcome learned. The district's learning platform became a valued piece of parent communication that RJUSD has developed actions to continue in the 2021-2024 LCAP.

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

Riverdale Joint Unified School District continues to focus on student learning loss to determine how to assess and address in the 2021-2024 LCAP, especially for pupils with unique needs. Pupils with unique needs are low-income students, English learners, pupils with disabilities and foster and homeless children.

RJUSD continues to use a variety of assessments to determine and measure learning loss for their students. While the district has used state level assessments as one tool for assessing student learning, they have had to rely on other measures as state assessments have been suspended due to COVID-19. RJUSD plans on returning to the usage of state level assessments once they

are made available. The district has always used local assessments as a supportive tool in examining student learning. The entire district has had a focus on English Language Arts with a focus on reading in grades K-6th and writing in 8th-12th.   In using both state and local assessments, the district is able to determine the successes and challenges for all students but has maintained a focus on pupils with unique learning needs. While all students have suffered from a learning loss during the COVID-19 pandemic, RJUSD has continued to focus on pupils with unique needs to narrow the achievement gap with other students. This work of focusing on unique pupils has been the work of the district and will continue to be the focus of the district moving forward.

Riverdale Joint Unified will be addressing learning loss in their 2021-2024 LCAP. The addition and expansion of instructional staff has been identified within the 2021-2024 LCAP. Classroom tutors have been a great support in the classroom. Their availability allows them to work specifically with students who possess unique learning needs to provide an additional learning experience. Many of the district's current classroom tutors are not full time employees. The opportunity to expand their hours and allow them to spend additional hours than what is currently available with students would help to support students. On sites where additional tutors are needed, RJUSD can add personnel to the tutor positions. These additional individuals will allow for a greater coverage of working with a wider number of underperforming students. In addition to tutors, the district is planning on adding teachers under the 2021-2024 LCAP. These teachers would focus specifically on students with unique needs who are facing learning loss. Through conversations with stakeholders throughout the year, RJUSD would also like to offer outside tutorial services to students who have been identified as suffering learning loss. The addition of these services would allow for tutors to visit the homes of students with unique needs after-school or on weekends. The expansion and addition of instructional staff would be a benefit in addressing the learning loss of students with unique learning needs.

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

A difference was recognized in the amount of almost $42,000.   The difference between the budgeted and actual expenditures of $41,894 had little impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students in 2020-2021. While there is a difference of $41,894, approximately less than $3,000 stemmed from a small difference between budgeted and expenditures in social emotional support for students and learning loss academic support. The largest amount of the $41,894 difference can be found in the district's ability to provide internet connectivity to families. Due to discounted rates made available to school district's, Riverdale Joint Unified School District was able to provide this service at a much lower than projected cost. The difference of $41,894 had little impact on the district's ability to increase or improve services for high needs students.

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

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

Riverdale Joint Unified School District through analysis and reflection of student outcomes in the 2019-2020 LCAP and the 2020-2021 Learning Continuity and Attendance Plan have taken their lessons and applied them to the 2021-22 through 2023-24 LCAP along with the Expanded Learning Opportunities Grant Plan.

In reviewing 2019-2020 LCAP, RJUSD will continue to carry their level of support and approaches into the 2021-2024 LCAP. The 2019-2020 LCAP continued to reflect the desires, wishes and mindset of community stakeholders to support students' needs. Riverdale Joint Unified has found value in the creation of their four goals that serve as a focus and provide a direction for student learning within the district. Student learning will always be our first priority. RJUSD will continue to place a focus on English Language Arts in the area of reading for grades K-6 and writing in grades 7-12. The level of support for students with unique needs will continue as the district continues to narrow the achievement gap for English learners, social-economic disadvantaged, homeless and foster youth. Special Education students will also continue to be a focus in the district. Support services that were designated for these groups in the 2019-2020 LCAP will continue to be provided in the 2021-2024 LCAP. School safety through culture and climate, abilities to continually communicate and engage effectively with parents, and professional development for the staff of RJUSD will continue to be pillars of the RJUSD LCAP in 2021-2024.

The Learning and Continuity Plan of 2020-2021 has provided the strongest influence on new thoughts and approaches to the 2021-2024 LCAP. To specifically address Learning Loss as a result of the COVID-19 pandemic, RJUSD will pursue the 2021 Expanded Learning Opportunities (ELO) Grant Plan. RJUSD learned that while technology served as a means to provide instruction during a pandemic, it was a challenge to ensure that each family in a rural setting could connect with the internet. Another lesson learned was that while instruction took place in a hybrid format, the approach to instruction was not the same as before the pandemic and students in all areas fell behind. Of those students that fell behind, students with unique needs presented even a greater challenge as their achievement gaps widened. To address these issues and more, RJUSD will be expanding tutors in the classroom setting both by length of day and number of tutors. Additional teachers will also be hired to address learning loss and specifically those students identified as having unique needs. The addition of medical and social-emotional services that were increased in 2020-2021 will continue to be offered in the next LCAP. To ensure that every student can continue their accessibility to the internet, RJUSD has developed a plan to increase the connectivity of students and families with the internet. Many lessons were learned from the Learning Continuity Plan that will carry over to the 2021-2024 RJUSD LCAP or be applied in the 2021 Expanded Learning Opportunities Grant Plan.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,

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

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

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.

- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

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

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

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

  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.

- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).

- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 *CCR*) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

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

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

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

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

Total Expenditures by Funding Source		
Funding Source	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Funding Sources	21,946,508.00	19,995,006.00
	0.00	0.00
After School Program Grants	143,767.00	136,087.00
Base	14,544,070.00	13,302,769.00
Food Services	1,237,139.00	1,191,509.00
Other	1,025,355.00	767,907.00
Special Education	694,916.00	857,700.00
Supplemental/Concentration	4,301,261.00	3,739,034.00

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

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	21,946,508.00	19,995,006.00
	15,215,074.00	14,964,739.00
4000-4999: Books And Supplies	1,659,467.00	1,236,937.00
5000-5999: Services And Other Operating Expenditures	3,906,286.00	3,134,104.00
6000-6999: Capital Outlay	1,115,478.00	610,995.00
7000-7439: Other Outgo	50,203.00	48,231.00
Not Applicable	0.00	0.00

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

	Total Expenditures by Object Type and Funding Source		
Object Type	**Funding Source**	**2019-20 Annual Update Budgeted**	**2019-20 Annual Update Actual**
All Expenditure Types	All Funding Sources	21,946,508.00	19,995,006.00
		0.00	0.00
	After School Program Grants	39,268.00	25,684.00
	Base	10,395,259.00	10,202,658.00
	Food Services	661,697.00	632,289.00
	Other	535,544.00	518,032.00
	Special Education	294,916.00	446,855.00
	Supplemental/Concentration	3,288,390.00	3,139,221.00
4000-4999: Books And Supplies	After School Program Grants	16,974.00	44,939.00
4000-4999: Books And Supplies	Base	509,462.00	283,631.00
4000-4999: Books And Supplies	Food Services	490,549.00	481,850.00
4000-4999: Books And Supplies	Other	64,341.00	36,437.00
4000-4999: Books And Supplies	Supplemental/Concentration	578,141.00	390,080.00
5000-5999: Services And Other Operating Expenditures	After School Program Grants	87,525.00	65,464.00
5000-5999: Services And Other Operating Expenditures	Base	2,533,469.00	2,219,944.00
5000-5999: Services And Other Operating Expenditures	Food Services	34,690.00	23,373.00
5000-5999: Services And Other Operating Expenditures	Other	425,470.00	213,438.00
5000-5999: Services And Other Operating Expenditures	Special Education	400,000.00	410,845.00
5000-5999: Services And Other Operating Expenditures	Supplemental/Concentration	425,132.00	201,040.00
6000-6999: Capital Outlay	Base	1,105,880.00	596,536.00
6000-6999: Capital Outlay	Food Services	0.00	5,766.00
6000-6999: Capital Outlay	Supplemental/Concentration	9,598.00	8,693.00
7000-7439: Other Outgo	Food Services	50,203.00	48,231.00
Not Applicable		0.00	0.00

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

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	12,642,068.00	11,927,727.00
Goal 2	1,336,068.00	1,220,722.00
Goal 3	7,842,564.00	6,689,611.00
Goal 4	125,808.00	156,946.00

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

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

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$550,000.00	$283,000.00
Distance Learning Program	$1,220,000.00	$1,108,514.00
Pupil Learning Loss	$150,000.00	$149,875.00
Additional Actions and Plan Requirements	$393,000.00	$28,964.00
All Expenditures in Learning Continuity and Attendance Plan	$2,313,000.00	$1,570,353.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$550,000.00	$283,000.00
Distance Learning Program	$1,070,000.00	$997,536.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$388,000.00	$26,711.00
All Expenditures in Learning Continuity and Attendance Plan	$2,008,000.00	$1,307,247.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$150,000.00	$110,978.00
Pupil Learning Loss	$150,000.00	$149,875.00
Additional Actions and Plan Requirements	$5,000.00	$2,253.00
All Expenditures in Learning Continuity and Attendance Plan	$305,000.00	$263,106.00

Local Control Accountability Plan

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

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

Plan Summary [2021-22]

General Information

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

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), and Horizon Continuation High School (9-12). 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 1488 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 1488 students for which the ethnicity of the District is 87.23% Hispanic; 11.36% Caucasian; 0.60% Black/African American, with the remainder made up of other groups. Approximately 1265 students for a percentage of 85% receive free/reduced breakfast/lunch. The District employs eighty-two classroom teachers, sixteen tutors, three library clerks, one school safety member, three principals, three assistant principals, three counselors, 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 2020-2021 school year provided many changes for Riverdale Joint Unified School District. The onset of COVID-19 proved to be a contributing factor for the district's decline in enrollment. Riverdale Joint Unified School District witnessed approximately 80 less students in the district as compared to the previous year. Prior to the arrival of COVID-19 in the spring of 2020, RJUSD was forecasting a decrease in funding and moved to eliminate the one School Safety position, an ELD Coach position and the Director of Curriculum & Instruction position at the district level. The work of these positions was absorbed by other personnel for the 2020-2021 year. As RJUSD moved into the 2020-2021 school year, the district offered a hybrid model for instruction that gave families the opportunity to have their children attend in person for certain days of the week or to remain at home for the entire week. Riverdale Joint Unified School District followed both state and local health guidelines in providing opportunities for students to attend school in a physical format as much as would be allowed. Instructional and support practices for the 2020-2021 were very different from previous years as staff found different approaches to provide instruction, services and meals. 2020-2021 represented a vast array of changes for the Riverdale Joint Unified School District to address and absorb.

Reflections: Successes

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

While growth varied, Riverdale Joint Unified School District is proud of its movement towards the four identified goals from the 2017-2020 LCAP and its desire to continue their mission. These goals were: Student Learning, Professional Growth, Climate & Culture, and Community Engagement. Although COVID-19 played a role in the movement of our indicators from the spring of 2020 through the end of the 2020-2021 school year, the decision to continue was an easy one. The four goals the district had established, from previous LCAPs, remained a constant conversation from stakeholders through School Site Council meetings, parent workshops, the district's LCAP Advisory Group, parent forums, and school board meetings. Conversations with stakeholders took place in focused LCAP meetings with teachers, staff, students, parents, and community stakeholders throughout the 2020-2021 school year. While growth may have been stunted during the challenges of 2020-2021, Riverdale Joint Unified School District witnessed growth over the time span of 2017-2020 to continue their plan and vision for the LCAP of 2021-2024.

Goal 1 continues to focus on Student Learning with an emphasis on balanced literacy which addresses both reading and writing. Balanced literacy is an extension from the district's work from the prior LCAP which saw improvements in our English Language Development (ELD) system. Balanced literacy offers strategies in reading and writing in grades K-12. RJUSD has continued to partner with the Fresno County Superintendent of Schools to receive professional development support. RJUSD has continued its work of improving the implementation of systems and structures for designated and integrated ELD instruction. Grades K-6 continued the designated component of ELD using a deployment model, while under a hybrid model of instruction, to integrate ELD within core instruction. Grades 7-12 continued their integrated ELD instruction within their subject area curriculum and provided designated ELD within the master schedule. The designated ELD model at the elementary level was varied this past year under hybrid instruction due to COVID-19 but students were grouped appropriately based on their language proficiency levels and were assigned to breakout rooms where specific strategies to promote English Language Development while supporting and addressing grade level standards were used. On the secondary level, all academic and elective teachers continue to incorporate ELD strategies into their daily lesson plans to support and develop students' language acquisition and learning. Balanced literacy on the secondary level has focused on writing strategies. In addition to our work on ELA and ELD, math in grades 7-12 and the VAPA program (grades K-12) continue to undergo professional development to support their delivery of the curriculum for student learning.

Progress from these continued efforts can be found in the 2017-2020 LCAP and despite challenges in the 2020-2021 year, across all assessments, the district is aware of the plan that has proved success from the previous LCAP.

Goal 2 is devoted to the area of Professional Growth. In previous years, the district continued its approach of providing opportunities for professional learning communities (PLCs) towards its teachers. This process was continued again during the 2020-2021 school year. The structure of PLCs looked a little different from previous years due to COVID-19. Time that was typically set aside on early release Mondays was shifted to Wednesdays as the district developed a hybrid model for instruction. The time on Wednesday's allowed for teachers and staff to work together to discuss student learning. Many times these conversations contained an element of hybrid instruction to them but there was a focus on low-income students, English Learners, and students with disabilities. The consistency of this time, which occurred on a weekly basis, allowed both grade level and department level teachers to discuss student learning through the lens of implementation of strategies, standards, and assessments. These conversations among teachers also occurred across grade levels and cross-curricular to help shape the conversations around the improvement of student learning particularly in a hybrid model of instruction as was the case for the 2020-2021 year. Previous years of using this approach for professional growth provided success as seen from the district's 2017-2020 LCAP where increases in benchmarks and state assessments can be found. While the focus of the 2020-2021 contained a strong element of adjusting to instruction in a COVID-19 world, The plan is in place to continue this model of professional growth during the 2021-2024 LCAP. To return to previous models, collaboration time will return to Early Release Monday's. The structure of PLCs and their consistency in frequency will continue in the 2021-22 year as the Riverdale Joint Unified School District Board of Trustees has engaged in dialogue regarding its importance and has approved the 2021-2022 academic calendar to ensure such time is available for this purpose.

Goal 3 focuses on Climate and Culture. While the 2020-2021 school year presented extended periods of students not being on campus or students attending in segmented portions, the success of approaches used previously were continued. Progress, from the 2017-2020 LCAP found success by the district's continued growth of its 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. While students may not have physically been on campus for extended portions of the 2020-2021 school year, the support systems from PBIS were used tremendously. RJUSD continued their practices of PBIS for all of their school sites during the 2020-2021 school year. From the period of the previous LCAP, RJUSD demonstrated a reduction in the student suspension rate. While the 2020-2021 school year number is misleading as many students were not on campus, RJUSD is committed to using the same approaches from pre-COVID to apply in a post-COVID school setting. The work within the PBIS system is carried out by students, staff, parents, and community stakeholders. Riverdale Joint Unified School District is committed to the reduction of student suspensions and improving the environment for teaching and learning to occur, and has demonstrated so by continuing to promote the PBIS model for many years. In support of student social-emotional needs, RJUSD added an additional counselor during the 2020-2021 school year. The expansion of counseling services came about to meet the desires expressed by stakeholders from the conclusion of the 2019-2020 school year from COVID-19.

Goal 4, Parent Engagement, found success in the 2020-2021 school year by the increased levels of communication. While 2020-2021 did not represent the desired approaches to parent engagement, success was found through the varied means of communication. Opportunities for communication were found in limited physical activities, virtual meetings, phone calls, and emails through the district's learning platform. The learning platforms of Schoology and Aeries allowed for teachers, students and parents to communicate at high levels while undergoing distance learning. While the forms of parent engagement, during the 2020-2021 school year, allowed for increased communication from

previous years, the district still plans to return to some elements used before the pandemic. It is the desire of RJUSD to continue the new forms of parent engagement used in 2020-2021 but include successful approaches from the 2017-2020 LCAP moving forward.

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.

In examining data during the 2020-2021 school year, Riverdale Joint Unified School District has recognized a couple of areas of identified need. While the 2020-2021 school year has been one of modified practices and approaches in dealing with COVID-19, the areas of identified need are similar to items identified in previous LCAPs. These areas are: attendance coming out of the pandemic, the achievement gap for unduplicated groups, social emotional needs and support and reestablishing a parent education program to promote and enhance better communication between parents and school sites. Riverdale Joint Unified School District is also able to identify student needs by examining the 2019 California School Dashboard and reflect on items marked in the "orange" category.

During the 2020-2021 school attendance presented a challenge as students took part in various methods of attending school. During the 2020-2021 year, RJUSD offered a hybrid model of instruction which included opportunities for students to attend in person on various days or to remain at home for distance learning. Under the distance learning format, attendance was collected through synchronous or asynchronous participation as allowed by the State of California. While this system of allowing students to be present online (synchronous) or complete assignments offline (asynchronous) took place, it provided numerous opportunities for students to take part in minimal participation. RJUSD offered many types of solutions to keep attendance high by providing hotspots to support their ability to log in, numerous phone calls to inquire about students not coming to class or logging in, and home visits both by site administration for parent conversations and members from the district technology department to support home technology challenges. Attendance has always been a focus for RJUSD under previous LCAPs and examination of the 2019 California School Dashboard. Riverdale Joint Unified School District noticed a performance gap in attendance patterns for students identified as white and homeless. During previous LCAPs, RJUSD was able to improve student attendance in other areas outside of students identified as either white or homeless. In working with homeless families, RJUSD will examine their system of communication and outreach. Strengthened and improved communications can provide a system of support to help students in homeless situations attend school at a higher rate. This line of communication can also be examined with relationships of families that children are identified as white. As the 2021-2022 school year begins, RJUSD expects attendance to become a focal point again as students will need to break bad habits developed during the COVID-19 era and items recognized from the 2019 California School Dashboard..

In examining local benchmark data and the College and Career Indicator from the California School Dashboard, Riverdale Joint Unified School District will continue to make closing the achievement gap for unduplicated students an identified need. In examining the College and Career Indicator, while "All Students" received the ranking of "orange" it was centered on the subgroups of Hispanic and socially disadvantaged students. In reviewing this data, Riverdale Joint Unified will pursue methods to increase a-g (College Pathway) course and CTE (Career Technical Education) course availability and enrollment for the identified groups from the indicator. In addition to course availability and enrollment, RJUSD will also focus on the success or "achievement gap" between unduplicated students and other students. While all student academic benchmark scores were below expectation, all unduplicated student groups were about approximately 20% lower

than white students.   RJUSD had been making strides to narrow the achievement gap during the previous LCAP but now finds itself starting new after the period of COVID-19 from March 2020 through the 2020-2021 school year. For the 2021-2022 year Riverdale Joint Unified School District will focus on the College and Career Pathway of programs and students' success in closing the achievement gap within this pathway.

Social emotional needs and support will be an identified need for all students identified in the California School Dashboard and specifically for unduplicated students as a result of COVID-19 high risk factors. In examination of the 2019 California School Dashboard while "All Students" were marked as "orange", there were specific sub-groups that caused this distinction. The subgroups of homeless, socioeconomically disadvantaged, and white all received the distinction of "orange". In addition to these identified groups,   Riverdale Joint Unified found that all unduplicated students were the highest risk group for social emotional needs during the COVID-19 pandemic as identified through various metrics by both the state and county levels. During the pandemic RJUSD made social emotional support a focus by adding a counselor and reaching out specifically to unduplicated students and students identified through the California School Dashboard. Counselors extended their hours of availability for students and requested every Wednesday a check-in day for students they were working with. School sites will continue to use Positive Behavior Interventions and Supports (PBIS) as a foundation to address school discipline for creative non-punitive methods of consequence while also seeking positive rewards for success. As RJUSD makes attempts to bring all students back five days a week in the 2021-2022 year, the social emotional needs of unduplicated students, and those identified through the California School Dashboard, will continue to be a focus as students acclimate back into the traditional classroom setting, focus on academic needs and re-approach their social interaction amongst classmates and staff.

During the course of the 2019-2020 school year, Riverdale Joint Unified School District ceased their partnership with a program that worked with families to develop skills to improve parental communication with schools. As the situation with COVID-19 developed in the spring of 2020, RJUSD was not able to search for another service provider. Throughout the 2020-2021 school year, RJUSD was again not able to contract with another service provider. RJUSD parents have expressed their desire for this program to continue but have understood the delay in attempting to do so. Riverdale Joint Unified School District has made it an identified need to connect with a service provider that can continue to work with parents to develop skills to allow them to improve their communication with school sites.   Through various conversations with parents, the parents of Riverdale wish for the program to continue to aid in their ability to communicate with school officials and staff concerning the educational process of their children. RJUSD has committed to continuing various opportunities for the 2021-2022 year to expand our ability to reach out and connect with parents and community stakeholders.

LCAP Highlights

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

Riverdale Joint Unified School District was able to offer and take in many conversations with stakeholders over the course of the 2020-2021 school year in regards to the LCAP and moving forward. Both the district and their stakeholders recognize the work and success of the previous LCAP (2017-2020) and the momentum being accomplished prior to COVID-19. To return to their established pathway Riverdale Joint Unified School District will continue to focus their Local Control Accountability Plan on four goals: (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.

The 2021-2022 LCAP for Riverdale Joint Unified School District will continue to promote the success of programs from their previous LCAP. The 2021-2022 LCAP does however have a heightened focus on technology, which is found within Goal 2, and the continuation of a new counseling position offered in 2020-2021 due to COVID-19 and to address identified needs from the California School Dashboard. The addition of a counseling position was strongly supported by stakeholder input and can be found in Goal 3. Riverdale Joint Unified School District continues its academic focus on English Language Arts and Mathematics for all students to gain a greater level of proficiency. The district also continues to address the College and Career Pathways as recognized from the California School Dashboard. Pathways to support this focus can be found in Goals 1 and 2 within the LCAP. In addition, Chronic Absenteeism will also be a focus to increase student attendance rates for all pupils. While attendance trends had been improving for some groups, absenteeism returned at a concerning rate during the district's period of instruction under COVID-19. Riverdale Joint Unified School District is also focused on the absentee rate of students identified in the California School Dashboard. Evidence of supporting this focus will be found in Goal 3. While all students are addressed through the LCAP, in examining data a focus will be placed on unduplicated students and identified through the indicator of the dashboard. While unduplicated students continue to be a focus, Students with Disabilities are also an identified population of need. Goals 1, 2 and 3 all possess various elements of making these sub-groups and identified groups a focal point. Community engagement continues to be a high priority for Riverdale Joint Unified School District and items with Goal 4 support the district's vision to increase parental involvement.

The vision of RJUSD is to be a district 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. It is the goal of the district to return to established practices and procedures that were altered under COVID-19 during the 2020-2021 school year. Riverdale Joint Unified School District is proud of the 2021-2022 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 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 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 was eligible for CSI.

Stakeholder Engagement

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

Riverdale Joint Unified School District received a vast array of stakeholder input during the 2020-2021 school year as it operated under COVID-19 protocols. These opportunities for communication gave the district a meaningful approach to engage with stakeholder groups that include parents, students, local bargaining units, classified and certificated staff members, and the community. RJUSD gained input and feedback from stakeholder groups throughout the year at both the district and site levels through informational meetings, open forum meetings, as well as some targeted stakeholder group discussions. These various meetings were conducted in a mode of virtual, physical or even sometimes both settings. Due to the ever changing situation of COVID-19 throughout the year, meetings and methods of communication occurred at a far higher rate than before. At LCAP sessions, the 8 State Priorities were reviewed along with the process of the Local Control Accountability Plan.   The progress of the district was discussed in comparison from the previous LCAP of 2017-2020. Guiding questions were presented to draw in response and feedback from the stakeholders at each group. Translators were made available at the various meetings to insure that all stakeholder questions and input was addressed and heard. Available data was presented to demonstrate growth, or lack of, in all areas with defined metrics. It was noted where no data is available due to situations under COVID-19 during the 2020-2021 school year.

Information/Input Sessions:

Board of Education Meetings - Conversations centering on the LCAP and its data were presented to the Local Governing Board throughout the school year. Over the course of the year, these public meetings have been held in either a virtual or physical setting. The School Board has been kept apprised of the LCAP requirements and the progress of gathering stakeholder 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: 10/14/20, 11/18/20, 1/13/21, 2/10/21, 3/10/21, 6/9/21. The Public Comment Period for the RJUSD LCAP began on 5/24/21 allowing the public to provide comments/feedback to RJUSD. The Public Hearing date was set on 6/9/21 allowing the public to comment. The District School Board collected public comments from 5/24/21 through 6/23/21. The Riverdale Joint Unified School Board approved the district's 2021-2022 LCAP and 2021-2022 budget on 6/23/21 along with the presentation of the Local Indicators.

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 2020-2021 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.

LCAP District Advisory Council - This organization was formed in August 2013 and consists of various parents from throughout the district. This format 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 LCAP District Advisory Council is made up of parents who represent each school site. The LCAP District Advisory Council is intended to meet monthly to discuss and provide input on the LCAP. Due to situations under COVID-19, the council met in a virtual format throughout the school year. While the council understood the rationale for the district's actions under the pandemic, the council expressed strong desire for the district to return to procedures under the previous LCAP.   The LCAP District Advisory Council (LCAP DAC) did not provide specific feedback to the Superintendent on the final proposed LCAP except with the appreciation of the district's plan. Meetings were held in the afternoon so that wireless internet would not be interfered with while children were accessing it during the school day. Dates: 8/21/20, 9/30/20, 10/26/20,12/1/20, 2/1/21 and 4/7/21. A draft of the 2021-2022 LCAP was reviewed on 5/11/21.

District English Learner Advisory Committee 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. At the request of DELAC, meetings were held in both virtual and physical formats.The District English Learner Advisory (DELAC) did not provide specific feedback to the Superintendent on the final proposed LCAP. A meeting to review the LCAP draft was conducted with members of the DELAC. Dates: 10/22/20, 3/25/21 and 5/27/21. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/3/20, 10/22/20, 11/19/20, 12/2/20, 3/25/21 and 4/22/21. A draft of the 2021-2022 LCAP was reviewed on 5/27/21.

Fresno County Special Education Local Plan Area (SELPA) Meetings -   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. While SELPA meetings occur every month, LCAP conversations took place during spring meetings. All meetings throughout the 2020-2021 year were held in a virtual format. Dates: 2/17/21, 3/23/21, 4/15/21, and 5/13/21.

Advisory sessions with 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 and held in a virtue format for most meetings. On occasion, the Superintendent would lead a districtwide update. 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. Dates: 11/18/20, 1/13/21, 1/27/21, 2/10/21, 2/17/21, 2/24/21, 3/3/21, 4/14/21, 4/21/21, and 5/5/21. Meetings are also held between the superintendent and RTA leadership on a periodic basis throughout the year. Additionally, quarterly meetings are held between teacher union leadership and the superintendent. Teacher union leadership and the superintendent conducted a final review of the LCAP on 6/1/21.

Advisory Sessions with 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. Most meetings were conducted in a physical format at the request of classified staff. Dates: 1/20/21, 2/24/21, 4/21/21, and 5/1921. Additionally, quarterly meetings are held between SEIU leadership and the superintendent. SEIU leadership and the assistant superintendent conducted a review of the LCAP, in person, on 5/18/21.

Parent Advisory Committee (District and School Sites) - At each school, the School Site Council (SSC) was consulted regarding input and feedback relating to the LCAP at their regularly scheduled meetings. Also, the District Advisory Committee, composed of parents of students at Title I schools, were consulted regarding the LCAP, and specific feedback was sought. Most School Site Council meetings were conducted in a virtual format. 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: 10/29/20, 11/17/20, 2/16/21, 3/16/21, and 5/18/21.

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 previous LCAP and to receive parental feedback on the development of the new LCAP. Some of the conversations were offered in phone conversations and emails to site principals. Due to restrictions under COVID-19, physical meetings were replaced with virtual formats. Dates: 10/26/20, 2/1/21 and 4/7/21.

Student Advisory Committee (School Sites) - Student input and feedback was received from students in grades 4 through 12. Site administration varied their meetings from either virtual or physical with student leadership to follow current COVID-19 guidelines. 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. Throughout the year, opportunities existed for various student leadership groups to provide input into school programs and activities. Additionally, the input of students not in formal leadership roles was sought through some formally structured forums at the high school level. Dates: 3/16/21, 3/25/21 4/12/21 and 4/23/21.

Additionally, paper surveys were mailed to parents to assist in identifying high priority needs. In addition to paper copy surveys, the Superintendent led two virtual forums where translation was provided. Dates: Survey 3/1/21 - 3/26/21; Virtual Forums: 2/1/21 and 4/7/21.

A summary of the feedback provided by specific stakeholder groups.

A consistent message from stakeholders was for Riverdale Joint Unified School District to return to practices of success from before COVID-19. From the period of March 2020 through June 2021, established practices of educating students in Riverdale were dramatically changed under COVID-19. While educational practices were administered during the period of hybrid learning, a general consensus was held by all stakeholder groups for Riverdale Joint Unified to return to established practices before COVID-19 emerged. During the period of the district's LCAP from 2017-2020, RJUSD witnessed growth academically for their students. The year of 2020-2021 was considered by groups to be an anomaly that stakeholders wanted to move past and return to methods and approaches prior to COVID-19.

Discussions with parents through forums, district meetings and individual conversations revealed that there were two outcomes from COVID-19 in the current year that parents wished to see continued in the district's new LCAP (2021-2021). During the 2020-2021 year Riverdale Joint Unified School District expanded their counseling positions from three to four. This move was done during the 2020-2021 school year as unduplicated students were recognized as a higher risk category for social-emotional support and need during the pandemic. Parents expressed their appreciation for the expansion of this position and the work being done by the counseling department as a whole. As Riverdale Joint Unified School District would speak with parents about education after COVID-19, parents expressed their strong desire for

RJUSD to continue the recent expansion of the counseling department. Another outcome from the COVID-19 period was students access to technology and families ability for connectivity to the internet. During the pandemic, RJUSD provided teachnology on a 1:1 basis for all students in the district. In providing computers for students, RJUSD also provided hotspots for families to gain internet connectivity. In addition to parents expressing continued counseling, they were also vocal in the district's ability to continue the 1:1 experience while providing connectivity. Through various mediums of discussion such as forums, district meetings and individual conversations throughout the year, Riverdale parents expressed strong desire for the district to continue items that were outcomes from the COVID-19 era.

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

The input received from stakeholders was applied in the development of the 2021-2022 LCAP. The feedback received and offered allowed Riverdale Joint Unified School District to create a LCAP that is a well developed guiding document that supports the improvement of learning for all students.

Based on stakeholder input sessions, a strong desire to continue the work established in the 2017-2020 LCAP was expressed by all stakeholder groups. While a first response may be in complete reaction to the educational situation the district experienced under COVID-19, data from the 2017-2020 LCAP demonstrated student growth for all students. While goals may not have been reached under the 2017-2020 LCAP, stakeholders strongly expressed a return to the pattern of educational practices RJUSD had in place and had demonstrated success in. A carry-over from the previous LCAP was the continuation of the district's four goals for which stakeholders expressed demonstrated consistency of the district's vision for student success and learning. The four goals for the 2021-2022 LCAP are:: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, and (4) Community Engagement.

In the reviewing of goals and progress data, district staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of EL students and Students with Disabilities. Certificated staff expressed desire to continue the system of ongoing collaboration time for staff, an increased presence of administration for structured observations, and a return to student centered professional development opportunities. During the 2020-2021 year, professional development days were moved to Wednesday's for the hybrid model of instruction that occurred but will return to the traditional "Early Release Mondays" for the 2021-2022 school year. Evidence of this feedback can be found in Goal 1, Action 2 and Goal 2, Actions 2, 4 and 7. A new metric was also introduced under Goal 2 to incorporate a greater level of observations by administrators in the classroom.

Feedback was received from parents, students, and teachers regarding the need to continue the current ELD system and delivery at all levels. Evidence of this feedback can be found in Goal 1, Actions 5, 6, 7 and 9. Goal 2, Actions 4 and 5.

Certificated staff also provided additional feedback on the structure of professional development by wanting to see the continuation of the district's ELD program with a 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. These approaches were strained under the instructional model of hybrid instruction during the 2020-2021 year. 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 2020-2021 confirm the necessity to pursue these areas. Evidence of this can be found in Goal 2, Actions 2 and 6.

Stakeholders from different groups expressed interest in having the district continue their 1:1 deployment of computers for all students in the district under COVID-19. Teachers provided input on the continuation of technology as a medium of instruction, in some format, for all students after the district concluded their hybrid model of instruction under COVID-19. An emphasis was placed on unduplicated students and their ability to acquire 21st century skills. Evidence of this input can be found in Goal 2, Action 3. Two new metrics were introduced under Goal 2 that address the continuation of technology in a 1:1 format for students along with accessibility to connectivity to the internet for families.

Students provided input on the desire for a return to field trips, the availability/expansion of books from the library for increased reading assignments, increased opportunities for student recognition, expansion of After- School Program activities, opportunities to earn more rewards through PBIS, and improving school culture with attention to safety with a focus on bullying. Evidence of this feedback can be found in Goal 2, Action 8. Goal 3, Actions 1, 2, 4, 6 and 10.

Input was provided by the certificated and classified staff along with students and parents regarding school safety. Stakeholders wanted to ensure that the return of students to campuses was a safe and positive experience. Evidence of this feedback can be found in Goal 3, Actions 6 and 9.

Feedback was received from parents, students, and staff members regarding the continuing 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, concerns over students' access to drugs and alcohol and students being bullied both at school and through social media were examined. The establishment of an awareness program, through PBIS, that would provide students the "awareness" of all students' needs and create a more harmonious environment. Evidence of this feedback can be found in Goal 3, Actions 1, 9 and 10.

Tremendous support and commentary was provided by various stakeholders, in particular parents, for the District to continue the expanded counseling services offered in the 2020-2021 school year. All stakeholders recognized the benefit of having additional counseling staff available for students' social-emotional needs. It was shared that the counseling services provided for unduplicated students, who were recognized at a higher risk of needing services, would continue as students returned to school in a regular fashion for the 2021-2022 year. Evidence of this input can be found in Goal 3, Action 10.

Feedback was received from parents and teachers regarding the desire for continued and increased intervention opportunities for struggling students, increased enrichment opportunities for students, and additional tutorial support in the After School Programs at the sites. 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. Evidence of this feedback can be found in Goal 1, Actions 5 and 8. Goal 3, Actions 4, 8, 9 and 10.

Feedback was received from parents regarding the educational classes that contribute to parents becoming involved with their child's education. Parents expressed their desire to see parent workshop opportunities return to the district. Under COVID-19, many workshops were discontinued.   Evidence of this feedback can be found in Goal 4, Actions 1, 5 and 6. Parents also provided input in how parent surveys were conducted. As a result of input, a new metric, under Goal 4, was introduced that will measure parent engagement in a different fashion than before.

Riverdale Joint Unified School District took input provided by various stakeholder groups and applied it into the development of the 2021-2022 LCAP. The various stakeholder groups 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. Progress toward mastery of the English language for students identified as English Learners (EL) is expected to be achieved over the course of 5 years. The progress toward mastery for many students is not achieved at this rate as assessed using 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: 47% Data Year: 2020-2021 Data Source:Illuminate 2020-2021				Proficiency K-8: 35% & 9-12: 60% 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: 30% & 9-12: 70% 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: 40% & 9-12: 70% 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: 30% & 9-12: 70% 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: 30% & 9-12: 60% 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: 30% & 9-12: 68% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - Students w/Disabilities	Proficiency K-8: 19% & 9-12: 42% Data Year: 2020-2021 Data Source:Illuminate 2020-2021				Proficiency K-8: 25% & 9-12: 50% 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
CAASPP Met Achievement: ELA - All Students	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: ELA Hispanic	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: ELA - White	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome Determined Later TBD
CAASPP Met Achievement: ELA - Socio Economically Disadvantaged	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: ELA - English Learner	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: ELA - Homeless	2021 CAASPP Administered Used Local Data As Placeholder until				2021 CAASPP Administered, Desired Outcome TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Scores Arrive: TBD				
CAASPP Met Achievement: ELA - Students w/Disabilities	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - All Students	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - Hispanic	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - White	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - Socio Economically Disadvantaged	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Met Achievement: Math - English Learner	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - Homeless	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
CAASPP Met Achievement: Math - Students w/Disabilities	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD				2021 CAASPP Administered, Desired Outcome TBD
EL Reclassification	4.7% Reclassified Data Year: 2020-2021 Data Source:DataQuest 2020-2021				20% 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 Data Source: English Learner Progress - Dashboard				55% Making Progress Towards Proficiency: High Data Year: 2023 Data Source: English Learner Progress - Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Implementation of State Standards	3.2 - Initial Implementation of State Standards Data Year 2020-2021 Data Source: Local Performance Indicator - Dashboard				5 - Full Implementation and Sustainability of State Standards Data Year 2023-2024 Data Source: Local Performance Indicator - Dashboard
a-g Completion Rate - Overall	79.1% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				85% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024
a-g Completion Rate - Hispanic	76.4% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				83% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024
a-g Completion Rate - White	90% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				92% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024
a-g Completion Rate - Socio Economically Disadvantaged	77.2% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				82% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024
a-g Completion Rate - English Learner	66.7% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				72% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a-g Completion Rate - Homeless	40% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2020-2021				46% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2023-2024
EAP ELA - Ready	EAP ELA Ready Assessment not given in 2019-2020: SAT ERW Data used for 2019-2020 - 65.85% - 12th grade Data Year: 2019-2020 Data Source: DataQuest 2020-2021				EAP ELA Ready Assessment 2022-2023: Data Year: 2022-2023 Data Source: DataQuest 2023-2024
EAP Math - Ready	EAP Math Ready Assessment not given in 2019-2020: SAT Math Data used for 2019-2020 - 34.15% - 12th grade Data Year: 2019-2020 Data Source: DataQuest 2020-2021				EAP Math Ready Assessment 2022-2023: Data Year: 2022-2023 Data Source: DataQuest 2023-2024
AP Score: 3 or higher	43.6% - AP Score of 3 or higher Data Year: 2019-2020 Data Source: 2020-2021				50% - AP Score of 3 or higher Data Year: 2022-2023 Data Source: 2023-2024
CTE Pathway Completion Rate	39% - 11th/12th CTE Pathway Completion Rate Data Year: 2020-2021				45% -11th/12th CTE Pathway Completion Rate 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 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				35% - 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 = 354 Data Year: 2020-21 Data Source: Aeries 2020-2021				Other Pupil Outcomes Student ROP/CTE Enrollment = Increased or Maintained w/in 5% Data Year: 2023-24 Data Source: Aeries 2023-2024
Maintain or Increase ROP/CTE Course Offerings	Maintained 8 ROP/CTE Course Offerings Data Year: 2020-21 Data Source: Aeries 2020-2021				Maintained or Increase ROP/CTE Course Offerings Data Year: 2023-24 Data Source: Aeries 2023-2024
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CASS 2020-21				0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CASS 2023-24
Access to a Broad Course of Study	95% of students had access to a broad course of study				100% of students had access to a broad course of study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2020-2021 Data Source: Aeries 2020-2021				Data Year: 2023-2024 Data Source: Aeries 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
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 employees are in place to support the overall learning structure for students.	$9,650,734.00	No
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.		No
3	Supplemental Materials	Unduplicated students have demonstrated an achievement gap in comparison to other students in academic performance. 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 students' ability to access coursework. It is our expectation that this continued action of providing supplemental materials to augment instructional practices outside the basic content and coursework will provide greater access and support to students in all areas of study and will result in increasing CAASPP and District Benchmark scores for these unduplicated students. RJUSD witnessed overall growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$297,576.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	$1,253,947.00	No
5	Summer School	Unduplicated students have demonstrated an achievement gap in comparison to other students in academic performance. To address this need RJUSD will provide Summer School intervention. During summer school intervention, students will have access to small group instruction, enrichment opportunities and skill building lessons to support the closure of the achievement gap for its at-risk student groups. It is our expectation that this continued action of providing Summer School Intervention will result in students building and increasing their academic skills thus increasing their CAASPP and District Benchmark scores for these unduplicated students. RJUSD witnessed upward trends in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$156,660.00	Yes
6	Instructional Steering Committee	Unduplicated students have demonstrated an achievement gap in comparison to other students on grade level standards and assessments. To address this need, RJUSD will develop and maintain an Instructional Steering Committee composed of district and teacher leaders, 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 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 to develop and sustain systems, structures and resources for instructional practices at each school site for these students will result in increased academic performance assessments and reclassification rates. RJUSD will	$16,095.00	Yes

Action #	Title	Description	Total Funds	Contributing
		monitor scores from District Benchmarks, CAASPP results and EL Reclassification rates.		
7	Targeted Instruction	Unduplicated students have demonstrated an achievement gap in comparison to other students in both English Language Arts and Math. To address this need RJUSD will provide targeted instruction through an assigned period of instruction to EL, FY and LI students by 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. It is our expectation that this continued action of providing the targeted instruction through an assigned period of instruction provides more student-teacher interaction and smaller group size which will result in increased District Benchmark scores. RJUSD observed trends of growth in District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$262,687.00	Yes
8	Specialized Programs	The unduplicated students have some of the lowest participation rates in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses. 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). These 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 providing these additional opportunities based on student interest, this continued action will further increase or sustain the participation rate of the unduplicated students. RJUSD witnessed patterns of growth or stabilization of enrollment in a-g completion rate of courses along with ROP/CTE increased enrollment during the district's 2017-2020 LCAP.	$1,384,030.00	Yes

Action #	Title	Description	Total Funds	Contributing
9	Scheduled Intervention	Unduplicated students have demonstrated an achievement gap in comparison to other students in working towards grade level standards. RJUSD will develop schedules to best support student learning opportunities and 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, unduplicated students can be exposed to various methods of intervention that support students' ability to access coursework. It is our expectation that this continued action of providing designated academic support to the unduplicated students' within a structured schedule will decrease the achievement gap. RJUSD witnessed trends towards improvement in EL Classification along with District Benchmarks and CAASPP scores during the 2017-2020 LCAP.		Yes
10	Instructional Support	The unduplicated pupils have the lowest performance levels on the CAASPP Indicator. To address this need, RJUSD will have Instructional support staff (e.g. highly effective tutors) in place to support students with the greatest academic need. The presence of instructional support staff working with students will allow for smaller group interaction, 1:1 learning opportunities, and individualized opportunities of intervention. It is our expectation that this continued action of providing instructional support staff working with unduplicated students to reduce skill deficits will result in increasing CAASPP scores. RJUSD saw trends of improvement in CAASPP scores for unduplicated students during the district's 2017-2020 LCAP.	$182,865.00	Yes
11	Standards-Aligned Assessments	Unduplicated students have demonstrated an achievement gap in comparison to other students in both English Language Arts and Math assessments. To address this need, RJUSD will develop and refine Standards-aligned assessments at each grade level and utilize various data systems in ELD to monitor growth and provide instructional strategies to a diverse population of students. In providing standards-	$155,039.00	Yes

Action #	Title	Description	Total Funds	Contributing
		aligned assessments at each grade level and utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies. It is our belief that this continued action of providing standards-aligned assessments to unduplicated students and providing instructional strategies will decrease the achievement gap in both English Language Arts and Math thus allowing unduplicated students ti increase their CAASPP and District Benchmark scores. RJUSD witnessed overall growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	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 needs of teachers. (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. (b) 21st Century Skills include critical thinking, communication, collaboration, and creativity and the ability to apply these skills utilizing technology.

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: 2021-2022 Data Source: Board Approval 2020-2021				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 Department Asset Report 2020-2021				100% of students have access to technology at home Data Year: 2023-2024 Data Source: Technology Department Asset Report 2023-2024

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

Actions

Action #	Title	Description	Total Funds	Contributing
1	Standard Aligned Instructional Materials	Provide State Standards aligned instructional materials.	$18,688.00	No

Action #	Title	Description	Total Funds	Contributing
2	Professional Development	Offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops.	$105,008.00	No
3	Instructional Technology	District surveys indicate unduplicated pupils have the least exposure to technology. To address this need, RJUSD will equip students with the necessary instructional technology to engage in 21st Century learning opportunities and provide employees with the tools to support student learning. RJUSD will provide technology both in the classroom and at home supporting students' ability to access coursework through the medium instructional staff is using. It is our expectation that the continued action of providing students with the necessary technology to engage in 21st Century learning opportunities will result in increased academic performance in CAASPP and District Benchmark scores. RJUSD witnessed overall growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$660,885.00	Yes
4	Professional Development ELD	Unduplicated students have demonstrated an achievement gap in comparison to other students in both English Language Arts and Math. To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards to work with students in providing intervention. Core departments and elective teachers will go through professional development collaborative opportunities. This action is developed to specifically focus on the needs of EL students to close the achievement gap for this at-risk population. It is our expectation that this continued action of providing professional development for the instructional staff and their ability to work with students will decrease the achievement gap in English Language Arts and Math for EL students when compared to the duplicated population. RJUSD witnessed upward trends in EL Classification along with District Benchmarks and CAASPP scores during the 2017-2020 LCAP.	$67,188.00	Yes

Action #	Title	Description	Total Funds	Contributing
5	ELD Supplemental Materials	The EL population has demonstrated an achievement gap in comparison to other students in academic performance on the CAASPP and District Benchmark assessments. To address this need, RJUSD will provide ELD supplemental materials (LTEL) to support academic growth and augment instructional practices outside the basic content and coursework in all areas of study by supporting students' ability to access coursework. It is our expectation that providing this continued action of ELD supplemental materials to EL students will result in decreasing the achievement gap of CAASPP and District Benchmark scores for these unduplicated students. RJUSD saw trends of improvement in EL Classification along with District Benchmarks and CAASPP scores during the 2017-2020 LCAP.	$8,233.00	Yes
6	Staff Collaboration	The unduplicated pupils have demonstrated an achievement gap in performance on CAASPP scores in comparison to other student groups. To address this need, RJUSD will offer ongoing professional learning opportunities, including 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 unduplicated students. It is our expectation that this continued action of providing professional learning opportunities and vertical articulation of curriculum for all instructional staff will narrow the achievement gap by increasing the embedded tiers of support and strategies for our unduplicated students, thus seeing an increase of CAASPP scores in relation to their peers. RJUSD witnessed overall growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$51,752.00	Yes
7	Instructional Coaching	Unduplicated students have demonstrated an achievement gap in comparison to other students in academic performance. To address this need, RJUSD will coordinate instructional coaching support for the implementation of standards-based instruction and 21st Century Learning for teachers working with unduplicated populations to	$190,473.00	Yes

Action #	Title	Description	Total Funds	Contributing
		support and introduce instructional practices to address small group instruction, scaffolding and skills building lessons. It is our expectation that this action of coordinating instructional coaching will support teachers in increasing the academic level of the unduplicated population by providing more targeted instruction for students based on identified need and skill deficits and thus lower the achievement gap. RJUSD saw trends of growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.		
8	Library Staff	Unduplicated pupils have exhibited low reading levels through district benchmarks thus making it difficult to access curriculum. To address this need, RJUSD will have library staff provide support for the implementation of standards-based instruction and 21st Century Learning for unduplicated student populations by providing varied levels of reading materials for student access. It is our expectation that this action of providing library staff to support the implementation of standards based instruction and 21st Century Learning through the availability of varied reading materials will encourage an excitement for reading and increased literacy skills, thus resulting in increasing district benchmark scores for these unduplicated students. RJUSD witnessed trends of growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$173,017.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
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.

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 2020-2021				4% Chronic Absenteeism Rate Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Truancy Rate	8% Truancy Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				5% Truancy Rate Data Year: 2022-2023 Data Source: CALPADS 2023-2024
School Attendance Rate	68% Students Absent <5% Data Year 2019-2020 Data Source: CALPADS 2020-2021				78% Students Absent <5% Data Year 2022-2023 Data Source: CALPADS 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Graduation Rate	94% High School Graduation Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				100% High School Graduation Rate Data Year: 2022-2023 Data Source: CALPADS 2023-2024
High School Dropout Rate	0% High School Dropout Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				0% High School Dropout Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Middle School Drop-out Rate	0% Middle School Dropout Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				0% Middle School Dropout Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Suspension Rate	3.4% Suspension Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				3% Suspension Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Expulsion Rate	0% Expulsion Rate Data Year: 2019-2020 Data Source: CALPADS 2020-2021				0% Expulsion Rate (Maintain Low Rate) Data Year: 2022-2023 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				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				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				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				25% 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				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 2023-2024
Other Local Measures: Staff Sense of Connectedness	83% of Staff Expressed Sense of Connectedness Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020				90% of Staff Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Student Sense of Safety	60% of Students Expressed Sense of Safety Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020				80% of Students Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Student Sense of Connectedness	58% of Students Expressed Sense of Connectedness Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020				75% of Students Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Parent Sense of Safety	86% of Parents Expressed Sense of Safety Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020				95% of Parents Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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				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
1	Positive Behavior Intervention and Supports (PBIS)	The unduplicated population has a higher suspension rate in comparison to other student 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 stakeholders (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 unduplicated student suspension rate. It is our expectation that providing this continued action will result in a decreased suspension rate for these unduplicated students by creating and sustaining more positive relationships and communication opportunities for students who need additional behavior and social emotional support. RJUSD witnessed a trend in reducing the suspension rates for unduplicated students during the district's 2017-2020 LCAP.	$28,812.00	Yes
2	Student Recognition	Enhance opportunities for student recognition to include a wide range of students and families.	$2,600.00	No

Action #	Title	Description	Total Funds	Contributing
3	Student Transportation	Maintain transportation to support positive school attendance.	$1,024,534.00	No
4	Transportation Co-curricular/Extra-curricular Activities	The unduplicated pupils have the least opportunity to take part in activities outside of the classroom. To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra-curricular activities so that unduplicated students can have access to these events. It is our expectation that providing this continued action of furnishing transportation to co-curricular/extra-curricular events will increase the participation rate in co-curricular/extra-curricular events for unduplicated students, which will promote an overall connectedness to school. Co-curricular activities will not only increase student connectedness and involvement to their school, but also help students stay focused in positive activities outside of the school day. When students feel connected to their school, research shows that their attendance increases. RJUSD witnessed a trend of improvement in participation rates for unduplicated students during the district's 2017-2020 LCAP.	$41,177.00	Yes
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.	$2,286,815.00	No
6	Health and Support Services	Maintain contracted health and support services.	$473,046.00	No
7	After School Programs	Provide quality after school programs at each school site.	$180,000.00	No
8	Student Opportunities	The unduplicated pupils have the least opportunities for student participation in athletics which directly connects to involvement and success in academics. To address this need, RJUSD will provide opportunities for student participation in athletics. Upon participation in various athletic programs, unduplicated students will have a greater awareness and desire to succeed in academic programs for athletic	$505,809.00	Yes

Action #	Title	Description	Total Funds	Contributing
		eligibility. It is our expectation that continuing this action of providing opportunities for student participation in athletics will result in greater school connectedness and engagement in all academic courses, thus improving academic achievement for unduplicated students. RJUSD witnessed an upward trend in the participation rates for student opportunities, along with academic success, for unduplicated students during the district's 2017-2020 LCAP.		
9	Supervision & Support	Based on the CA Healthy Kids Survey, only 80% of our 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 student body. According to parent feedback from our unduplicated populations, providing a safe environment for their children is key to student engagement. The term student engagement can provide an overarching framework for many positive individual student processes, relationships within the school, and contextual qualities. In order to support students' behavior engagement through actions such as good attendance, following rules, feeling safe, completing assignments and coming to class prepared, and participating in class and in school activities RJUSD will provide staff who can build meaningful relationships that help students thrive. RJUSD is committed to ensuring a safe and secure learning environment for all students. 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. Through the active involvement of safe adults on campus and increased community-oriented communication, research says that trust and positive relationships increase, which leads to a higher	$331,943.00	Yes

Action #	Title	Description	Total Funds	Contributing
		feeling of safety, security, and engagement by students which RJUSD expects will increase the percentage of students who report feeling safe on campus.		
10	Social Emotional Support	The unduplicated pupils have the least exposure to social emotional support services. To address this need, RJUSD will provide opportunities for school site counselors and a district psychologist to provide social emotional support services for students which will allow students to feel more comfortable to come to school and reduce disciplinary outcomes. It is our expectation that the presence of school staff providing social emotional support services to address social-emotional concerns will provide students with a greater connection to a caring adult and strategies to deal with social emotional needs, thus resulting in increasing attendance along with decreasing suspension rate for these unduplicated students. RJUSD witnessed an overall decline in suspension rates for unduplicated students while also seeing an increase in attendance during the district's 2017-2020 LCAP.	$799,439.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
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 stakeholders 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.

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				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				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				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				90% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: Local Survey 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
1	Parent Workshops	Increase and improve opportunities for parent workshops.		No
2	Parent Volunteerism	Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism.	$3,000.00	No
3	Parent Communication	The parents of unduplicated pupils have the lowest parental engagement rate with the school district. To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media) which will aid in the process of informing parents of opportunities to engage in school events. This action is developed specifically to focus on the needs of our unduplicated students' parents. It is our expectation that this continued action of providing home communication will result in an increased parent engagement rate. RJUSD has witnessed trends of	$5,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		improving parent engagement for unduplicated students' families during the district's 2017-2020 LCAP.		
4	Parent Survey	Continue the RJUSD established LCAP survey for stakeholders to provide ongoing input regarding the 8 State priorities.	$1,700.00	No
5	Parent Access	Increase parent access to computer workstations at all school sites.		No
6	Parent School Engagement	There is a language barrier for parents of unduplicated students that results in the lowest communication level with school sites. 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 in the areas of beginning and conversational English Language Development for educational nomenclature to prompt greater communication between school sites and homes. It is our expectation that the continuation of this action in providing these opportunities will result in an increase in parental engagement through communication will result in an increased parental engagement in their child's education and increased CAASPP scores for Math and ELA. RJUSD saw trends of growth in CAASPP and District Benchmark scores for unduplicated students during the district's 2017-2020 LCAP.	$18,000.00	Yes
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. To address this need, RJUSD will employ bilingual staff at each school site to assist with ongoing parent support and improved outreach by reducing the language barrier through conversations with families in their native language. It is the expectation of RJUSD that providing bilingual staff will increase communication between school officials and parents. By increasing the level of communication, RJUSD will find an increase in both parent engagement and parent sense of connectedness to their child's school site.	$162,679.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
32.17%	4,406,457

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

Required Descriptions

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

Using the calculation tool provided by the state, Riverdale Joint Unified School District has calculated that it will receive $4,406,457 in Supplemental and Concentration funding under the Local Control Funding Formula (LCFF). The details of the required justifications for how the district is increasing and improving services for unduplicated student groups is contained in the Goals, Actions & Services section of this plan. The contributing action titles are listed by Goal and Action Number:

1.3: Supplemental Materials
1.5: Summer School
1.6: Instructional Steering Committee
1.7: Targeted Instruction
1.8: Specialized Programs
1.9: Scheduled Intervention
1.10: Instructional Support
1.11: Standards-Aligned Assessments
2.3: Instructional Technology
2.4 Professional Development - ELD
2.5: ELD Supplemental Materials
2.6: Staff Collaboration
2.7: Instructional Coaching
2.8: Library Staff
3.1: Positive Behavior Intervention & Supports (PBIS)

3.4: Transportation Co-curricular/Extra-curricular Activities
3.8: Student Opportunities
3.9: Supervision and Support
3.10: Social Emotional Support
4.3: Parent Communication
4.6: Parent School Engagement
4.7: Communication Needs for Parents

All actions and expenditures of funds marked as contributing to increased or improved services were developed focusing on the needs, conditions, or circumstances of our unduplicated population with further consideration of the actions, design, content, method and/or location that best meets the identified need. All actions were developed using careful analysis of data and input from our stakeholders. These contributing actions are principally directed toward our unduplicated student population to help Riverdale Joint Unified School District be effective in meeting the LEA LCAP goals and the identified needs of the unduplicated student groups. In the goals section of this plan, each action marked "yes" for contributing contains a detailed explanation of how that action is principally directed toward the unduplicated student population and effective in helping close equity and performance gaps and meet the goals of Riverdale Joint Unified School District. We incorporated the language required by 5 CCR Section 15496 into the description of each specific action's language because each response is unique and specific to each contributing action in this plan. Our intention in doing this is to increase transparency for stakeholders when reading this plan so they can better understand the rationale behind each unique district-wide action. Many of these actions and services are being performed on a schoolwide or districtwide basis in order to increase their overall efficiency and effectiveness.

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

Using the calculation tool provided by the state, our LEA has calculated that it will receive $4,406,457 in Supplemental and/or Concentration funding under the Local Control Funding Formula (LCFF). The proportionality percentage to increase or improve services has been calculated at 32.17%. Our LEA has demonstrated that it has met the 32.17% proportionality percentage by planning to expend all the supplemental and/or concertation funds on actions or services that are principally directed towards the unduplicated student population as summarized in the prompt above and as explained in detail in each contributing action description within this plan.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$18,410,009.00	$192,642.00	$678,993.00	$1,217,787.00	$20,499,431.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$15,403,953.00	$5,095,478.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Highly Effective & Qualified Staff	$9,650,734.00				$9,650,734.00
1	2	All	Staff Collaboration					
1	3	English Learners Foster Youth	Supplemental Materials	$297,576.00				$297,576.00
1	4	Students with Disabilities	Supplemental Materials - Special Education	$806,494.00		$447,453.00		$1,253,947.00
1	5	English Learners Foster Youth Low Income	Summer School				$156,660.00	$156,660.00
1	6	English Learners Foster Youth Low Income	Instructional Steering Committee	$16,095.00				$16,095.00
1	7	English Learners Foster Youth Low Income	Targeted Instruction	$220,852.00			$41,835.00	$262,687.00
1	8	English Learners Foster Youth Low Income	Specialized Programs	$1,169,165.00	$67,885.00	$108,570.00	$38,410.00	$1,384,030.00
1	9	English Learners Foster Youth Low Income	Scheduled Intervention					
1	10	English Learners Foster Youth Low Income	Instructional Support	$182,865.00				$182,865.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	11	English Learners Foster Youth Low Income	Standards-Aligned Assessments	$88,247.00			$66,792.00	$155,039.00
2	1	All	Standard Aligned Instructional Materials		$18,688.00			$18,688.00
2	2	All	Professional Development				$105,008.00	$105,008.00
2	3	English Learners Foster Youth Low Income	Instructional Technology	$660,885.00				$660,885.00
2	4	English Learners	Professional Development ELD	$19,301.00			$47,887.00	$67,188.00
2	5	English Learners	ELD Supplemental Materials	$8,233.00				$8,233.00
2	6	English Learners Foster Youth Low Income	Staff Collaboration	$44,090.00			$7,662.00	$51,752.00
2	7	English Learners Foster Youth Low Income	Instructional Coaching	$190,473.00				$190,473.00
2	8	English Learners Foster Youth Low Income	Library Staff	$111,819.00			$61,198.00	$173,017.00
3	1	English Learners Foster Youth Low Income	Positive Behavior Intervention and Supports (PBIS)	$28,812.00				$28,812.00
3	2	All	Student Recognition	$2,600.00				$2,600.00
3	3	All	Student Transportation	$1,024,534.00				$1,024,534.00
3	4	English Learners Foster Youth Low Income	Transportation Co-curricular/Extra-curricular Activities	$41,177.00				$41,177.00
3	5	All	Clean Campuses/Facilities	$2,286,815.00				$2,286,815.00
3	6	All	Health and Support Services	$174,022.00		$37,000.00	$262,024.00	$473,046.00
3	7	All	After School Programs		$80,000.00		$100,000.00	$180,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	**8**	English Learners Foster Youth Low Income	Student Opportunities	$505,809.00				$505,809.00
3	**9**	English Learners Foster Youth Low Income	Supervision & Support	$329,643.00	$2,300.00			$331,943.00
3	**10**	English Learners Foster Youth Low Income	Social Emotional Support	$361,089.00	$23,769.00	$85,970.00	$328,611.00	$799,439.00
4	**1**	All	Parent Workshops					
4	**2**	All	Parent Volunteerism	$3,000.00				$3,000.00
4	**3**	English Learners Foster Youth Low Income	Parent Communication	$5,000.00				$5,000.00
4	**4**	All	Parent Survey				$1,700.00	$1,700.00
4	**5**	All	Parent Access					
4	**6**	English Learners	Parent School Engagement	$18,000.00				$18,000.00
4	**7**	English Learners	Communication Needs for Parents	$162,679.00				$162,679.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$4,461,810.00	$5,499,359.00
LEA-wide Total:	$3,775,322.00	$4,812,871.00
Limited Total:	$180,679.00	$180,679.00
Schoolwide Total:	$505,809.00	$505,809.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Supplemental Materials	LEA-wide	English Learners Foster Youth	All Schools	$297,576.00	$297,576.00
1	5	Summer School	LEA-wide	English Learners Foster Youth Low Income	All Schools		$156,660.00
1	6	Instructional Steering Committee	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,095.00	$16,095.00
1	7	Targeted Instruction	LEA-wide	English Learners Foster Youth Low Income	All Schools	$220,852.00	$262,687.00
1	8	Specialized Programs	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,169,165.00	$1,384,030.00
1	9	Scheduled Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	10	Instructional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$182,865.00	$182,865.00
1	11	Standards-Aligned Assessments	LEA-wide	English Learners Foster Youth	All Schools	$88,247.00	$155,039.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	3	Instructional Technology	LEA-wide	English Learners Foster Youth Low Income	All Schools	$660,885.00	$660,885.00
2	4	Professional Development ELD	LEA-wide	English Learners	All Schools	$19,301.00	$67,188.00
2	5	ELD Supplemental Materials	LEA-wide	English Learners	All Schools	$8,233.00	$8,233.00
2	6	Staff Collaboration	LEA-wide	English Learners Foster Youth Low Income	All Schools	$44,090.00	$51,752.00
2	7	Instructional Coaching	LEA-wide	English Learners Foster Youth Low Income	All Schools	$190,473.00	$190,473.00
2	8	Library Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$111,819.00	$173,017.00
3	1	Positive Behavior Intervention and Supports (PBIS)	LEA-wide	English Learners Foster Youth Low Income	All Schools	$28,812.00	$28,812.00
3	4	Transportation Co-curricular/Extra-curricular Activities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$41,177.00	$41,177.00
3	8	Student Opportunities	Schoolwide	English Learners Foster Youth Low Income	All Schools 6th- 12th	$505,809.00	$505,809.00
3	9	Supervision & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$329,643.00	$331,943.00
3	10	Social Emotional Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$361,089.00	$799,439.00
4	3	Parent Communication	LEA-wide	English Learners Foster Youth	All Schools	$5,000.00	$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
4	6	Parent School Engagement	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$18,000.00	$18,000.00
4	7	Communication Needs for Parents	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$162,679.00	$162,679.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

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

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

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

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

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

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions

- Table 2: Total Expenditures

- Table 3: Contributing Expenditures

- Table 4: Annual Update Expenditures

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

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

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

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

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

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

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

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

- o **Scope**: The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.

  - o **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.

  - o **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools". If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

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

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

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

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

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

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

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

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

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