



EDUCATING LEARNERS FOR THE 21ST CENTURY

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
Rio Elementary School District	John Puglisi Superintendent	jpuglisi@rioschools.org (805) 485-3111

Plan Summary [2021-22]

General Information

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

The Rio School District analyzed and reviewed California's state priorities with the focus on Conditions of Learning, Pupil Outcomes and Engagement. Rio attracts families who want their children to thrive in a well-rounded environment while focusing on the 5Cs; Collaboration, Communication, Critical Thinking, Creativity and Caring human spirit. We are preparing our students to engage successfully in their communities while having the capacity to thrive and demonstrate strong character when addressing successes and challenges in their lives. The Rio School District has a strong reputation of offering a high quality educational experience and commitment to a broad scope of learning.

In the 2020-21 school year, the Rio School District served 5,317 students with a broad-range of demographics. 86.6% of students served are Hispanic, 5.7% are White, 3.3% are Filipino, 1.3% are Asian, 1.2% are African American, and less than 1% of students are of American Indian or Pacific Islander descent. Our English Learner Population is 45%, Special Education represent 11.3%, socioeconomically disadvantaged represent 69.2%, and foster youth/homeless make up 11.6% of our student population. The district encompasses five elementary schools, one of which is transitioning into a dual language school, two comprehensive middle schools, one K-8 STEAM Academy

and one K-8 Dual Language Academy. The core of our work in each of our schools is to focus on helping students to develop a love of learning while becoming "interested and competent readers."

With the help of our Community Partnerships which include parents, institutions of learning, as well as community and business leaders, the Rio School District helps propel the work of our schools to new heights and enable all teachers and students to be researchers, constructors of knowledge and applicators of 21st Century Skills.

With the help of all stakeholders, RSD is proud to continue the journey with three new goals which focus on conditions of learning, pupil outcomes and engagement.

Reflections: Successes

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

Based on a review of performance on the state performance indicators, the Rio School District Improved in ELA by 8 points and improved in Math by 4.1 points [2018-2019 RSD had 2317 English Language Learners and 96 students reclassified (RFEP) at a 4.1 percent]. In 2019-2020 RSD had 2295 English Language Learners, and 138 students reclassified (RFEP) at a 6.0% . RSD is proud to have revised parent engagement policies in the 2020 school year and have significantly improved systems of engagement, parent involvement and the ability to capture stakeholder input and voice through a variety of ways. Throughout the pandemic, RSD has seen an increase of input and participation from parents and other stakeholders and plans to continue working in collaboration to address student needs.

All teachers were fully credentialed and we look forward to administering and analyzing the results of the CAASPP pending the return to in-person and regular state assessment requirements after the pandemic.

The Rio School District completed the new building and the new STEAM school is open and serves students in K through 8th grade.

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.

Attendance, chronic absenteeism and suspension continue to be a need. During the pandemic, attendance has remained a struggle. We have been working closely with these families through a re-engagement process to improve student engagement and academic progress.

Although RSD has grown in all areas, and does not fall in the orange or red on the CA Dashboard, we will continue to focus on engagement in Math, Science and SEL in order to make progress from "yellow" to green and to support science assessment requirements.

LCAP Highlights

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

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2021-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have developed the following three goals for the 21-22 LCAP:

1. Broad Goal: Provide world class educational opportunities that support positive and healthy "Pupil Outcomes" for all students.
2. Maintenance Goal: Provide thriving "Conditions for Learning" that will provide all students with the 5C's; collaboration, communication, critical thinking, caring and creativity.
3. Focus Goal: Maintain and strengthen learning environments that fully "Engage" and provide enriching opportunities that support academic standards.

In order to provide all students with a quality learning program for all with supports for students with unique pupil needs (students with disabilities, English language learners, foster youth, low income including homeless youth) the Rio School District Key Features for the current school year are the following:

RSD will continue to expand the 2nd dual immersion school in response to language support needs of the community.

RSD will continue to provide one to one technology and improved access for students.

RSD will continue to provide counselors at each site with an emphasis to meet students' social emotional needs.

RSD will continue to provide professional development through expert researchers who emphasize inquiry based learning.

RSD has developed the focus goal which is another key feature of this year's LCAP. Stakeholder input has helped us identify the need to further develop Social and Emotional Learning (SEL) support for all students. RSD will align actions/services of pupil outcomes, expand learning opportunities that support conditions of learning and engagement to support academic improvement, and promote a positive school climate.

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Stakeholder involvement from all stakeholder groups is a key component in identifying student needs as well as developing the necessary goals and actions to provide a successful and quality learning experience for all students. In addition, parental involvement is particularly important during this unprecedented and challenging time of distance learning. Rio School District continuously seeks and encourages stakeholder feedback through on-going parent surveys, phone calls, emails, staff meetings, parent meetings, School Site Council, ELAC, PAC & PELAC meetings, LCAP committees and public board meetings. Per parent input, the Rio School District uses one communication system (Parent Square) to communicate with parents by providing emails and text messages as well as automated phone calls in the specified home language.

Stakeholder engagement included the following:

Rio School District Board Meetings: 8/19/20, 8/26/20, 9/16/20, 9/30/20, 10/21/20, 10/28/20, 11/18/20, 12/15/20, 1/20/21, 2/3/21, 2/9/21, 2/10/21, 2/17/21, 3/3/21, 3/17/21, 3/31/21, 4/21/21, 5/10/21, 5/19/21

LCAP PAC/PELAC Meetings: 8/13/20, 11/17/20, 1/25/21

LCAP Townhall: 4/14/21, 4/22/21

LCAP & ELO Stakeholder Committee Meetings: 4/22/21, 4/29/21, 5/3/21, 5/6/21, 5/10/21, 5/13/21, 5/20/21

LCAP Stakeholder Site Meetings: Rio Rosales 4/28/21, Rio Plaza 4/22/21, Rio del Mar 4/28/21, Rio del Norte 4/27/21, Rio Real 4/22/21, Rio del Sol 4/27/21, Rio del Valle 4/28/21, & Rio Vista 4/28/21

LCAP Budget Meeting: 5/17/21

Student & Parent Empathy Interviews: 4/12/21 - 5/12/21

Superintendent Round Table Meetings: 11/12/20, 1/26/21, 3/17/21

Parent Surveys - 3/12/21

Public Hearing: 6/9/21

Final Adoption: 6/30/21

A summary of the feedback provided by specific stakeholder groups.

Throughout this pandemic parents and students have seen the benefits of technology and online resources. Parents have shared a desire to maintain some online meetings and a strong desire to increase social and emotional support for all students and specifically students with unique needs. Students have shared an overall satisfaction with school, but indicate that schools should be more engaging and enriching with topics trending about electives, hands on activities and exciting lessons. One of the students' top requests is to have better food at school. Employee feedback indicates that stakeholders want to provide a quality learning program that ensures all students have access to implementation of standards and a broad course of study. Overall feedback indicates that stakeholders want to provide an enriching and engaging educational experience with materials and curriculum that support all learners and will help prepare students for life, college and/or career. Strong feedback indicates that services must be available to help support students with unique needs, including students with disabilities, English Learners, low income including homeless, and foster youth.

Additionally, RSD will continue to receive feedback from parents and other stakeholders in order to identify and support student needs. Stakeholder feedback indicates the following priorities in order of top priority to bottom priority:

- Student Engagement
- Access to Core Services (Food, Counselors, Health, After School)
- Student Achievement
- Parent Involvement
- Access to Broad Course of Study
- School Climate
- Implementation of Common Core Standards
- Other Student Outcomes

Stakeholder feedback indicates the following action/services trends that emerged in order of top priority to bottom priority:

- Counselors
- Class size reduction
- Electives
- Intervention
- Technology
- Extended Day Kindergarten
- Dual Immersion
- Increase Teacher Quality / PD
- Curriculum / Software, PD and Supplies
- Increase Campus Supervisor Assistants (CSAs)

School Nurse
Transportation
Increase Library Hours

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

2021-2022, the first year of the new three year LCAP, will address the three core areas to ensure Rio School District continued success.

Engagement was influenced by input from all stakeholders. RSD significantly increased stakeholder engagement which directly contributed to the new LCAP goals. There are three goals centered around pupil outcomes, conditions for learning and engagement.

1. The first addresses pupil outcomes and achievement of local and state assessments with an overarching goal of the 5Cs: communication, critical thinking, collaboration, caring and creativity.
2. The second goal addresses conditions of learning where both staff and board members recognize the importance of providing safe, clean, and appropriate learning spaces as our enrollment and programs grow.
3. The third goal addresses engagement and supports student connectedness as we transition back to in-person learning. Stakeholders would like to continue to focus on highly engaging learning experiences for all students.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal #1 is a broad goal to address pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)</p> <p>The Rio School District will continue to provide all students with a broad course of study and social-emotional support to ensure that learning is taking place for all students, including English Language Learners, foster youth, low socio-economic youth (including homeless youth) and students with disabilities. This goal is based on analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys and input, local assessments, reclassification rates, and CAASPP and ELPAC results.</p>

An explanation of why the LEA has developed this goal.

State priority #2, Implementation of State Standards and State Priority #4, Pupil Achievement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. This analysis and alignment strengthens the district's support for all students in making progress towards life, college and/or career. The data and analysis shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low income students, foster youth and services for our students with disabilities and any other group with unique needs. The most recent California Dashboard was released in 2019 and indicated an increase in overall performance in ELA (yellow status) and Math (yellow status) as indicated on the CAASPP. The California Dashboard also indicated 55.7% of English Learners made progress based on state assessments.

As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement, State Priority #7, Course Access and State Priority #8, Other Pupil Outcomes. To ensure access and basic conditions of learning are addressed, the district supports student progress through State Priority #1, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs; Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	Pending 2020-2021 results Most Recent Data 2018-2019 ELA Overall Performance Standard Exceeded: Level 4 - 22.48 % Standard Met: Level 3 -28.62 % Standard Nearly Met: Level 2 -22.28 % Standard Not Met: Level 1 - 26.63 %				Pending 2020-2021 results
CAASPP Math	Pending 2020-2021 results Most Recent Data 2018-2019 Math Overall Performance Standard Exceeded: Level 4 - 19.69% Standard Met: Level 3 -20.04 %				Pending 2020-2021 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Standard Nearly Met: Level 2 -25.41 % Standard Not Met: Level 1 - 34.86 %				
CA Science Assessment (CAST)	Pending 2020-2021 results Most Recent Data 2018-2019 Science Overall Performance Standard Exceeded: Level 4 - 9.39% Standard Met: Level 3 -20.54 % Standard Nearly Met: Level 2 -25.41 % Standard Not Met: Level 1 - 34.86 %				Pending 2020-2021 results
Local Indicator Reflection: Teachers fully credentialed and appropriately assigned.	'Met' on the 2019 California Dashboard				Indicate 'Met' on the California Dashboard based on the Local Indicator Reflection
Local Indicator Reflection: Standards Aligned Instructional Materials for every student	'Met' on the 2019 California Dashboard				Indicate 'Met' on the California Dashboard based on the Local Indicator Reflection
English Learner - Reclassification Rate	2020-2021- Data Quest				Increase

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	8.3% reclassified				
ELPAC Assessment	Pending 2020-2021 Results Most recent, 2018-2019 Overall Performance 2018-2019 Level 4 20.04% Level 3 41.50% Level 2 28.96% Level 1 9.50%				Pending 2020-2021 results
Local Indicator Reflection: Implementation of all California state standards, including how ELs will access the CCSS and ELD standards	'Met' on the 2019 CA Dashboard				Indicate 'Met' on the California Dashboard based on the Local Indicator Reflection
Attendance					Maintain
All high school indicators do not apply to K-8 (AP, UC A-G, CTE Pathways, EAP, high school graduation, high school dropout)	N/A				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	Provide a 3 -year sequence of professional development and activities supporting the implementation of state standards, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (FY, LI, EL)	\$247,066.00	Yes
2	Intervention	Increase access to extra support, - materials, and challenging activities inside and outside the school day	\$304,513.00	Yes
3	Kindergarten Instructional Day Extension	Continue to provide extended day programs for Kindergarten students.	\$257,535.00	Yes
4	Dual-Language Immersion Program Expansion & Support	The district will continue to support the expansion of dual immersion programs within the district. The district recognizes the importance of dual immersion instruction to the students and stakeholders and will continue to support the growth and development of the program through Professional Development, counselor support, and bilingual administration including Bilingual Principals, Assistant Principals and/or Coordinators where appropriate.	\$988,615.00	Yes
5	K-2 class size reduction	Continue Class Size Reduction to increase student achievement in Grades K--2.	\$1,702,741.00	Yes
6	Expanded Learning opportunities	Provide additional district-wide after-school programming based on identified need	\$42,000.00	Yes
7	EL supports	Provide content teachers support at the middle school with implementation of new English Language Development (ELD) standards	\$11,959.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	RFEP Supports	Continue to provide support in monitoring the progress of re-designated fluent English proficient (RFEP) pupils through personnel, academic programs, and data analysts.	\$272,277.00	Yes
9	Professional Development	Provide a comprehensive certificated professional development plan that includes districtwide, onsite and virtual learning opportunities accompanied by ongoing coaching. Provide a comprehensive classified professional development that includes districtwide, and onsite demonstrations. Provide a comprehensive management professional development that includes districtwide, and onsite demonstrations.	\$155,895.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	<p>Goal #2 is a maintenance goal that addresses learning conditions to maintain and strengthen a safe and welcoming school environment. The objective is to provide an education that will address State Priority #5, Pupil Engagement, and State Priority #7, Course Access, by preparing students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will continue to provide all students with fully credentialed teachers to ensure that learning is taking place (English Language Learners, foster youth, low socio-economic youth (including homeless youth), and students with disabilities.). Rio district assesses technology regularly to ensure the technology plan is updated regularly to ensure actions/services are in place to support student achievement, such as WIFI accessibility, software upgrades, etc. State Priority #1 addresses Fully Credentialed and Appropriately Assigned Teachers who provide access to State Priority #4, Pupil Achievement, and state standards and materials, including ELD/language acquisition standards and implementation of state standards. This is balanced with engaging courses of study to ensure student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.</p> <p>This goal is based on data and analysis of the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and CAASPP and ELPAC results.</p>

An explanation of why the LEA has developed this goal.

Based on analysis of the Facilities Inspection Tool (FIT), the annual SARC, and stakeholder input and reflection, Rio School District provides facilities in good repair. Per stakeholder engagement through the pandemic, the Conditions of Learning (State Priority #1) became an area to maintain. Areas of growth have been identified to create more outdoor learning spaces to increase safe learning environments where students and families are engaged.

State priority #4, Pupil Achievement and State Priority #5, Pupil Engagement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. The data and analysis shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low income students, foster youth and services for our students with disabilities and any other group with unique needs.

As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement and State Priority #7, Course Access. To ensure access and basic conditions of learning are addressed State Priority #1, Transportation, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT)	Good Repair				Maintain
Outdoor Learning Spaces	Establish a baseline # of Outdoor learning spaces for the Rio School District				Pending count 2021-2022

Actions

Action #	Title	Description	Total Funds	Contributing
1	Transportation	Transport students meet the transportation criteria in board policy from home to school	\$1,125,637.00	Yes
2	Technology and Technology Plan	Continue to Improve and standardized equitable environments for online state testing through technology team. Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives	\$1,155,970.00	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	Goal #3 is a focus goal that address State Priority #5, Pupil Engagement, in order to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities which support implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate and engagement. Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.

An explanation of why the LEA has developed this goal.

Goal #3 goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results. There is a need to enhance social and emotional supports for students as they return to in-person learning after the pandemic. Social and emotional supports are built into expanded learning opportunities and curriculum with counselor support in an effort to support the areas of need. This focus goal is for the duration of the three-year template. As the metric and reporting results are analyzed, Rio School District may amend or increase actions and services as required. Engagement is a core focus with State Priority #3 , Parent/Family Involvement, State Priority #5, Pupil Engagement, and State Priority #6 School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connectedness & Safety CHKS	Based on data from the 17-18				

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>administration of the California Healthy Kids Survey (19-20 data unavailable due to the pandemic), % of students report feeling connected to their schools is:</p> <p>5th grade- high 62% medium 35% low 3%</p> <p>7th grade- high 42% medium 43% low 15%</p>				
Chronic Absenteeism	2019 CA School Dashboard (yellow) and lower than state average 8.3%				Decrease and remain below 10%
Suspension	2019 CA Dashboard (green) Lower than state average 2.1% suspended at least once Declined 0.3%				Pending data release
Expulsion	0 % rate				maintain
Middle School Dropout Rate	0 % rate				maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT)	Pending 2021-2022 Results 2018-2019 Most Recent Aerobic Capacity Grade 5 55.8% Grade 7 59.5% Body Composition Grade 5 56.9% Grade 7 54.8% Abdominal Strength Grade 5 49.0% Grade 7 84.3% Trunk Extension Strength Grade 5 66.0% Grade 7 88.3% Upper Body Strength Grade 5 42.6% Grade 7 76.5% Flexibility Grade 5 56.9% Grade 7 73.7%				Pending 2021-2022 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey (LCAP, CHKS, etc.)	Establish list of surveys for 2021-2022 Establish baseline data after first survey is administered Most Recent Results (2017-2018)				Pending 2021-2022 results
Faculty/Support Staff Survey LCAP, CHKS, etc.)	Establish list of surveys for 2021-2022 Establish baseline data after first survey is administered				Pending 2021-2022 results

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tiered Intervention Resources	Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency. Continued support will be provided in order for students to meet academic proficiency. Provide intervention support to reduce disciplinary incidents (expulsions/suspensions). RSD will support the implementations of CHAMPS in all 8 sites.	\$353,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Course Access	Increase access to electives such as music, art, foreign language, enrichment, etc. A variety of electives will be provided to students to ensure continued engagement in their educational programs. There will be access to electives such as music, art, drama, foreign language, dance, and others based on student interest and need.	\$777,019.00	Yes
3	Counseling Services	Continue targeted counseling services for low income students previously funded by the Economic Impact Aid (EIA). Counselors at each site will continue to provide at each site will continue to provide academic and personal support to students in grades K-8 and will also provide parent support for most students at risk.	\$1,589,199.00	Yes
4	Expanded Learning Opportunities	Provide tiered interventions, on level, and enrichment activities outside the school day and/or non-school days. These extended services include GATE, Summer Science Academy and Reading Task Force.	\$282,584.00	Yes
5	English Learner Services	Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.	\$170,585.00	Yes
6	Social Emotional Learning and Development	Analyze and support district-wide Social and Emotional Learning and Development (SELD) implementation to reduce suspensions, expulsions, and to maintain safe campuses and create welcoming environments.	\$1,215,022.00	Yes
7	Tiered Intervention RFEP	Provide tiered interventions specific to RFEP students through the support of personnel for extended learning.	\$121,220.00	Yes

Action #	Title	Description	Total Funds	Contributing
8	Parent Engagement	Expand district stakeholder participation in Parent and English Learner Advisory Councils.	\$3,000.00	Yes
9	Training state and federal	Provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan.	\$5,000.00	Yes
10	Community Partnerships	Maintain and increase partnerships with educational organizations, county offices of education, institutions of higher learning and local businesses. Identify opportunities for parents and other community based organizations to support student learning.	\$55,000.00	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.

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
%	

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.

The actions and services are principally directed to support FY, LI, EL student groups.

- Goal 1 - Student Outcomes Actions 1-9
- Goal 2 - Conditions of Learning Actions 1-2
- Goal 3 - Engagement Actions 1-10

Throughout this pandemic, parents and students have seen the benefits of technology and online resources. Parents have shared a desire to maintain some online meetings and a strong desire to increase social and emotional supports for all students and specifically students with unique needs. Students have shared an overall satisfaction with school but indicate that schools should be more engaging and enriching with topics trending about electives, hands on activities and exciting lessons. One of the students' top requests is to have better food at school. Employee feedback indicate that stakeholders want to provide a quality learning program that ensures all students have access to implementation of standards and a broad course of study. Overall feedback indicates that stakeholders want to provide an enriching and engaging educational experience with materials and curriculum that support all learners and will help prepare students for life, college, and/or career. Strong feedback indicates that services must be available to help support students with unique needs, including students with disabilities, English Learners, low income including homeless, and foster youth.

The RSD percentage of estimated un-duplicated pupils for the 2021-2022 is 74.4% and all sites exceed 65% Therefore the district continues expending funds district wide. District wide services are the most effective use of the supplemental and concentration grant increase for un-duplicated students in meeting the state priorities. Students in the RSD will benefit from all actions and services which

improve all sites and district supplemental programming. Services provided in the LCAP are primarily directed towards low income pupils, foster youth, English Language Learners, Students with an IEP, incarcerated youth, and sub groups at risk, and these services are to increase student achievement. RSD un-duplicated pupils received increased and /or improved services in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Services for un-duplicated pupils will be increased or improved as compared to the services provided to all pupils in the LCAP year by at least 24.62% as calculated pursuant to 5 CCR 15496(a).

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

RSD will continue to provide English Language Learners, low income, foster youth, and incarcerated youth supplemental services, and will continue to support 21st century skills, the 5Cs learning platform (communication, collaboration, critical thinking, creativity, and caring) as well as providing a safe learning environment where students feel engaged and connected. Additionally, RSD will continue to provide high quality programming in the areas of STEAM, The Arts, Technology, and a sound core educational program. RSD is committed to providing a welcoming environment and will continue to have well maintained facilities, well trained educators, and opportunities for parents to be involved and engaged within the RSD schools and their children's educational programs. Un-duplicated pupils will benefit from services described in the LCAP such as, providing period zero for academic supports and increased electives for English learners, expansion of the Dual Immersion programs, full day kindergarten, class size reduction for grades kindergarten through second, intervention support for multiple grade levels both during the school day and outside the school day, increased technology to support English learners, improved after school programming, and support for English learners in the Migrant program. These services go beyond base services, they supplement base services in order to serve the needs of un-duplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$10,835,891.00				\$10,835,891.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,572,894.00	\$2,262,997.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Implementation of State Standards	\$247,066.00				\$247,066.00
1	2	English Learners Foster Youth Low Income	Intervention	\$304,513.00				\$304,513.00
1	3	English Learners Foster Youth Low Income	Kindergarten Instructional Day Extension	\$257,535.00				\$257,535.00
1	4	English Learners Foster Youth Low Income	Dual-Language Immersion Program Expansion & Support	\$988,615.00				\$988,615.00
1	5	English Learners Foster Youth Low Income	K-2 class size reduction	\$1,702,741.00				\$1,702,741.00
1	6	English Learners Foster Youth Low Income	Expanded Learning opportunities	\$42,000.00				\$42,000.00
1	7	English Learners	EL supports	\$11,959.00				\$11,959.00
1	8	English Learners	RFEP Supports	\$272,277.00				\$272,277.00
1	9	English Learners Foster Youth Low Income	Professional Development	\$155,895.00				\$155,895.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Transportation	\$1,125,637.00				\$1,125,637.00
2	2	English Learners Foster Youth Low Income	Technology and Technology Plan	\$1,155,970.00				\$1,155,970.00
3	1	English Learners Foster Youth Low Income	Tiered Intervention Resources	\$353,054.00				\$353,054.00
3	2	English Learners Foster Youth Low Income	Course Access	\$777,019.00				\$777,019.00
3	3	English Learners Foster Youth Low Income	Counseling Services	\$1,589,199.00				\$1,589,199.00
3	4	English Learners Foster Youth Low Income	Expanded Learning Opportunities	\$282,584.00				\$282,584.00
3	5	English Learners	English Learner Services	\$170,585.00				\$170,585.00
3	6	English Learners Foster Youth Low Income	Social Emotional Learning and Development	\$1,215,022.00				\$1,215,022.00
3	7	English Learners	Tiered Intervention RFEP	\$121,220.00				\$121,220.00
3	8	English Learners Foster Youth Low Income	Parent Engagement	\$3,000.00				\$3,000.00
3	9	English Learners Foster Youth Low Income	Training state and federal	\$5,000.00				\$5,000.00
3	10	English Learners Foster Youth Low Income	Community Partnerships	\$55,000.00				\$55,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$10,835,891.00	\$10,835,891.00
LEA-wide Total:	\$10,835,891.00	\$10,835,891.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,066.00	\$247,066.00
1	2	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$304,513.00	\$304,513.00
1	3	Kindergarten Instructional Day Extension	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,535.00	\$257,535.00
1	4	Dual-Language Immersion Program Expansion & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$988,615.00	\$988,615.00
1	5	K-2 class size reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,702,741.00	\$1,702,741.00
1	6	Expanded Learning opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$42,000.00
1	7	EL supports	LEA-wide	English Learners	All Schools 6-8	\$11,959.00	\$11,959.00
1	8	RFEP Supports	LEA-wide	English Learners	All Schools	\$272,277.00	\$272,277.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,895.00	\$155,895.00
2	1	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,125,637.00	\$1,125,637.00
2	2	Technology and Technology Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,155,970.00	\$1,155,970.00
3	1	Tiered Intervention Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,054.00	\$353,054.00
3	2	Course Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$777,019.00	\$777,019.00
3	3	Counseling Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,589,199.00	\$1,589,199.00
3	4	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,584.00	\$282,584.00
3	5	English Learner Services	LEA-wide	English Learners	All Schools	\$170,585.00	\$170,585.00
3	6	Social Emotional Learning and Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,215,022.00	\$1,215,022.00
3	7	Tiered Intervention RFEP	LEA-wide	English Learners	All Schools	\$121,220.00	\$121,220.00
3	8	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	9	Training state and federal	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	10	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

Expenditure Tables

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

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.