

# LCFF Budget Overview for Parents

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

CDS Code: 10-62380-6007074

School Year: 2022-23

LEA contact information:

Orin Hirschhorn

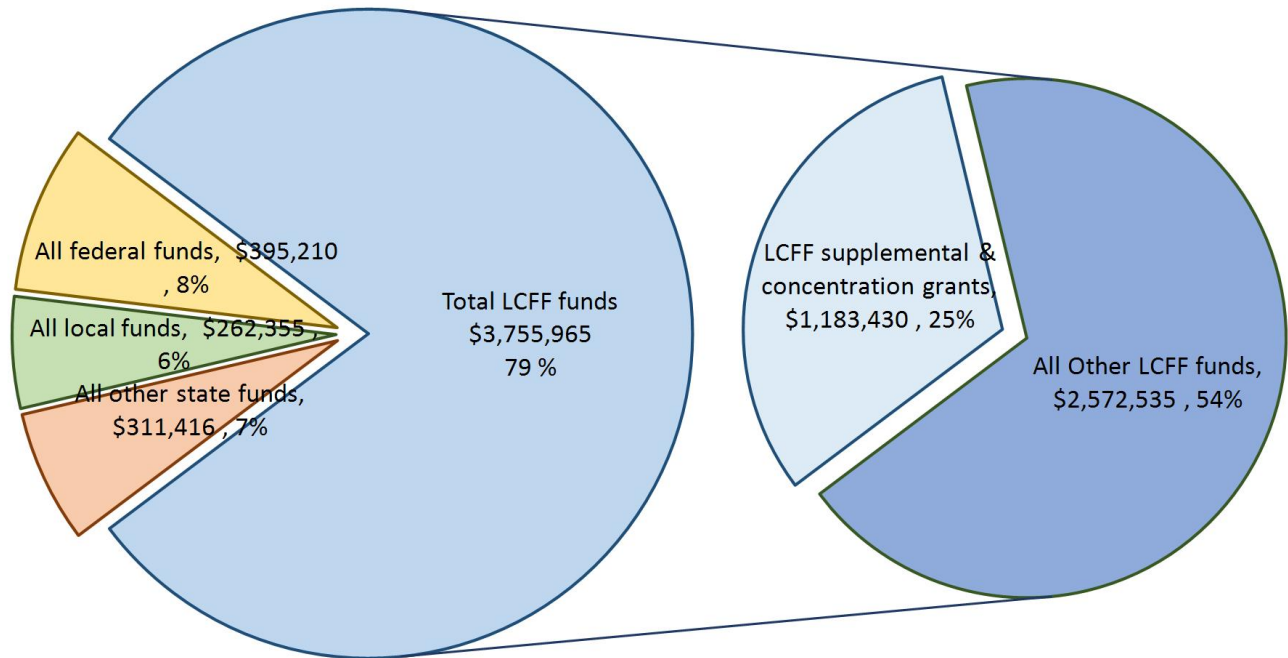
Superintendent

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 2022-23 School Year

### Projected Revenue by Fund Source



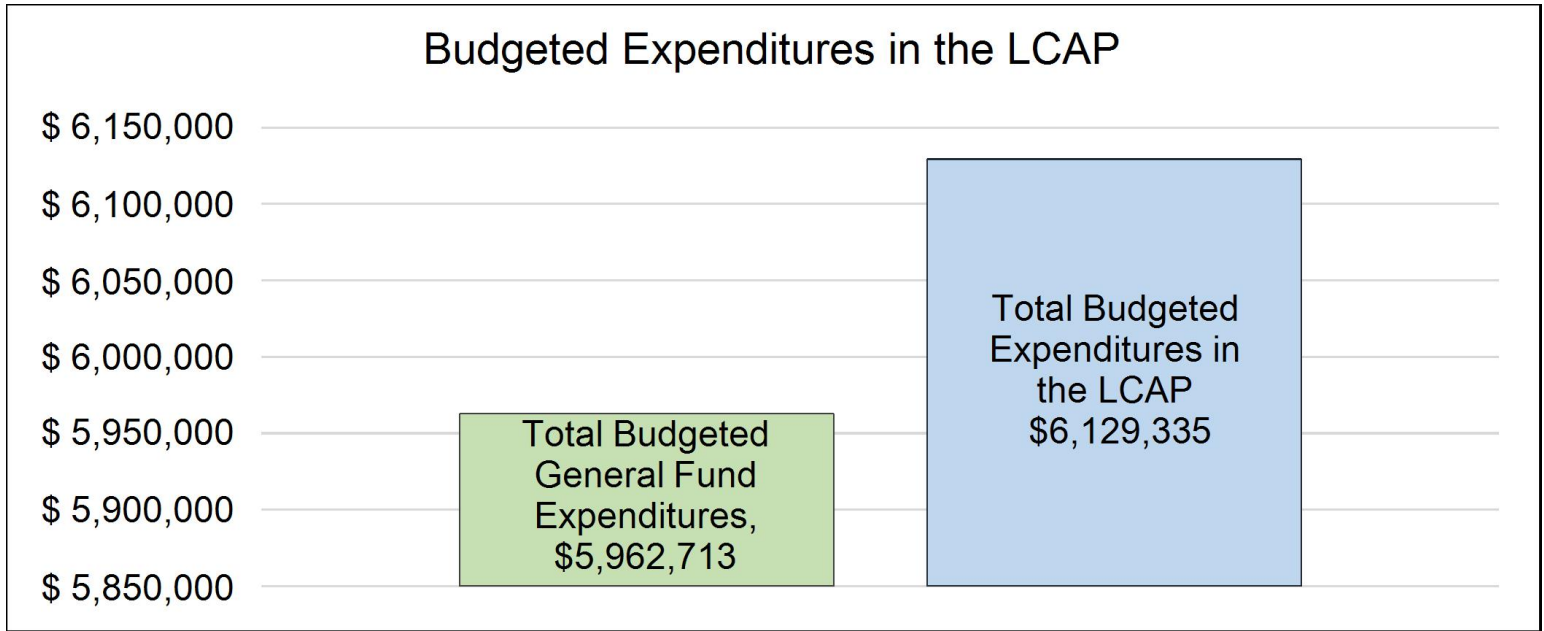
This chart shows the total general purpose revenue Raisin City Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Raisin City Elementary School District is \$4,724,946, of which \$3,755,965 is Local Control Funding Formula (LCFF), \$311,416 is other

state funds, \$262,355 is local funds, and \$395,210 is federal funds. Of the \$3,755,965 in LCFF Funds, \$1,183,430 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.



This chart provides a quick summary of how much Raisin City Elementary School District plans to spend for 2022-23. 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 \$5,962,713 for the 2022-23 school year. Of that amount, \$6,129,335 is tied to actions/services in the LCAP and \$-166,622 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

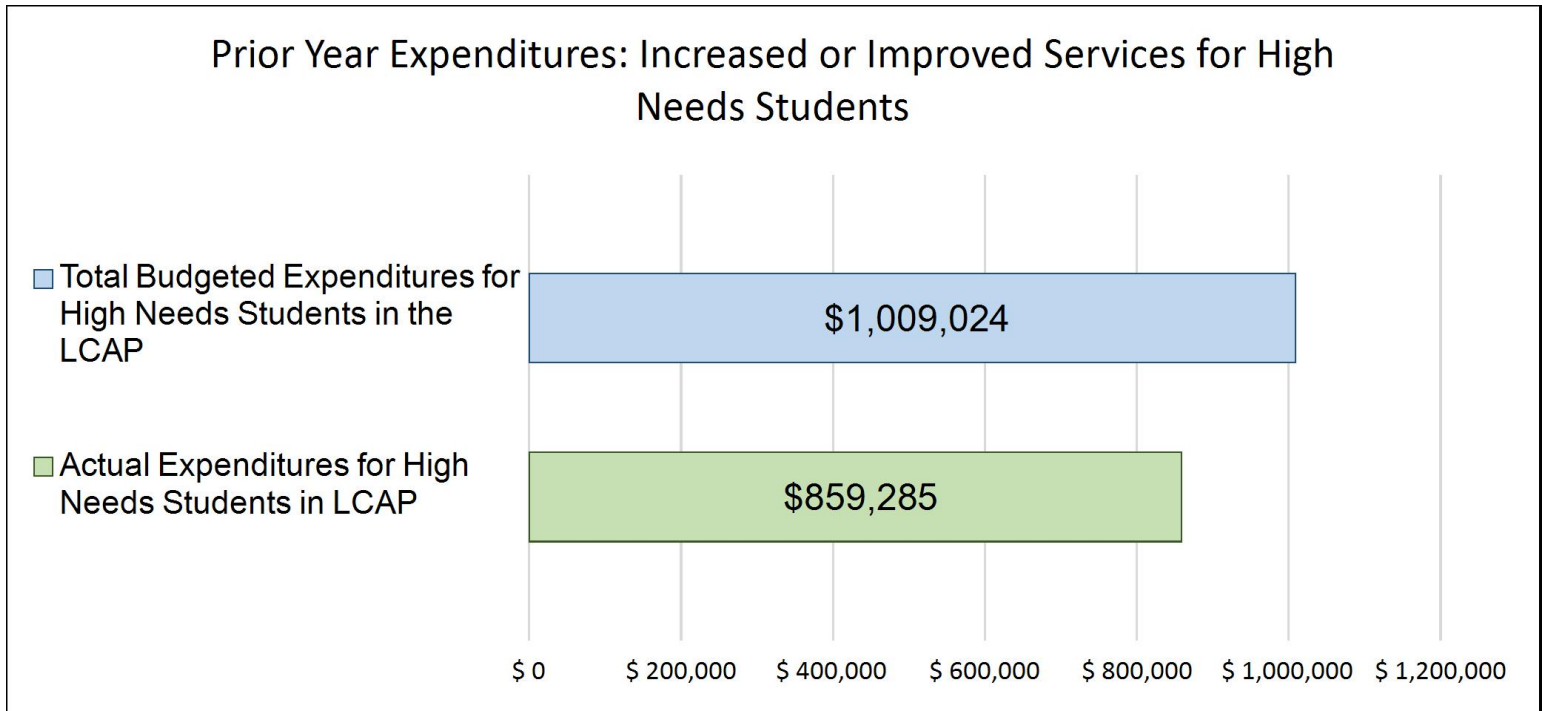
All expenditures have been budgeted. The District is also showing expenditures related to Goal 1, Action 10 - Early Childhood Education Action (\$166,622) that are reported in the Child Development Fund (Fund 1200).

### Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Raisin City Elementary School District is projecting it will receive \$1,183,430 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 \$1,485,906 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 2021-22



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 2021-22, Raisin City Elementary School District's LCAP budgeted \$1,009,024 for planned actions to increase or improve services for high needs students. Raisin City Elementary School District actually spent \$859,285 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$-149,739 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. Since we were unable to spend those funds, the following impacts were felt on those high needs students:

We were unable to provide additional supports targeted for Low-Income students with exceptional needs and English Learners with exceptional needs (Action 1.3). However, both groups of students received services from other contributing actions for Low-Income students and English Learners (Actions 1.1 and 1.11), and all English Learners were provided support beyond what was originally budgeted (Action 1.4).

Since we were unable to confidently secure substitute teachers, and so refrained from contracting for as much professional development as planned, students did not benefit from new, evidence-based instructional strategies, or from SEL practices to the degree planned.

Our transportation services provider faced challenges in hiring and securing sub drivers, so we were not able to implement the expanded bus routes. This resulted in those Low-Income students who have 60-90 minute bus rides continuing to do so. We believe this may have impacted our attendance rate, which fell far below expectations.

# Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

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

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Raisin City Elementary School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged partners throughout the 2020-21 school year to discuss providing instructional supports and interventions low-income, English learners, Foster Youth, and struggling students.

A staff meeting was held to inform all classified and certificated personnel of the funds available for providing increased/improved services and to provide expanded learning opportunities for students. Additionally, the District engaged in a new community engagement process in the Fall of 2021, to gather perspectives and insights of each of the educational partner groups in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs.

Proposed actions were shared with all families, including families that speak languages other than English, through school communications and SSC and ELAC meetings on August 4 and September 15, 2021. The draft plan was presented, and students’ perspectives and insights solicited August 16-20, 2021. Teachers and classified staff were invited to meet and provide suggestions on August 10, 2021, and were asked to solicit feedback from their bargaining unit membership. The school principal and District Superintendent offered input. The principal, who acts as the District's special education administrator, collaborated with the special education teacher to consider the needs of students with exceptional needs.

A community input meeting was held on August 5, 2021, and Individuals or advocates representing the interests of low-income students, students with exceptional needs, English learners, homeless students, Foster Youth, migratory students, children who are incarcerated, and other underserved students were explicitly invited to attend and provide comments on the proposed actions. A link to the draft plan was shared

with the Fresno ACLU Chapter and the Education and Leadership Foundation, who were offered an opportunity to provide feedback. A new public comment period was held from August 9-August 27, 2021, and September 29-October 6, 2021. As a result of this consistent practice, educational partners identified the following staffing needs to provide increased or improved services to our low-income, English Learner, Foster Youth, and homeless students:

- Supplemental instruction to take place after school, in Saturday academies, and summer school with in-person instruction.
- Addressing students who were behind academically, and the difficulties in catching up.
- Hiring a full-time Mental Health Technician.

RCESD will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

1. Raisin City Elementary School District is a single-school District with and unduplicated pupils percentage of 100%.
2. No methodology was required for determining sites that have the greatest need for additional staffing.
3. Based on suggestions from its educational partners the District hired a staff member to provide mental and emotional health supports using supplemental and concentration funds. The grant add-on funds enabled the District to add a full-time Kindergarten teacher to maintain class sizes significantly smaller than those required by the LCFF funding formula and give students a strong academic background, including small group instruction and support, building a wider background knowledge base, and high-quality designated ELD.
4. The direct increased/improved services that the additional position will provide to students include hiring an additional Kindergarten teacher to provide K class sizes of less than 15:1.

Our low-income and English learner students often begin school having received less English and Spanish vocabulary and with less background experiences than other students of their age who are not low-income and in a more urban or suburban setting. The transition to formal schooling in TK and kindergarten is not only a time of increasing academic skills, but also a time of rapid development of early executive function (EF) skills that reliably predict school readiness and future academic success. These include self-monitoring their behavior, paying attention, following rules, and concentrating on various cognitive and behavioral tasks. 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.” [\[https://tinyurl.com/Class-Size-Study\]](https://tinyurl.com/Class-Size-Study). Based on research, having smaller class sizes with extra support in developing academic and executive function skills is expected to increase

learning outcomes for unduplicated students who are transitioning to school. Lower class sizes will help address the identified needs because it will allow for increased quality instructional interactions between student and teacher and increased time for small group and individual instruction/support that is needed to reduce the number of students not achieving mastery. This will also lay the groundwork for future success in school. (Kim, Ahmed, Morrison, 2021) 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.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Raisin City Elementary School District has consistently and meaningfully engaged educational partners in the development of District and school plans, including the Local Control and Accountability Plan (LCAP), Learning Continuity and Attendance Plan, Expanded Learning Opportunities Grant Plan, ESSER III Expenditure Plan, and School Plans for Student Achievement (SPSA). The District engaged partners throughout the 2020-21 school year to gather perspectives and insights of each group in identifying the unique needs of our students, especially related to the effects of the COVID-19 pandemic, and to determine the most effective strategies and interventions to address these needs and identify additional staffing to support the academic and emotional health needs of our students.

The following links and page numbers indicate how and when the LEA engaged its education partners in the use of funds received to support recovery for the COVID- 19 Pandemic.

- Learning Continuity and Attendance Plan <https://www.raisincity.k12.ca.us> (pgs. 2-5)
- Expanded Learning Opportunities Grant Plan <https://www.raisincity.k12.ca.us/> (pg. 1)
- Local Control and Accountability Plan <https://www.raisincity.k12.ca.us/> (pgs. 5-7)
- ESSER III Expenditure Plan <https://www.raisincity.k12.ca.us/> (pgs. 2-4)

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Implementation of ESSER III Safe Return to In-Person Instruction & Continuity of Services Plan  
Health and safety of students, educators, and other staff

- Successes: The District has adopted policies including, but not limited to, the following: mask wearing, modification of facilities where appropriate, hand washing and respiratory etiquette, maintaining clean facilities, improved ventilation, contact tracing with isolation



and quarantine, collaboration with various health departments, diagnostic and screening testing, efforts to provide vaccinations, accommodations for children with disabilities, and coordination with health officials. Those policies have been successfully implemented throughout the District. Students and staff members have been provided with sufficient PPE, and rapid testing and follow-up have been made promptly when there has been a possibility of exposure. Administrators communicate regularly with county health officials and other districts within Fresno County. Important information is immediately shared with families and other educational partners, as appropriate.

- Challenges: The policies cited above have been reviewed and revised when the pandemic appeared to be abating, and again with the wave of the Omicron variant. Adopting and implementing policies since the beginning of the Omicron wave have been challenging due to the rapidly changing guidance from the CDC and the unexpected speed and pervasiveness of the variant's infectiousness.

#### Continuity of services

- Successes: Raisin City Elementary School District has provided services to all students that include academic supports, social, emotional, mental health, student health and food services to ensure students grow both academically and emotionally. Supports have included social emotional learning, building relationships, community building activities, and increased access to mental health/wellness services. Families and schools work together to check how students are feeling and assess their individual needs to provide the support our students need during these challenging times. Parents can access supports for their children by calling the school office. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine. Students with disabilities and English learners continue to be prioritized with supports for each individual learner. District and school staff are committed to supporting students' social emotional wellness and offering resources to ensure students transition back to school smoothly.
- Challenges: While the District is proud that it has maintained the above continuity of services, we have not been able to implement to the expected degree due to illnesses related to the pandemic, and to the lack of available certificated and support staff. Finding subs and filling open positions has been and remains a challenge, and has resulted in administrators and support staff often working outside their regular duties to ensure that basic instructional and support services are maintained.

Implementation of the ESSER III Expenditure Plan had not begun at the time of this report.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

#### Safe Return to In-Person Instruction and Continuity of Services Plan

- Raisin City ESD used its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by purchasing and providing PPE Ensure adequate supplies to support healthy hygiene behaviors, including soap,

tissues, no-touch trash cans, face coverings, and hand sanitizers for staff and children who can safely use hand sanitizer. RCESD has ensured that students have access to clean drinking water other than through a drinking fountain, and food which is procured, stored, and served in a manner that reduces the likelihood of COVID-19 transmission and follows state and national guidelines for nutrition. Fiscal resources have been directed to maintaining safe facilities, to modify of facilities where appropriate, to maintain improved ventilation, and to clean frequently touched surfaces by disinfecting common area high-touch surfaces. Additional resources go to support and administrative staff to provide contact tracing with isolation and quarantine, to conduct diagnostic and screening testing and support efforts to provide vaccinations, to provide accommodations for children with disabilities, and administrators' time to coordinate with health officials.

The District has maintained staff to provide behavior intervention and support, focused on providing services to high-needs students in grades K-8 impacted by the pandemic, their parents, and the staff who work with them. An independent study model has been implemented to continue services in the cases of students who are in isolation or quarantine.

- The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the health and social-emotional services that are part of Goal 2 in the LCAP, and the independent study model to provide continuity of instruction and academic services described in the LCAP Goal 1.

#### ESSER III Expenditure Plan

- Implementation of the ESSER III Expenditure Plan had not begun at the time of this report. When it is begun, the implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP by supplementing actions and services described in the LCAP, such as the health and social-emotional services and safe facilities that are part of Goal 2 in the LCAP, and the academic support services described in the LCAP Goal 1.

## **Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year**

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** *“A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”*

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** *“A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”*

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

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

**Prompt 3:** *“A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”*

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/relieffunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** *“A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”*

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the

continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** “A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA’s 2021–22 LCAP and Annual Update.”

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA’s 2021–22 LCAP. For purposes of responding to this prompt, “applicable plans” include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

# Local Control Accountability Plan

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

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

## Plan Summary [2022-23]

### 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 275 in the 2021-2022 school year. The school’s student population consists of 88% Hispanic, 4% White, 2.5% Asian, with 4% not reporting, and 1.5% of other demographic groups. Slightly over 66% are English Learners, and 97.1% are Socioeconomically Disadvantaged or Low-Income. Students with Disabilities comprise 8.4% of our student population, 100% of whom are Low-Income. Less than 1% of our students 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.

The 2020-2021 school year brought challenges that Raisin City Elementary School had to overcome in order to provide distance learning to all its students. Raisin City families are among those with the lowest internet access rates in the San Joaquin Valley. The District provided a hotspot to each household to ensure internet connectivity, but even with the hotspots provided, some families had connectivity issues. A broadband rate of four megabytes per second is required to have decent connectivity, but we confirmed that, in many sections of our attendance area, the rate was only .47. For these families, we had to provide learning packets and monitor their progress closely.

In the history of Raisin City Elementary, all classes, prior to 2018, were self-contained and taught by highly qualified Multiple Subject credentialed teachers. For the 2018-2019 school year, the structure of sixth through eighth grades was modified to a departmentalized configuration, requiring single subject credentialed teachers. Since the 2021-22 school year, and continuing into 2022-23, only the English class is properly credentialed for departmentalization for sixth through eighth grades.

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.

After having 0% reclassifications between 2016 through 2020, and only 0.8% in 2021, Raisin City Elementary School has raised its reclassification rate to 7% 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 2022-23 and beyond.

The percentage of teachers appropriately credentialed and assigned increased from 73% to 87%. The District's Action 1.2 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%.

## 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.

After a testing hiatus in 2019-20, the state SBAC assessments were again administered in 2020-21. We expected declines in the percentages of students meeting or exceeding standard due to the disruptions in instruction and traumatic experiences of the pandemic. The results were not reported in a 2021 CA School Dashboard, so we examined the percentages of assessed students with reported scores who met or exceeded standard on the assessment. Comparing the 2021 SBAC results to the 2019 must be done with caution. The state notes on its SBAC web page that, "Due to factors surrounding the novel coronavirus (COVID-19) pandemic, testing participation in 2020–21 varied. Care should be used when interpreting results". Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning.

2021 Results, Students Meeting or Exceeding Standard:	ELA, %	(Change from 2019)	Math, %	(Change from 2019)
Overall	12.4%	-2.9%	2.7%	-8.0%



Low Income	12.6%	-3.0%	2.7%	-8.2%
English Learners	8.2%	-4.5%	1.5%	-7.9%
Hispanic	13.4%	-0.9%	2.6%	-7.8%

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%).

From the baseline (2020) year to 2021, chronic absenteeism rates have doubled from 10% to 20.8% for low income students. Student survey data indicates that students still do not feel comfortable back in school, showing that the long term effects of COVID-19 have impacted the mental being of our students. Student mental health crises have increased and immediate student behavioral support is required for our students to heal, in order to be academically successful. A full time Mental Health Clinician will provide behavioral support to students and their families.

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, 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 was developed to address the needs of our students with learning disabilities, approved by the Fresno Superintendent of Schools SELPA department and the California Department of Education.
3. Emphasis will be placed on Language Arts/ELD strategies and methodologies, reading intervention, Extended Learning after school Intervention and Saturday School Academies, enhanced by the implementation of Up Level/Guided Language Acquisition Design (GLAD) Curriculum, to improve the instructional delivery.
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 also examine a plan for redesigned implementation, with integrity, of a Dual Immersion program.



## LCAP Highlights

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

For the 2022-2023 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.

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.

Additionally a Mental Health Clinician has been added to provide behavioral support to students, due to the impacts of Covid-19. The following elements will continue to guide our 2021-2024 LCAP:

- Counseling for our students via a credentialed intervention Counselor.
- Continued emphasis on implementation of English Language Development strategies, via Up Level/GLAD.
- 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.
- Parent education continues to be a priority, by providing Computer Literacy, English Language Development 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)

## 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. Information from both 2021

Presentations were made to all educational partners, with meetings to review and provide input on topics that included addressing learning loss, providing supports to students, and meeting the needs of struggling learners.

On 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 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 and actions, and provided input on topics that included providing supports to students who are English Learners and meeting the needs of those ELs 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.

There were no questions from the DELAC that required a written response from the Superintendent.

On 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, and actions, and 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.)

There were no questions from the DAC that required a written response from the Superintendent.

Teachers and bargaining unit members were given the opportunity to provide their recommendations on April 8, 2022. Support staff and the classified bargaining unit met and were asked to provide input on March 30, 2022.

A district-wide open meeting for parent and community review and suggestions was held on the evening of April 4, 2022. At that public session, all who attended were presented with the draft plan and then the meeting was opened for discussion. At each meeting, the recommendations 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 again presented online to the community educational partners, teachers and classified staff – including bargaining units – parents, DELAC, DAC, and students during the week of May 11-18, 2022. 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.

A public hearing for the LCAP was held on May 9, 2022.

On June 13, 2022, 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.

The educational partners' recommendations were recorded during all meetings and are reflected below. Information from both 2021 and 2022 feedback sessions are included, as the information gathered from both years informed the Goals, Actions, and Outcomes described in the plan.

##### Teacher Input, 2021:

Teachers were in consensus, to continue with the four existing goals and actions. Teachers and classified personnel supported the hiring of a Mental Health Clinician, as well as the continuation of the UpLevel\GLAD Staff Development. Classified personnel also indicated they would like to see more staff development for professional growth, and more employees to cover yard duty to keep students safe. Teachers and administrators felt that some of the students who live in the farthest outlying areas have to spend too much time on the bus, which sometimes affects their attitudes when they arrive at school.

##### Teacher Input, 2022:

###### Goal 1 -- "Increase academic achievement"

Teachers had several suggestions to increase academic outcomes. Training/coaching was a frequent theme, including guided reading training to acquire more useful to chart students' progress and inform instruction. Adding a coach/teacher that can work with teachers on reading would also help improve instruction. More aides in the classrooms was also suggested. Though iReady was confirmed as great and

very helpful to address students' needs, it was also suggested that there is a need to examine reading interventions to see if they are working.

It was also suggested that providing prizes for A.R. will increase motivation for students to read independently.

#### Goal 2 -- "Maintain safe and healthy, high-quality learning facilities and safe school environments"

Teachers suggested that bringing back Saturday school to help increase ADA would help address the rise in chronic absenteeism.

To enhance school safety, teacher suggestions were to close the gates so dogs stay off the campus because they are frightening the children and adults, and to have the aides who are outdoors with students carry fanny packs equipped with band aides and masks.

Providing new classroom phones that work and a new PA System was a suggestion to support a safer school and better communication; the current one is old and teachers/students can't hear announcements.

Teachers expressed concerns about staff morale and suggested creating a "Teacher of the Month" to help increase teacher morale and provide more teacher recognition. Also suggested was that other staff team-building would help to improve morale.

#### Goal 3 -- "Promote parent engagement and communication"

Teachers felt that holding regular Q & A coffee with the principal so parents can again feel welcome at school and get to know the new principal would further this goal, as would bringing back the PTO and providing food at events for parents.

Bargaining Unit Input, 2022: Likely because the members of the bargaining unit were many of the same staff who were providing feedback at the staff input meeting, the suggestions are very similar.

#### Goal 1 -- "Increase academic achievement"

Teachers expressed interest in Guided Reading in all classrooms, for which they would need materials and training. It was noted that they have done this in the past but it stopped. Also helpful would be sharing out reading intervention data with classroom teachers, including better communication with reading lab so what students are working on and goals are connecting.

It was suggested that having instructional aides in upper grade classes as well as in the younger students' classrooms that have them now, would help support lower-performing students.

Support for re-instating AR Reading was strongly expressed, with materials to support AR reading in library and classrooms. Included should be streamlined incentives for this program with other academic programs. It was also suggested that AR points and passage rates be one determiner of athletic eligibility.

Unit members stated that iReady is going great, and that they love to see the growth in students; the data provided are really good.

#### Goal 2 -- "Maintain safe and healthy, high-quality learning facilities and safe school environments"

Bargaining unit members confirmed that stray dogs are a problem, and many students are afraid of the dogs. Spring-loading the front gate to be so that it would automatically shut would be one solution.

There was a concern that PBIS has been overlooked, so the District should reboot the structures so that everyone knows the expectations and incentives associated with this.

Members felt that the teachers/staff restrooms should be more centrally located.

Concerns about staff morale were re-iterated, with requests that steps be taken to increase staff relationships, better relationships are important. Suggestions were team building, rewards, something to bring staff together and moral of staff collectively.

Respondents praised the truancy officer, who has been instrumental in students' increased attendance.

### Goal 3 -- "Promote parent engagement and communication"

Unit members stated that parents have been more involved and communication has been greater this year (2021-22), but would like to see even more parents engaged in all areas of school. Some suggested getting a PTO going for the school and providing food at events; food gets parents to attend anything and staff would like this, too. It was noted that Parent-Teacher conferences went well, and the surveys, too.

#### Parent Input, 2021:

Parents continue to advocate for the Dual Immersion Program and Music Program, but want to see the expansion of the Special ED. RSP Program to include at the least a part-time Special Day classroom setting, but they were very appreciative that the District was considering the possibility of hiring a Mental Health Clinician. Parents agree that the COVID-19 Pandemic has adversely affected some of our student population and require Mental Health assistance. Some parents, like teachers, are concerned about the time their children have to spend on the bus, and how early they have to get up to catch the bus. Concerns were also raised that the ride home is wasted time, as it is difficult to do homework on the bus.

#### Parent Input, 2022:

##### DELAC/ELAC -- Goal 1: "Increase academic achievement"

On examining the data included in the draft plan, parents noted that students are low in math and reading and commented that they should be helped in the afterschool program. DELAC members echoed the staff suggestion for Saturday School to be offered like in the past, and academically driven. Committee member also felt that more books need to be bought for the library, that music and guitar classes should be brought back, and someone to teach cheerleading.

Also included in the DELAC feedback was the theme of the staff suggestion that more aides be hired for all classrooms instead of sending students out to intervention. Finally, committee members asked that the District continue Dual Immersion program and run it right.

##### Goal 2: "Maintain safe and healthy, high-quality learning facilities and safe school environments"

DELAC members want to see the District hire qualified subs.

##### Goal 3: "Promote parent engagement and communication"

The DELAC suggested that the District pay for eighth grade camp with unused funds. Allowing parents back at school was another request so students feel more secure. English and GED classes for adults.

#### DAC/SCC -- Goal 1:

Our District Advisory Committee echoed the DELAC call to offer intervention classes in math and reading. In that same vein, they also suggested that summer school would be asset to the students that are struggling. Though the staff had made positive comments about communication from school to home, the DAC felt that there needs to be better teacher/parent communication.

#### Goal 2:

Parents on the DAC confirmed the District's intention to offer a social emotional program. As part of that, a suggestion was offered for the students to grow a garden. The suggestion was also forwarded that sports for lower grades would be a good addition for positive school climate.

#### Goal 3:

The DAC members agreed with the DELAc that parents should be allowed back on campus and to volunteer in the classrooms. They also requested a policy that the office staff require ID when students are being checked out by parents.

Student Input, 2021: Students recommended to purchase more playground equipment, to add wrestling to sports, to have more educational field trips, to modify the cafeteria menu, to add a swimming pool and a gym in the future.

#### Student Input, 2022:

Goal 1 -- Students want more breaks and a longer break for middle school. They suggested that teachers give less tests and add more sports and field trips. Some students would like the District to provide more incentives for doing good work. In a victory for academics, they asked that the District bring back Cool Math games that are currently blocked online.

Goal 2 -- Students felt that bigger screens to see in the classroom would be a positive addition, as would more plants and greenery on campus and more shade structures. Other suggestions for making the campus more inviting included more benches for sports and to sit on; lockers to store backpacks, along with backpack hangers to hang up backpacks in class; water fountains closer to the fields/sports areas; repairing the door in the middle school restrooms, and cleaner classrooms; and selling better snacks in the snack shack.

Goal 3 -- Students echoed the staff suggestion that free food should be available at parent meetings and events, with a Thanksgiving dinner for parents and students. They also suggested that there be more activities for adults and families, such as movie nights a few times a year and sports nights for families. Students were also insightful in noting that parents like receiving text/calls from the school as a form of communication.

### 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 and Mental Health Therapist. (Goal 1, Action 2)

Develop 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. (Goal 2, Action 3)

Building trusting relationships between the District and families is an area for continued focus and redoubled efforts. (Goal 3, Action 1)

“In the 2021-2022 LCAP, four goals from the prior LCAP were combined into three goals that focus on the 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.

Our parents and community want students to have a quality education that sets the foundation for future success.

2021 SBAC data indicate that our students experienced learning loss in both ELA and Math. Our Low-Income students and English Learners are performing at significantly lower levels than their peers in other districts. SBAC assessment data shows our percentages of low income students meeting or exceeding standard to be 22% points lower in ELA than those same student groups countywide. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. In math, Dashboard results are 40-45 points behind similar groups; SBAC results are 14% points lower than the same student groups countywide.

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.

A plan was developed to address the needs of our students with learning disabilities, approved by the Fresno Superintendent of Schools SELPA department and the California Department of Education.

Based on the evidence cited above, emphasis must be placed on Language Arts/ELD strategies and methodologies, reading intervention, Extended Learning after school Intervention and Saturday School Academies, enhanced by the implementation of Up Level/Guided Language Acquisition Design (GLAD) Curriculum, to improve the instructional delivery.

Sixty-six 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.

## 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	<p>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)</p> <p>[*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless]</p>	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.			All Students – 45 points below (Yellow) Students w/Disabilities – 80 points below (No color assigned) English Learners – 45 points below (Yellow) Hispanic – 45 points below (Yellow) Low Income – 45 points below (Yellow)
California School Dashboard: Math Distance from Standard	<p>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)</p>	Data for this year are not available. The CA School Dashboard has not published "Distance from Standard" data since the 2019 year.			All Students – 70 points below (Yellow) Students w/Disabilities – 95 points below (No color assigned) English Learners -- 70 points below (Yellow) Hispanic – 70 points below (Yellow) Low Income – 70 points below (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income – 108.9 points below (Red)				
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%			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%			All Students – 25% Students w/Disabilities – 15% English Learners – 25% Hispanic – 25% Low Income – 25%
ELPAC Summative Assessment: Percentage of English Learners Who Made Appropriate Progress	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			50%  Status -- California School Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		<p>latter was not reported for 2021. Percentages of students scoring at:</p> <p>"Well-Developed" -- 9.5% "Moderately Developed" -- 25.4% "Somewhat Developed" -- 38.3% "Minimally Developed" -- 26.9%</p> <p>[2020-21 CAASPP ELPAC Summative Results]</p>			
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	<p>0.8%</p> <p>2020-2021 Data Quest</p>	<p>2021-2022 Data Quest data not yet available.</p> <p>7% -- Local data</p>			<p>15%</p> <p>Data Quest</p>
<p>Teachers Appropriately Credentialed with No Mis-assignments or Vacancies:</p> <p>Reported to the RCESD Governing Board</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>73% of teachers appropriately credentialed and assigned.</p>	<p>MET -- Results were reported at the Board meeting at which the LCAP was adopted.</p> <p>87% of teachers appropriately credentialed and assigned.</p>			<p>MET -- Results Reported.</p> <p>100% of teachers appropriately credentialed and assigned.</p>

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]			[2023 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  100% of students will have access to standards aligned curriculum materials.  [2023 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.  [September, 2020 Report to 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.  [June, 2022 Report to Board]			MET – Results Reported  All students will have access to a broad course of study.  [2023 Report to Board]
State Standards Implementation and English Learner Access to Core	MET -- Results were reported at the Board meeting at which the LCAP was adopted.	MET -- Results were reported at the Board meeting at which the LCAP was adopted.			MET – Results Reported  The state's self-reflection tool will

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	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]	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]			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.  [2023 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% Grade 7: Aerobic Cap – 58.3% Body Comp – 83.3% Ab Strength – 66.7% Trunk Ex – 100% Upper Body – 33.3% Flexibility -- 58.3%	Due to the pandemic, 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% Grade 7: Aerobic Cap – 70% Body Comp – 90% Ab Strength – 80% Trunk Ex – 100% Upper Body – 50% Flexibility -- 70%  California Physical Fitness Report

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2018-19 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 -- 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 administration will establish a baseline.	iReady Math  Mid/Above Gr. Level -- 2% Early On Gr Level -- 3% 1 Gr Level Below -- 40% 2 Gr Levels Below -- 23% 3+ Gr Levels Below -- 31%  [2021-22 Local Data]			iReady Math  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]

# Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Supplemental Instruction, Materials, and Support	<p>To increase academic outcomes for students and decrease the achievement gaps 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:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Up Level/GLAD Curriculum to support articulated instruction.</li> <li>• Orton Gillingham and Reading Dynamics intervention for reading to provide struggling readers the support to move from decoding levels to learning to read.</li> <li>• 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.</li> <li>• 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.</li> <li>• i-Ready Adaptive Assessments to target students' specific area of need.</li> </ul>	\$653,314.00	Yes



Action #	Title	Description	Total Funds	Contributing
		A Student Study Team will continue to be in place to identify students at-risk and provide interventions.		
1.2	Qualified, Credentialed Teachers	<p>The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials.</p> <p>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</p>	\$1,564,575.00	No
1.3	Additional Supports for Students with Exceptional Needs	<p>To increase academic outcomes for students and decrease the achievement gaps 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 student with exceptional needs, with emphasis on English Learners in Special Education.</p> <p>These services will be in addition to Special Education services that those Low-Income and English Learner students receive.</p>	\$144,372.00	Yes
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 the achievement gaps between English Learners and higher-performing	\$182,806.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>student groups, the District will:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>		
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, Foster Youth, and students with	\$74,017.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> <li>• Contracted teacher induction services, to increase teacher capacity</li> <li>• Mentor Teachers</li> <li>• Contracted professional development services with other districts or county offices of education</li> <li>• Supplemental materials to implement practices</li> </ul> <p>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.</p>		
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 plan instructional schedules to ensure that Low-Income students, English Learners, and Foster Youth, and students with exceptional needs, have access to a broad course of study in all grades. Students in grades K-8 will participate in full curriculum that	\$74,426.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>includes science, social studies, the arts, and a rigorous physical education program.</p> <p>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. 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)</p> <p>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:</p> <ul style="list-style-type: none"> <li>• 7th/8th: State Capital; Colleges</li> <li>• 6th: Science Camp</li> <li>• 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park;</li> <li>• 4th: Mission; gold mining Cobb Ranch</li> <li>• 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair</li> <li>• K-2nd: Zoo; Fresno County Fair</li> </ul>		

Action #	Title	Description	Total Funds	Contributing
1.8	Instructional Leadership and Guidance Support	<p>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.</p> <p>In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the District will support continued professional learning for the Principal, and the development of an effective School Leadership Team.</p>	\$42,000.00	Yes
1.9	Student Data and Assessment	<p>To increase academic outcomes for students and decrease the achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, 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:</p> <ul style="list-style-type: none"> <li>• Illuminate Data</li> <li>• Benchmarks</li> <li>• Self-Assessments/Rubrics</li> </ul>	\$10,000.00	Yes
1.10	Early Childhood Education	<p>To increase academic outcomes for students and decrease the achievement gaps 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</p>	\$166,622.00	No

Action #	Title	Description	Total Funds	Contributing
		the participation of parents, including those of students with exceptional needs, in preparing for the transition.		
<b>1.11</b>	Extended Learning Opportunities	<p>To increase academic outcomes for students and decrease the achievement gaps 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:</p> <ul style="list-style-type: none"> <li>• Before and/or After School extended learning sessions</li> <li>• Tutoring</li> <li>• Summer School</li> </ul>	\$113,331.00	Yes
<b>1.12</b>	Focus on Early Support and Intervention	<p>To increase academic outcomes for students and decrease the achievement gaps between Low-Income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the District will use Concentration Grant add-on funds to hire an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1.</p> <p>The District will also hire 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.</p>	\$251,192.00	Yes

## Goal Analysis [2021-22]

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

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

Most of the actions listed above were implemented as planned. Unfortunately, the implementation of Actions 1.2-1.4 was limited due to three certificated staff, including the Special Education teacher, resigning mid-year, with Action 3 not implemented at all. Action 1.5 was not carried-out to the extent planned, as a lack of sub teachers prevented us from contracting with outside agencies for planned trainings. The lack of subs also impacted implementation of Action 1.9, as teachers were not able to meet and plan as hoped, trainings to use Illuminate were limited, and many teachers chose not to work outside the duty day for collaboration meetings.

A success was the implementation of iReady; feedback from teacher educational partners showed enthusiasm for the program in both ELA and math (Action 1.1). Teachers continued with core curriculum with support from iReady. Teacher collaboration increased with deeper conversations around student data. One bright spot with staff was that the percentage of teachers appropriately credentialed and assigned increased from 73% to 87%. The District's Action 1.2 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%.

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. Additionally, hiring staff -- both in and outside the District -- was challenging and often not able to be accomplished. Specific material differences were:

1.1 Supplemental Instruction, Materials, and Support. Over-budget.

1.3 Additional Supports for Students with Exceptional Needs. This action was under-budget, as circumstances with the Special Ed department caused us to determine that the current number of aides was sufficient, under the circumstances, to provide supports for those students. The funding for this action was used to augment the budget for Action 1.4.

1.4 Supports for English Learners. It was determined that this action was underfunded, and that the funds budgeted for Action 1.3 would be used to hire additional aides to provide support to all English Learners.

1.5 Professional Development for Staff. This action ended up being under-budget as we were unable to confidently secure subs, and, as a result refrained from contracting for planned trainings.

1.9 Student Data and Assessment. Under-budget, as we anticipated that we would need more extra teacher hours for meetings and trainings than were necessary and possible.

1.11 Extended Learning Opportunities. This action was under-budget; extra funds from federal and other state sources were used to pay for many of the expenses for extended learning for which LCFF funds had been allocated.

1.12 Additional Kindergarten Teacher and Paraprofessional. Unexpected position that was budgeted-for and hired because of the mid-year Concentration grant add-on.

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

We are pleased that our reclassification rate has increased significantly from prior years. 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, and the increased use of data established through Action 1.9 contributed to this positive result. Another bright spot was that the percentage of teachers appropriately credentialed and assigned increased from 73% to 87%. We credit the District's Action 1.2 as the cause of this result. Action 1.7 resulted in all students having access to a broad course of study; and Action 1.6 was effective in ensuring access to sufficient standards-aligned materials.

Our examination of the results from 2019 to 2021 is to have an additional data point to help guide our future planning. The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%). iReady data underscores the need to continue to provide supports for our students. These, and the data from our other metrics, with the exceptions noted above, show that our Actions 1.1, 1.3, 1.5, 1.10, and 1.11 were not effective as planned. Because of the impacts of the pandemic, and the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in Goal 1, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

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.

Added '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' to explicitly plan professional development activities to support our English Learners. (Action 1.5)  
District will use Concentration Grant add-on funds to hire 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. (Action 1.12).

In the Measuring and Reporting Results section, the Desired Outcome for 2023-24 for "California School Dashboard: ELA Distance from Standard" was revised for Low-Income from 78.5 to 45. Dashboard data more recent than the baseline are not available for the "ELPAC Summative Assessment: Percentage of English Learners Who Made Appropriate Progress" at the time this plan was developed and approved, so the District has included the most recent (2021) ELPAC summative assessment results as the closest recent indicator of English Learners' progress in acquiring English language skills. Method of reporting iReady data for desired outcome changed to provide more information and better align with how results are reported to educational partners.





**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.

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.

The District believes that all students should feel safe and connected to their school.

The Chronic Absenteeism rate of almost 21% for Low-Income students in 2020-21 was high, more than double the baseline year, and we know that students need to be in school to be successful there. The District would like to reduce that rate to 3.5% to get to the low range established by the State Board of Education. The attendance rate of 88.7% for Low-Income students is far below expectations and a significant decline from the baseline year, which was close to 95%.

The percentages of Low-Income students who indicated that they felt safe at school fell by 20% points from 2021 results, while those who felt connected to the school fell by 13% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports and to do everything possible to increase Low-Income students' engagement in 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):	MET -- Results were reported at the Board	MET -- Results were reported at the Board			MET -- Results Reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School facilities maintained in good repair based on Annual Williams Act Facilities Review	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]	meeting at which the LCAP was adopted.  Facilities were rated fair.  [2021-2022 Annual Williams Act Facilities Review reported to Governing Board]			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 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 – 1.5% Hispanic – 1.5% White -- 3.0% Low Income – 1.5% English Learners – 1.5% Students w/Disabilities – 1.5%  DataQuest Suspension Rate
Attendance Rate	Attendance rate is 95%	Attendance rates are: Overall 88.7%.			Attendance rate is 95%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	[2019-2020 District Data]	[2021-22 AERIES Summary Report]			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 -- 3.5% Low-Income -- 3.5% English Learners -- 3.5% Students w/ Disabilities -- 3.5% Hispanic -- 3.5% White -- 3.5%  CALPADS
Middle School Dropout Rate	0% [2019-20 CALPADS]	0% [2020-21 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 connected to their school(s)  [September, 2021 Report to Board]	MET -- Results were reported at the Board meeting at which the LCAP was adopted.  48.7% of students responding felt connected to their school(s)  [June, 2022 Report to Board]			MET – Results Reported  90% of students responding will feel connected to their school(s)  [2023 Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 Reported  90% of students responding will feel safe at their school(s)  [2023 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.			
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.			

## Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Maintaining Clean, Safe Facilities	<p>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.</p> <p>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.</p>	\$988,444.00	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.	\$1,072,946.00	No
2.3	School Culture and Social Behavior	<p>To support improved student outcomes in Chronic Absenteeism, attendance rates, and students' feelings of school safety and connectedness, and to close gaps on state and local measures, the District will create school environments that support our Low-Income students, English Learners, and Foster Youth populations by:</p> <ul style="list-style-type: none"> <li>• Hiring and/or 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 impacted by the pandemic, their parents, and the staff who work with them.</li> <li>• Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning.</li> <li>• 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.</li> </ul>	\$199,550.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 afterschool 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 they increasingly interact with caring adults such as coaches, teachers, aids, and community volunteers.</li> <li>• Implementing a model system of school based positive behavior interventions and school supports (PBIS) including recognition and incentives.</li> </ul>		
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	\$414,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		absenteeism rates, 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.		

## Goal Analysis [2021-22]

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

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

Overall implementation was as planned for actions 2.1 and 2.2; we were able to maintain facilities that guarded student health and prevented the spread of COVID-19 causing a schoolwide closure, and to maintain sufficient office support staff and leadership. The implementation of Action 2.3 was successful, with the staff pleased with the implementation of PBIS, an initiative that will continue to be expanded. In response to educational partners' concerns and the demonstrated needs of our students for social-emotional supports, 2.3 was expanded and a full-time mental health professional was hired, a significant increase in expenses. Because our transportation services provider faced challenges in hiring and securing sub drivers, we were not able to implement the expanded bus routes.

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.

2.3 Over-budget: School Culture and Social Behavior. In response to educational partners' concerns and the demonstrated needs of our students for social-emotional supports, a full-time mental health professional was hired, a significant increase in expenses.  
 2.4 Under-budget: Transportation for Easier School Access. Our transportation services provider faced challenges in hiring and securing sub drivers, so we were not able to implement the expanded bus routes.

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

As with Goal 1, many of the metrics used to measure the effectiveness of the Goal 2 actions are "lagging" indicators, data that are not available at the time the LCAP is reviewed, evaluated, and revised, so they may not be completely indicative of an action's effectiveness or lack of the same. In the case of this goal, several of the metrics are from 2020-21, and were significantly impacted by the pandemic.

Frankly, none of the measures listed in the "Measuring and Reporting Results" above point to any action being effective. Chronic Absenteeism increased as many students found it difficult to sustain interest in school when they were not able to attend class in-person,



creating an increasing disconnection from school. The attendance rate declined significantly from 2021 to 2022. Suspension rates were down, as students were at home for most of the year, limiting the potential for incidents requiring suspension. Student surveys are more current indicators, and indicate that students may not have recovered from those feelings of disconnection, and still feel somewhat out-of-place in school, with percentages of students' feelings of connectedness and feelings of safety falling by double digits.

However, input from our Parent Education Partners expressed appreciation and support for the social-emotional and behavioral supports in Action 2.3.

As with last year's data, we are convinced that this year's metrics have also been significantly impacted by the pandemic and its small traumas of lost school activities, and greater traumas of lost jobs, lost security, or lost loved ones. Considering the unusual circumstances surrounding the data used to evaluate the effectiveness of the actions in this goal, we believe that our best course is to continue the actions developed by the District and its educational partners, with the changes noted below. We believe that the plan created for 2021-24, implemented with integrity and carefully monitored, can produce and exceed that level of success for our students.

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.

Goal 2, Action 3 increased as counselor served full time for SEL. In recognition that the PBIS program includes student recognition and incentives as part of the program, those were added to Action 2.3.

Measuring and reporting Results section: Chronic Absenteeism data disaggregated by student groups added to "2023-24 Desired Outcomes" column. Chronic Absenteeism data source for Year 1 changed to DataQuest to be consistent in using that state data source for as many metrics as possible.

It was not used for the baseline year as the Chronic Absenteeism data for 2019-20 was not reported by the state due to the pandemic. "School connectedness and safety metrics added for teacher and parent data to meet the requirement found in 52060(d)(6)(c).

**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  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

# Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community Outreach and Family Engagement	<p>To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, and Foster Youth, including those with Disabilities, and that of their peers in County-wide, the District will actively engage parents and families in their children's learning. Through the following activities, the District will target the engaged and continuous participation of their parents:</p> <ul style="list-style-type: none"> <li>• Parent Programs</li> <li>• Parent Institute for Quality Education (PIQE)</li> <li>• Parent Workshops/Trainings/Meetings</li> <li>• Translation services for communications at family events</li> <li>• Maintaining welcoming environments at schools and District facilities</li> <li>• Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.</li> </ul> <p>Building trusting relationships between the District and families is an area for continued focus.</p> <p>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 have the positive impact reflected in the metric in the Measuring and Reporting Results section above.</p>	\$77,740.00	Yes

## Goal Analysis [2021-22]

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

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

Overall, Action 3.1 was not implemented as planned. Due to the implementation of safety measures associated with the COVID-19 pandemic, planned family engagement opportunities such as Parenting Workshops and the site-hosted Family Nights for student recognition and parent training were not held during the first two-thirds of the year. Parents and families were pleased and excited when school events were again open for family participation. The attendance rate for Parents Conferences was over 90%.

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.

The difference in planned and estimated actual expenditures for the action under this plan was not considered material.

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

For most of the 2021-22 school year, and all of the prior year, families have been extremely limited in their opportunities to participate in their child's classroom or other on-campus activities and family engagement nights were not able to be held until the Spring semester due to the restrictions associated with the pandemic. As described in the Educational Partners Engagement section, the comments and suggestions from family partners had an important impact on the evaluation and revision of the District's LCAP.

The overall rating on the state's self-reflection tool for family engagement showed an increase from 3.7 last year to 3.9 in 2022. Families gave the District higher marks for communicating about their children's grades and in engaging parents in decision-making. Building trusting relationships between the District and families is an area for continued focus. As an unintended consequence of the pandemic that limited families' participation in school activities, it is an area the District will redouble its efforts to implement the action of Goal 3.

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.

"Building trusting relationships between the District and families is an area for continued focus" has been added to the action to emphasize the District's commitment to rebuilding relationships with families that may have been adversely affected by the pandemic. The family engagement activities that are required by Ed Code or federal programs have been deleted from the action so only those that provide increased services to families of Low-Income students, English Learners, and Foster Youth are included.

**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 [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$1,183,430	\$161,108

## 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
48.13%	12.48%	\$302,476.00	60.61%

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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%).

A deeper look at the 2020-21 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 63.4% and 50.3%, and English Learners 70.2% and 58.2%, respectively.

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 – 131.6 points below standard in ELA, 146.9 points below in math. More recent state assessment data are not available for these students because of the small number assessed in 2020-21. However, 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 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; Up Level/GLAD Curriculum to support articulated instruction; 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.

Up Level/Glad Teachers are working in unison from kinder to eighth grade and student engagement has increased. 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 --

The performance of our students has been discussed with parents, school board and teachers. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%).

A deeper look at the 2020-21 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 63.4% and 50.3%, and English Learners 70.2% and 58.2%, respectively.

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 – 131.6 points below standard in ELA, 146.9 points below in math. More recent state assessment data are not available for these students because of the small number assessed in 2020-21. However, 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 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 District will also provide professional development for teachers in supporting student with exceptional needs and increasing their access to the core curriculum, with emphasis on English Learners in Special Education. 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 --

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. They are achieving at only 8% meeting or exceeding standards in ELA, and 1.5% in math.

A deeper look at the 2020-21 SBAC data showed that English Learners, with the greatest percentage of students Below Standard in writing, followed by reading, at 70.2% and 58.2%, respectively. In math, over 80% were Below standard in math concepts and procedures, a need that can be addressed through the use of manipulatives and more visual and graphic materials.

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.

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.

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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%).

A deeper look at the 2020-21 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 63.4% and 50.3%, and English Learners 70.2% and 58.2%, respectively.

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.

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. This is truly an equity issue. Our Low-Income students, English Learners, and Foster Youth have the least access to enrichment outside the school environment which 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 from 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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

The SBAC data from 2021 shows that our English Learner students were disproportionately affected by the learning loss due to the pandemic. We also know that the results for our Low-Income students is significantly below that of their peers in Fresno County. Our Low-Income students are scoring 22% points less than that group county-wide in ELA (34.4%), and 13.6% points lower county-wide in math (16.3%).

A deeper look at the 2020-21 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 63.4% and 50.3%, and English Learners 70.2% and 58.2%, respectively.

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 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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

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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 – 131.6 points below standard in ELA, 146.9 points below in math. More recent state assessment data are not available for these students because of the small number assessed in 2020-21. However, 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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

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A deeper look at the 2020-21 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 63.4% and 50.3%, and English Learners 70.2% and 58.2%, respectively.

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.

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 --

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.

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. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and



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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 hire an additional teacher and paraprofessional for Kindergarten, allowing for Kindergarten class sizes of less than 15 to 1. The District will also hire 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.

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 --

After the pandemic, our Low-Income students, English Learners, and Foster Youth are coping with emotional and mental traumas. Now, more than ever, they need the professional support of an expert and to know that help and support is available to them. Input from educational partners, and anecdotal information since the return to school in Spring, 2021, highlight the need to provide students with social-emotional supports. The ensuing 2021-22 school year has not mitigated any of those needs.

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.

The District believes that all students should feel safe and connected to their school. The most recent (2022) student survey data show that the percentages of Low-Income students who indicated that they felt safe at school fell by 20% points from 2021 results, while those who felt connected to the school fell by 13% points from that time. We are convinced that this is strongly related to the traumas experienced during the pandemic, and underscores the continued need to address those feelings with social and emotional supports and to do everything possible to increase Low-Income students' engagement in school.

The Chronic Absenteeism rates of 20% for Low-Income students and over 16% English Learners are high, doubling from the previous year. An examination of students' surveys referenced above indicates that students feels less safe and connected, so are avoiding attending. Input from parent educational partners confirms that students are still experiencing social-emotional difficulties, which also negatively impacts the impetus to regular attendance. We know that students need to be in school to be successful there. The District would like to reduce those rates to 3.5%.

The attendance rate of 88.7% for Low-Income students is far below expectations and a significant decline from the baseline year, which was close to 95%.

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.

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 to provide behavior intervention and support, focused on providing services to Low-Income students, English Learners, and Foster Youth impacted by the pandemic, their parents, and staff;
- 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 is 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.

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 --

Although 97% of students are identified as Low-Income, less than 17% of those parents responded to the parent survey. Even more concerning is that only 11% of the 66% of English Learner parents responded to the survey, and no parents of Foster Youth. Due to school closures caused by the pandemic, parents of Low-Income students, English Learners, and Foster Youth were very limited in their opportunities to participate in school activities. These data clearly show that the District and its high-needs students will be better served by increasing the engagement of families of English Learners, Foster Youth, and Low-Income students.

The results of the staff survey showed that only 52% felt that the District provided the supports they needed to build trusting relationships with families.

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.

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. Participation will result in an increase in the parent engagement metric

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

Enhancing the welcome that families of Low-Income students, English Learners, and Foster Youth feel at schools, along with providing translation services at events will increase 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. Empowerment will naturally increase 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.

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 achievement gaps 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 \$1,183,430 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, including 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 equal to or exceeds the 60.61% 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 hire 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.

<b>Staff-to-student ratios by type of school and concentration of unduplicated students</b>	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	19:279
Staff-to-student ratio of certificated staff providing direct services to students	0	26:279



## 2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,485,906.00	\$4,248,219.00		\$395,210.00	\$6,129,335.00	\$3,516,012.00	\$2,613,323.00

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	\$478,302.00	\$0.00	\$0.00	\$175,012.00	\$653,314.00
1	1.2	Qualified, Credentialed Teachers	All Students with Disabilities	\$0.00	\$1,556,186.00	\$0.00	\$8,389.00	\$1,564,575.00
1	1.3	Additional Supports for Students with Exceptional Needs	English Learners Low Income	\$20,000.00	\$74,185.00	\$0.00	\$50,187.00	\$144,372.00
1	1.4	Supports for English Learners	English Learners	\$151,862.00	\$0.00	\$0.00	\$30,944.00	\$182,806.00
1	1.5	Professional Development for Staff	English Learners Foster Youth Low Income	\$60,000.00	\$0.00	\$0.00	\$14,017.00	\$74,017.00
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	\$65,000.00	\$0.00	\$0.00	\$9,426.00	\$74,426.00
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	\$10,000.00	\$0.00	\$0.00	\$0.00	\$10,000.00
1	1.10	Early Childhood Education	All	\$0.00	\$166,622.00	\$0.00	\$0.00	\$166,622.00



Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Extended Learning Opportunities	English Learners Foster Youth Low Income	\$5,000.00	\$108,331.00	\$0.00	\$0.00	\$113,331.00
1	1.12	Focus on Early Support and Intervention	English Learners Foster Youth Low Income	\$251,192.00	\$0.00	\$0.00	\$0.00	\$251,192.00
2	2.1	Maintaining Clean, Safe Facilities	All	\$0.00	\$988,444.00	\$0.00	\$0.00	\$988,444.00
2	2.2	Positive School Climate	All	\$0.00	\$1,035,451.00	\$0.00	\$37,495.00	\$1,072,946.00
2	2.3	School Culture and Social Behavior	English Learners Foster Youth Low Income	\$194,550.00	\$5,000.00	\$0.00	\$0.00	\$199,550.00
2	2.4	Transportation for Easier School Access	Low Income	\$200,000.00	\$214,000.00	\$0.00	\$0.00	\$414,000.00
3	3.1	Increase Community Outreach and Family Engagement	English Learners Foster Youth Low Income	\$40,000.00	\$0.00	\$0.00	\$37,740.00	\$77,740.00

## 2022-23 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
\$2,458,922	\$1,183,430	48.13%	12.48%	60.61%	\$1,485,906.00	0.00%	60.43 %	<b>Total:</b>	\$1,485,906.00
								<b>LEA-wide Total:</b>	\$1,214,714.00
								<b>Limited Total:</b>	\$0.00
								<b>Schoolwide Total:</b>	\$271,192.00

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	\$478,302.00	\$0
1	1.3	Additional Supports for Students with Exceptional Needs	Yes	Schoolwide	English Learners Low Income	All Schools	\$20,000.00	\$0
1	1.4	Supports for English Learners	Yes	LEA-wide	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	\$60,000.00	\$0
1	1.7	Access to a Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$65,000.00	\$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	\$10,000.00	\$0
1	1.11	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$5,000.00	\$0
1	1.12	Focus on Early Support and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Raisin City Elementary Kindergarten	\$251,192.00	\$0
2	2.3	School Culture and Social Behavior	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$194,550.00	\$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

## 2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
<b>Totals</b>	\$5,857,800.00	\$8,300,510.00

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	\$646,333.00	\$772,054
1	1.2	Qualified, Credentialed Teachers	No	\$1,608,071.00	\$1,583,303
1	1.3	Additional Supports for Students with Exceptional Needs	Yes	\$64,193.00	\$153,172
1	1.4	Supports for English Learners	Yes	\$128,766.00	\$156,775
1	1.5	Professional Development for Staff	Yes	\$79,713.00	\$40,996
1	1.6	Textbooks and Materials	No	\$23,772.00	\$85,274
1	1.7	Access to a Broad Course of Study	No	\$106,813.00	\$26,625
1	1.8	Instructional Leadership and Guidance Support	Yes	\$64,430.00	\$26,400
1	1.9	Student Data and Assessment	Yes	\$40,000.00	\$16,634
1	1.10	Early Childhood Education	No	\$80,501.00	\$166,495

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	\$917,099.00	\$138,373
n/a	n/a	Additional Kindergarten Teacher and Paraprofessional	Yes	n/a	\$60,472
2	2.1	Maintaining Clean, Safe Facilities	No	\$547,712.00	\$3,414,395
2	2.2	Positive School Climate	No	\$1,009,779.00	\$1,079,023
2	2.3	School Culture and Social Behavior	Yes	\$22,572.00	\$267,976
2	2.4	Transportation for Easier School Access	Yes	\$415,612.00	\$209,000
3	3.1	Increase Community Outreach and Family Engagement	Yes	\$102,434.00	103543

## 2021-22 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)
\$1,161,761	\$1,009,024.00	\$859,285.00	\$149,739.00	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	\$364,177.00	\$444,453	\$0	0.00%
1	1.3	Additional Supports for Students with Exceptional Needs	Yes	\$64,193.00	\$0	\$0	0.00%
1	1.4	Supports for English Learners	Yes	\$75,900.00	\$125,831	\$0	0.00%
1	1.5	Professional Development for Staff	Yes	\$79,713.00	\$10,489	\$0	0.00%
1	1.8	Instructional Leadership and Guidance Support	Yes	\$64,430.00	\$0	\$0	0.00%
1	1.9	Student Data and Assessment	Yes	\$40,000.00	\$16,633	\$0	0.00%
1	1.11	Extended Learning Opportunities	Yes	\$48,860.00	\$20,000	\$0	0.00%
n/a	n/a	Additional Kindergarten Teacher and Paraprofessional	Yes	n/a	\$60,472	\$0	0.00%
2	2.3	School Culture and Social Behavior	Yes	\$22,572.00	\$127,500	\$0	0.00%
2	2.4	Transportation for Easier School Access	Yes	\$192,629.00	\$2,000	\$0	0.00%
3	3.1	Increase Community Outreach and Family Engagement	Yes	\$56,550.00	\$51,907	\$0	0.00%

**2021-22 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)
\$2,422,885	\$1,161,761	0	47.95%	\$859,285.00	0.00%	35.47%	\$302,476.00	12.48%

# 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](mailto:lcff@cde.ca.gov).*

## Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
  - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
  - Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).



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

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

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

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

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

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

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

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

## **Plan Summary**

### **Purpose**

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

## Requirements and Instructions

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

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

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

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

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

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

## Engaging Educational Partners

## Purpose

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

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

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

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

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

## Requirements and Instructions

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

### **Local Control and Accountability Plan:**

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

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

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

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

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

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

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

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

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

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

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

## Goals and Actions

### Purpose

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

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

### Requirements and Instructions

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

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

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

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

## **Focus Goal(s)**

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

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

## **Broad Goal**

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

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

## **Maintenance of Progress Goal**

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

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

## **Required Goals**

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

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

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

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

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

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

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.
- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.
- **Explanation of why the LEA has developed this goal:** Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

### **Measuring and Reporting Results:**

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

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

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

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

Complete the table as follows:

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

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



Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2021–22</b> .	Enter information in this box when completing the LCAP for <b>2022–23</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25</b> . Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22</b> 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%).
  - 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)
  - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
  - 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)
  - 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
  - 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)
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
  - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
  - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

**LCFF Carryover Table**

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
  - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

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

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

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