



**SCHOOL
DISTRICT**

EDUCATING LEARNERS FOR THE 21ST CENTURY

2021-22 Local Control Accountability Plan (LCAP) Actions & Services Mid-Year Report

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

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.)

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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 1

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	CAASPP ELA	Data Quest 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%	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. CAASPP ELA- Data Quest 2020/2021 ELA Overall Performance Standard Exceeded: Level 4 - 8.64 % Standard Met: Level 3 -22.10% Standard Nearly Met: Level 2 -25.67% Standard Not Met: Level 1 -43.65 %	Increase percentage of students meeting or exceeding standards by 2% each year.
	CAASPP Math	DataQuest 2018-2019	2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of	Increase percentage of students meeting or exceeding standards by 2% each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		<p>Math Overall Performance</p> <p>Standard Exceeded: Level 4 - 19.69%</p> <p>Standard Met: Level 3 -20.04 %</p> <p>Standard Nearly Met: Level 2 -25.41 %</p> <p>Standard Not Met: Level 1 - 34.86 %</p>	<p>state and local indicators on the 2020 Dashboard.</p> <p>CAASPP Math- Data Quest 2020/2021</p> <p>Math Overall Performance</p> <p>Standard Exceeded: Level 4 - 4.10 %</p> <p>Standard Met: Level 3 -10.87 %</p> <p>Standard Nearly Met: Level 2 - 26.06%</p> <p>Standard Not Met: Level 1 - 58.97%</p>	
	<p>CA Science Assessment (CAST)</p>	<p>Data Quest 2018-2019</p> <p>Science Overall Performance</p> <p>Standard Exceeded: Level 4 - 9.39%</p> <p>Standard Met: Level 3 -20.54 %</p> <p>Standard Nearly Met: Level 2 -25.41 %</p> <p>Standard Not Met: Level 1 - 34.86 %</p>	<p>2020-2021 Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.</p> <p>CA Science Assessment (CAST)- Data Quest 2020/2021</p> <p>Science Overall Performance</p> <p>Standard Exceeded: Level 4 - 2.06%</p> <p>Standard Met: Level 3 -10.22 %</p>	<p>Increase percentage of students meeting or exceeding standards by 2% each year.</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			Standard Nearly Met: Level 2 -59.82 % Standard Not Met: Level 1 - 27.89 %	
	Local Indicator Reflection: Teachers fully credentialed and appropriately assigned.	'Met' on the 2019 California Dashboard 100%	California Dashboard has not been updated with teacher data. 100% of teachers are appropriately assigned and credentialed.	'Met' performance level on the California Dashboard based on the Local Indicator Reflection Maintain 100%
	Local Indicator Reflection: Standards Aligned Instructional Materials for every student	'Met' on the 2019 California Dashboard Standards are fully implemented	'Met' on the 2019 California Dashboard Standards are fully implemented and 100% students have access to materials	'Met' performance level on the California Dashboard based on the Local Indicator Reflection Maintain fully implemented standards
	English Learner - Reclassification Rate	Data Quest 2018/2019 Students Redesignated FEP (RFEP) 4.1% 2019/2020 Students Redesignated FEP (RFEP) 4.9%	English Learner - Reclassification Rate 2020/2021 DataQuest 7.2% Students Redesignated FEP (RFEP)	Increase percentage of students reclassified by 2% each year.
	ELPAC Assessment	ELPAC Assessment Overall Performance - DataQuest 2018/2019	ELPAC Assessment Overall Performance-DataQuest 2020/2021	Pending 2020-2021 results Increase percentage of students increasing a performance level by 2% each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
		Level 4 20.04% Level 3 41.50% Level 2 28.96% Level 1 9.50% 55.7% of EL learners are making progress towards English Language Proficiency (CA Dashboard)	Level 4 17.0% Level 3 33.86% Level 2 31.59 % Level 1 17.55%	By 2024 60.7% of EL learners will be making progress towards English Language Proficiency
	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 Implementation of standards district wide 100% (EL access to CCSS and ELD standards)	'Met' on the 2019 CA Dashboard Implementation of standards district wide 100% (EL access to CCSS and ELD standards)	'Met' performance level on the California Dashboard based on the Local Indicator Reflection Maintain
	Attendance	Chronic absenteeism 8.3% Average Daily Attendance (ADA) Initial Attendance Data 20-21 97.93%	In progress Initial attendance data indicates 90% attendance rate for September through January.	Decrease chronic absenteeism rate by 1% each year. Maintain ADA %
	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	N/A

Actions and Services

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
1.1	<p>Implementation of State Standards Provide a 3 -year sequence of professional development and activities supporting the implementation of state standards, including textbook adoptions, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (FY, LI, EL). This includes support from outside RSD organizations, trainings, materials and substitutes.</p> <ul style="list-style-type: none"> * VCOE support for science textbook adoption * Substitutes to support training (for textbook adoption) * Parent webinars and adoption meetings * Materials for adoption training 	Year Round	Yes	LCFF	\$19,786	LCFF	\$227,280	\$247,066.00	\$52,992.19
1.2	<p>Intervention Increase access to extra support, - materials, and challenging activities inside and outside the school day</p> <ul style="list-style-type: none"> *TOSA support *clerical support *software and web support 		Yes	LCFF	\$188,203	LCFF	\$116,310	\$304,513.00	\$71,435.38

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.3	Kindergarten Instructional Day Extension Continue to provide extended day programs for Kindergarten students. * push in teachers * substitutes		Yes	LCFF \$257,535		\$257,535.00	\$110,779.76
1.4	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.		Yes	LCFF \$988,615		\$988,615.00	\$520,967.79
1.5	K-2 class size reduction Continue Class Size Reduction to increase student achievement in Grades K--2.		Yes	LCFF \$1,702,741		\$1,702,741.00	\$420,067.44

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	*Teachers to reduce class size (Supports current staff overage due to declining enrollment and maintains lower class size)								
1.6	Expanded Learning opportunities Provide additional district-wide after-school programming based on identified need and services provided by RSD and/or outside agencies. This includes ASES coordinators to coordinate after school actions and services for high need students. *IA support for ASP *after school supplies for sites		Yes	LCFF	\$28,000	LCFF	\$14,000	\$42,000.00	\$20,531.87
1.7	EL supports Provide content teachers support at the middle school with implementation of English Language Development (ELD) standards. Support may be provided by TOSA and/or outside entities such as CABA, VCOE, Californian's Together, etc. *Substitutes for training and planning		Yes	LCFF	\$11,959			\$11,959.00	(\$786.57)

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
1.8	<p>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.</p> <p>*support for Mixteco students and families * funds for clerical support * administrative support for school sites and programs, including improved and increased access for students</p>		Yes	LCFF \$173,670	LCFF \$98,607	\$272,277.00	\$115,302.37
1.9	<p>Professional Development RSD provides a comprehensive certificated professional development plan (core, electives, literacy, math, ELs, GLAD, new teacher induction support, etc.).</p> <p>* The professional development plan includes districtwide, onsite and virtual learning opportunities accompanied by ongoing coaching by TOSA, VCOE new teacher induction program and mentoring and other partner agencies. Personnel expenditures Includes new teacher</p>		Yes	LCFF \$35,877	LCFF \$120,018	\$155,895.00	\$167,901.51

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>induction and mentor stipends</p> <p>* Provide a comprehensive classified professional development that includes districtwide, and onsite demonstrations by VCOE or other inside and outside agencies. CASBO, VCOE, AALRP, Fred Pryor, Target Solutions and other outside agencies</p> <p>* Provide a comprehensive management professional development that includes districtwide, and onsite demonstrations by VCOE or other outside agencies. School Services, AALRP, VCOE, ACSA, CALSA, AASA or other outside agencies</p>						

Goal 2

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. 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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 2

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIIT)	Good Repair	<p>School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT)</p> <p>School ratings: RDM - Good RDV - Fair RDS - Good RL - Fair RP - Fair RR - Fair RV - Fair RRO - Fair RDN - omitted, under construction at time of inspection</p> <p>Ongoing maintenance and upgrades for filtration and HVAC are in progress.</p>	Maintain

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Outdoor Learning Spaces	Establish a baseline # of Outdoor learning spaces for the Rio School District	<p>Outdoor Learning Spaces</p> <p>3 schools waiting for DSA approval of shade structures and we anticipate this to be a summer project (utilizing ESSER III funds)</p> <p>Baseline: Outdoor Eating Spaces</p> <p>Type 1: Permanently Fixed Shade Structure Schools: Real, Vista, RDM, RDV (note: RDV has tables with umbrellas too)</p> <p>Type 2: Covered by Existing Roof Awning Schools: Rosales, Lindo (note: Lindo has tables with umbrellas too)</p> <p>Type 3: Tables out in the open (no covering) Schools: Norte (note: 48 umbrellas were ordered for these tables)</p> <p>Type 4: Covered by Pop-Up Tents Schools: Sol</p> <p>Type 5: No Eating Area Outside School: Plaza (note: has tables with umbrellas in between classrooms, but these aren't used for eating)</p>	Pending count 2021-2022

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>Garden space revitalization is underway at Rio Real and plans are being made by the Nutrition & Farm to School Coordinator for future revitalization projects at the remaining schools.</p> <p>Baseline Snapshot- Outdoor School Garden Classrooms January 31, 2021</p> <p>The following is a brief snapshot of outdoor school garden classroom status.</p> <p>Basic Revitalization: Garden space is well defined and boxes are in fairly good shape. Basic repair and additional garden elements are needed to complete the spaces.</p> <p>Schools: Rio del Sol, Rio Plaza, Rio del Norte, Rio Vista, Rio Real (primary garden), Rio Lindo (primary garden)</p> <p>Example of Needs: Timed drip irrigation installation, tuff shed for storage, tables & umbrellas, sink, garden box repair, sheet mulching, chalkboard or white board, etc.</p> <p>Complete Renovation: Remove existing garden boxes, in order</p>	

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>to remove the grass. Add garden elements to complete the spaces.</p> <p>Schools: Rio Lindo (upper elementary garden), Rio Real (3rd-8th garden), Rio Rosales</p> <p>Examples of Needs: Grass removal, garden bed repair, new garden boxes, and the addition of all elements noted in the "basic revitalization" section</p> <p>No Existing Garden</p> <p>School: Rio Del Mar</p> <p>Examples: no current garden; start from scratch to design and build Fruit Tree Orchards</p> <p>RDV- Currently has a small orchard. 8 other schools- Need an orchard.</p>	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
2.1	<p>Transportation Transport students meet the transportation criteria in board policy from home to school</p> <p>* Personnel expenditures: bus drivers</p>	three years	Yes	LCFF \$776,924.00	LCFF \$348,718.00	\$1,125,642.00	\$642,938.11

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	*Non-personnel expenditures: bus maintenance and lease payments								
2.2	<p>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. This includes funds for tech department staff and for the purchase of technology devices for students, faculty and support staff. * Technology personnel salaries * Non-personnel expenditures: computer parts, equipment and tech support software, hardware and learning environments for students and personnel</p>	three years	Yes	LCFF	\$722,318	LCFF	\$433,652	\$1,155,970.00	\$703,222.50

Goal 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.

By the 2023-2024 school year, 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 as measured by stakeholder engagement surveys, attendance and suspensions.

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.

Rationale

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.

Expected Annual Measurable Objectives for Goal 3

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Connectedness & Safety CHKS	Based on data from the 17-18 administration of the California Healthy Kids Survey (19-20 data unavailable due to the pandemic), % of students report feeling connected to their schools is: 5th grade- high 62% medium 35% low 3% 7th grade- high 42% medium 43% low 15%	CHKS Postponed and unavailable do to pandemic (expected to resume in the Spring of 2022) Youth Truth Survey was administered to parents, teachers and students in January of 2022 RSD's Elementary Schools Student Survey indicates the highest rated themes were culture and academic challenge	The percentage of students feeling connected to their school will increase by 5% each year.

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>while the two lowest rated themes were engagement and belonging.</p> <p>RSD's Middle Schools Student Survey indicates the highest rated themes were engagement and belonging and peer collaboration while the two lowest rated themes were relationships and culture.</p>	
	Chronic Absenteeism	<p>2019 CA School Dashboard RSD overall yellow status</p> <p>Student Subgroups: SWD and ELs - orange status SD and white - yellow status African American, Foster and Homeless - green status</p>	<p>In progress CA Dashboard is not updated</p>	<p>Overall chronic absenteeism to decrease and maintain below 8%. SWD and ELs will have decreased chronic absenteeism and move into the yellow status or higher.</p>
	Suspension	<p>2019 CA Dashboard RSD overall green status</p> <p>2.1% suspended at least once Declined 0.3%</p> <p>Student Subgroups: African American - red status Foster, homeless and SWD - orange status ELs - yellow status Hispanic and SD - green status</p>	<p>CA Dashboard is not updated</p> <p>September through January suspensions in 2019/2020 total 81 September through January suspensions 2021/2022 total 56</p> <p>Expanded support for social, emotional and behavioral supports are ongoing through increased counselors, increased SEL focus in classrooms, expanded</p>	<p>All student and high need student subgroups will improve by at least one performance level annually: African American Foster/homeless & SWD ELs Hispanic and SD</p>

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			opportunities for engagement and parent outreach.	
	Expulsion	0 % rate	Pending Dashboard updates	maintain
	Middle School Dropout Rate	0 % rate		maintain
	Physical Fitness Test (PFT)	<p>2018-2019 Most Recent</p> <p>Aerobic Capacity Grade 5 55.8% Grade 7 59.5%</p> <p>Body Composition Grade 5 56.9% Grade 7 54.8%</p> <p>Abdominal Strength Grade 5 49.0% Grade 7 84.3%</p> <p>Trunk Extension Strength Grade 5 66.0% Grade 7 88.3%</p> <p>Upper Body Strength Grade 5 42.6% Grade 7 76.5%</p> <p>Flexibility Grade 5 56.9% Grade 7 73.7%</p>	Postponed due to pandemic	Pending 2021-2022 results

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
	Parent Survey (LCAP, CHKS, etc.)	<p>Establish list of surveys for 2021-2022</p> <p>Establish baseline data after first survey is administered</p> <p>Most Recent Results (2017-2018)</p>	<p>CHKS postponed due to pandemic - no data</p> <p>Parent Youth Truth Survey was administered in January of 2022</p> <p>RSD's Elementary Schools Parent Survey indicates the highest rated themes were communication and resources while the two lowest rated themes were school safety and school culture.</p> <p>RSD's Middle Schools Parent Survey indicates the highest rated themes were engagement and resources while the two lowest rated themes were school safety and relationships.</p>	Pending 2021-2022 results
	Faculty/Support Staff Survey (LCAP, CHKS, etc.)	<p>Establish list of surveys for 2021-2022</p> <p>Establish baseline data after first survey is administered</p>	<p>Youth Truth Survey for parents, students and staff was administered in January of 2022</p> <p>RSD's Elementary Schools Staff Survey indicates the</p>	Pending 2021-2022 results

Priority	Metric	Baseline	Year 1 Mid-Year Progress	Desired Outcome for 2023-24
			<p>highest rated themes were engagement and culture while the two lowest rated themes were school safety and professional development and support.</p> <p>RSD's Middle Schools Staff Survey indicates the highest rated themes were relationships and engagement while the two lowest rated themes were school safety and professional development and support.</p>	

Actions and Services

Goal/Action	Action Title/Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.1	<p>Tiered Intervention Resources Create a data driven 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. * Data analyst support * IA's trainings</p>		Yes	LCFF \$332,461	LCFF \$20,593	\$353,054.00	\$299,197.69

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
	* IEP and EL intervention support								
3.2	<p>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.</p> <p>* Zero period salaries * Art, Music, foreign language and other elective partial salaries * Supplemental electives for K-8 (music, art, drama, dance, etc) during the day and after school</p>		Yes	LCFF	\$310,747	LCFF	\$466,272	\$777,019.00	\$417,413.54
3.3	<p>Counseling Services and site support for students 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</p>		Yes	LCFF	\$1,174,495	LCFF	\$414,704	\$1,589,199.00	\$884,053.89

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	grades K-8 and will also provide parent support and increased library services access for most students at risk. * Counselor salaries, library tech support salaries, additional after school tutoring * site based interventions, supplies and materials for students and families						
3.4	Expanded Learning Opportunities ELs, homeless and foster youth, SWD and SD students will be provided tiered interventions, on level, and enrichment activities outside the school day and/or non-school days. Funds cover faculty, support staff and supplemental materials. These extended services include: * GATE- stipends, support staff and materials *Summer Science Academy- teachers, support staff and materials *Reading Task Force - teacher extra pay/stipends, substitutes and materials	three years	Yes	LCFF \$216,584	LCFF \$66,000	\$282,584.00	\$58,202.34
3.5	English Learner Services Increase the percentage of EL students making	three years	Yes	LCFF \$170,213	LCFF \$372	\$170,585.00	\$41,559.91

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade. Funds will cover ELPAC testing coordinators, faculty stipends and materials.</p> <p>* Salaries for testing team and additional hours for extra teacher pay</p>						
3.6	<p>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 through support personnel. Funds include personnel for safety (campus supervisors) and CHAMPS peaceful playgrounds where supervision staff, along with counselor support, are intentionally planning engaging activities and games in order to decrease incidents of negative behaviors and increase overall engagement and positive attendance.</p>		Yes	LCFF \$1,215,022		\$1,215,022.00	\$647,492.06

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses		Non-Personnel Expenses		Total Funds	Mid-Year Report
3.7	<p>Tiered Intervention RFEP and students with unique pupil needs Provide tiered interventions specific to RFEP students through the support of personnel for extended learning. Funds include support for increased and improved services for ELs, RFEP, foster youth, SD, SWD and homeless students.</p> <p>* Salary support for facilitation and oversight of after school programs and other extended learning opportunities * EL coordinators and site based compliance and support * RFEP monitoring software</p>	three years	Yes	LCFF	\$120,020	LCFF	\$1,200	\$121,220.00	\$72,566.26
3.8	<p>Parent Engagement Expand district stakeholder participation in Parent and English Learner Advisory Councils. Organize and host district wide parent and family events, including conference, volunteer and community partnerships events. * Childcare, refreshments, materials and supplies for meetings, fliers and outreach</p>		Yes			LCFF	\$3,000	\$3,000.00	\$4,138.59

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
3.9	<p>Training state and federal compliance In order to build capacity and ensure that site administration are aware of various state and federal compliance items, RSD will partner with county and state supports to provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan. Topics for training will include needs assessments, program evaluation, equity and other related topics.</p>		Yes		LCFF \$5,000	\$5,000.00	\$0.00
3.10	<p>Community Partnerships RSD recognizes that a healthy school climate includes a network of support through community partnerships to increase or improve services for high need student groups. Examples include partnerships with local universities such as MESA, expanded services for visual and performing arts such as dance and music, maintained partnerships with county offices of education, and partnerships to improve support for outdoor education.</p>	three years	Yes		LCFF \$55,000	\$55,000.00	\$1,944.95

Goal/ Action	Action Title/ Description	Timespan	Contributing	Personnel Expenses	Non-Personnel Expenses	Total Funds	Mid-Year Report
	<p>Stakeholder feedback, through the development of the 21/22 LCAP, indicate that community partnerships and increased services are valuable to enhance and support student learning outcomes. This improved engagement is aligned to further support school connectedness, positive attendance and improved school and community climate. This includes funding for facility use, transportation of students, materials, supplies, etc.</p>						