LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raisin City Elementary School District

CDS Code: 10-62380-6007074

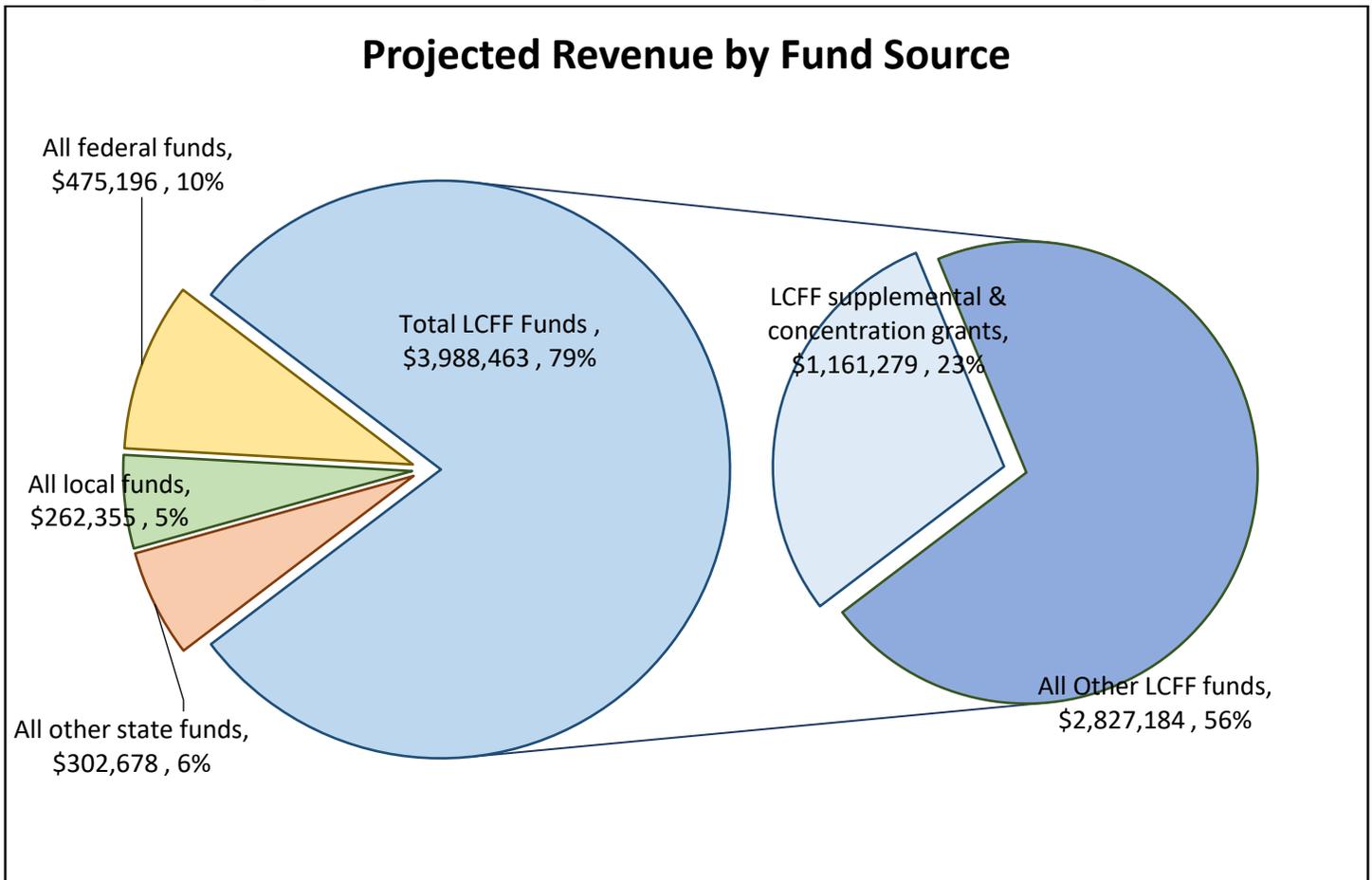School Year: 2023-24

LEA contact information:

Orin Hirschkorn

Superintendent

559.495.6402

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

- All federal funds, $475,196 , 10%
- All local funds, $262,355 , 5%
- All other state funds, $302,678 , 6%
- Total LCFF Funds , $3,988,463 , 79%
- LCFF supplemental & concentration grants, $1,161,279 , 23%
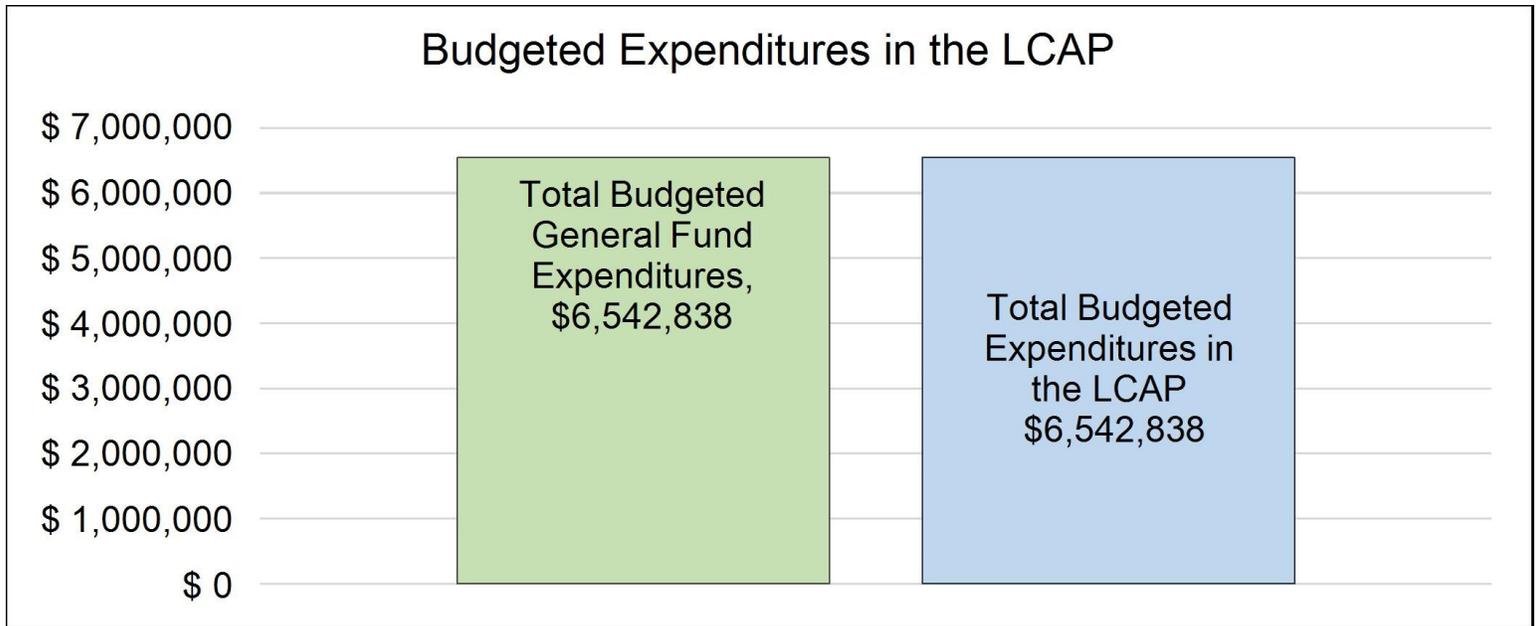- All Other LCFF funds, $2,827,184 , 56%

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

The text description for the above chart is as follows: The total revenue projected for Raisin City Elementary School District is $5,028,692, of which $3988463 is Local Control Funding Formula (LCFF), $302678 is other state funds, $262355 is local funds, and $475196 is federal funds. Of the $3988463 in LCFF Funds, $1161279 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $6,542,838

Total Budgeted Expenditures in the LCAP $6,542,838

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

The text description of the above chart is as follows: Raisin City Elementary School District plans to spend $6542838 for the 2023-24 school year. Of that amount, $6542838 is tied to actions/services in the LCAP and $0 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

N/A

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

In 2023-24, Raisin City Elementary School District is projecting it will receive $1161279 based on the enrollment of foster youth, English learner, and low-income students. Raisin City Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raisin City Elementary School District plans to spend $1949515 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23
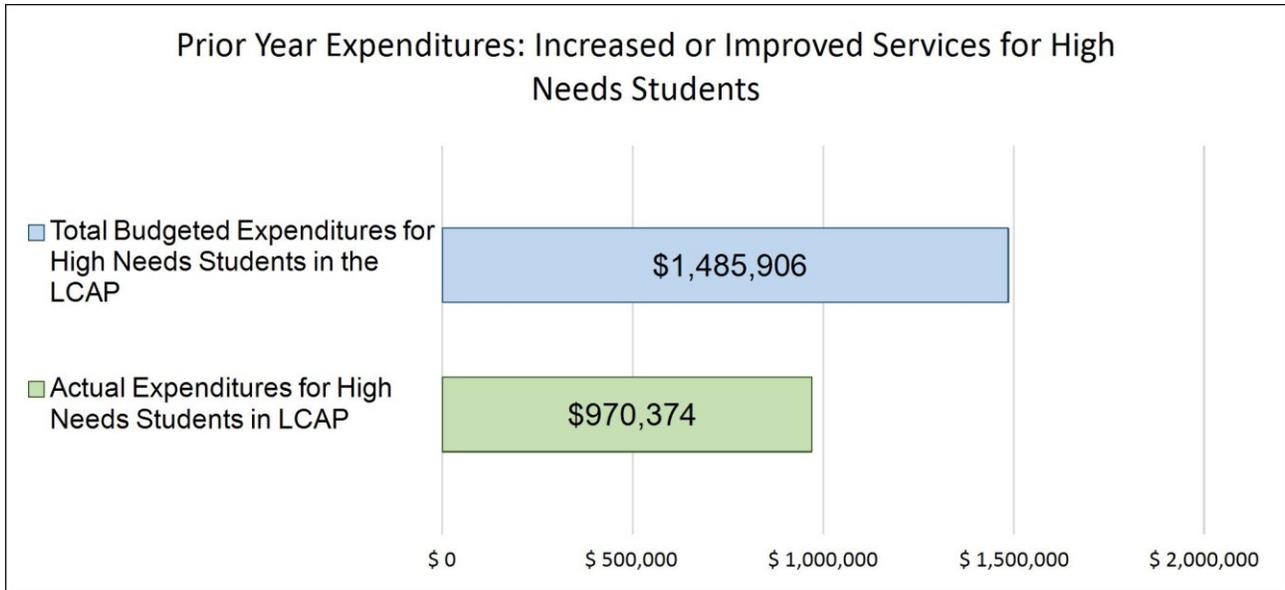
This chart compares what Raisin City Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Raisin City Elementary School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2022-23, Raisin City Elementary School District's LCAP budgeted $1485906 for planned actions to increase or improve services for high needs students. Raisin City Elementary School District actually spent $970374 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $-515,532 had the following impact on Raisin City Elementary School District's ability to increase or improve services for high needs students:

The carryover of funds that had been budgeted to provide increased services for Low-Income students, English Learners, and/or Foster youth were caused by a variety of reasons enumerated in the "Goal Analysis" section under each goal:
The District used federal and state funds for several expenditures that originally intended to be funded by supplemental and concentration funds. Planned supports were provided for Low-Income students, English Learners, and Foster Youth, and paid for with a source other than LCFF. Federal funds were also used for some parent engagement costs (PIQE). Though the District was not able was not able to put in place a system to track EL progress to the extent that we had hoped, we have a plan for doing so next year.
Difficulty in providing sufficient release time continued to limit the amount of professional development that was provided, which may have had an impact on instruction. Additionally, when professional learning activities were provided, the District used federal and state funds for those expenditures and did not utilize funds set aside in the supplemental/concentration budget.
Our transportation provider, Southwest, was not able to set up all of the planned additional routes for 2022-2023 due to a continued shortage of drivers.

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Raisin City Elementary School District	Orin Hirschkorn Superintendent	orhirschkorn@caruthers.k12.ca.us 559.495.6402

Plan Summary [2023-24]

General Information

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

Raisin City Elementary School District is located in the unincorporated area of Raisin City, California, in Fresno County. Its student population had been declining since 2014, from 339 to 255 in the 2022-23 school year. The school's student population consists of 88% Hispanic, 5% White, 2% Asian, with 4% not reporting, and 1% of other demographic groups. Slightly over 65% are English Learners, and 84% are Socioeconomically Disadvantaged or Low-Income. Students with Disabilities comprise 9% of our student population. Three percent of our students are Homeless, and 1% are Foster Youth.

The school is on ten acres and is surrounded by grape vineyards on the north, west, and south sides. Most students are bused to school through a contract with Southwest Transportation Agency. On the east side of the school, is the residential area of the town. Agriculture is the primary industry in the community. Town services include a few small grocery stores, small independent businesses, churches, a post office, and the school. The school is often the hub of community activities. Most business at the school is conducted in both English and Spanish, since we have a very large Spanish-speaking population.

Raisin City families are among those with the lowest internet access rates in the San Joaquin Valley. In order to ensure that our students have the access that they need to be successful in school, the District provides a hotspot to each household that needs one to ensure internet connectivity.

Raisin City Elementary School District promotes an environment for success and creates partnerships with parents and the community, to assist in providing all students the opportunity to achieve their full potential, to become lifelong learners, responsible and productive citizens and leaders. Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.

Reflections: Successes

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

The percentage of English Learners making a year or more progress in acquiring English language skills increased from 37.5% in the baseline year to 51.6% in 2022. After having 0% reclassifications between 2016 through 2021, Raisin City Elementary School has raised its reclassification rate to 12.9% in 2022. We will continue to build upon the actions to provide extra support for English Learners, especially 1.4, to sustain the increases in reclassification through 2023-24 and beyond.

2022 STATE ASSESSMENTS ELA MEETING/EXCEEDING STANDARD CHANGE FROM 2021 MATH MEETING/EXCEEDING STANDARD CHANGE FROM 2021
OVERALL 16.2% +3.8% 9.3% +6.6%
ENGLISH LEARNERS 8.9% +.7% 7.1% +5.6%
LOW-INCOME 16.1% +3.5% 9.6% +6.9%
FOSTER YOUTH n/d n/d n/d n/d
HOMELESS n/d n/d n/d n/d
STUDENTS/DISABILITIES 0% n/d 0% n/d
We were pleased to see that the percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. These results are significantly increased from the prior year.

The percentage of EL students making appropriate (one year or more) growth in acquiring English language skills increased by double digits from the baseline year, from 37.5% to 51.6%.

Teachers' ratings of the implementation of state standards improved from 2.6 on a scale of 1-5 to 3.2.

School leadership has been tracking absenteeism data, and we are on track to see a double-digit decline in Chronic Absenteeism rates. We were pleased to see a 6.5% point increase in the attendance rate from the prior year.

The percentages of surveyed students who responded they feel safe at school increased from 44% to 70%; those responding that they feel connected to school showed a similar increase, from 49% to 73%. We believe that this current survey data (March, 2023) is a strong indicator that Action 2.3 has had a positive effect that will manifest itself in lower Chronic Absenteeism, increased attendance, and lower Suspension rates.

95% of parents and 100% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. 90% of parents responding agreed that the school provides a welcoming environment, and 88% responding that school staff are serious about addressing parents' concerns.

Using the state's self-reflection instrument, the rating for Family Engagement has improved again this year to 4.2 from 3.9 last year and a 3.7 baseline.

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.

As noted in the box above, the percentages of our students meeting or exceeding standard on state assessments increased from the prior year. However, when compared to results for their peers in Fresno County:
Countywide English Learner Results: ELA -- 12.5%, Math -- 8.8%.
Countywide Low-Income Students' Results: ELA -- 35.2%, Math -- 21.5%.
results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide.

After a hiatus from 2019, the California School Dashboard results were again reported in 2022. We expected declines in the median scale scores of our students and their resulting distance from standard, due to the disruptions in instruction and traumatic experiences of the pandemic. The results were as follows:
ELA. CHANGE FROM 2019. MATH. CHANGE FROM 2019
OVERALL - 85.4 6.7 DECLINE - 114.0 5.3 DECLINE
ENGLISH LEARNERS - 88.6 6.6 DECLINE - 112.5 4.5 DECLINE
LOW-INCOME - 86.0 7.5 DECLINE - 114.5 5.6 DECLINE
SWD -135.9 4.3 DECLINE - 179.6 32.7 DECLINE
FOSTER YOUTH n/d n/d
HOMELESS n/d n/d
We have noted that as overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Though we can not disaggregate the "Distance from Standard" data for non-low-income, we can infer with confidence that a similarly significant inequality exists in that metric. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard".

CHRONIC ABSENTEEISM:
OVERALL 50.0%

ENGLISH LEARNERS 46.0% Countywide -- 37.3%
LOW-INCOME 49.1% Countywide -- 42.1%
FOSTER n/d
HOMELESS n/d
STUDENTS/DISABILITIES 44.4%
Chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Fresno County, results show that inequalities exist in the chronic absenteeism rates of Low-Income students and English Learners in our school in relation to their peers county-wide.

Additionally, the District is eligible for Differentiated Assistance (DA) from the FCSS based on chronic absenteeism and academic indicator data. To address DA, the District has redoubled its efforts to decrease chronic absenteeism in the expectation that improved attendance will also result in improved academic performance. In reviewing mid-year attendance data, educational partners identified the need for a multi-pronged approach to closing those inequalities. The District will continue providing a full-time counselor to assist students in coping with day-to-day situations in the school environment. The counselor will develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth supporting each other to promote a positive school climate and reduce Chronic Absenteeism. The other approaches will be reviewing absences and determining the need to send a SARB warning letter, and establishing incentives for attendance.

SUSPENSIONS:
OVERALL 3.4%
ENGLISH LEARNERS 3.0%
LOW-INCOME 3.5%
NON LOW-INCOME 0%
FOSTER n/d
HOMELESS n/d
STUDENTS/DISABILITIES 11.1%
With the resumption of full in-person instruction in 2021-22, suspension rates more than tripled overall and for most student groups. Rates for Low-Income students are higher than overall rates, and more than triple those of non-Low-Income students. Students with exceptional needs experienced an increase of more than ten times. English Learners also showed an increased rate from the prior year.

Spending almost two years in virtual and/or part-time instructional settings had a significant impact on students' behaviors and abilities to interact with others. Educational partners have noted that many students at all grade levels needed to "relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors such as they might at home. This need to "relearn" extended to interactions with peers.

We will continue to address Suspension Rates by providing social-emotional and mental health supports in order to ensure that our students feel safe and connected to their schools, including continued, significant increases in the budgets for those services and social-emotional learning (SEL). These services will include retaining staff to provide behavior intervention and support, focused on providing services to Low-Income students, English Learners, and Foster Youth in grades TK-8, their parents, and the staff who work with them; increasing students'

social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning; continued implementation of PBIS structures; and providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work.

Educational Partner Input:
Among classified staff, a frequently-expressed concern was that many older students are disrespectful to staff and to other students. A suggestion was that stronger disciplinary actions be taken; another was to provide training on how to respond effectively and mediating student disagreements. Continuing to increase social-emotional supports for students was another repeated request from teachers, including safe spaces for students to talk with peers and/or staff members. As classified staff noted (see below), teachers raised the concern that upper grades students have become increasingly negative and ill-behaved. They would like students to be clear on expectations and consistent consequences for inappropriate behaviors. The possibility of incentives such as Caught Being Good was suggested; also allowing teachers to pick a most improved student to go on the 4.0 trips. This would allow for a student who is making HUGE gains be rewarded. Another motivational strategy was to survey students about what they liked best in the cafeteria and serve more of that. While 70% reported feeling safe at school, bullying was a problem cited by several students that they would like to see better addressed.

We will continue to be transparent, to recognize the learning loss that has occurred and implement Extended Learning opportunities to mitigate the learning loss gap. We will continue to motivate parents to take interest in their children's education and assist the school in holding students accountable at home to assist in the growing improvement of student performance.

Raisin City Elementary School District's other priority is to continue meeting the needs of its English Learner population, since they make up 66% of the student population. We also recognize that all Unduplicated Pupils need assistance, including our previously reclassified English Learners, Low-Income students, Foster Youth, and homeless students. In addressing the educational needs of our students, the following strategies and programs will be implemented:

1. Intervention programs such as the Orton Gillingham Approach, and Renaissance Reading program, Reading Dynamics Program and local benchmark assessment, via Illuminate, demonstrate that the vast majority of our students are at least two reading levels below their corresponding grade level. Those intervention programs will be continued.
2. A plan to address the needs of our students with learning disabilities, informed by the Fresno Superintendent of Schools SELPA department and our families with students with exceptional, needs.
3. Emphasis will be placed on Language Arts/ELD strategies and methodologies, reading intervention, expanded learning opportunities, after school Intervention and Saturday School Academies.
4. Sixty-six percent of our students are English Learners. To meet their needs for language development and increased academic success, the District will provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-instruction to increase the academic outcomes. The District will continue development of a plan for redesigned implementation, with integrity, of a Dual Immersion program based on best practices described by the

California Department of Education Language Policy and Leadership Office, California Education Code, and the U.S. Department of Education Office of English Language Acquisition.

LCAP Highlights

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

For the 2023-24 school year, Raisin City Elementary School District will be under the leadership of the Caruthers Unified Superintendent, with an assigned site-principal. This partnership brings more resources to Raisin City Elementary School District, and the focus will consist of improving the structure of the school. The following elements will continue to guide our 2023-2024 LCAP update:

- A Mental Health Clinician to provide behavioral support to students.
- Counseling for our students via a credentialed intervention Counselor.
- Continued emphasis on implementation of English Language Development strategies.
- iReady Adaptive Assessments to target students' specific area of need.
- Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices, including strategies to support English Learners to access the core and make appropriate progress in acquiring English language fluency.
- Parent education continues to be a priority, by providing English as a Second Language and General Education Diploma Courses, to improve the educational opportunities at home, by empowering parents.
- The development of an effective, collaborative school leadership team.
- Student-driven instructional decision-making based on data.
- Positive Behavior Interventions and Supports (PBIS)
- An additional Kindergarten teacher and paraprofessional enable RCESD to provide small class sizes and intensive support to our youngest students in order that they acquire the skills and experiences that lay the foundation for later success in school.

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

The development of the RCESD LCAP was established and finalized through the participation of its educational partners. The educational partners' recommendations were recorded during all meetings and are reflected below.

Presentations of data regarding the District's LCAP metrics, from the 2022 California School Dashboard and other sources, were made to all educational partners, with meetings to review data and LCAP actions that have been implemented. Partners were asked to provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners.

On March 3, 2023 the District Superintendent's designee "present[ed] the local control and accountability plan or annual update to the local control and accountability plan to the English learner parent advisory committee established pursuant to Section 52063, if applicable, for review and comment." [EC 52062(A)(2)]. The DELAC reviewed the outcome data and the LCAP goals, actions, and expenditures, and provided input on topics that included providing supports to students who are English Learners and meeting the needs of those English Learners struggling to keep pace in English language acquisition and accessing core subject-matter knowledge and skills. The suggestions from that input are listed in the section below.

The LCAP was presented to the DELAC on April 26, 2023. Written responses from the Superintendent to questions/comments from the DELAC were provided at the May 24, 2023, meeting.

April 4, 2022, the District Superintendent's designee "present[ed] the local control and accountability plan or annual update to the local control and accountability plan to the parent advisory committee established pursuant to Section 52063 for review and comment." [EC 52062(A)(1)]. The District Advisory Committee (DAC) were given the opportunity to review the data, goals, actions, and expenditures, and to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically. The suggestions from that input are listed in the section below. (The DAC existed at the time the LCFF was established, and met the requirements for a Parent Advisory Committee under EC 52063(A)(3), so the name was retained.]

The LCAP was presented to the PAC on April 26, 2023 at a meeting separate from the DELAC. Written responses from the Superintendent to questions/comments from the DELAC were provided at the May 24, 2023, meeting.

Teachers and certificated bargaining unit members were given the opportunity to provide their recommendations on March 6, 2023. Support staff and the classified bargaining unit met and were asked to provide input on March 6, 2023.

A District-wide open meeting for parent and community review and suggestions was held on the evening of March 6, 2023. At that public session, all who attended were presented with the draft plan and then the meeting was opened for discussion.

At each meeting for each group, the recommendations, if any, were recorded and acknowledged.

Students in grades 5-8 were surveyed in March to gather their input.

SELPA Consultation -- The District consulted with the SELPA through attendance at its monthly Operations Committee meetings, and the District's consultation with SELPA staff. Student records for students receiving services from FCSS were reviewed by the Special Education teacher to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff, the District's Special Education staff ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Consultations between the school Principal, the Superintendent, and District administrative staff were ongoing throughout the school year.

A draft of the LCAP was posted on the District website during the week of May 1, 2023, for public comment or the opportunity to submit written comments. Prior educational partner input from all groups continued to inform the revised Plan. Students in grades 5-8, teachers, support staff, and parents were asked to complete surveys during March to inform the LCAP and to gather information for a report on Local Indicators. No questions or comments were submitted that required a responses from the Superintendent.

A public hearing for the LCAP was held on May 8, 2023.

On June 12, 2023, the RCESD Governing Board approved the LCAP prior to approving the District's budget. The Local Indicators report was also presented at that meeting.

A summary of the feedback provided by specific educational partners.

Parents:
Many parents lauded the teachers for their increased engagement with students and the positive instruction and support. Interestingly, there were also some that suggested providing additional academic supports, including more help for students with learning difficulties. Some expressed concerns about the reading program because of the importance of reading.
Several parents cited communication as a strength of the school. A repeated suggestion in that area was that a home/school communication app such as Class Dojo be adopted. Another request was more communication support for families who speak Mixteco.
Parents expressed appreciation for the incentives and recognition for their children, that it makes a difference in their motivation.
Many parents requested providing more academic and arts enrichment, including music and dance.
Several raved about the improved facilities.
The new leadership also received praise from parents for "creating a great culture".

PAC:

The texts they receive when their child is tardy are appreciated. As with the parents in general, they appreciated student recognition efforts. Ideas for incentives were suggested, including some symbol of success, increased break time, and that a competitive sports program and league be started.

A topic of concern was that many parents don't understand the duties of the truancy officer and feel scared when they see him at their door, concerned that the officer may be an agent of the U.S. government. A suggestion was made that the officer attend meetings to explain his duties and so people can get to know him.

They echoed the desire for more enrichment instruction, including dance and art.

In order to increase and enhance parents' participation on school committees, it was suggested that parents receive technology training and training specific for the groups on which they serve.

DELAC:
Some DELAC members raised concerns about the length of time being devoted to reading instruction, including whole-class direct instruction and instructional support from classroom aides versus iReady. DELAC members asked about the District's EL Master Plan, progress on the Dual Immersion program, and how the District is using data to track progress for English Learners. Concerns about bus services on rainy and foggy days were raised, and that some students may not be picked up if waiting inside, or might be placed in dangerous situations. The suggestion was made that the District purchase a van to pick up students who are home alone on foggy days if they are not picked up by the bus. The cost of PIQE and whether it was worth the expense was raised. Trusted help for parents in completing documents was mentioned. The question was also raised of the possibility of paying for parents to attend conferences. As with the general parent group, adding a music class was suggested.

Another theme was parent involvement. A lot of parents attended Pastries with Parents. The Mom and son dance is popular. The school might hand out fliers with school information for fun events since the fun events have more participants compared to parent meetings. Children also motivate parents to come to functions; it starts with the teachers motivating kids so kids can invite the parents to events.

Students:
A major theme of the feedback from students was how much they enjoyed class and appreciated their teachers and the support they provide; "The teachers definitely want us the students to succeed in their classes." Of course this was counterbalanced by many students saying they would like to see longer break/recess times with planned activities and supervision. Another strong theme in the responses was how important school is as an opportunity to see and visit with friends.

While 70% reported feeling safe at school, bullying was a problem cited by several students that they would like to see better addressed. Many students also suggested that the food offerings be improved. Finally, several requested increased opportunities for organized sports and competition with other schools.

Teachers:
Staff members cited the students as the greatest positive about the school. As one said, "The best things about our school is that we are on the rise and slowly but surely coming together to do what's right for the students. I love the direction we are going and excited to see the possibilities in the future." Several others mentioned the family environment and community at the school as something to continue to build upon.

There were several suggestions that were echoed by multiple respondents. One is a concern about intra-school communication. Suggestions included home communications out before lunch to ensure all upper grade students receive them; using either Outlook or Google only, because people don't always check both; the phone system, intercom etc.; providing a calendar of events and notifications in a timely manner, so teachers can plan for events. Some respondents did note that the new leadership was attempting to improve communication. Teachers also expressed concern that cohesiveness among staff could be improved. A possible way to improve would be staff recognition. To improve student academic outcomes, teachers suggested that teacher and student 1:1 conferences to discuss goals and where they need to go be expanded. Teacher stated that they do this already with their students and it has been very successful in students meeting goals. Additional training in ELD instructional strategies was requested.

Continuing to increase social-emotional supports for students was another repeated request, including safe spaces for students to talk with peers and/or staff members. As classified staff noted (see below), teachers raised the concern that upper grades students have become increasingly negative and ill-behaved. They would like students to be clear on expectations and consistent consequences for inappropriate behaviors. The possibility of incentives such as Caught Being Good was suggested; also allowing teachers to pick a most improved student to go on the 4.0 trips. This would allow for a student who is making HUGE gains be rewarded. Another motivational strategy was to survey students about what they liked best in the cafeteria and serve more of that.

Teachers in grades K-3 have requested that Reading Corps support for students be provided again in 2023-24. Several teachers also suggested that regular music/arts instruction be added to the curriculum.

Classified Staff:
As with the teachers, several classified staff noted the school community as very positive. Sharing the school's vision and goals with classified staff was a suggestion to improve communication. Among classified staff, a frequently-expressed concern was that many older students are disrespectful to staff and to other students. A suggestion was that stronger disciplinary actions be taken; another was to provide training on how to respond effectively and mediating student disagreements.

Bargaining Units:
Members raised an issue of the new math curriculum not being engaging, and that the teacher's manual is difficult to read. They cited My Math as having more manipulatives and visually better. They confirmed iReady as good.
Unit representatives praised incentives for students and pointed to increased student engagement. However, a concern was raised that grades 6-8 students seem to not buy in and academics have not made as much growth
It was requested that the District provide increased professional development for aides -- training in basic reading, math and iReady implementation.
Certificated unit members requested better scheduling for students being pulled out of class for services, citing the need for some uninterrupted times for teachers to teach their students, especially in younger groups.
Both units agree that in the increased suspension data is practical and students do need the higher consequences and accountability. They suggested chronic absenteeism might be addressed through attendance incentives like the college gear and recognition for Perfect Attendance.
Facilities have had a huge improvement and they love it.
Unit members also agreed that there is a "toxicity of teachers and staff" that seems to keep going. They suggested team building activities and increased focus of SEL for staff themselves

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

The following aspects of the LCAP were included as a result of input from our educational partners:

The continuation of:

A Special Day Class Teacher. (Goal 1, Action 2)

Developing a plan for redesign and implementation of the Dual Immersion Program with integrity and maximum effectiveness. (Goal 1, Action 1)

To support the effectiveness of the PBIS program, student recognition and incentives were added. Maintaining a Mental Health Therapist (Goal 2, Action 3)

Continued focus and efforts in building trusting relationships between the District and families. (Goal 3, Action 1)

The following are overarching themes identified as primary concerns of educational partners:

- Academic supports for students, including additional supports and acceleration for English Learners.
- Access to a broad course of study that includes science, social studies, physical fitness, and the arts.
- Social and emotional supports for students who have experienced trauma or disruption due to the pandemic.
- Professional learning and ongoing instructional supports for teachers and paraprofessionals.
- Continue to engage families through participation in events, workshops, and decision-making.

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement for all students, including low-income, English learners, and foster youth, promoting greater student engagement and narrowing the achievement gap for all student groups.

An explanation of why the LEA has developed this goal.

The "Identified Needs" presents the data and descriptions that demonstrate inequalities that exist between Low-Income students and English Learners, and students with exceptional needs and the overall student populations. Data demonstrating the inequalities between academic outcomes for our Low-Income students and English Learners and their peers countywide were also shown in the "Identified Needs" section. Though the numbers are too small to allow them to be reported, we know from experience that our Foster Youth also experience these academic inequalities. Goal 1 is designed to lessen and mitigate those inequalities.

Our parents and community want students to have a quality education that sets the foundation for future success; the basic purpose of education is to promote literacy and numeracy for all students, and the actions described under this goal are all designed to achieve those purposes. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions. A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs utilizing the data systems and analyzing data from supplemental materials.

Sixty-five percent of our students are English Learners. To meet their needs for language development and increased academic success, the District must provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-instruction to increase the academic outcomes.

In order to set the foundation our educational partners want and our students deserve, we must have a sharp focus on providing language, math, and critical thinking skills that promote high school, college, and career success. Educational decisions will be student-centered and informed by excellent data collection, analysis, and appropriate input from our educational partners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	2019: All Students – 78.7 points below (Orange) Students w/Disabilities – 131.6 points below (No color assigned) English Learners – 79.3 points below (Orange) Hispanic – 81.5 points below (Orange) Low Income – 78.5 points below (Orange) [*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless]	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students – 85.4 points below Students w/Disabilities – 135.9 points below English Learners – 88.6 points below Hispanic – 88.1 points below Low Income – 86.0 points below Foster Youth -- n/r Homeless -- n/r No data are reported if a group is less than 30 students, or less than 15 for Foster Youth and Homeless. [2022 California School Dashboard]		All Students – 65 points below Students w/Disabilities – 100 points below English Learners – 60 points below Hispanic – 65 points below Low Income – 60 points below Foster Youth -- 65 points below Homeless -- 65 points below No data are reported if a group is less than 30 students, or less than 15 for Foster Youth and Homeless. [2024 California School Dashboard]
California School Dashboard: Math Distance from Standard	2019: All Students – 108.7 points below (Orange) Students w/Disabilities -- 146.9 points below (No color assigned) English Learners -- 108 points below (Orange) Hispanic – 106.6 points below (Orange)	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.	All Students – 114.0 points below Students w/Disabilities – 179.6 points below English Learners – 112.5 points below Hispanic – 115.8 points below Low Income – 114.5 points below Foster Youth -- n/r		All Students – 95 points below Students w/Disabilities – 150 points below English Learners – 95 points below Hispanic – 95 points below Low Income – 95 points below

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income – 108.9 points below (Red)		Homeless -- n/r No data are reported if a group is less than 30 students, or less than 15 for Foster Youth and Homeless. [2022 California School Dashboard]		Foster Youth -- 95 points below Homeless -- 95 points below No data are reported if a group is less than 30 students, or less than 15 for Foster Youth and Homeless. [2024 California School Dashboard]
California State Assessments: SBAC ELA Percentage Meeting or Exceeding Standard	2019: All Students – 15.3% Students w/Disabilities – 0% English Learners – 12.7% Hispanic – 14.3% Low Income – 15.6%	2021: All Students – 12.4% Students w/Disabilities – No data reported; less than 11 scores English Learners – 8.2% Hispanic – 13.4% Low Income – 12.6%	2022: All Students – 16.2% Students w/Disabilities – 0% English Learners – 8.9% Hispanic – 16.1% Low Income – 16.1%		All Students – 30% Students w/Disabilities – 15% English Learners – 30% Hispanic – 30% Low Income – 30%
California State Assessments: SBAC Math Percentage Meeting or Exceeding Standard	2019: All Students – 10.7% Students w/Disabilities – 7.4% English Learners – 9.4% Hispanic – 10.4% Low Income – 10.9%	2021: All Students – 2.7% Students w/Disabilities – No data reported; less than 11 scores English Learners – 1.5% Hispanic – 2.6% Low Income – 2.7%	2022: All Students – 9.3% Students w/Disabilities – 0% English Learners – 7.1% Hispanic – 9.1% Low Income – 9.6%		All Students – 25% Students w/Disabilities – 15% English Learners – 25% Hispanic – 25% Low Income – 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Summative Assessment: Rate of English Learner Students Making Progress Toward English Proficiency	37.5% Status – 2019 California School Dashboard	ELPAC data for 2020-21 have been provided in lieu of "English Learners Who Made Appropriate Progress" data from the Dashboard, as the latter was not reported for 2021. Percentages of students scoring at: "Well-Developed" -- 9.5% "Moderately Developed" -- 25.4% "Somewhat Developed" -- 38.3% "Minimally Developed" -- 26.9% [2020-21 CAASPP ELPAC Summative Results]	51.6% [2022 California School Dashboard]		55% [2024 California School Dashboard]
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	0% [2019-20 Data Quest]	0% [2020-21 DataQuest]	12.9% [2021-22 CALPADS Reports 8.1 and 2.16]		15% Data Quest

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies: Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 73% of teachers appropriately credentialed and assigned. [September, 2020 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 87% of teachers appropriately credentialed and assigned. [June, 2022 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 79% of teachers appropriately credentialed and assigned. [June, 2023 Report to Board]		MET -- Results Reported. 100% of teachers appropriately credentialed and assigned. [2024 Report to Board]
Access to Standards-Aligned Materials: Reported to the RCESD Governing Board	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [September, 2020 Report to Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [June, 2022 Report to Board]	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [June, 2023 Report to Board]		MET – Results Reported 100% of students will have access to standards aligned curriculum materials. [2024 Report to Board]
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study.	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study.		MET – Results Reported All students will have access to a broad course of study.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[September, 2020 Report to Board]	[June, 2022 Report to Board]	[June, 2023 Report to Board]		[2024 Report to Board]
Implementation of Standards for All Students and Enable English Learners to Access State Standards and English Language Development Standards: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 2.7 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [September, 2020 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 2.6 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2022 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.2 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [June, 2023 Report to Board]		MET – Results Reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = full implementation) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024 Report to Board]
Percentages in Healthy Fitness Zone in Grade 5 and 7	Grade 5: Aerobic Cap – 18.2% Body Comp – 60.6% Ab Strength – 69.7% Trunk Ex – 90.9% Upper Body – 36.4% Flexibility – 54.5%	Due to the pandemic, the state has not posted PFT results since 2018-19.	The state has not posted PFT results since 2018-19.		Grade 5: Aerobic Cap – 35% Body Comp – 70% Ab Strength – 80% Trunk Ex – 100% Upper Body – 50% Flexibility – 70%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Grade 7: Aerobic Cap – 58.3% Body Comp – 83.3% Ab Strength – 66.7% Trunk Ex – 100% Upper Body – 33.3% Flexibility -- 58.3% 2018-19 California Physical Fitness Report				Grade 7: Aerobic Cap – 70% Body Comp – 90% Ab Strength – 80% Trunk Ex – 100% Upper Body – 50% Flexibility -- 70% California Physical Fitness Report
iReady Reading	Overall placement, Fall, 2021: To Be Determined -- This is a new assessment for the District, and the initial administration will establish a baseline.	iReady Reading Mid/Above Gr. Level -- 2% Early On Gr Level -- 11% 1 Gr Level Below -- 29% 2 Gr Levels Below -- 23% 3+ Gr Levels Below -- 35% [2021-22 Local Data]	iReady Reading Mid/Above Gr. Level -- 6% Early On Gr Level -- 16% 1 Gr Level Below -- 32% 2 Gr Levels Below -- 16% 3+ Gr Levels Below -- 30% [2022-23 Local Data]		iReady Reading Mid/Above Gr. Level -- 25% Early On Gr Level -- 25% 1 Gr Level Below -- 25% 2 Gr Levels Below -- 15% 3+ Gr Levels Below -- 10% [2023-24 Local Data]
iReady Math	Overall placement, Fall, 2021: To Be Determined -- This is a new assessment for the District, and the initial	iReady Math Mid/Above Gr. Level -- 2% Early On Gr Level -- 3%	iReady Math Mid/Above Gr. Level -- 4% Early On Gr Level -- 11%		iReady Math Mid/Above Gr. Level -- 25% Early On Gr Level -- 25%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	administration will establish a baseline.	1 Gr Level Below -- 40% 2 Gr Levels Below -- 23% 3+ Gr Levels Below -- 31% [2021-22 Local Data]	1 Gr Level Below -- 43% 2 Gr Levels Below -- 18% 3+ Gr Levels Below -- 24% [2022-23 Local Data]		1 Gr Level Below -- 25% 2 Gr Levels Below -- 15% 3+ Gr Levels Below -- 10% [2023-24 Local Data]

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instruction, Materials, and Support	To increase academic outcomes for students and decrease inequalities between Low-Income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence; administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include, but are not limited to: • Exploration of the necessary conditions to implement, with integrity, a Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency. • Orton Gillingham and Reading Dynamics intervention for reading to provide struggling readers the support to move from decoding levels to learning to read. • The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading	$950,665.00	Yes

Action #	Title	Description	Total Funds	Contributing
		selections for students, which can be monitored by teachers as well as parents. Incentives are provided by teachers to motivate students to read more, improving comprehension skills. • Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division. • i-Ready Adaptive Assessments to target students' specific area of need. A Student Study Team will continue to be in place to identify students at-risk and provide interventions.		
1.2	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials. The District will also provide instructional and social-emotional supports for students with exceptional needs, including a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist.	$1,568,186.00	No
1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	To increase academic outcomes for students and decrease inequalities between Low-Income Students with Disabilities and English Learners with Disabilities, and higher-performing student groups, the District will provide supplemental materials and access to technology that will support greater success in the core curriculum. The District will also provide professional development for teachers in supporting English Learner students who are identified as students with exceptional needs.	$144,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		These services will be in addition to Special Education services that those Low-Income and English Learner students receive.		
1.4	Supports for English Learners	All English Learners in RCESD are provided daily designated and integrated instruction and supports in English Language Development. To increase academic outcomes for students and decrease inequalities between English Learners and higher-performing student groups, the District will: • Contract with outside agencies to engage teachers in professional development activities that build the skills and knowledge of staff to use data to plan interventions, and the evidence-based strategies to conduct those in supporting English Learners. • Provide English Learner intervention support from certificated staff, with paraprofessional support, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes. • Purchase supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. Enrichment and physical activities for English Learner Students will be integrated into the After School Program. • In addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the District will provide additional supports, including supplemental services after school, rich, culturally-responsive	$212,420.00	Yes

Action #	Title	Description	Total Funds	Contributing
		literature, and tutoring so that they can continue to make progress. •		
1.5	Professional Development for Staff	District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhance their skills in addressing additional supports and acceleration activities for Low-Income students, English Learners, and Foster Youth, in order to support academic gains and to close inequalities on state and local assessments. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include, but not be limited to: • Contracted teacher induction services, to increase teacher capacity • Mentor Teachers • Contracted professional development services with other districts or county offices of education • Supplemental materials to implement practices The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs.	$242,689.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Textbooks and Materials	All students will be provided with the current state-adopted textbooks and instructional materials in ELA, ELD, Math, Science, and Social Studies, including classroom supplies.	$100,000.00	No
1.7	Access to a Broad Course of Study	The District will continue to plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth, have access to a broad course of study in all grades. Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. Based on an assessment of local needs, our Low-Income students, English Learners, and Foster Youth have the least access to enrichment outside the school environment which will increase their engagement at school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018) To address this issue, the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include, but not limited to: • 7th/8th: State Capital; Colleges	$126,722.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• 6th: Science Camp • 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park; • 4th: Mission; gold mining Cobb Ranch • 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair • K-2nd: Zoo; Fresno County Fair •		
1.8	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased inequalities between Low-Income students, English Learners, and Foster Youth and higher-performing student groups, the District will support continued professional learning for the Principal, and the development of an effective School Leadership Team.	$42,000.00	Yes
1.9	Student Data and Assessment	To increase academic outcomes for students and decrease inequalities between low-income students, English Learners, and Foster Youth and higher-performing student groups, the District will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• PARSEC data representations and training •		
1.10	Early Childhood Education	To increase academic outcomes for students and decrease inequalities between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the District will collaborate with the Pre-School staff and actively support the Pre-School in the successful transition of those pupils to elementary school. Since most of those students meet the definition of unduplicated pupils, the District will principally target the participation of parents, including those of students with exceptional needs, in preparing for the transition.	$54,620.00	No
1.11	Extended Learning Opportunities	To increase academic outcomes for students and decrease inequalities between low-income students, English Learners, Foster Youth, and higher-performing student groups, the District will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include, but are not limited to: • Before and/or After School extended learning sessions • Tutoring • Summer School •	$156,601.00	Yes
1.12	Focus on Early Support and Intervention	To increase academic outcomes for students and decrease inequalities between Low-Income students, English Learners, and Foster Youth, and higher-performing student groups, the District will continue to use Concentration Grant add-on funds to retain an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1.	$206,558.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will provide small group and individual instruction, small group and individual acceleration, and data collection. A paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end of cycle assessment.		

Goal Analysis [2022-23]

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

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

The implementation of Action 1.1 was successful, going generally as planned, including the exploration of the necessary conditions to implement, with integrity, a Dual Immersion program. A current challenge to meeting those conditions is that California law requires that dual-immersion teachers, since they will provide initial instruction in Spanish, hold a BCLAD credential, which severely limits what the District is able to offer at this time. Up Level/GLAD Curriculum and Orton Gillingham and Reading Dynamics have been used, as needed, by Reading Corps intervention staff funded by Title I. All students participate in the Renaissance Reading Program. A success was the continued use of iReady; feedback from teacher educational partners showed enthusiasm for the program in both ELA and math. Teachers continued with core curriculum with support from iReady. The District engaged Reading Corps members who have worked with struggling students in grades K-3.

Action 1.2 was successfully implemented, as the District was able to fill all positions for this school year. Changes in the state's definition of "credentialed" teacher that no longer allow interns to be classified as such have affected the percentage of "appropriately credentialed" teachers. The District successfully provided a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist. The action will be continued into the next school year, building upon the success of increasing the percentage of appropriately credentialed and assigned teachers to reach our desired outcome of 100%.

Action 1.3 was not implemented. The new, full-time RSP teacher and two paraprofessionals were busy in their roles of ensuring that students had dedicated meeting times for support and that communication between Special Education staff and regular classrooms was increased. The new teacher also focused on IEP goals, so assessing needs for additional technology and providing professional development for teachers in supporting student with exceptional needs, with emphasis on English Learners in Special Education was not implemented.

The District is working assiduously to implement all aspects of Action 1.4, but has experienced many challenges. The District is still working toward full implementation of designated and integrated ELD in every classroom. Difficulty in providing sufficient release time has limited the amount of professional development that is provided. We have been successful in providing English Learner intervention support from

certificated staff, including supplemental services offered after school. Support materials have been purchased and used. The After School Program includes enrichment and physical activities for the English Learner Students. Every English Learner (EL) now has a folder to chart progress and what supports and interventions have been provided to that student. Every teacher now has access to their EL students' ELPAC data. Individual ELPAC scores are reviewed with parent, and the District data shared with the ELAC and DELAC.

Staff professional development as described in Action 1.5 was provided to the degree possible, but, as noted above, the ability to provide release time was limited by availability of substitutes. Contracted teacher induction services were available for new teachers, as were mentors to support them. Teachers participated in Kagan structures training and iReady training. Supplemental materials to implement practices were purchased as needed. As described above, the Principal and Leadership Team successfully collaborated in instituting new procedures to track the progress of English Learners.

All students had access to instructional materials including a new math core adoption, so Action 1.6 was successfully implemented.

All of our students were provided access to a broad course of study, and all participated in the standards-aligned enrichment activities, confirming that implementation of Action 1.7 was successful.

Action 1.8 was successfully implemented in the area of leadership guidance and support for the Principal, who was provided mentoring and coaching from the CUSD Superintendent, the Assistant Superintendent, other CUSD instructional support staff, and an outside consultant. The Leadership Team has been successfully established, with members learning their roles in representing and supporting their peers in implementation of supports for EL students.

The Illuminate program was used, benchmark and other local assessments were administered, and the data collected from interim assessments was discussed by teachers. The District also added PARSEC for the 2022-23 school year and continuing into the future to provide data and training in its effect use. Teacher collaboration increased with deeper conversations around student data that were used to make instructional decisions, so Action 1.9 was implemented successfully.

There was a collaborative relationship between the District and preschool, successfully implementing Action 1.10.

Action 1.11 was implemented to a large degree by the FCSS. All intersession classes were held during the summer, and all students who wished to participate in expanded learning were able to do so.

The additional TK-K teacher and paraprofessional added with Action 1.12 were with us full-time this year, a definite success. However, this action was not implemented as planned, as we were not able to hire a certificated staff member, and additional paraprofessional FTE for K-2 academic assistance.

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

There were several significant differences because state and federal monies the District received were used to fund many of the budgeted LCFF contributing actions. Specific material differences were:

1.2 -- Over Budget: The District did not budget the correct amount of salaries in this action at the time the LCAP was written but had the resources to pay the higher amount.

1.3 -- Under Budget: District used federal and state funds for special education expenditures. The $20,000 of LCFF funds budgeted for additional supplemental materials for Low-Income students were not used as the Special Education teacher was new this year, and focused on learning the students, providing basic supports, and setting up effective procedures.

1.4 -- Under Budget: Difficulty in providing sufficient release time has limited the amount of professional development that is provided. District provided support through interventions that were included in supplemental materials but was not able to expand those as we focused on getting into place systems to track EL progress.

1.5 Under Budget: Difficulty in providing sufficient release time has limited the amount of professional development that is provided.District used federal and state funds for staff development expenditures and did not utilize funds set aside in the supplemental/concentration budget.

1.6 -- Under Budget: District purchased new materials but did not spend as much as anticipated.

1.8 -- Under Budget: District used federal funds for expenditures and did not utilize funds set aside in the supplemental/concentration budget.

1.9 -- Over Budget: District purchased more expenditures (PARSEC, AERIES, Illuminate) than was originally anticipated. A local needs assessment determined that due to the need for disaggregation of data sources beyond those provided on the state's website, a need beyond the capabilities of existing programs. To meet this need, the District purchased PARSEC, provide a powerful tool for teachers and administrators to use data to identify and address the learning needs of our students.

1.12 -- Under Budget: District was able to hire a teacher and aide for an additional kindergarten class but did not identify any other areas where additional staff was needed or could be obtained with addition funds received after the LCAP was adopted.

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

Reading Corps members have used Orton Gillingham and Reading Dynamics intervention strategies for reading to provide struggling readers the support to move from decoding levels to learning to read in grades K-3, 91% of whom showed growth in reading. (Unfortunately, the rates for Reading Corps support are increasing significantly next year and may be beyond the District's budget.) The iReady metric results show that our students, 84% Low-Income, have improved in both reading and math over the course of this year. The percentage of students scoring "Early-on or Above Grade Level" in Reading has increased from 13% in 2022 to 22% in 2023, and the same indicator for math has increased from 5% in 2022 to 15% in 2023. Classroom teachers used Renaissance Reading to encourage students to read for pleasure. Though no data were collected on the number of books or pages read for pleasure, staff anecdotal information supports that students use the RR program consistently throughout the school. Reflex math was used for supplemental exercises and practice to support skill building. These activities appear to have a positive effect, as "math concepts" performance on the SBAC improved from the prior year, with the percentage above standard increasing by 1.5%, and those near standard increasing by 11%. The preceding results indicate that our efforts in Action 1.1 are having a positive impact.

Another bright spot was that all teaching positions were filled for the entire year. We credit the District's Action 1.2 as the cause of this result. We are pleased that our reclassification rate continues to exceed prior years. Additionally, the percentage of EL students making appropriate (one year or more) growth in acquiring English language skills increased by double digits. We believe that the supports implemented as part of Action 1.4, coupled with direction from the enhanced leadership implemented as part of Action 1.8.

As part of Action 1.5, teachers participated in Kagan structures training and iReady training. Supplemental materials to implement practices were purchased as needed. As described above, the Principal and Leadership Team successfully collaborated in outlining new procedures to track the progress of English Learners. iReady results for cited above, the percentages of English Learners making appropriate progress, and increases in the percentages of students meeting or exceeding standards in ELA and math indicate that our efforts in this action have resulted in improved academic outcomes for students.,

Action 1.6 was effective in ensuring access to sufficient standards-aligned materials, and teachers gave an improved rating on the implementation of state standards in our classrooms.

Action 1.7 was effective, as all students had access to a broad course of study and participated in the standards-aligned enrichment activities.

The increased use of data to make instructional decisions established through Action 1.9 contributed to the positive results demonstrated by the SBAC percentages of students meeting or exceeding standards.

The positive relationship between the District and the preschool, and the improved reading results for our Kindergarten students suggest that Action 1.10 has been effective.

Our examination of the data revealed mixed results on the State's assessments shown from 2019 to 2021 and from 2021-2022. As noted in the needs assessment section, the percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. However, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. We believe that these results point to increased effectiveness of our Actions 1.1, 1.3, 1,4, and 1.11, all designed to provide extra supports to our students.

iReady data for Kindergarten indicates that Action 1.12, reducing class size by adding and additional teacher and paraprofessional to provide more individualized attention, has been very effective. Those assessment results improved from 0% mid or above grade level at the beginning of the year to 12% in May, with a concomitant increase in the percent early on grade level from 15% to 42%. In math, similar results were shown, with mid or above grade level growing from 0% to 15%, and early on from 4% to 23%.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal the term "achievement gap" has been replaced with "inequalities".

"Desired Outcomes" for California School Dashboard: ELA and Math Distance from Standard changed based on 2022 CA School Dashboard results. Foster Youth and Homeless added to "Year 2" and "Desired Outcomes" for those same metrics so readers know that the groups were not overlooked.

Data source for "Year 2" and "Desired Outcomes" in "ELPAC Summative Assessment: Percentage of English Learners Who Made Appropriate Progress" changed to "California School Dashboard" to align with the state's accountability system. The "Desired Outcome" percentage was revised based on 2022 Dashboard results.

The data source for "Year 2" in "Reclassification Rate" was changed to CALPADS because the DataQuest website has not been updated, and because it was discovered that the "Local data" were not being correctly calculated. The "Baseline" data were revised to reflect that the

wrong year was entered for the baseline, and that incorrect data were entered. The year should have been 2019-20 to align with the other State Priority 4 data in the Measuring and Reporting Results section. "Year 1" data were revised to correct errors in the data and the reporting year.

The metric "Percentage of English Learners Who Made Appropriate Progress" changed to "Rate of EL students making progress toward English proficiency" to align with Education Code language. For the same reason, the metric "State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards" changed to "Implementation of Standards for All Students and Enable English Learners to Access State Standards and English Language Development Standards."

"Up Level/Glad" deleted from action 1.1, as it is no longer in use.

The title of Action 1.3 was changed to "Additional Supports for Low-Income and English Learner Students with Exceptional Needs" to provide more clarity.

"Purchase" added to the third sub-action of Action 1.4; the second sentence in that sub-action was revised for clarity. The phrase "with paraprofessional support" added to Action 1.4 for clarity. The phrase "impacted by the COVID-19 school closure" was deleted form Action 1.5. Added to the first sentence of Action 1.7 was the phrase "continue to". "PARSEC data representations and training" added to Action 1.9. Added to the initial sentence of Action 1.12 was the phrase "continue to". In that same action, the word "hire" was replaced with "retain".

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

Goals and Actions

Goal

Goal #	Description
2	Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character.

An explanation of why the LEA has developed this goal.

Significant inequalities are evident in the "Identified Needs" section when comparing Low-Income students, English Learners, Foster Youth, and Students with Exceptional Needs to non-low-income students. When compared to results for Fresno County, results show that inequalities exist in the chronic absenteeism rates of Low-Income students and English Learners in our school in relation to their peers county-wide. In reviewing mid-year attendance data, educational partners identified the need for a multi-pronged approach to closing those inequalities. With the resumption of full in-person instruction in 2021-22, suspension rates more than tripled overall and for most student groups. Rates for Low-Income students are higher than overall rates, and more than triple those of non-Low-Income students. Students with exceptional needs experienced an increase of more than ten times. English Learners also showed an increased rate from the prior year.

Spending almost two years in virtual and/or part-time instructional settings had a significant impact on students' behaviors and abilities to interact with others. Educational partners have noted that many students at all grade levels needed to "relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors such as they might at home. This need to "relearn" extended to interactions with peers.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance, coupled with positive relationships among peers and between students, staff, and parents. As The Education Trust has noted, "Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning." The actions described under this goal are all designed to achieve the purposes of maintaining a positive climate and building strong, supportive relationships. The metrics associated with this goal provide the necessary data to monitor and evaluate the effectiveness of those actions.

Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. The District believes that all students should feel safe and connected to their school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on Annual Williams Act Facilities Review	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facilities were rated good, but a few classrooms on the exterior require some maintenance. [2020-2021 Annual Williams Act Facilities Review]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facilities were rated fair. [2021-2022 Annual Williams Act Facilities Review reported to Governing Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facilities were rated good. [2022-23 Annual Williams Act Facilities Review reported to Governing Board]		MET -- Results Reported Facilities will be rated in good repair. Annual Williams Act Facilities Review
Expulsion Rate	0% [DataQuest, 2019-20 Expulsion Rate]	0% [DataQuest, 2020-21 Expulsion Rate]	0% [DataQuest, 2021-22 Expulsion Rate]		0% DataQuest Expulsion Rate
Suspension Rate	Overall -- 3.2% Hispanic -- 3.0% White -- 15.4% Low Income -- 3.4% English Learners -- 2.3% Students w/Disabilities -- 0% [DataQuest, 2019-20 Suspension Rate]	Overall -- 0% Hispanic -- 0% White -- 0% Low Income -- 0% English Learners -- 0% Students w/Disabilities -- 0% [DataQuest, 2020-21 Suspension Rate]	Overall – 3.4% Hispanic – 3.5% White -- 7.1% Low Income – 3.5% English Learners – 3.0% Students w/Disabilities – 11.1% [2022 CA School Dashboard]		Overall – 1.5% Hispanic – 1.5% White -- 3.0% Low Income – 1.5% English Learners – 1.5% Students w/Disabilities – 1.5% [2024 CA School Dashboard]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Rate	Attendance rate is 95% [2019-2020 District Data]	Attendance rates are: Overall 88.7%. [2021-22 AERIES Summary Report]	Attendance rate is 95.2% [2022-23 AERIES Summary Report]		Attendance rate is 95% District Data
Chronic Absenteeism Rate	10% [2019-20 CALPADS]	Overall -- 20.7% Low-Income -- 20.8% English Learners -- 16.3% Students w/ Disabilities -- 27.6% Hispanic -- 19.8% White -- 18.2% [DataQuest 2020-21 Chronic Absenteeism Report]	Overall -- 50.0% English Learners -- 46.0% Low-Income -- 49.1% Foster Youth -- n/d Homeless -- n/d Students w/ Disabilities -- 44.4% Hispanic -- 48.8% White -- 57.1% Two or More Races -- 33.3% [2022 CA School Dashboard]		Overall -- 10% English Learners -- 10% Low-Income -- 10% Foster Youth -- 10% Homeless -- 10% Students w/ Disabilities -- 10% Hispanic -- 10% White -- 10% Two or More Races -- 10% [2024 CA School Dashboard]
Middle School Dropout Rate	0% [2019-20 CALPADS]	0% [2020-21 CALPADS]	0% [2021-22 CALPADS]		0% CALPADS
School Climate Survey: % of Students Feeling Connected to School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 62% of students responding felt	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 48.7% of students responding felt	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 73.1% of students responding felt		MET – Results Reported 90% of students responding will feel connected to their school(s)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	connected to their school(s) [September, 2021 Report to Board]	connected to their school(s) [June, 2022 Report to Board]	connected to their school(s) [June, 2023 Report to Board]		[2024 Report to Board]
School Climate Survey: % of Students Feeling Safe at School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 65% of students responding felt safe at their school(s) [September, 2021 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 44.3% of students responding felt safe at their school(s) [June, 2022 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 69.9% of students responding felt safe at their school(s) [June, 2023 Report to Board]		MET – Results Reported 90% of students responding will feel safe at their school(s) [2024 Report to Board]
School Climate Survey: % of Parents Feeling their Child Feels Safe at School % of Parents Feeling Connected to School	Baseline established in 2021-22 school year.	82.4% of parents responding indicated that their child feels safe at their school. 86.7% of parents responding felt welcome at their school.	93% of parents responding indicated that their child feels safe at their school. 90% of parents responding felt welcome at their school.		90% of parents responding indicate that their child feels safe at their school. 90% of parents responding feel welcome at their school.
School Climate Survey: % of Teachers Feeling Safe at School % of Teachers Feeling Connected to School	Baseline established in 2021-22 school year.	Not surveyed in 2021-22.	93% of teachers reported feeling safe at school. 93% of teachers reported feeling connected to school.		100% of teachers reported feeling safe at school. 100% of teachers reported feeling connected to school.

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate. Custodial staff and grounds services will ensure the school's environment maximizes student learning. Continuous monitoring and maintenance and repair of school facilities, and school grounds will enhance quality learning environments for students, including a monthly report on the condition of school facilities and an update on facilities repaired.	$773,995.00	No
2.2	Positive School Climate	A positive, welcoming school climate is the responsibility of all District staff. The District will provide office support staff and school leadership team members who will undertake a collaborative approach to provide responsive services to students, instructional staff, and families.	$1,146,584.00	No
2.3	School Culture and Social Behavior	To support improved student outcomes in Chronic Absenteeism, attendance rates, and students' feelings of school safety and connectedness, and to close inequalities on state and local measures, the District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by: • Hiring and/or retaining staff, including an on-site therapist and additional psychologist services, beyond those required for IEPs, focused on providing services to Low-Income students, English Learners, and Foster Youth, including behavior guidance and support, training for staff in dealing with student	$320,065.00	Yes

Action #	Title	Description	Total Funds	Contributing
		conflict, and helping students in creating positive peer interactions to lower suspension rate inequalities and address concerns from educational partners. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor will develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth supporting each other. • Expanding the playground area as well as increasing access to additional play equipment. Our low-income students live in the surrounding rural farming areas and do not have access to community parks or playgrounds. As our low-income students have limited access to playgrounds or equipment outside schools, this will allow more students to participate in play activities without having to rotate or take turns as often when using equipment during school hours and provide them with access to play equipment during the after school program. Expanded and inviting school playgrounds/fields will encourage students to become engaged and increase the feelings of school connectedness that are lacking among our Low-income students through increased opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunity to receive additional services and supports that are needed, as		

Action #	Title	Description	Total Funds	Contributing
		they increasingly interact with caring adults such as coaches, teachers, aids, and community volunteers. • Implementing a model system of school-based positive behavior interventions and school supports (PBIS) including recognition and incentives. •		
2.4	Transportation for Easier School Access	In order to increase attendance rates and decrease chronic absenteeism rates for low-Income students, a group with high chronic absenteeism rates, the District will contract with its bus service provider, Southwest Transportation Agency, to maintain additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.	$420,360.00	Yes

Goal Analysis [2022-23]

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

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

Overall implementation for actions 2.1 was successful. Facilities and grounds were continuously monitored and maintained.
Action 2.2 was also successfully implemented, as the District maintained sufficient office support staff and leadership to provide services and support to students, families, and the instructional staff.
Though not implemented as planned, the implementation of Action 2.3 was generally successful, with the continued implementation of PBIS and maintaining a mental health professional to provide behavior intervention and support, and a full-time counselor to provide social-emotional supports to students. Staff were increasingly teaching and modeling social-emotional skills that support a safe and positive climate for learning. The "Possibility Project" staff provided supports for students in positive peer relationships and improving self-image. Anecdotal data indicate that classroom referrals to the office have decreased since last year. Efforts to expand the playground area as well as increasing access to additional play equipment were begun. Finding sufficient release time to provide staff development remained a challenge, and collaborative time was more focused on teaching the new math adoption and using data to support Low-Income students and English Learners. The counselor will continue to develop and train peer group leaders and conduct peer group sessions to promote Low-Income students, English Learners, and Foster Youth support for each other.

In another challenge, our transportation provider was not able to set-up all of the planned additional routes, so Action 2.4 was not implemented as planned.

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

2.1 -- Over Budget: The District spent federal ESSER monies on new portables. That project was not included when the LCAP was originally written.
2.3 -- Under Budget: Work was begun on expansion of the playground area, but was not completed. Also, due to shortages in substitute teachers we were not able to find sufficient release time to provide planned staff development.
2.4 -- Under Budget: Southwest was not able to set up all of the planned additional routes for 2022-2023.

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

Action 2.1 was effective based on 95% of parents and 100% of staff agreeing or strongly agreeing that the school facilities are clean and well-maintained. The FIT rating improved from "fair" to "good".
In addition to maintaining staff to provide necessary services, the effectiveness of Action 2.2 is demonstrated in the parent survey results that showed 90% of parents responding agreed that the school provides a welcoming environment, and 88% responding that school staff are serious about addressing parents' concerns.
While Suspension and Chronic Absenteeism rates were up from the prior year, we are convinced that Actions 2.3 and 2.4 are having a positive impact. The data which are used for those indicators is lagging and doesn't show the impact of current efforts. Parent feedback has been very positive about the expanded play areas and access. The on-site therapist, school counselor, and psychologist all report that students' behavior and attitudes are improving. Staff members cited the students as the greatest positive about the school. As one said, "The best things about our school is that we are on the rise and slowly but surely coming together to do what's right for the students. I love the direction we are going and excited to see the possibilities in the future." March 2023, survey results demonstrate significant positive increases in students' attitudes about school safety and connectedness, indicating that Action 2.3 is effective. Another indicator is that the percentage of students responding that "teachers at the school treat students fairly" rose from 48% in 2022, to 63% in 2023, a change we directly attribute to implementation of PBIS. School leadership has been tracking absenteeism data, and we are on track to see a double-digit decline in Chronic Absenteeism rates. We attribute this improvement to both Actions 2.3 and 2.4.
The percentages of surveyed students who responded they feel safe at school increased from 44% to 70%; those responding that they feel connected to school showed a similar increase, from 49% to 73%. We believe that this current survey data (March, 2023) is a strong indicator that Action 2.3 has had a positive effect that will manifest itself in lower Chronic Absenteeism, increased attendance, and lower Suspension rates.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal the terms "achievement gap" or "gap" have been replaced with "inequalities".

Data sources for "Year 2" metrics and "Desired Outcomes" in Chronic Absenteeism and Suspension Rate changed to California School Dashboard to align with the state's accountability system.

"Desired Outcomes" percentages for Chronic Absenteeism Rate changed based on 2022 CA School Dashboard results, and the student groups "Foster Youth", "Homeless", and "Two or More Races" added.

The first bullet in Action 2.3 revised to read "Hiring and/or retaining staff, including an on-site therapist and psychologist, focused on providing services to Low-Income students, English Learners, and Foster Youth, including behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions to lower suspension rate inequalities and address concerns from educational partners" in order to provide more specificity about the services and the need being addressed.

The word "provide" changed to "maintain" in Action 2.4

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

Goals and Actions

Goal

Goal #	Description
3	The District will promote parent engagement and communication.

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years."

While relationships between Raisin City Elementary School and the families we serve are overwhelmingly positive, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.7 for parent and family engagement. Report to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.9 for parent and family engagement. Report to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 4.2 for parent and family engagement. [June, 2023 Report to the RCESD Governing Board]		MET The state's self-reflection tool will reflect an average rating of 4.0 for parent and family engagement. Report to the RCESD Governing Board

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community Outreach and Family Engagement	To increase academic outcomes for students and decrease the inequalities between Low Income Students, English Learners, and Foster Youth, including those with Disabilities, and that of their peers in County-wide, the District will seek parent input and promote parental participation in programs for unduplicated students and students with exceptional needs. Through the following activities, the District will target the engaged and continuous participation of their parents: • Parent Programs (e.g., Parent Teacher Club, Parent/Principal Coffee, etc.) • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students. Building trusting relationships between the District and families is an area for continued focus. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents. Participation through these activities and Parent/Teacher Club is expected to continue to	$47,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		have the positive impact reflected in the metric in the Measuring and Reporting Results section above.		

Goal Analysis [2022-23]

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

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

Action 3.1 was successfully implemented as planned. Parent Institute for Quality Education (PIQE) was a success, with 14 parents participating. Parent Workshops had excellent attendance and were praised by parents. Literacy Night had 50 families attend. There was an enormous turnout for parent conferences, and the holiday concert was well-attended as well as the pre-school/early education workshop. During conferences, families were shown how to use their phones to access their child's grades on AERIES, a tip that was greatly appreciated -- at least by parents. GED and ESL classes for families were held, with attendance averaging from 6-10 participants. Translation services for communications at family events was provided.
Welcoming environments were maintained at our school.
Information was available for families for accessing a variety of school and community resources to support family health and wellness and enhance behavioral and academic success for students. How to support their children was also a primary topic of a preschool workshop where families were provided activities they could do at home for academics and SEL. Books to read at home to children were distributed in the language chosen by the recipient.

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

3.1 -- Under Budget: The District provided opportunities for family engagement but the costs were less than anticipated. Federal funds were also used for some parent engagement costs (PIQE).

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

The attendance at Literacy Night and other activities, and the results of parent surveys indicate that this action has been effective in promoting parent engagement and communication. Parent survey results showed that the percentage agreeing that the school builds trusting relationships with families improved from 79% to 86%. The feedback from families described in the "Educational Partners" section of this plan shows that they are pleased with the communication efforts and the improvements made in the school. Parent survey results showed that 91% of respondents agreed that the school engages in 2-way communication with families. Ninety-five percent responded that the school has clean and well-maintained facilities.

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

In its December 5, 2019 issue, Ed Week presented a "study [that] lends empirical support to the concern that the 'achievement gap' framing may have unintended negative consequences." In consideration of that possibility, for all actions under this goal the terms "achievement gap" or "gap" have been replaced with "inequalities".

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

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

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$1,161,279	$152,437

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
42.94%	21.33%	$559,346.62	64.27%

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

Required Descriptions

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

The actions described below, included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are 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.

Input from our educational partners was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with educational partners to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1: Increase academic achievement for all students, including Low-Income students, English Learners, and Foster Youth, promoting greater student engagement and narrowing the achievement gap for all student groups.

Action 1

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined in Distance from Standard since the baseline year. The rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

The action, or aspect(s) of the action, based on these considerations –

The District will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. The materials and implementation strategies may include, but are not limited to: Exploration of the necessary conditions to implement, with integrity, a 90/10 Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency; Orton Gillingham and Reading Dynamics intervention for reading to provide struggling readers the support to move from decoding levels to learning to read; the Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers as well as parents. Incentives are provided by teachers to motivate students to read more, improving comprehension skills; Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division; i-Ready Adaptive Assessments to target students' specific area of need.

A Student Study Team will continue to be in place to identify students at-risk and provide interventions.

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

In a summary of the 2019 study of dual immersion learners in elementary school Serafini, Rozell, and Winsler), "the researchers found that ELs who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models…as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (GPA). Specifically, students in two-way programs met English proficiency criteria on their district's English for Speakers of Other Languages (ESOL) assessment and exited EL status earlier than their peers in other programs." Crucial to achieving these results is implementation with integrity, ensuring that teachers are appropriately credentialed, that best instructional practices are followed, that data are used in a timely fashion to inform instruction. We expect to see similar results as our program is implemented with integrity.

The Orton Gillingham Program is used as a diagnostic tool, moving students from designated reading levels to more advanced levels as Reading Dynamics is integrated. We expect these two programs, combined in the reading lab, to increase student reading levels.

Reflex math monitors students by producing electronic reports, detailing student progress, or areas of difficulty. This data is beneficial to teachers to provide appropriate instruction and materials and focus on their students' needs with resulting increases in achievement.

The Curriculum Associates Research team found that "Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year." We expect the continued implementation of iReady to increase student achievement in ELA and math, especially for our high-needs students.

The Student Study Team identifies students for more intense interventions after teacher referrals. These more intense interventions are monitored, and when necessary, other agencies are contacted for further assistance to students and parents and the school. These multi-tiered supports will result in better academic and social-emotional student outcomes.

By identifying needs for additional academic supports, and providing the coordinated supplemental services, materials, and instruction that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Low-Income students, English Learners, and Foster Youth, as measured by state and local assessments.

Action 3

Needs, Conditions, or Circumstances --

As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist

in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports for English Leaners and students with disabilities.

Parent educational partner groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs by utilizing the data systems and analyzing data from supplemental materials. Teacher educational partners' feedback stressed the desire for more professional development in this and other instructional areas in order to better target the learning needs of Low-Income students, English Learners, and Foster Youth.

While our Low-Income and English Learner students with exceptional needs do not comprise a numerically large group, their needs are significant, as the data in the "identified needs" section indicates. Teacher observations and IEP information indicate that those students struggle more than their peers to be successful in the same areas of reading and writing. In addition to the inequalities they experience as unduplicated pupils, their identified learning disabilities present additional needs, which are provided through IDEA funding and the Special Ed program. However, those funds are insufficient to provide the level of assistance to overcome the inequalities, so the District has identified a need to provide additional help beyond that provided by special education funding.

The action, or aspect(s) of the action, based on these considerations –

The District will provide supplemental materials and access to technology that will provide Low-Income Students with Disabilities and English Learners with Disabilities with supplemental materials and access to technology that will support greater success in the core curriculum. These supplemental materials will be chosen based on summative and formative assessments administered by the instructional staff, and by teachers' expert observations of students' needs as individuals or groups. The selected materials will target learning gaps or support areas in which the identified students are struggling. The materials may include software or applications that require increased functionality in the students' hardware device beyond that of a Chromebook. To that end, if necessary, the District will provide those students and their teacher(s) with the necessary technology to maximize the efficacy of the supplemental materials.

The District will also provide professional development for teachers in supporting Low-Income students and English Learners who are identified as students with exceptional needs. These services will be in addition to Special Education services that those Low-Income and English Learner students receive.

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

The implementation of additional supports for Low-Income Students with Disabilities and English Learners with Disabilities, including professional development opportunities on strategies targeting instruction for English Learners in Special Education, is expected to result in significant improvements in state academic assessment results.

Action 4

Needs, Conditions, or Circumstances --

As described in the "Identified Needs" section, there are inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that English Learners have the greatest percentage of students Below Standard in writing, followed by reading, 61.8% and 50.8%, respectively. Additionally, the percentage of EL students making appropriate (one year or more) growth in acquiring English language skills increased by double digits from the baseline year, from 37.5% to 51.6%. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs by utilizing the data systems and analyzing data from supplemental materials. Teacher educational partners' feedback stressed the desire for more professional development in this and other instructional areas in order to better target the learning needs of our EL students.

The action, or aspect(s) of the action, based on these considerations –

District will provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes; provide supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. After School Program will be integrated, to include enrichment and physical activities for the English Learner Students; in addition to providing on-going monitoring of English Learners redesignated as Fluent English Proficient (RFEP), the district will provide additional supports, including supplemental services after school, rich, culturally-responsive literature, and tutoring so that they can continue to make progress. Providing individualized tutoring services will ensure that the instructional support is provided at the appropriate level of language acquisition, based on the student's ELPAC level and teh teacher's recommendation.

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

Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition.

Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains (.40). Culturally-responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success.

Action 5

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.isition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs by utilizing the data systems and analyzing data from supplemental materials. Teacher educational partners' feedback stressed the desire for more professional development in this and other instructional areas in order to better target the learning needs of Low-Income students, English Learners, and Foster Youth.

The action, or aspect(s) of the action, based on these considerations –

District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhance their skills in addressing additional supports and acceleration activities for high needs students and students with

exceptional needs impacted by the COVID-19 school closure in order to support academic gains and to close achievement gaps on state and local assessments.

Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include, but not be limited to: Contracted teacher induction services, to increase teacher capacity; Mentor Teachers; Contracted professional development services with other districts or county offices of education; Supplemental materials to implement practices

The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs.

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

Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on academic and other outcomes for Low-Income students, English Learners, and Foster Youth. Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher's self-efficacy, that will in turn enable them to provide more effective first instruction and support to Low-Income students, English Learners, and Foster Youth, resulting in higher academic achievement and the narrowing of learning gaps as measured on state assessments.

Action 7

Needs, Conditions, or Circumstances --

 In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018)

 This is truly an equity issue. An assessment of local needs confirmed that our Low-Income students, English Learners, and Foster Youth have the least access to enrichment outside the school environment. Most have never been out of the Central Valley, never seen the ocean

or mountains, never visited a museum or art gallery, or experienced the activities that provide a "bank of experiences" upon which to draw and make connections when reading, especially with non-fiction genres. Providing these experiences for our students will help make connections among different subject areas, support language development and background knowledge, and increase their engagement at school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018)

The action, or aspect(s) of the action, based on these considerations –

To address this issue the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include, but not limited to:

- 7th/8th: State Capital; Colleges
- 6th: Science Camp
- 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia
National Park;
- 4th: Mission; gold mining Cobb Ranch
- 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair
- K-2nd: Zoo; Fresno County Fair

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

As noted above, providing enrichment to our Low-Income students, English Learners, and Foster Youth will help them make connections among different subject areas, support language development and background knowledge, and increase their engagement at school. Among the benefits will be accelerated English language development for redesignation, enhanced vocabulary acquisition to support increased reading comprehension, a wider bank of experiences form which to draw on when writing or reading, and increased opportunities for teachers to connect math concepts to real-world experiences. We expect improved results on state ELA and math assessments as a result.

Action 8

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the

inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

Parent educational partner groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs by utilizing the data systems and analyzing data from supplemental materials. Teacher educational partners' feedback stressed the desire for more professional development in this and other instructional areas in order to better target the learning needs of Low-Income students, English Learners, and Foster Youth.

It is our experience that school leadership has a significant impact on the quality of instruction that occurs at a school. In Coherence, Dr. Michael Fullan described the importance of the school principal as "lead learner" in motivating and guiding teachers to professional study and improvement. In a 2021 study published by the Wallace Foundation, authors Jason A. Grissom, Anna J. Egalite and Constance A. Lindsay found that "An effective principal's impact is stronger and broader than previously thought, making it "difficult to envision" a higher return on investment in K-12 education than the cultivation of high-quality school leadership." Investments in our principal's professional learning, and also building the leadership capacity of other staff as a succession plan will be a boon to our Low-Income students, English Learners, and Foster Youth.

The action, or aspect(s) of the action, based on these considerations

The District will support continued professional learning for the Principal, and the development of an effective School Leadership Team that will increase focus on teacher efficacy and result in improved instruction for English Learners and Low-Income students, and student-centered decisions based on the strategic use of data to target the intervention needs of those students.

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

School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. A report from the Wallace Foundation (2004) found that "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at

school."We expect that by enhancing leadership abilities among administrators and staff, we will see increases in teacher efficacy and improved academic results for English Learners, Low-Income students, and Foster Youth.

Action 9

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

Parent educational partner groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs by utilizing the data systems and analyzing data from supplemental materials. Teacher educational partners' feedback stressed the desire for more professional development in this and other instructional areas in order to better target the learning needs of Low-Income students, English Learners, and Foster Youth.

While our students with exceptional needs do not comprise a numerically large group, their needs are significant, as seen in the "Identified Needs" section. Teacher observations and IEP information indicate that those students struggle to be successful in the same specific areas of reading and writing. In addition to their identified learning disability, all are also low-income and several (though a number below 11 so data cannot be shared) are English Learners, so we need to provide interventions and supports in addition to those provided through IDEA funding and the Special Ed program.

The action, or aspect(s) of the action, based on these considerations

The District will provide data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs.

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

Even after Low-Income students, English Learners, and Foster Youth have received appropriate interventions, it is possible that, while "some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed ..." (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working, and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, we will target instruction for Low-Income students, English Learners, and Foster Youth, including, students with exceptional needs, to get increased outcomes on the metrics associated with this goal.

Action 11

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students, along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

Parent educational partner groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately

adjust instruction as warranted by data and students' needs. Parent educational partners also stressed the need for more intervention support and expanded learning time.

The action, or aspect(s) of the action, based on these considerations --

The District will provide extended learning programs for learning recovery and acceleration for grades K-8. that include, but are not limited to, before and/or After School extended learning sessions, one-on-one or small group tutoring, and Summer School. Students may request tutoring if they feel they are struggling in an area, or they be be referred by their teacher based on formal or informal assessment data.

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

Across grades K–8, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. Expanded learning time after-school and in summer school provides extended time for teachers to work with students on basic literacy and mathematics skills. English learners will receive additional English language development opportunities. Enrichment classes will build background knowledge that is necessary for building vocabulary and increasing reading and writing achievement. By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Low-Income students, English Learners, and Foster Youth, as measured by state and local assessments.

Action 12

Needs, Conditions, or Circumstances --

The performance of our students has been discussed with parents, school board and teachers. As described in the "Identified Needs" section, overall results and all groups have declined since the baseline year, the rate of decline has been greater for Low-Income students than the Overall population, with the exception is the double digit decline in math for students with disabilities. Also clearly seen are the inequalities between English Learners and overall results in ELA "Distance from Standard". Examining percentages meeting or exceeding standard, when compared to results for their peers in Fresno County, results show that inequalities persist in the achievement of Low-Income students and English Learners in our school in relation to their peers county-wide. Parent educational partner groups have suggested providing additional academic supports.

A deeper look at the 2021-22 SBAC data showed that the patterns of performance were similar for both Low-Income students and English Learners, with the greatest percentage of students Below Standard in writing, followed by reading. Low-Income students were at 56.2% and 46.5%, and English Learners 61.8% and 50.8%, respectively. The percentages of students meeting or exceeding standard in both ELA and Math increased from the prior year. All student groups more than doubled the percentages meeting standard in math. Low-Income students,

along with the overall population, showed a significant increase in ELA as well. These results are significantly improved from the prior year, and we believe that continuing these services can support continued growth.

 Parent educational partner groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs. As one means, our partners called for more instructional aides in all classrooms.

The action, or aspect(s) of the action, based on these considerations --

 To focus on early support and intervention for our Low-Income students, English Learners, Foster Youth, including those with exceptional needs, the District will use Concentration Grant add-on funds to continue an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1. The District will also retain a certificated staff member to provide academic supports in ELA, math, and ELD for students in K-2, and an additional paraprofessional FTE for K-2 academic assistance. The teacher will provide small group and individual instruction, small group and individual acceleration, and data collection. A paraprofessional will assist the teacher and also provide small group and individual assistance. The teacher will oversee the paraprofessional and provide guidance during the sessions with students. The paraprofessional will also provide assistance with end-of-cycle assessment.

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

 Glass and Smith concluded in their 1979 study of the impact of class size on student achievement that "A clear and strong relationship between class size and achievement has emerged... There is little doubt, that other things being equal, more is learned in smaller classes." [https://tinyurl.com/Class-Size-Study]. Based on research, having smaller class sizes with extra support in language development, reading, and math to develop a solid foundation in the lower grade is expected to increase learning outcomes for English learners, Foster Youth, and Low-Income students. Feedback and acceleration in a small group setting is expected to have an effect size on improvement for those students of almost twice (.76) the threshold for gains. iReady data for K-2 will be disaggregated for those students, and we expect to see improved results in those assessments, leading to increased achievement on state SBAC assessments.

Goal 2: Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character --

Action 3

Needs, Conditions, or Circumstances --

 Chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Fresno County, results show that inequalities exist in the chronic absenteeism rates of Low-Income students and English Learners in our school in relation to

their peers county-wide. Additionally, the District is eligible for Differentiated Assistance (DA) from the FCSS based on chronic absenteeism and academic indicator data.

With the resumption of full in-person instruction, suspension rates more than tripled overall and for most student groups. Rates for Low-Income students are higher than overall rates, and more than triple those of non-Low-Income students. Students with exceptional needs experienced an increase of more than ten times. English Learners also showed an increased rate from the prior year. Spending almost two years in virtual and/or part-time instructional settings had a significant impact on students' behaviors and abilities to interact with others. Educational partners have noted that many students at all grade levels needed to "relearn" appropriate in-school behaviors as they exhibited more relaxed behaviors such as they might at home. This need to "relearn" extended to interactions with peers.

Among classified staff, a frequently-expressed concern was that many older students are disrespectful to staff and to other students. A suggestion was that stronger disciplinary actions be taken; another was to provide training on how to respond effectively and mediating student disagreements. Continuing to increase social-emotional supports for students was another repeated request from teachers, including safe spaces for students to talk with peers and/or staff members. As classified staff noted (see below), teachers raised the concern that upper grades students have become increasingly negative and ill-behaved. They would like students to be clear on expectations and consistent consequences for inappropriate behaviors. The possibility of incentives such as Caught Being Good was suggested; also allowing teachers to pick a most improved student to go on the 4.0 trips. This would allow for a student who is making HUGE gains be rewarded. While 70% reported feeling safe at school, bullying was a problem cited by several students that they would like to see better addressed.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

Our Low-Income students live in the surrounding rural farming areas and have limited access to safe playgrounds, parks, and places for fitness compared to their peers in more urban communities. There are no County parks nearby, and, as a "census-designated area" there are no city services. Furthermore, other than the school, the nearest playground is miles away.

Parents expressed appreciation for the incentives and recognition for their children, that it makes a difference in their motivation.

On a positive note, the percentages of surveyed students who responded they feel safe at school increased from 44% to 70%; those responding that they feel connected to school showed a similar increase, from 49% to 73%. We believe that this current survey data (March, 2023) is a strong indicator that this action has had a positive effect that will manifest itself in lower Chronic Absenteeism, increased attendance, and lower Suspension rates.

The actions, or aspect(s) of the actions, based on these considerations --

The District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by:

- Hiring and/or retaining staff, including an on-site therapist and psychologist focused on providing services to Low-Income students, English Learners, and Foster Youth, to provide behavior guidance and support, training for staff in dealing with student conflict, and helping students in creating positive peer interactions to lower suspension rate inequalities and address concerns from educational partners.

- Increasing Low-Income students, English Learners, and Foster Youth's social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning;

- Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work;

- Providing a full-time counselor to assist Low-Income students, English Learners, and Foster Youth in coping with day-to-day situations in the school environment who will develop and train peer group leaders and conduct peer group sessions to promote students supporting each other;

- Expanding the playground area as well as increasing access for Low-Income students to additional play equipment;

- Implementing a model system of school based positive behavior interventions and school supports (PBIS).

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

A critical component to the success of Low-Income students, English Learners, and Foster Youth in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research indicates that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. Research also shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta]. With the implementation of SEL and the additional supports, we expect those students to feel increasingly connected to school and safe there, as well.

PBIS is designed to create a culture of strong personal relationships, beneficial social skills, effective role models, and clear expectations. The PBIS framework establishes a baseline for appropriate behavior and recognizes positive behaviors. Struggling students receive a boost in self-esteem for appropriate behavior. These small victories build upon one another, from student to student, with the intention of lifting the class as a whole. Our Low-Income students, English Learners, and Foster Youth, including those with exceptional needs, who have experienced pandemic trauma and feel disconnected from school are in need of a positive culture of connectedness. With the continued implementation of PBIS and the additional supports, we expect Low-Income students, English Learners, and Foster Youth to feel increasingly connected to school and safe there, as well.

As noted above, the pandemic has been a traumatic experience for our students. For our Low-Income students, Foster Youth, and English Learners, the uncertainties caused by food shortages, uncertain labor markets, and mis-information about the causes of the pandemic and most recent surge have exacerbated the trauma. The full-time counselor will help Low-Income students, English Learners, and Foster Youth cope with those traumas and uncertainties, and the emotional and social difficulties that often accompany traumatic events, including post traumatic stress disorder. The counselor will mediate conflicts with their peers, teachers, or parents, will provide early intervention and referral for learning difficulties and psychological concerns that often manifest themselves in children, facilitate special needs students integration into classrooms, support students in maintaining academic standards and set goals for academic success, and help students work through personal problems that may affect academics or relationships. It it our expectation that, by providing these counseling supports to our Low-Income students, English Learners, and Foster Youth, we will see improved outcomes in student behavior, increased student

connectedness to school and feelings of school safety, and improved academic outcomes in state and local assessments as students feel more positive about school and their relationships with others.

Expanded and inviting school playgrounds/fields will encourage students to become engaged and increase the feelings of school connectedness that are lacking among our Low-income students through increased opportunities to practice to learning how to play with others through compromise, conflict resolution and sharing, social skills such as taking turns and peer communication, interactions with caring adults, and increased recreation. Increasing engagement will allow students to stay connected with the educational setting and increase students' opportunities to receive additional services and supports that are needed, as they increasingly interact with caring adults such as coaches, teachers, aids, and community volunteers. It is our expectation that expanding access to the playground area will increase the attendance of Low-Income students, English Learners, and Foster Youth, decrease chronic absenteeism, have a positive effect on the student survey outcomes for school connectedness, and increase access rates during PE and supplemental extracurricular activity time. This should also result In an overall improvement in student behavior and school climate as measured by the metrics associated with this goal.

Action 4

Needs, Conditions, or Circumstances --

Student and parent partners have indicated that, for Low-Income students, transportation to and from school for students in outlying areas can result in 60 to 90 minutes on the bus, each way. Their attendance and engagement are impacted by the lack of available transportation that gets them to school and back home in a reasonable time that allows them to complete their homework, engage in family activities, and get plenty of sleep. The excessive time spent riding on the bus discouraged some students from attending school regularly. Chronic absenteeism rates continued to increase from the prior year and the baseline year. When compared to results for Fresno County, results show that inequalities exist in the chronic absenteeism rates of Low-Income students and English Learners in our school in relation to their peers county-wide.

The actions, or aspect(s) of the actions, based on these considerations --

The District will contract with its bus service provider, Southwest Transportation Agency, to provide additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.

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

By providing students with safe, reliable transportation to and from school and ensuring they can arrive without spending an excessive amount of time on the bus, we will address the needs of Low-Income pupils by giving them the opportunity to be at school daily and stay for the entire school day which would increase their instructional time in their classes. It will also do more to ensure that they have sufficient time to complete their homework, engage in family activities, and get plenty of sleep. As a result, we expect to increase attendance rates, and reduce chronic absenteeism.

Goal 3: The District will promote parent engagement and communication

Needs, Conditions, or Circumstances --

Several parents cited communication as a strength of the school. The texts they receive when their child is tardy are appreciated. The new leadership also received praise from parents for "creating a great culture". In order to increase and enhance parents' participation on school committees, it was suggested that parents receive technology training and training specific for the groups on which they serve.

The attendance at Family Night and other activities, and the results of parent surveys indicates that this action has been effective in promoting parent engagement and communication. Parent survey results showed that the percentage agreeing that the school builds trusting relationships with families improved from 79% to 86%. The feedback from families described in the "Educational Partners" section of this plan shows that they are pleased with the communication efforts and the improvements made in the school. Parent survey results showed that 91% of respondents agreed that the school engages in 2-way communication with families. The rating for Family Engagement, based on parents' responses to the state's self-assessment instrument, has improved from 3.7 in the baseline year to 4.2 in 2023.

We believe that the efforts included in this action have caused the positive results described above, and should be continued to further those improvements. The District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

The actions, or aspect(s) of the actions, based on these considerations --

Goal 3, Action 1 – The District will actively engage parents and families in their children's learning. Through the following programs, the District will principally target the engaged and continuous participation of parents of unduplicated pupils, and those of students with exceptional needs:

- Parent Programs
- Parent Institute for Quality Education (PIQE)
- Parent Workshops/Trainings/Meetings
- Translation services for communications at family events
- Maintaining welcoming environments at schools and District facilities
- Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.

Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents. The improved results in the Family Engagement metric cited above indicate that this action has been effective in increasing this metric.

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

 The metric used to measure the success of our efforts in parent and family engagement is the state's self-reflection instrument mentioned above. Enhancing the welcome that families of Low-Income students, English Learners, and Foster Youth feel at schools will increase family engagement the rating in that area on the state's instrument, used for measuring parent and family engagement. Through the parent programs, PIQE, and parent workshops, families will be empowered to be fully involved in the decisions regarding their child's education, and to advocate for them. Further empowerment will also increase the rating in that area for family engagement. Additionally, providing a schedule for parent engagement activities that will accommodate parents' availability will increase their ability to provide input in decisions that impact their students and increase parents' understanding of the educational system to better support their children. By providing these opportunities of engagement, the District anticipates an increase in the score on the self-reflection instrument for family engagement and improved academic outcomes and decrease in achievement gaps on state SBAC assessments. Providing translation services at events, though not required, is expected to put our Spanish-speaking families more at ease, and support them in understanding what is going on in classrooms and school wide, so they can better support their children and be more engaged with the school.

 The Family Engagement Framework, a California Department of Education publication, acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." We know from experience that students' opportunity to receive additional services and supports that are needed, as they increasingly interact with caring adults such as coaches, teachers, aids, and community volunteers, supports their social-emotional and academic growth. As James Comer stated, "No significant learning occurs without a significant relationship."

All of these actions and services are being performed on a districtwide basis, including Action 1.4, which is principally directed toward English Learners, in order to increase the positive impacts of these actions and services for our Low-Income students, English Learners, and Foster Youth. This means of delivering services and use of resources is believed to be the best way of engaging those students in ways that avoid tracking or forced segregation into a "class Structure." C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing most services districtwide, we will be able to close inequalities and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

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

The Raisin City Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's LCFF base funding constrains the services the District is able to provide to our most vulnerable students. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of $1,949,515 and other resources to provide the additional actions and services as described above. For example, in order to increase and improve academic outcomes for our high-needs students, the District has used S/C funds to provide additional academic and social-emotional supports for our Low-Income students, English Learners, and Foster Youth.

All increased/improved services are District-wide initiatives, with the exception of Action 1.4, which is principally directed at supporting English Learners, aimed at increasing success for all students by using strategies directed to improve the educational outcomes of English Learners, Foster Youth, and Low-Income students. These actions and services would not be provided or increased and/or improved to the degree to which they are available to those groups of students without the availability of the S/C funds.

The actions/services described in this section have been developed by the District and our Educational Partners to increase services and outcomes for English Learners, Foster Youth, and Low-Income students, though all students may receive some of the services. We believe no action provides a disproportionate increase or improvement in services for the students not included in the English Learner, Foster Youth, and Low-Income student groups.

The percentage of all increased/improved services for English learners, foster youth, and low-income students is 72.09%, which exceeds the required MPP of 64.27%, noted at the top of this section.

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

The District will use Concentration Grant add-on funds to continue an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1; a certificated staff member to provide supports in ELA, math, and ELD for students in K-2, and additional paraprofessional FTE for K-2 academic assistance.(add Action 1.12). All positions will provide direct services to students.

As a single-school district, there was no need to establish a methodology to determine which schools will receive extra support.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	0	n/a
Staff-to-student ratio of certificated staff providing direct services to students	0	n/a

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,949,515.00	$3,965,795.00		$627,527.00	$6,542,837.00	$3,282,614.00	$3,260,223.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Supplemental Instruction, Materials, and Support	English Learners Foster Youth Low Income	$647,784.00	$17,924.00	$0.00	$284,957.00	$950,665.00
1	1.2	Qualified, Credentialed Teachers	All Students with Disabilities	$0.00	$1,568,186.00	$0.00	$0.00	$1,568,186.00
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	English Learners Low Income	$20,000.00	$74,185.00		$50,187.00	$144,372.00
1	1.4	Supports for English Learners	English Learners	$151,862.00			$60,558.00	$212,420.00
1	1.5	Professional Development for Staff	English Learners Foster Youth Low Income	$193,000.00	$35,000.00	$0.00	$14,689.00	$242,689.00
1	1.6	Textbooks and Materials	All	$0.00	$100,000.00	$0.00	$0.00	$100,000.00
1	1.7	Access to a Broad Course of Study	English Learners Foster Youth Low Income	$116,722.00	$0.00	$0.00	$10,000.00	$126,722.00
1	1.8	Instructional Leadership and Guidance Support	English Learners Foster Youth Low Income	$10,000.00	$0.00	$0.00	$32,000.00	$42,000.00
1	1.9	Student Data and Assessment	English Learners Foster Youth Low Income	$30,000.00	$0.00	$0.00	$0.00	$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	Early Childhood Education	All	$0.00	$54,620.00	$0.00	$0.00	$54,620.00
1	1.11	Extended Learning Opportunities	English Learners Foster Youth Low Income	$139,000.00	$0.00	$0.00	$17,601.00	$156,601.00
1	1.12	Focus on Early Support and Intervention	English Learners Foster Youth Low Income	$206,558.00	$0.00	$0.00	$0.00	$206,558.00
2	2.1	Maintaining Clean, Safe Facilities	All	$0.00	$759,995.00	$0.00	$14,000.00	$773,995.00
2	2.2	Positive School Climate	All	$0.00	$1,135,525.00	$0.00	$11,059.00	$1,146,584.00
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	$194,589.00	$0.00	$0.00	$125,476.00	$320,065.00
2	2.4	Transportation for Easier School Access	Low Income	$200,000.00	$220,360.00	$0.00	$0.00	$420,360.00
3	3.1	Increase Community Outreach and Family Engagement	English Learners Foster Youth Low Income	$40,000.00	$0.00	$0.00	$7,000.00	$47,000.00
4	4.1					$0.00	$0.00	$0.00

2023-24 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$2,704,234	$1,161,279	42.94%	21.33%	64.27%	$1,949,515.00	0.00%	72.09 %	**Total:**	$1,949,515.00
								LEA-wide Total:	$1,797,653.00
								Limited Total:	$151,862.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$647,784.00	0
1	1.3	Additional Supports for Low-Income and English Learner Students with Exceptional Needs	Yes	LEA-wide	English Learners Low Income	All Schools	$20,000.00	0
1	1.4	Supports for English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$151,862.00	0
1	1.5	Professional Development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$193,000.00	0
1	1.7	Access to a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,722.00	0
1	1.8	Instructional Leadership and Guidance Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	0

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Student Data and Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	0
1	1.11	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$139,000.00	0
1	1.12	Focus on Early Support and Intervention	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Raisin City Elementary Kindergarten	$206,558.00	0
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$194,589.00	0
2	2.4	Transportation for Easier School Access	Yes	LEA-wide	Low Income	Specific Schools: Raisin City Elementary Kindergarten-Eighth grade	$200,000.00	0
3	3.1	Increase Community Outreach and Family Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Raisin City Elementary Kindergarten-Eighth grade	$40,000.00	0

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,129,335.00	$7,565,582.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	653314	667713
1	1.2	Qualified, Credentialed Teachers	No	1564575	1806089
1	1.3	Additional Supports for Students with Exceptional Needs	Yes	144372	125966
1	1.4	Supports for English Learners	Yes	182806	132862
1	1.5	Professional Development for Staff	Yes	74017	50671
1	1.6	Textbooks and Materials	No	100000	42000
1	1.7	Access to a Broad Course of Study	Yes	74426	72926
1	1.8	Instructional Leadership and Guidance Support	Yes	42000	30000
1	1.9	Student Data and Assessment	Yes	10000	29264
1	1.10	Early Childhood Education	No	166622	166622

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities	Yes	113331	113331
1	1.12	Focus on Early Support and Intervention	Yes	251192	82137
2	2.1	Maintaining Clean, Safe Facilities	No	988444	2880312
2	2.2	Positive School Climate	No	1072946	971570
2	2.3	School Culture and Social Behavior	Yes	199550	155000
2	2.4	Transportation for Easier School Access	Yes	414000	228481
3	3.1	Increase Community Outreach and Family Engagement	Yes	77740	10638

2022-23 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
1202429	$1,485,906.00	$970,374.00	$515,532.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Supplemental Instruction, Materials, and Support	Yes	478302	501623	0	0
1	1.3	Additional Supports for Students with Exceptional Needs	Yes	20000	0	0	0
1	1.4	Supports for English Learners	Yes	151862	132862	0	0
1	1.5	Professional Development for Staff	Yes	60000	12900	0	0
1	1.7	Access to a Broad Course of Study	Yes	65000	63500	0	0
1	1.8	Instructional Leadership and Guidance Support	Yes	10000	0	0	0
1	1.9	Student Data and Assessment	Yes	10000	29264	0	0
1	1.11	Extended Learning Opportunities	Yes	5000	5000	0	0
1	1.12	Focus on Early Support and Intervention	Yes	251192	82137	0	0
2	2.3	School Culture and Social Behavior	Yes	194550	132450	0	0
2	2.4	Transportation for Easier School Access	Yes	200000	0	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.1	Increase Community Outreach and Family Engagement	Yes	40000	10638	0	0

2022-23 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2622529	1202429	12.48%	58.33%	$970,374.00	0.00%	37.00%	$559,346.62	21.33%

Instructions

Plan Summary

Engaging Educational Partners

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 Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary
Purpose

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

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

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

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

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

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

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

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

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

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

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

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

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

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

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

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

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

Complete the table as follows:

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

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

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

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

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

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

Action Tables

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

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

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

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

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

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

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

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

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

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

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

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

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

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

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

- 5. Total Planned Percentage of Improved Services

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

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

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

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

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

- 7. Total Estimated Actual Expenditures for Contributing Actions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

California Department of Education
January 2022