



LCFF Budget Overview for Parents

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

CDS Code: 10754080000000

School Year: 2024-25

LEA contact information:

Jeff Percell

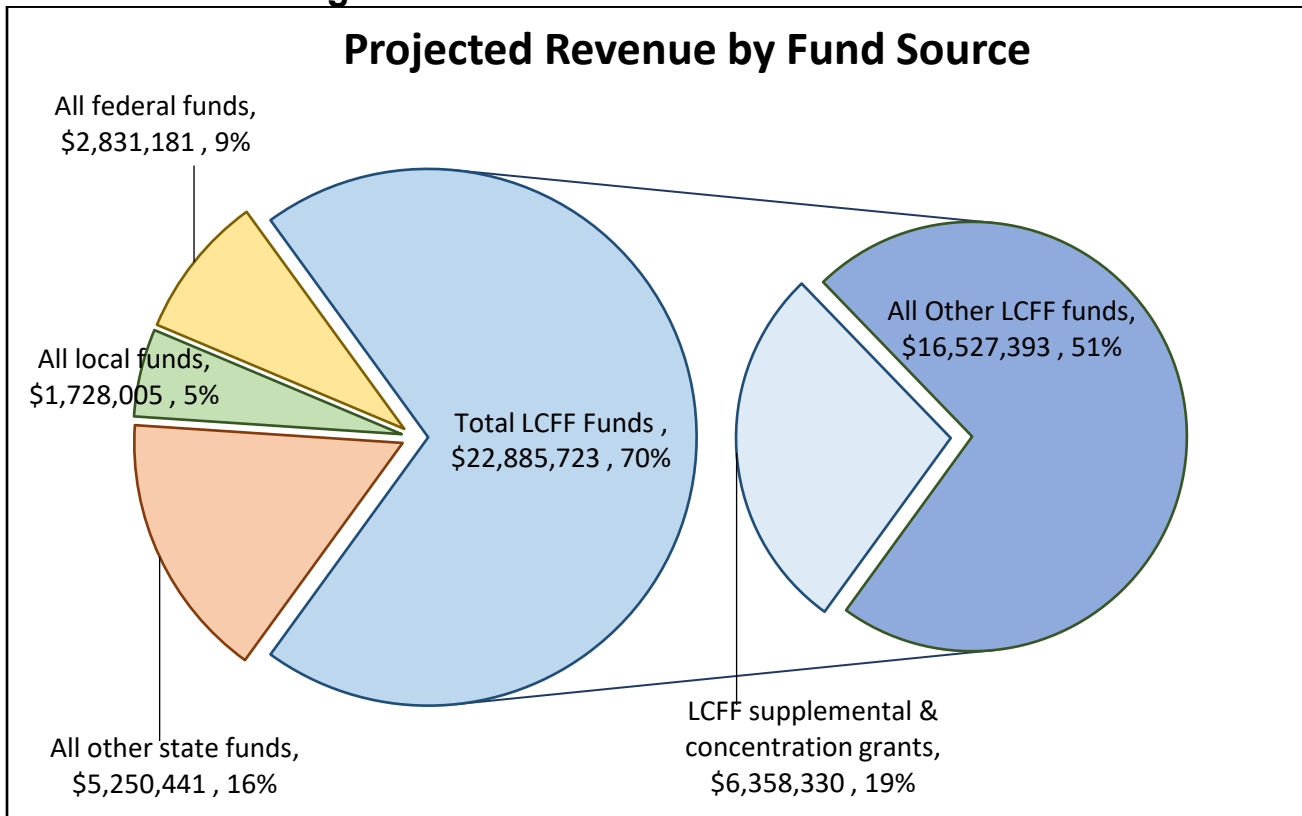
Superintendent

jpercell@rjUSD.org

(559) 867-8200

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

Budget Overview for the 2024-25 School Year

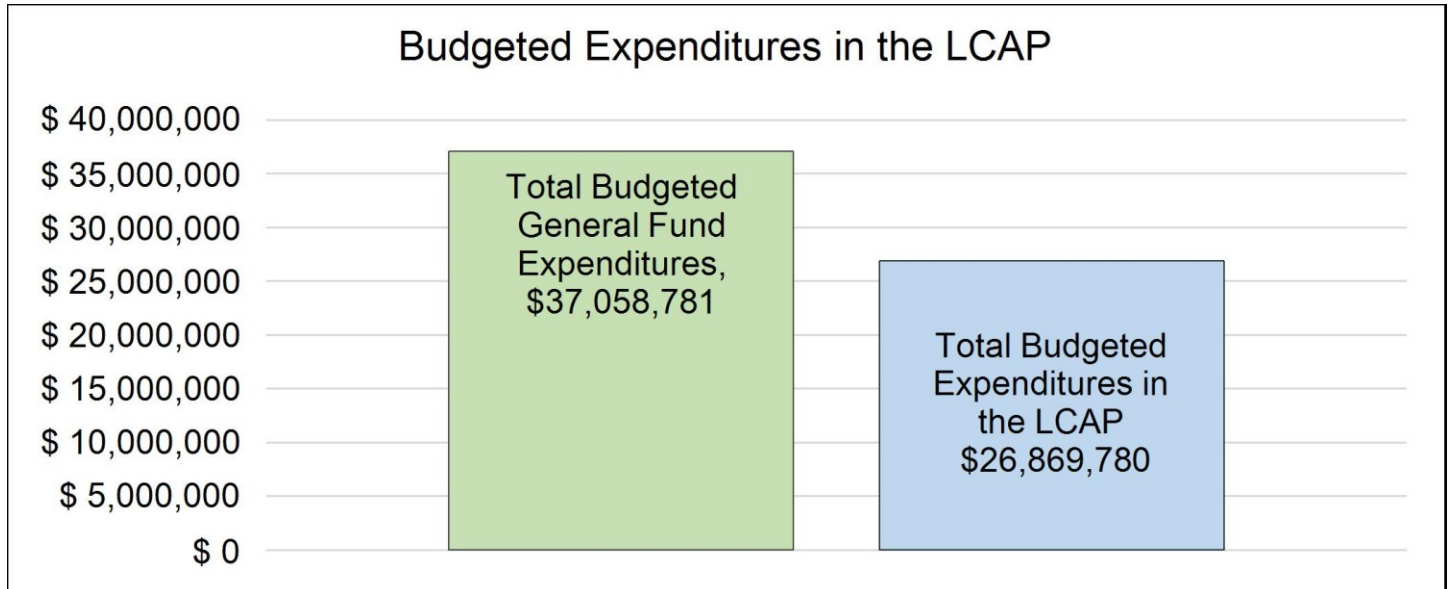


This chart shows the total general purpose revenue Riverdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverdale Joint Unified School District is \$32,695,350, of which \$22,885,723 is Local Control Funding Formula (LCFF), \$5,250,441 is other state funds, \$1,728,005 is local funds, and \$2,831,181 is federal funds. Of the \$22,885,723 in LCFF Funds, \$6,358,330 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 Riverdale Joint Unified School District plans to spend for 2024-25. 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: Riverdale Joint Unified School District plans to spend \$37,058,781 for the 2024-25 school year. Of that amount, \$26,869,780 is tied to actions/services in the LCAP and \$10,189,001 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

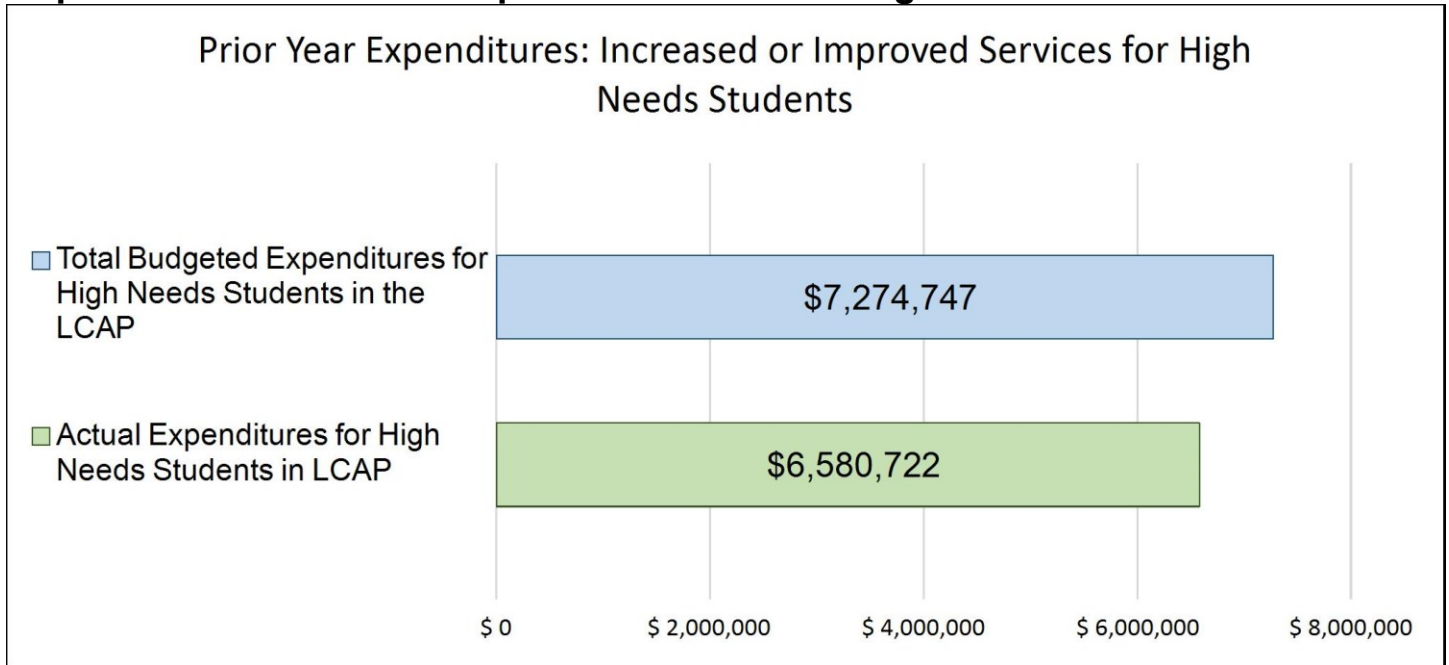
Expenditures not included in the LCAP will show an overall amount of \$10,189,001. This amount of \$10,189,001 stems from other various funding sources. California provided finances in the form of the Extended Learning Opportunities Program (ELOP) that is helping fund approved construction and provide more opportunities to our students through our ELP, and the Child Nutrition Kitchen Infrastructure and Training Funds toward construction. Other funding sources are the Community Schools Grant and Stronger Connections Grant which will be used towards a coordinator, SRO and other materials and services. Learning Recovery funds will go towards a psychologist, the Ethnic Study Local Support funds towards professional development on this new curriculum. We are also receiving School Violence Prevention funds that are going to be used for installing cameras and purchasing radios. Strong Workforce Program funds are helping provide supplies and equipment to our auto, business and ag programs. The Prop 28 Arts and Music in Schools funds are supplement our arts programs. The only other general fund expenditures not included in the LCAP is the STRS on Behalf which is included to meet legal requirements of funding.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Riverdale Joint Unified School District is projecting it will receive \$6,358,330 based on the enrollment of foster youth, English learner, and low-income students. Riverdale Joint Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Riverdale Joint Unified School District plans to spend \$7,441,180 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 2023-24



This chart compares what Riverdale Joint Unified 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 Riverdale Joint Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Riverdale Joint Unified School District's LCAP budgeted \$7,274,747 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent \$6,580,722 for actions to increase or improve services for high needs students in 2023-24.

The difference between the budgeted and actual expenditures of \$-694,025 had the following impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students:

The reason for \$694,025 less being spent in 2023-2024 was due to the AG Farm Facility moving forward at a slower pace than expected (Goal 1, Action 8).



2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

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

Goals and Actions

Goal

Goal #	Description
1	STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Benchmarks ELA Proficiency Rate - All Students	Proficiency K-8: 23% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 43% & 9-12: 37% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 44% & 9-12: 40% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 46% & 9-12: 42% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 45% & 9-12: 45% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - Hispanic	Proficiency K-8: 20% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 41% & 9-12: 36% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 43% & 9-12: 38% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 45% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 45% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - White	Proficiency K-8: 34% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 51% & 9-12: 33% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 48% & 9-12: 58% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 49% & 9-12: 63% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 50% & 9-12: 60% Data Year: 2023-2024 Data Source:Illuminate 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
District Benchmarks ELA Proficiency Rate - Socio-Economically Disadvantaged	Proficiency K-8: 23% & 9-12: 63.4% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 38% & 9-12: 37% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 37% & 9-12: 39% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 42% & 9-12: 37% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 40% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - English Learner	Proficiency K-8: 15% & 9-12: 48% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 20% & 9-12: 13% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 16% & 9-12: 9% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 17% & 9-12: 3% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 20% & 9-12: 15% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - Homeless	Proficiency K-8: 19% & 9-12: 61.7% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 25% & 9-12: 21% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 26% & 9-12: 22% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 25% & 9-12: 40% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 30% & 9-12: 25% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
District Benchmarks ELA Proficiency Rate - Students w/Disabilities	Proficiency K-8: 19% & 9-12: 42% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 21% & 9-12: 3% Data Year: 2021-2022 Data Source:Illuminate 2021-2022	Proficiency K-8: 26% & 9-12: 30% Data Year: 2022-2023 Data Source:Illuminate 2022-2023	Proficiency K-8: 27% & 9-12: 26% Data Year: 2023-2024 Data Source:Illuminate 2023-2024	Proficiency K-8: 28% & 9-12: 32% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
CAASPP Met Achievement: ELA - All Students	2021 CAASPP Administered Used Local Data As Placeholder until	Met or Exceeded 3rd - 8th: 35.57% Met or Exceeded 11th: 45.8%	Met or Exceeded 3rd - 8th: 36.75% Met or Exceeded 11th: 54.23%	Met or Exceeded 3rd - 8th: 34.91% Met or Exceeded 11th: 43.48%	Met or Exceeded 3rd - 8th: 38% Met or Exceeded 11th: 55%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Scores Arrive: TBD	CAASPP Score: Spring 2021	CAASPP Score: Spring 2022	CAASPP Score: Spring 2023	CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA Hispanic	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 32.8% Met or Exceeded 11th: 45.21% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 35.71% Met or Exceeded 11th: 54.17% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 34.05% Met or Exceeded 11th: 43.2% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 38% Met or Exceeded 11th: 56% CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA - White	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 53.33% Met or Exceeded 11th: 53.33% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 56.7% Met or Exceeded 11th: 57.15% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 29.17% Met or Exceeded 11th: 45.45% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 59% Met or Exceeded 11th: 58% CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA - Socio Economically Disadvantaged	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 31.62% Met or Exceeded 11th: 42.38% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 32.56% Met or Exceeded 11th: 52.17% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 33.09% Met or Exceeded 11th: 41.32% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 34% Met or Exceeded 11th: 53% CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA - English Learner	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 11.37% Met or Exceeded 11th: 11.36% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 12.65% Met or Exceeded 11th: 12.82% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 5.78% Met or Exceeded 11th: 20% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 14% Met or Exceeded 11th: 14% CAASPP Score: Spring 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Met Achievement: ELA - Homeless	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th & 11th: 43.48% Small Sample Size to Report CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th & 11th: 30.3% Small Sample Size to Report CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th & 11th: 22.5% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th & 11th: 32% CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA - Students w/Disabilities	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th & 11th: 11.67% Small Sample Size to Report CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th & 11th: 16.93% Small Sample Size to Report CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th & 11th: 12.7% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th & 11th: 19% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - All Students	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 17.74% Met or Exceeded 11th: 27.69% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 26.47% Met or Exceeded 11th: 28.17% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 31.73% Met or Exceeded 11th: 20.15% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 30% Met or Exceeded 11th: 30% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - Hispanic	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 15.97% Met or Exceeded 11th: 27.83% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 24.94% Met or Exceeded 11th: 27.5% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 30.64% Met or Exceeded 11th: 20.63% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 28% Met or Exceeded 11th: 29% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - White	2021 CAASPP Administered Used Local Data As Placeholder until	Met or Exceeded 3rd - 8th: 31.5% Met or Exceeded 11th: 28.58%	Met or Exceeded 3rd - 8th: 35.27% Met or Exceeded 11th: 33.33%	Met or Exceeded 3rd - 8th: 22.42% Met or Exceeded 11th: 9.09%	Met or Exceeded 3rd - 8th: 40% Met or Exceeded 11th: 35%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	CAASPP Scores Arrive: TBD	CAASPP Score: Spring 2021	CAASPP Score: Spring 2022	CAASPP Score: Spring 2023	CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - Socio Economically Disadvantaged	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 14.68% Met or Exceeded 11th: 26.49% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 23.3% Met or Exceeded 11th: 25.86% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 30.4% Met or Exceeded 11th: 21.31% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 26% Met or Exceeded 11th: 28% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - English Learner	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 2% Met or Exceeded 11th: 6.98% CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th: 5.87% Met or Exceeded 11th: 2.56% CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th: 9.09% Met or Exceeded 11th: 0% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th: 7% Met or Exceeded 11th: 7% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - Homeless	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th & 11th: 8.34% Small Sample Size to Report CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th & 11th: 23.53% Small. Samples Size to Report CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th & 11th: 21.42% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th & 11th: 25% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - Students w/Disabilities	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th & 11th: 4.92% Small Sample Size to Report CAASPP Score: Spring 2021	Met or Exceeded 3rd - 8th & 11th: 10.77% Small Sample Size to Report CAASPP Score: Spring 2022	Met or Exceeded 3rd - 8th & 11th: 12.7% CAASPP Score: Spring 2023	Met or Exceeded 3rd - 8th & 11th: 12% CAASPP Score: Spring 2023
EL Reclassification	15.8% Reclassified	3.8% Reclassified	5.2% Reclassified	15.4% Reclassified	7% Reclassified

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-2020 Data Source: DataQuest 2019-2020	Data Year: 2020-2021 Data Source: DataQuest 2020-2021	Data Year: 2021-2022 Data Source: District Internal Calculation 2021-2022	Data Year: 2023-2024 Data Source: DataQuest 2023-2024	Data Year: 2023-2024 Data Source: DataQuest 2023-2024
EL Progress Towards English Proficiency	46.5% Making Progress Towards Proficiency: Medium Data Year: 2019-2020 Data Source: English Learner Progress - Dashboard	Refer to data below in lieu of no ELPI per suspended 2020 ELPAC Level 4 - 14% Level 3 - 48.14% Level 2 - 28.88% Level 1 - 8.97% Data Year 2021 Data Source: ELPAC	33.9% Making Progress Towards Proficiency: Very Low Data Year: 2021-2022 Data Source: English Learner Progress - Dashboard	53.6% Making Progress Towards Proficiency: Green Status Data Year: 2022-2023 Data Source: English Learner Progress - Dashboard	36% Making Progress Towards Proficiency: High Data Year: 2023 Data Source: English Learner Progress - Dashboard
Implementation of State Standards	3.2 - Initial Implementation of State Standards Data Year 2020-2021 Data Source: Local Performance Indicator - Dashboard	3.2 - Initial Implementation of State Standards Data Year 2021-2022 Data Source: Local Performance Indicator - Dashboard (21-22)	3.6 - Initial Implementation of State Standards Data Year 2022-2023 Data Source: Local Performance Indicator - Dashboard (22-23)	3.6 - Initial Implementation of State Standards Data Year 2023-2024 Data Source: Local Performance Indicator - Dashboard (23-24)	4 - Full Implementation and Sustainability of State Standards Data Year 2023-2024 Data Source: Local Performance Indicator - Dashboard
a-g Completion Rate - Overall	79.1% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	55.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	36.1% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	52.2% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	39% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a-g Completion Rate - Hispanic	76.4% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	56.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	34.2% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	52.2% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	36% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
a-g Completion Rate - White	90% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	53.3% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	57.1% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	47.4% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	59% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
a-g Completion Rate - Socio Economically Disadvantaged	77.2% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	52.9% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	34.7% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	49.2% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	37% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
a-g Completion Rate - English Learner	66.7% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	32.1% Overall Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	24.0% Overall Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	19% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	26% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
a-g Completion Rate - Homeless	40% Overall Data Year 2019-2020 Data Source: CCI-Dashboard 2019-2020	No Data to Report Data Year 2020-2021 Data Source: CCI-Dashboard 2020-2021	No Data to Report Data Year 2021-2022 Data Source: CCI-Dashboard 2021-2022	14.3% Overall Data Year 2022-2023 Data Source: CA School Dashboard 2022-2023	27% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
EAP ELA - Ready	EAP ELA Ready Assessment not given	EAP ELA Ready	EAP ELA Ready	EAP ELA Ready	58% EAP ELA Ready Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	in 2019-2020: SAT ERW Data used for 2019-2020 - 65.85% - 12th grade Data Year: 2019-2020 Data Source: DataQuest 2019-2020	2020-2021: 48% - 11th grade Data Year: 2020-2021 Data Source: CAASPP 2020-2021	2021-2022: 54.23% - 11th grade Data Year: 2021-2022 Data Source: CAASPP 2021-2022	2022-2023: 43.48% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023	Data Source: DataQuest 2022-2023
EAP Math - Ready	EAP Math Ready Assessment not given in 2019-2020: SAT Math Data used for 2019-2020 - 34.15% - 12th grade Data Year: 2019-2020 Data Source: DataQuest 2019-2020	EAP Math Ready 2020-2021: 30% - 11th grade Data Year: 2020-2021 Data Source: CAASPP 2020-2021	EAP Math Ready 2021-2022: 28.17% - 11th grade Data Year: 2021-2022 Data Source: CAASPP 2021-2022	EAP Math Ready 2022-2023: 20.15% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023	32% EAP Math Ready Data Year: 2022-2023 Data Source: DataQuest 2022-2023
AP Score: 3 or higher	43.6% - AP Score of 3 or higher Data Year: 2019-2020 Data Source: AP College Board 2019-2020	50.49% - AP Score of 3 or higher Data Year: 2020-2021 Data Source: AP College Board 2020-2021	28% - AP Score of 3 or higher Data Year: 2021-2022 Data Source: AP College Board 2021-2022	39% - AP Score of 3 or higher Data Year: 2022-2023 Data Source: AP College Board 2022-2023	30% - AP Score of 3 or higher Data Year: 2022-2023 Data Source: 2022-2023
CTE Pathway Completion Rate	39% - 11th/12th CTE Pathway Completion Rate Data Year: 2020-2021 Data Source: Aeries 2020-2021	42% - 11th/12th CTE Pathway Completion Rate Data Year: 2021-2022 Data Source: Aeries 2021-2022	39% - 11th/12th CTE Pathway Completion Rate Data Year: 2022-2023 Data Source: Aeries 2022-2023	45% - 11th/12th CTE Pathway Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024	43% - 11th/12th CTE Pathway Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
a-g Completion and CTE Pathway Completion Rate	27% - 12th CTE/a-g Completion Rate Data Year: 2020-2021 Data Source: Aeries 2020-2021	22.4% - 12th CTE/a-g Completion Rate Data Year: 2021-2022 Data Source: Aeries 2021-2022	21.6% - 12th CTE/a-g Completion Rate Data Year: 2022-2023 Data Source: Aeries 2022-2023	25% - 12th CTE/a-g Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024	24% - 12th CTE/a-g Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024
Other Pupil Outcomes: Student ROP/CTE Enrollment	Other Pupil Outcomes: Student ROP/CTE Enrollment - All = 354 Data Year: 2020-21 Data Source: Aeries 2020-2021	Other Pupil Outcomes: Student ROP/CTE Enrollment All = 447 Data Year: 2021-22 Data Source: CALPADS (3.2) 2021-2022	Other Pupil Outcomes: Student ROP/CTE Enrollment All = 466 Data Year: 2022-23 Data Source: CALPADS (3.2) 2022-2023	Other Pupil Outcomes: Student ROP/CTE Enrollment All = 463 Data Year: 2023-24 Data Source: CALPADS (3.2) 2023-2024	Other Pupil Outcomes Student ROP/CTE Enrollment = Increased or Maintained w/in 5% Data Year: 2023-24 Data Source: CALPADS 2023-2024
Other Pupil Outcomes: Student ROP/CTE Enrollment - Socio Economically Disadvantaged	New Metric	New Metric	Other Pupil Outcomes: Student ROP/CTE Enrollment Socio Economically Disadvantaged = 393 (84% of Student Enrollment) Data Year: 2022-23 Data Source: Aeries 2022-2023	Other Pupil Outcomes: Student ROP/CTE Enrollment Socio Economically Disadvantaged = 389 (85% of Student Enrollment) Data Year: 2023-24 Data Source: Aeries 2023-2024	Other Pupil Outcomes Student ROP/CTE Enrollment Socio Economically Disadvantaged = Increased or Maintained w/in 2% Data Year: 2023-24 Data Source: CALPADS 2023-2024
Other Pupil Outcomes: Student ROP/CTE Enrollment - English Learner	New Metric	New Metric	Other Pupil Outcomes: Student ROP/CTE Enrollment English Learner = 102 (22% of Student Enrollment) Data Year: 2022-23	Other Pupil Outcomes: Student ROP/CTE Enrollment English Learner = 98 (19% of Student Enrollment) Data Year: 2023-24	Other Pupil Outcomes Student ROP/CTE Enrollment English Learner = Increased or Maintained w/in 2% Data Year: 2023-24

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			Data Source: Aeries 2022-2023	Data Source: Aeries 2023-2024	Data Source: CALPADS 2023-2024
Maintain or Increase ROP/CTE Course Offerings	Maintained 8 ROP/CTE Course Offerings Data Year: 2020-21 Data Source: Aeries 2020-2021	Maintained 8 ROP/CTE Course Offerings Data Year: 2021-22 Data Source: Aeries 2021-2022	Maintained 8 ROP/CTE Course Offerings Data Year: 2022-23 Data Source: Aeries 2022-2023	Maintained 8 ROP/CTE Course Offerings Data Year: 2023-24 Data Source: Aeries 2023-2024	Maintained or Increase ROP/CTE Course Offerings Data Year: 2023-24 Data Source: Aeries 2023-2024
Appropriately assigned and fully credentialed teachers	0% Misassignments 0% Vacancies Data Year: 2020-21 Data Source: CalSAAS 2020-21	0% Misassignments 0% Vacancies Data Year: 2021-22 Data Source: CalSAAS 2021-22	0% Misassignments 0% Vacancies Data Year: 2022-23 Data Source: LEA Internal Review 2022-23	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: Internal Review	0% Misassignments 0% Vacancies Data Year: 2023-24 Data Source: CalSAAS 2023-24
Access to a Broad Course of Study	95% of students had access to a broad course of study Data Year: 2020-2021 Data Source: Aeries 2020-2021	97% of students had access to a broad course of study Data Year: 2021-2022 Data Source: Aeries 2021-2022	99% of students had access to a broad course of study Data Year: 2022-2023 Data Source: Aeries 2022-2023	100% of students had access to a broad course of study Data Year: 2023-2024 Data Source: Aeries 2023-2024	100% of students had access to a broad course of study Data Year: 2023-2024 Data Source: Aeries 2023-2024

Goal Analysis

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.

Riverdale Joint Unified School District used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

The actions outlined in Goal One, Student Learning, supported the progress toward meeting the goal that all students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.

Action 1 - Highly Effective & Qualified Staff, Action 7 - Targeted Instruction and Action 10 - Instructional Support:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District has clear policies and procedures for hiring highly effective and qualified certificated and classified staff. RJUSD policies and practices ensure that individuals meet the credentialing requirements for the various instructional positions and roles they fill. No substantive difference in planned action compared to the actual implementation.

Action 2 - Staff Collaboration, Action 6 - Instructional Steering Committee and Action 9 - Scheduled Intervention:

5 - Full Implementation and Sustainability

Riverdale Joint Unified has set-up opportunities for staff collaboration to occur throughout the school year for many years at each of their school sites and at the district level. The built in systems the district has created allow for sustainability. No substantive difference in planned action compared to the actual implementation of Actions 2 or 6 however there was change in the funding of Action 9 - Scheduled Intervention. While Scheduled Intervention did occur, it was no longer funded out of S&C funds from the LCAP. The expenditures for Scheduled Intervention were picked up from another funding source.

Action 3 - Supplemental Materials and Action 4 - Supplemental Materials-Special Education:

5 - Full Implementation and Sustainability

Riverdale Joint Unified has clear procedures and policies for supplemental material purchases. These procedures have been established and repeated on a yearly basis thus creating a system of sustainability. No substantive difference in planned action compared to the actual implementation.

Action 5 - Summer School and Action 8 - Specialized Programs:

4 - Full Implementation

Riverdale Joint Unified has established procedures for annually providing Summer School along with providing specialized programs. Protocols are in place to determine student need for Summer School and student selection of Specialized Programs. These procedures have been established and repeated on a yearly basis thus creating a system of sustainability. No substantive difference in planned action compared to the actual implementation of Action 8 - Specialized Programs but changes in funding occurred for Action 5 -Summer School.

While Summer School did occur, it was no longer funded out of S&C funds from the LCAP. The expenditures for Summer School were picked up from another funding source.

Action 11 - Standards-Aligned Assessments:

5 - Full Implementation and Sustainability

Riverdale Joint Unified has developed and refined standards-aligned assessments at each grade level and utilized various data systems. Protocols and procedures are in place to continually examine this process and make adjustments as determined and needed. These procedures have been established and repeated on a yearly basis thus creating a system of sustainability. No substantive difference in planned action compared to the actual implementation.

Overall Successes:

To ensure Goal 1-Student Learning was met, Riverdale Joint Unified School District provided instruction through systems based upon data from student performance standards, ensuring they were aligned with the curriculum frameworks that were coherent, rigorous, culturally relevant, and scaffolded K-12. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration along with Professional Learning Communities (PLC) that determined research-based instruction and assessment practices.

Overall Challenges:

The residual impact of learning loss from COVID-19 is still impacting Riverdale Joint Unified School District's ability to move children past pre-pandemic status. While Riverdale Joint Unified has improved the learning of children through the pandemic, the massive slump that occurred has not yet been passed. The challenge of addressing the academic component of learning loss along with the psychological impact it provided in how students view learning are areas that are being addressed.

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.

Riverdale Joint Unified School District did experience some material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 1 amongst some of the stated actions. In Action 1, RJUSD had an increase of \$230,482.00 due to a 2% off schedule increase to all staff. Action 3 pertains to Supplemental Materials. In this action, RJUSD saw expenditures increase to \$690,542 which was \$82,001 more than expected. The increase was due to an increase in the request of materials at the direction of the Curriculum and Instruction Director along with an increase in licenses/services being purchased for the classroom. Action 4, which revolves around supplemental materials for Special Education students, had an increase in estimated expenditures of \$50,747.00 because expenditures on supplies and services exceeded the initial thought needed. Targeted Instruction, Action 7, had an increase of \$23,871 above estimated expenses due to expansion of class programs serving students. \$722,877.00 was less spent in Action 8, Specialized Programs, due in large part to the delay of the AG Farm Project. The project was pushed out for a year due to delays in project design. Also under Action 8, the music programs of Band and Choir did not spend their full supplies and services budget. Action 10, Instructional Support, had an increase of \$12,163 because the additional teacher at Horizon High was more expensive than budgeted for. Finally Action 11, which focuses on

Standards-Aligned Assessments, had \$45,665 less spent due to Title I funds ending up being distributed differently compared to budgeted allocations along with the service expenses from this action being paid for out of Action 3, Goal 1.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Riverdale Joint Unified School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Not Effective
- 2 - Somewhat Effective
- 3 - Effective

The actions outlined in Goal One helped make progress towards Riverdale's goal: STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.

*Action(s): Action 1 - Highly Effective & Qualified Staff, Action 7 - Targeted Instruction and Action 10 - Instructional Support:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - ELA Proficiency, CAASPP: Met Achievement - ELA, CAASPP: Met Achievement - Math, EL Reclassification, EL Progress Towards English Proficiency

Riverdale Joint Unified School District observed progress overall towards placing highly effective and qualified certificated and classified staff working with students for instructional purposes. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

District Benchmarks - ELA Proficiency:

All students: K-8: +1%, 9-12: -3%

English learners: K-8: -3%, 9-12: -12%

Low-income: K-8: +2%, 9-12: -3%

CAASPP: Met Achievement - ELA:

All students: 3rd-8th: -3.09%, 11th: -11.52%

English learners: 3rd-8th: -8.22%, 11th: +6%

Low-income: 3rd-8th: -0.91%, 11th: -11.68%

CAASPP: Met Achievement - Math:

All students: 3rd-8th: +1.73%, 11th: -8.37%
English learners: 3rd-8th: +2.09%, 11th: -7%
Low-income: 3rd-8th: +4.4%, 11th: -6.69%

EL Reclassification:
English-learners: +8.4%

EL Progress Towards English Proficiency
English learners: +17.6%

Analysis Statement: In examining assessment data from the district benchmark exams along with the state CAASPP, RJUSD found a mixed positive result. In most areas, K-8 saw improved scores over the last three years. On the high school level however, results were less than desirable. The results from the spring 2023 CAASPP ELA displayed a downward trajectory that was unanticipated for the district as a whole. A portion of the results, at least from the benchmark assessment, was due to a change in the type of assessment that was used on the high school level for benchmark exams. While improvement is still needed, the change in scores can be partially attributed to a different measurement being used on the high school level. The increase in EL progress towards English proficiency was a successful improvement and efforts will continue to improve upon it. The mixture of results warranted the identification of “somewhat effective”. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

*Action(s): Action 2 - Staff Collaboration, Action 6 - Instructional Steering Committee and Action 9 - Scheduled Intervention:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - ELA Proficiency, CAASPP: Met Achievement - ELA, CAASPP: Met Achievement - Math, EL Reclassification, EL Progress Towards English Proficiency

Riverdale Joint Unified School District observed progress overall as the result of staff collaboration, the Instructional Steering Committee and the determined scheduled intervention towards students for instructional purposes. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

District Benchmarks - ELA Proficiency:

All students: K-8: +1%, 9-12: -3%

English learners: K-8: -3%, 9-12: -12%

Low-income: K-8: +2%, 9-12: -3%

CAASPP: Met Achievement - ELA:

All students: 3rd-8th: -3.09%, 11th: -11.52%

English learners: 3rd-8th: -8.22%, 11th: +6%

Low-income: 3rd-8th: -0.91%, 11th: -11.68%

CAASPP: Met Achievement - Math:

All students: 3rd-8th: +1.73%, 11th: -8.37%

English learners: 3rd-8th: +2.09%, 11th: -7%

Low-income: 3rd-8th: +4.4%, 11th: -6.69%

EL Reclassification:

English-learners: +8.4%

EL Progress Towards English Proficiency

English learners: +17.6%

Analysis Statement: In examining assessment data from the district benchmark exams along with the state CAASPP, RJUSD found a mixed positive result. In most areas, K-8 saw improved scores over the last three years. On the high school level however, results were less than desirable. The results from the spring 2023 CAASPP ELA displayed a downward trajectory that was unanticipated for the district as a whole. A portion of the results, at least from the benchmark assessment, was due to a change in the type of assessment that was used on the high school level for benchmark exams. While improvement is still needed, the change in scores can be partially attributed to a different measurement being used on the high school level. The increase in EL progress towards English proficiency was a successful improvement and efforts will continue to improve upon it. The mixture of results warranted the identification of “somewhat effective”. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes). The results from collaboration, meetings and intervention have helped the instructional staff of RJUSD to make and continue to make changes to support student learning.

*Action(s): Action 3 - Supplemental Materials and Action 4 - Supplemental Materials-Special Education:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - ELA Proficiency, CAASPP: Met Achievement - ELA and CAASPP: Met Achievement - Math

Riverdale Joint Unified School District found that supplemental materials for English Learners, Socially Economically Disadvantaged and Students with Disabilities proved to be effective with students for instructional purposes. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

District Benchmarks - ELA Proficiency:

All students: K-8: +1%, 9-12: -3%

English learners: K-8: -3%, 9-12: -12%

Low-income: K-8: +2%, 9-12: -3%

CAASPP: Met Achievement - ELA:

All students: 3rd-8th: -3.09%, 11th: -11.52%

English learners: 3rd-8th: -8.22%, 11th: +6%

Low-income: 3rd-8th: -0.91%, 11th: -11.68%

CAASPP: Met Achievement - Math:

All students: 3rd-8th: +1.73%, 11th: -8.37%

English learners: 3rd-8th: +2.09%, 11th: -7%

Low-income: 3rd-8th: +4.4%, 11th: -6.69%

Analysis Statement: RJUSD used the same metrics as before in assessing the effectiveness of supplemental materials through student District Benchmark and CAASPP scores. As discussed before, RJUSD found a mixed positive result. In most areas, K-8 saw improved scores over the last three years. On the high school level however, results were less than desirable. The results from the spring 2023 CAASPP ELA displayed a downward trajectory that was unanticipated for the district as a whole. A portion of the results, at least from the benchmark assessment, was due to a change in the type of assessment that was used on the high school level for benchmark exams. While improvement is still needed, the change in scores can be partially attributed to a different measurement being used on the high school level. The mixture of results warranted the identification of “somewhat effective”. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes). The continuation of Supplemental Materials and Supplemental Materials for Special Education will take place.

*Action(s): Action 5 - Summer School and Action 8 - Specialized Programs:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - a-g Completion Rate, Other Pupil Outcomes: Student ROP/CTE Enrollment, Maintain or Increase ROP/CTE Course Offerings

Riverdale Joint Unified School District found that specialized programs for English Learners and Socially Economically Disadvantaged proved to be successful with students for instructional purposes. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

A-g Completion Rate:

All students: +13.2%

English learners: -7%

Low-income: +12.2%

Other Pupil Outcomes: Student ROP/CTE Enrollment:

All students: Maintained w/in 5%

English learners: Maintained w/in 2%

Low-income: Maintained w/in 2%

Analysis Statement: In examining completion rates and enrollment data, RJUSD found mixed results. The mixture of results warranted the identification of “somewhat effective”. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

*Action(s): Action 11 - Standards-Aligned Assessments:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - a-g Completion Rate, Other Pupil Outcomes: Student ROP/CTE Enrollment, Maintain or Increase ROP/CTE Course Offerings

Riverdale Joint Unified School District used standard-aligned assessments to monitor and help direct instruction for English Learners and Socially Economically Disadvantaged Students for instructional purposes. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

District Benchmarks - ELA Proficiency:

All students: K-8: +1%, 9-12: -3%

English learners: K-8: -3%, 9-12: -12%

Low-income: K-8: +2%, 9-12: -3%

CAASPP: Met Achievement - ELA:

All students: 3rd-8th: -3.09%, 11th: -11.52%

English learners: 3rd-8th: -8.22%, 11th: +6%

Low-income: 3rd-8th: -0.91%, 11th: -11.68%

CAASPP: Met Achievement - Math:

All students: 3rd-8th: +1.73%, 11th: -8.37%

English learners: 3rd-8th: +2.09%, 11th: -7%

Low-income: 3rd-8th: +4.4%, 11th: -6.69%

EL Reclassification:

English-learners: +8.4%

EL Progress Towards English Proficiency

English learners: +17.6%

Analysis Statement: In examining assessment data from the district benchmark exams along with the state CAASPP, RJUSD found a mixed positive result. In most areas, K-8 saw improved scores over the last three years. On the high school level however, results were less than desirable. The results from the spring 2023 CAASPP ELA displayed a downward trajectory that was unanticipated for the district as a whole. A portion of the results, at least from the benchmark assessment, was due to a change in the type of assessment that was used on the high

school level for benchmark exams. While improvement is still needed, the change in scores can be partially attributed to a different measurement being used on the high school level. The increase in EL progress towards English proficiency was a successful improvement and efforts will continue to improve upon it. The mixture of results warranted the identification of “somewhat effective”. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes). RJUSD will continue to use standards-aligned assessments to help inform and direct instructional practices for student learning.

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.

Riverdale Joint Unified through the examination of Goal 1 and with the feedback and input of educational partners will be making changes to the different actions in some capacity for the 2024-2025 LCAP.

*Action 3: Supplemental Materials. This action did not have the intended outcome based on the associated metrics as described in prompt 3. The slump of scores in 2023 was unexpected as previous increases in scores had been witnessed. Due to educational partner feedback from teachers, RJUSD will continue to offer this action. RJUSD however will alter this action through means of the process supplemental materials are purchased. A greater level of examination will occur in the selection of materials and their pending approval before supplemental materials are purchased. A greater examination of supplemental materials purchased will help to ensure that materials acquired are focused and addressing the identified need.

*Action Eliminated: Summer School. This action will be removed from the LCAP and used to be Action 5. While RJUSD will continue with a Summer School option for students identified in academic need, funding for this service will be moved to Title I funding and be no longer found within the LCAP starting in the 24-25 year.

*Action 5: Instructional Steering Committee. This action witnessed somewhat effectiveness due to English Learners improving in Reclassification and Progress towards English Proficiency but overall schools both District and State Level assessments take a slump. Prior to the 2023 schools, RJUSD had witnessed small increases in test scores. Feedback from teachers indicated that they were unsure of the 2023 academic slump but expressed better alignment of curriculum was needed. RJUSD will continue to offer this action but will take approaches through Professional Development in Goal 2 to create opportunities for alignment of curriculums on the K-6 level along with alignment on the secondary level.

*Action 6: Targeted Instruction. This action all involves staff working with EL and LI students. While an examination of the metrics associated with this action were deemed “somewhat effective”, RJUSD simply can not remove staff. Due to educational partner feedback, RJUSD will continue to offer this action. RJUSD however has decided to change and shift approaches, duties, roles and strategies that will be found in the professional development offered and provided to staff through actions in Goal 2. The change in protocols of staff working with EL and LI students will provide opportunities for targeted instruction to be better focused and utilized.

*Action 7: Specialized Programs. This action offered mixed results of success based on the metrics associated with it in prompt 3. While LI students saw increases in a-g completion rates and ROP/CTE enrollment increases, EL students did not experience the same result. Strong educational partner feedback about the continuation of these programs was expressed, RJUSD will continue to offer this action. RJUSD will change the approaches of program placement for EL students in specialized programs to ensure proper placement has occurred along with closer monitoring of student progress in such programs.

*Action Eliminated: Scheduled Intervention. This action used to be Action 9 but will be removed from the LCAP. While RJUSD will continue to provide scheduled intervention opportunities, this action will be embedded within Action 3 under Goal 1. RJUSD has not incurred any funding expenditures out of this action in recent years and will no longer be found within the LCAP starting in the 24-25 year.

*A-G Completion Rate. The measurement for the metrics of the A-G rate will be changed to a CALPADS report (1.22 & 1.23) from its previous measurement for better accuracy starting in the 2024-2025 LCAP. The metrics name will remain the same however

*A-G Completion Rate and CTE Pathway Completion Rate. The measurement for the metrics of the A-G rate and CTE Pathway Completion Rate will be changed to a single measurement of CTE Pathway Completers by using two CALPADS reports (3.14 & 3.19). This will be a change from the previous combined measurement for better accuracy starting in the 2024-2025 LCAP. The new metric will be titled CTE Pathway Completion Rate.

*High School CTE Enrollment. The measurement for the metric of ROP/CTE Pathway Completion Rate will be changed from its previous measurement of using Aeries to using two CALPADS reports (3.14 & 3.19). This change from the previous measurement will create better accuracy starting in the 2024-2025 LCAP. The new metric will be titled High School CTE Enrollment.

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	PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Sufficient Core Instructional Materials	100% Sufficient Core Instructional Materials Data Year: 2020-2021 Data Source: Board Approval 2020-2021	100% Sufficient Core Instructional Materials Date Year: 2021-2022 Data Source: Board Approval 2021-2022	100% Sufficient Core Instructional Materials Date Year: 2022-2023 Data Source: Board Approval 2022-2023	100% Sufficient Core Instructional Materials Date Year: 2023-2024 Data Source: Board Approval 2023-2024	100% Sufficient Core Instructional Materials Data Year: 2023-2024 Data Source: Board Approval 2023-2024
Student Access to Technology at Home	100% of students have access to technology at home Data Year: 2020-2021 Data Source: Technology Department Asset Report 2020-2021	100% of students have access to technology at home Data Year: 2021-2022 Data Source: Technology Department Asset Report 2021-2022	100% of students have access to technology at home Data Year: 2022-2023 Data Source: Technology Department Asset Report 2022-2023	100% of students have access to technology at home Data Year: 2023-2024 Data Source: Technology Department Asset Report 2023-2024	100% of students have access to technology at home Data Year: 2023-2024 Data Source: Technology Department Asset Report 2023-2024
Student Connectivity to Internet at Home	96% of students have connectivity to internet at home Data Year: 2020-2021 Data Source: Technology Department Asset Report 2020-2021	98% of students have connectivity to internet at home Data Year: 2021-2022 Data Source: Technology Department Asset Report 2021-2022	100% of students have connectivity to internet at home Data Year: 2022-2023 Data Source: Technology Department Asset Report 2022-2023	100% of students have connectivity to internet at home Data Year: 2023-2024 Data Source: Technology Department Asset Report 2023-2024	100% of students have connectivity to internet at home Data Year: 2023-2024 Data Source: Technology Department Asset Report 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Classroom Observations	25% of Teachers Observed Four Times Per Year Data Year: 2020-2021 Data Source: District Measurement 2020-2021	60% of Teachers Observed Four Times Per Year Data Year: 2021-2022 Data Source: District Measurement 2021-2022	65% of Teachers Observed Four Times Per Year Data Year: 2022-2023 Data Source: District Measurement 2022-2023	86% of Teachers Observed Four Times Per Year Data Year: 2023-2024 Data Source: District Measurement 2023-2024	100% of Teachers Observed Four Times Per Year Data Year: 2023-2024 Data Source: District Measurement 2023-2024
Staff Survey	20% Staff Survey Participation Rate Data Year: 2020-2021 Data Source: Local Survey 2020-2021	38.9% Staff Survey Participation Rate Data Year: 2021-2022 Data Source: Local Survey 2021-2022	41% Staff Survey Participation Rate Data Year: 2022-2023 Data Source: Local Survey 2022-2023	57.6% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024	50% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024

Goal Analysis

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.

Riverdale Joint Unified School District used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

The actions outlined in Goal Two, Professional Growth, support that a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom and b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom.

*Action 1 - Standard Aligned Instructional Material:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District has clear policies and procedures for the selection, adoption and usage of Standard Aligned Instructional Materials being used by certificated and classified staff. RJUSD policies and practices ensure that 'instructional materials' means all materials that are designed for use by pupils and their teachers as a learning resource and help pupils to acquire facts, skills, or opinions or to develop cognitive processes. Instructional materials may be printed or non-printed, and may include textbooks, technology-based materials, other educational materials, and tests. No substantive difference in planned action compared to the actual implementation.

*Action 2 Professional Development, Action 4 - Professional Development: ELD, Action 6 - Staff Collaboration, Action 7 - Instructional Coaching, and Action 8 - Library Staff:

4 - Full Implementation

Riverdale Joint Unified School District continues to offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops. Professional learning, collaboration and similar opportunities are created from examination and analysis of student data along with ongoing conversations amongst stakeholders. The Library Staff of Riverdale Joint Unified School District works with teachers in various formats to provide an array of reading materials for a varied group of students based on their interests and trends. The provision of these materials and access to resources was designed to encourage reading and increase literacy skills. RJUSD has procedures in place to continue and sustain its approaches for Professional Development and Learning Opportunities. No substantive difference in planned action compared to the actual implementation.

*Action 3 - Instructional Technology:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District over the past three-year LCAP span continues to provide technology both in the classroom and at home while supporting the identified students' ability to access coursework through the medium instructional staff is using. RJUSD has procedures in place to continue and sustain its approaches for providing Instructional Technology. No substantive difference in planned action compared to the actual implementation.

*Action 5 - ELD Supplemental Materials:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District continues to provide ELD supplemental materials to English Learners. The addition of ELD supplemental materials have contributed to academic growth and augment instructional practices outside the basic content and coursework in all areas of study. RJUSD has procedures in place to continue and sustain its approaches for ELD Supplemental Materials. No substantive difference in planned action compared to the actual implementation.

Overall Successes:

In working towards Goal 2 - Professional Growth, Riverdale Joint Unified School District focused on a) Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom and b) Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom. Careful planning and implementation of the actions listed above were done through collaboration between teachers and administration along with Professional Learning Communities (PLC) that determined which research-based professional learning opportunities and materials would be offered, utilized and implemented to focus on instruction and assessment practices.

Overall Challenges:

One of the greatest challenges for offering professional learning opportunities was the ability to offer workshops on the days predetermined. While substitute challenges have improved over the years, RJUSD still experienced a substitute shortage on various occasions. The ability to have teachers out of classrooms to attend and participate in learning workshops is difficult if there is no coverage available. In addition to the lack of substitutes periodically, presenters would also need to change their schedule for various reasons. RJUSD would predetermine dates for professional learning at the beginning of the year and it does present challenges to reschedule items at the last minute. As these challenges were worked through, it did present obstacles for the consistency and fluidity of presentations, materials and practices.

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.

Riverdale Joint Unified School District did experience some material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 2 amongst some of the stated actions. In Action 1, RJUSD had \$16,986 less spent on Standard Aligned Instructional Materials because teachers were able to address materials stemming from adopted textbook resources. Action 2, which revolves around Professional Development, had \$64,835 less spent because school site PD budgets were not utilized as teachers were committed to district determined PD opportunities instead of site choosing additional items. \$238,657.00 more was spent on Action 3, Instructional Technology, due to the replacement of chromebooks for students. It appears \$24,557 less was spent on Professional Development for ELD but this financial discovery was due to a coding error within the Fiscal Department. Professional Development for ELD was enacted and carried out. Finally Action 5, which focuses on ELD Supplemental Materials, had \$10,152 less spent due to teachers not fully spending the amounts provided within their budgets.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Riverdale Joint Unified School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Not Effective
- 2 - Somewhat Effective

3 - Effective

The actions outlined in Goal Two helped make progress towards Riverdale's goal: PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom.

*Action(s): Action 1 - Standard Aligned Instructional Materials:

Effectiveness of Action(s): 3 - Effective

Metric(s): District Benchmarks - Sufficient Core Instructional Materials

Riverdale Joint Unified School District observed progress overall in continually providing sufficient core instructional materials. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Sufficient Core Instructional Materials:

100% served/provided; maintained over 3 year period

Analysis Statement: Riverdale Joint Unified School District was able to continually provide sufficient core instructional materials to all of their students for the duration of the 3 year LCAP cycle. With students being provided core instructional materials, they were exposed to a standards-aligned curriculum throughout their educational experience. RJUSD will continue to provide sufficient core instructional materials to all of their students.

*Action(s): Action 2 Professional Development, Action 4 - Professional Development: ELD, Action 6 - Staff Collaboration, Action 7 - Instructional Coaching, and Action 8 - Library Staff :

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Classroom Observations, Staff Survey, District Benchmarks - ELA Proficiency, CAASPP Met Achievement: ELA, CAASPP Met Achievement: Math, EL Reclassification, EL Progress Towards Proficiency

Riverdale Joint Unified School District observed progress overall in continually providing opportunities for professional development, collaboration, coaching and planning amongst their staff. The results of these opportunities to work together was aimed at student growth with a focus on English learners and Socio Economically Disadvantaged. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Classroom Observations:

Visiting 100% teachers 4 times per year goal: Achieved 86%: -14% below goal

Staff Survey:

50% of Staff Participate in Survey: Achieved 57.6%: +7.6

District Benchmarks - ELA Proficiency:

All students: K-8: +1%, 9-12: -3%
English learners: K-8: -3%, 9-12: -12%
Low-income: K-8: +2%, 9-12: -3%

CAASPP: Met Achievement - ELA:

All students: 3rd-8th: -3.09%, 11th: -11.52%
English learners: 3rd-8th: -8.22%, 11th: +6%
Low-income: 3rd-8th: -0.91%, 11th: -11.68%

CAASPP: Met Achievement - Math:

All students: 3rd-8th: +1.73%, 11th: -8.37%
English learners: 3rd-8th: +2.09%, 11th: -7%
Low-income: 3rd-8th: +4.4%, 11th: -6.69%

EL Reclassification:

English-learners: +8.4%

EL Progress Towards English Proficiency

English learners: +17.6%

Analysis Statement: Riverdale Joint Unified School District was able to continually provide opportunities for professional development, collaboration, coaching and planning amongst their staff. Staff were able to carry out strategies and approaches from various professional learning opportunities for the duration of the 3 year LCAP cycle. While strategies were provided, RJUSD found mixed results. In most areas, K-8 saw improved scores over the last three years. On the high school level however, results were less than desirable. The results from the spring 2023 CAASPP ELA displayed a downward trajectory that was unanticipated for the district as a whole. RJUSD set a goal of visiting classrooms 4 times per year for all of their staff. While all teachers were visited to witness various levels of implementation, 4 times per year for each teacher was not achieved. RJUSD did however witness participation in staff surveys increase over the 3 year period. The increase in survey participation helps to increase staff voice in the decisions that are being made for professional learning opportunities. RJUSD will continue these actions into the new three-year cycle with some changes to design (see prompt 4 for an explanation of changes).

*Action(s): Action 3 - Instructional Technology:

Effectiveness of Action(s): 3 - Effective

Metric(s): District Benchmarks - Student Access to Technology at Home and Student Connectivity

Riverdale Joint Unified School District was extremely effective in providing student access to technology and connectivity at home. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Student Access to Technology at Home:

100% served/provided; maintained over 3 year period

Student Connectivity to Internet at Home:

100% served/provided; increased +4% over 3 year period

Analysis Statement: Riverdale Joint Unified School District was able to continually provide students access to technology at home while providing connectivity to the internet during that same span. While this goal was developed at the height of COVID-19 when remote learning was taking place, RJUSD has carried this out with the return to in-person instruction. While RJUSD offers a majority of their instructional opportunities in-person, the district will continue their dedication to ensuring all students access and connectivity at home. Many classroom activities extend into the home setting where students are needing access to technology and connectivity. RJUSD will continue presenting these actions.

*Action(s): Action 5 - ELD Supplemental Materials:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Classroom Observations, District Benchmarks - ELA Proficiency, CAASPP Met Achievement: ELA, CAASPP Met Achievement: Math, EL Reclassification, EL Progress Towards Proficiency

Student Access to Technology at Home and Student Connectivity

Riverdale Joint Unified School District was somewhat effective in acquiring and using ELD supplemental materials with English Learners in the district. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Classroom Observations:

Visiting 100% teachers 4 times per year goal: Achieved 86%: -14% below goal

District Benchmarks - ELA Proficiency:

English learners: K-8: -3%, 9-12: -12%

CAASPP: Met Achievement - ELA:

English learners: 3rd-8th: -8.22%, 11th: +6%

CAASPP: Met Achievement - Math:

English learners: 3rd-8th: +2.09%, 11th: -7%

EL Reclassification:

English-learners: +8.4%

EL Progress Towards English Proficiency

English learners: +17.6%

Analysis Statement: Riverdale Joint Unified School District was able to acquire and use various ELD Supplemental Materials with English Learners in the district. The effectiveness of these supplemental materials varied as results from the different grade levels varied along with the academic area being measured. Because of the feedback from the teachers, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

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.

Riverdale Joint Unified through the examination of Goal 2 and with the feedback and input of educational partners will be making changes to the different actions in some capacity for the 2024-2025 LCAP.

Action 6: Staff Collaboration, Action 7: Instructional Coaching, and Action 8: Library Staff. These three actions were collectively determined to be somewhat effective but did not have the intended outcome based on the associated metrics described in prompt 3. While English Learner students had gains in Reclassification and Progress Towards English Proficiency, the same group of students did not experience the same level of success in District and State Level Assessments. In addition to EL students on these assessments, LI students also had a lower than expected performance level. Due to educational partner feedback from teachers and parents, RJUSD will continue to offer this action. As shared in the Goal 1 reflections, RJUSD will go through a curriculum alignment to ensure better consistency of instructional protocols and methodologies.

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	SCHOOL CLIMATE & CULTURE - Goal 3: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Chronic Absenteeism Rate	6.9% Chronic Absenteeism Rate Data Year: 2019-2020 Data Source: CALPADS	15.0% Chronic Absenteeism Rate Data Year: 2020-2021 Data Source: DataQuest	33.9% Chronic Absenteeism Rate Data Year: 2021-2022 Data Source: DataQuest	18.4% Chronic Absenteeism Rate Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	25% Chronic Absenteeism Rate Data Year: 2022-2023 Data Source: DataQuest
Chronic Absenteeism Rate - English Learners	New Metric	New Metric	36.6% Chronic Absenteeism Rate - EL Students Data Year: 2021-2022 Data Source: DataQuest	17.9% Chronic Absenteeism Rate - EL Students Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	30% Chronic Absenteeism Rate - EL Students Data Year: 2022-2023 Data Source: DataQuest
Chronic Absenteeism Rate - Socio Economically Disadvantaged	New Metric	New Metric	35.7% Chronic Absenteeism Rate - SED Students Data Year: 2021-2022 Data Source: DataQuest	19.5% Chronic Absenteeism Rate - SED Students Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	30% Chronic Absenteeism Rate - SED Students Data Year: 2022-2023 Data Source: DataQuest
Truancy Rate	8% Truancy Rate Data Year: 2019-2020	6.9% Truancy Rate Data Year: 2020-2021	9.2% Truancy Rate Data Year: 2021-2022	7.1% Truancy Rate Data Year: 2022-2023	5% Truancy Rate Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries Analytics	Data Source: Aeries Analytics	Data Source: Aeries Analytics	Data Source: Aeries Analytics	Data Source: Aeries Analytics
Student Attendance Rate	95.99% Attendance Rate Data Year 2020-2021 Data Source: Aeries (P2 Report Carry-over from 2019-2020)	93.84% Attendance Rate Data Year 2021-2022 Data Source: Aeries (P2 Report)	94.26% Attendance Rate Data Year 2022-2023 Data Source: Aeries (P2 Report)	94.92% Attendance Rate Data Year 2023-2024 Data Source: Aeries (P2 Report)	97% Attendance Rate Data Year 2023-2024 Data Source: Aeries (P2 Report)
High School Graduation Rate	94% High School Graduation Rate Data Year: 2019-2020 Data Source: CA Dashboard 2019-2020	96.4% High School Graduation Rate Data Year: 2020-2021 Data Source: CA Dashboard 2020-2021	92.5% High School Graduation Rate Data Year: 2021-2022 Data Source: CA Dashboard 2021-2022	93.6% High School Graduation Rate Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	100% High School Graduation Rate Data Year: 2022-2023 Data Source: CA Dashboard
High School Dropout Rate	3.7% High School Dropout Rate Data Year: 2019-2020 Data Source: DataQuest 2019-2020	2.7% High School Dropout Rate Data Year: 2020-2021 Data Source: DataQuest 2020-2021	3.7% High School Dropout Rate Data Year: 2021-2022 Data Source: DataQuest 2021-2022	.02% High School Dropout Rate Data Year: 2022-2023 Data Source: CALPADS (1.24) 2022-2023	0% High School Dropout Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: DataQuest
Middle School Drop-out Rate	0% Middle School Dropout Rate Data Year: 2019-2020 Data Source: CALPADS 2019-2020	0% Middle School Dropout Rate Data Year: 2020-2021 Data Source: CALPADS (1.12)2020-2021	0% Middle School Dropout Rate Data Year: 2021-2022 Data Source: CALPADS (1.12)2021-2022	0% Middle School Dropout Rate Data Year: 2022-2023 Data Source: CALPADS (1.12)2022-2023	0% Middle School Dropout Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Suspension Rate	3.4% Suspension Rate	0.2% Suspension Rate	3.3% Suspension Rate	5.7% Suspension Rate	3% Suspension Rate (Maintain Low Rate)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Year: 2019-2020 Data Source: CALPADS 2019-2020	Data Year: 2020-2021 Data Source: DataQuest 2020-2021	Data Year: 2021-2022 Data Source: DataQuest 2021-2022	Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Suspension Rate - English Learners	New Metric	New Metric	3.1% Suspension Rate - EL Students Data Year: 2021-2022 Data Source: DataQuest 2021-2022	6.6% Suspension Rate - EL Students Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	3% Suspension Rate - EL Students Data Year: 2022-2023 Data Source: DataQuest 2022-2023
Suspension Rate - Socio Economically Disadvantaged	New Metric	New Metric	3.6% Suspension Rate - SED Students Data Year: 2021-2022 Data Source: DataQuest 2021-2022	5.9% Suspension Rate - SED Students Data Year: 2022-2023 Data Source: CA Dashboard 2023-2024	3% Suspension Rate - SED Students Data Year: 2022-2023 Data Source: DataQuest 2022-2023
Expulsion Rate	0% Expulsion Rate Data Year: 2019-2020 Data Source: CALPADS 2019-2020	0.1% Expulsion Rate Data Year: 2020-2021 Data Source: DataQuest 2020-2021	0.2% Expulsion Rate Data Year: 2021-2022 Data Source: DataQuest 2021-2022	1.0% Expulsion Rate Data Year: 2022-2023 Data Source: DataQuest 2023-2024	0% Expulsion Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Co-Curricular/Extra - Curricular Participation Rate	20.4%Co-Curricular/Extra - Curricular Participation Rate Data Year: 2020-2021 Data Source: Local Census 2020-2021	23.2%Co-Curricular/Extra - Curricular Participation Rate Data Year: 2021-2022 Data Source: Local Census 2021-2022	23.7% Co-Curricular/Extra - Curricular Participation Rate Data Year: 2022-2023 Data Source: Local Census 2022-2023	26.2% Co-Curricular/Extra - Curricular Participation Rate Data Year: 2023-2024 Data Source: Local Census 2023-2024	26%Co-Curricular/Extra - Curricular Participation Rate Data Year: 2023-2024 Data Source: Local Census 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
After-School Program Participation Rate	18.7% After-School Program Participation Rate Data Year: 2020-2021 Data Source: Local Census 2020-2021	20.3% After-School Program Participation Rate Data Year: 2021-2022 Data Source: Local Census 2021-2022	22.6% After-School Program Participation Rate Data Year: 2022-2023 Data Source: Local Census 2022-2023	25.3% After-School Program Participation Rate Data Year: 2023-2024 Data Source: Local Census 2023-2024	26% After-School Program Participation Rate Data Year: 2023-2024 Data Source: Local Census 2023-2024
Facilities Inspection Tool (FIT) Program	"Good" Status of FIT Program Data Year: 2020-2021 Data Source: FIT 2020-2021	"Good" Status of FIT Program Data Year: 2021-2022 Data Source: FIT 2021-2022	"Good" Status of FIT Program Data Year: 2022-2023 Data Source: FIT 2022-2023	"Good" Status of FIT Program Data Year: 2023-2024 Data Source: FIT 2023-2024	Maintain "Good" Status of FIT Program Data Year: 2023-2024 Data Source: FIT 2023-2024
Student Survey Participation	15.7% Student Survey Participation Rate Data Year: 2020-2021 Data Source: Local Survey 2020-2021	68% Student Survey Participation Rate (Grades: 5,7,9,11) Data Year: 2021-2022 Data Source: Local Survey 2021-2022	73% Student Survey Participation Rate Data Year: 2022-2023 Data Source: Local Survey 2022-2023	79% Student Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024	85% Student Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024
Other Local Measures: Staff Sense of Safety	94% of Staff Expressed Sense of Safety Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020	90% of Staff Expressed Sense of Safety Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022	93% of Staff Expressed Sense of Safety Data Year: 2022-2023 Data Source: Local Survey 2022-2023	96% of Staff Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024	98% of Staff Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Staff Sense of Connectedness	83% of Staff Expressed Sense of Connectedness Data Year: 2019-2020	84% of Staff Expressed Sense of Connectedness Data Year: 2021-2022	86% of Staff Expressed Sense of Connectedness Data Year: 2022-2023	90% of Staff Expressed Sense of Connectedness Data Year: 2023-2024	90% of Staff Expressed Sense of Connectedness Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Healthy Kids Survey 2019-2020	Data Source: Healthy Kids Survey 2021-2022	Data Source: Local Survey 2022-2023	Data Source: Healthy Kids Survey 2023-2024	Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Student Sense of Safety	60% of Students Expressed Sense of Safety Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020	55.3% of Students Expressed Sense of Safety Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022	59% of Students Expressed Sense of Safety Data Year: 2022-2023 Data Source: Local Survey 2022-2023	61.3% of Students Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024	80% of Students Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Student Sense of Connectedness	58% of Students Expressed Sense of Connectedness Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020	52% of Students Expressed Sense of Connectedness Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022	56% of Students Expressed Sense of Connectedness Data Year: 2022-2023 Data Source: Local Survey 2022-2023	63% of Students Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024	75% of Students Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Parent Sense of Safety	86% of Parents Expressed Sense of Safety Data Year: 2019-2020 Data Source: Healthy Kids Survey 2019-2020	92% of Parents Expressed Sense of Safety Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022	93% of Parents Expressed Sense of Safety Data Year: 2022-2023 Data Source: Local Survey 2022-2023	89% of Parents Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024	95% of Parents Expressed Sense of Safety Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024
Other Local Measures: Parent Sense of Connectedness	78% of Parents Expressed Sense of Connectedness Data Year: 2019-2020	67% of Parents Expressed Sense of Connectedness Data Year: 2021-2022	73% of Parents Expressed Sense of Connectedness Data Year: 2022-2023	78% of Parents Expressed Sense of Connectedness Data Year: 2023-2024	85% of Parents Expressed Sense of Connectedness Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Healthy Kids Survey 2019-2020	Data Source: Healthy Kids Survey 2021-2022	Data Source: Local Survey 2022-2023	Data Source: Healthy Kids Survey 2023-2024	Data Source: Healthy Kids Survey 2023-2024

Goal Analysis

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.

Riverdale Joint Unified School District used the following rating scale to determine the LEA's progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

The actions outlined in Goal Three, School Climate & Culture support that District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally.

Action 1 - Positive Behavior Intervention and Supports (PBIS), Action 2 - Student Recognition, Action 7 - After-school Programs, Action 8 - Student Opportunities, Action 9 - Supervision & Support:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District has created opportunities for students to become involved in various activities and be recognized for various accomplishments, while providing various interventions and levels of supervision in addressing student behaviors. No substantive difference in planned action compared to the actual implementation.

Action 3 - Student Transportation and Action 4 - Transportation Co-curricular/Extra-curricular Activities:

5 - Full Implementation and Sustainability

Riverdale Joint Unified School District has provided transportation services for students to become involved in various activities and be recognized for various accomplishments. For the students of RJUSD, which is located within a rural setting, many would not be able to take part in the various activities and recognition opportunities without the transportation services of the district. No substantive difference in planned action compared to the actual implementation.

Action 5 - Clean Campuses/Facilities, Action 6 - Health and Support Services, Action 10 - Social Emotional Support:
5 - Full Implementation and Sustainability

Riverdale Joint Unified School District has created opportunities for students to be their best by providing clean campuses and facilities, providing health and support services along with social-emotional support. No substantive difference in planned action compared to the actual implementation.

Overall Successes:

In examining Goal 3 - School Climate and Culture, RJUSD focused over the past three years on support that would allow District staff and each school site staff to work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally. In setting out this goal, RJUSD is very proud of the growth and expansion that has taken place. The District has returned students back from COVID-19 and begun to transform the climate and culture back to the pre-Covid era.

Overall Challenges:

While transforming the climate and culture back to the pre-Covid era, RJUSD realizes there is still a lot of growth and development that needs to occur. While attendance rates have grown in a positive fashion, they are still below pre-Covid rates. In addition to bringing kids back to school, RJUSD has seen an increase in student behaviors that have resulted in an increase in suspensions. To be fair, when students were not on campus due to COVID, there were no students to suspend so suspension rates were non-existent. As kids have returned to campuses, the emergence of student behaviors have caused suspension rates to increase. RJUSD does not make excuses however as the current suspension rates are greater than desired and associated with drug possession tendencies as vaping has emerged as a recent trend.

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.

Riverdale Joint Unified School District did experience some material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 3 amongst some of the stated actions. In Action 3, RJUSD spent \$27,227 less on Student Transportation due to changes in bus routes. Action 5, which revolves around Clean Campuses/Facilities, had a large increase in estimated expenditures of \$373,659.00 due to the addition of work carts, HVAC improvements for classrooms, a removable wall project to provide additional class space for services and new LED stadium lights for the football stadium. Health and Support Services, Action 6, had an increase of \$99,619 above estimated expenses due to increase in services for Speech (SL) and Occupational Therapy (OT) for identified students. \$20,000 was less spent in Action 7, After-School Programs, due in large part to RJUSD receiving less funding than expected from the state. Student

Opportunities under Action 8, had \$144,086 less spent in this area due to RJUSD still unable to fill the Athletic Trainer position that families have continued to express a need for. In addition, RJUSD was unable to fill all of their desired athletic coaching positions for the 2023-2024 school year. For Action 9, Supervision and Support, RJUSD spent \$61,737 more than expected due to a 2% off schedule pay for staff and a Knowledge Saves Lives Training. Finally Action 10, which focuses on Social Emotional Support, had \$60,384 less spent due to the late school year hire of a counselor at our TK-3rd grade school. When the school year began, the position was vacant until the mid-year hire.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Riverdale Joint Unified School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Not Effective
- 2 - Somewhat Effective
- 3 - Effective

The actions outlined in Goal Three helped make progress towards Riverdale's goal: SCHOOL CLIMATE & CULTURE: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally.

*Action(s): Action 1 - Positive Behavior Intervention and Supports (PBIS), Action 2 - Student Recognition, Action 3 - Student Transportation, Action 4 - Transportation Co-curricular/Extra-curricular Activities, Action 7 - After-school Programs, Action 8 - Student Opportunities, Action 9 - Supervision & Support:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): District Benchmarks - High School Graduation Rate, High School Dropout Rate, Middle School Dropout Rate, Suspension Rate, Expulsion Rate, Co-Curricular/Extra-Curricular Participation Rate, After-School Program Participation Rate, Student Survey Participation and Other Local Measures: Sense of Safety for Staff, Students and Parents.

Riverdale Joint Unified School District created opportunities for students to become involved in various activities and be recognized for various accomplishments, while providing various interventions and levels of supervision in addressing student behaviors. RJUSD experienced varying results that brought about a somewhat effective overall approach. As RJUSD was able to provide transportation, more students were involved in after-school programs along with co-curricular and extracurricular activities. During this increase in co-curricular and extra-curricular participation, RJUSD did see suspensions increase. In addition, while perceived student safety did increase, RJUSD did not reach their goal. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

High School Graduation Rate:

100% Graduation Rate Sought: Achieved 93.6%: -6.4% below

High School Dropout Rate:
0% Dropout Rate Sought: Achieved .02%: +.02%

Middle School Dropout Rate:
0% Dropout Rate Sought: Achieved 0%: Maintained

Suspension Rate:
All students: 5.7%: +2.7% Increase
English Learners: 6.6%: +3.6% Increase
Low-income: 5.9%: + 2.9% Increase

Expulsion Rate:
0% Expulsion Rate Sought: Achieved 1.0%: +1.0%

Co-Curricular/Extra-Curricular Participation Rate:
26% Program Participation Rate Sought: Achieved 26.2%: + 0.2%

After-School Program Participation Rate:
26% Program Participation Rate Sought: Achieved 25.3%: -0.7%

Student Survey Participation:
85% Participation Rate Sought: Achieved 79%: -6.0%

Other Local Measures: Staff Sense of Safety:
98% Expressed Sense of Safety Sought: Achieved 96%: -2.0%

Other Local Measures: Student Sense of Safety:
80% Expressed Sense of Safety Sought: Achieved 61.3%: -18.7%

Other Local Measures: Parent Sense of Safety:
95% Expressed Sense of Safety Sought: Achieved 89%: -6.0%

Student Attendance Rate:
94.92% Attendance Rate: All Students: -2.08%

Chronic Absenteeism Rate:
All students: 18.4%: -6.6%
English learners: 17.9%: -12.1%

Low-income: 19.5%: -10.5%

Truancy Rate:

5% Sought: Achieved 7.1%: +2.1%

Analysis Statement: Riverdale Joint Unified School District was able to expand and grow student involvement in extra and co-curricular activities over the three year span. RJUSD was successful in making strides to bring about a climate and culture of the district that was present in a pre-COVID era. As the district has been making this return, RJUSD has seen an increase in student behaviors that is evident through a growing suspension rate. While the district is being compared to suspension rates when students were not present due to COVID-19, RJUSD is concerned about the current rate and the association of these behaviors being connected to drug possession (vape pens) in many instances. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

*Action(s): Action 5 - Clean Campuses/Facilities, Action 6 - Health and Support Services and Action 10 - Social Emotional Support:

Effectiveness of Action(s): 3 - Effective

Metric(s): Facilities Inspection Tool (FIT) Program, Other Local Measures - Staff, Student, Parent Sense of Connectedness

Riverdale Joint Unified School District was effective in progressing their goals of maintaining a positive environment for students, staff and parents in an educational setting. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Facilities Inspection Tool (FIT)

Maintained "Good" status throughout 3 year cycle of LCAP

Other Local Measures - Sense of Connectedness:

75% Expressed Sense of Connectedness Sought: Achieved 63%: -12.0%

90% Expressed Sense of Connectedness Sought: Achieved 90%

85% Expressed Sense of Connectedness Sought: Achieved 78%: -7.0%

Analysis Statement: RJUSD was successful in making strides to maintain a clean campus that promoted a positive culture. While RJUSD has increased Social - Emotional programs and supports, the goal set to have students feel connected fell short. Although the student goal fell short RJUSD did see improvement thus supporting the continued need for these programs. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

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.

Riverdale Joint Unified through the examination of Goal 3 and with the feedback and input of educational partners will be making changes to the different actions in some capacity for the 2024-2025 LCAP.

Action 1: Positive Behavior Intervention and Supports (PBIS), Action 4: Transportation Co-curricular/Extra-curricular Activities, Action 8: Student Opportunities, and Action 9: Supervision & Support. These actions did not have the intended outcome based on their associated metrics as described in prompt 3. While several of the metrics tie the actions together, the focus for improvement is on Actions 1, PBIS, and Action 9, Supervision and Support. RJUSD since coming out of COVID has experienced an increase in student discipline and behavior. Due to educational partner feedback from teachers, students and parents, RJUSD will continue to offer these actions. RJUSD was also placed in Differentiated Assistance for their increase in the suspension rate of English Learners, Low Income, Hispanic and Homeless students being identified through the CA School Dashboard in the lowest performing or “Red” category. RJUSD will make adjustments to Actions 1 and 9 by altering their approaches through strategy based alternative means of professional development. Using different processes than previously will help to carry out a greater means of offering supervision and support.

Action 11: Alternative Means of Suspension Programs. RJUSD will be developing a new action for the 2024-2025 LCAP in response from conversations with educational partners and to specially address the subgroups of Hispanic and Homeless that were identified on the CA School Dashboard.

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
4	COMMUNITY ENGAGEMENT - Goal 4: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Survey	12% Parent Survey Participation Rate Data Year: 2020-2021 Data Source: Local Survey 2020-2021	15% Parent Survey Participation Rate Data Year: 2021-2022 Data Source: Local Survey 2021-2022	19% Parent Survey Participation Rate Data Year: 2022-2023 Data Source: Local Survey 2022-2023	23% Parent Survey Participation Rate Data Year: 2023-2024 Data Source: HK Survey 2023-2024	25% Parent Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024
Parent Involvement Opportunities Districtwide	18 Parent Involvement Opportunities Districtwide Data Year: 2020-2021 Data Source: Local Survey 2020-2021	9 Parent Involvement Opportunities Districtwide Data Year: 2021-2022 Data Source: Local Survey 2021-2022	18 Parent Involvement Opportunities Districtwide Data Year: 2022-2023 Data Source: Local Survey 2022-2023	24 Parent Involvement Opportunities Districtwide Data Year: 2023-2024 Data Source: Local Survey 2023-2024	24 Parent Involvement Opportunities Districtwide Data Year: 2023-2024 Data Source: Local Survey 2023-2024
Parent Engagement Rate	10% Parent Engagement Rate Data Year: 2020-2021 Data Source: Local Survey 2020-2021	17% Parent Engagement Rate Data Year: 2021-2022 Data Source: Local Survey 2021-2022	21% Parent Engagement Rate Data Year: 2022-2023 Data Source: Local Survey 2022-2023	26% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024	30% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Actively Seeks Parental Input	78% School Actively Seeks Parental Input Data Year: 2020-2021 Data Source: Local Survey 2020-2021	63% School Actively Seeks Parental Input Data Year: 2021-2022 Data Source: Local Survey 2021-2022	75% School Actively Seeks Parental Input Data Year: 2022-2023 Data Source: Local Survey 2022-2023	81% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: HK Survey 2023-2024	90% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: Local Survey 2023-2024

Goal Analysis

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.

Riverdale Joint Unified School District used the following rating scale to determine the LEA’s progress in implementing the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

The actions outlined in Goal Four, Community Engagement support that District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience.

Action 1 - Parent Workshops, Action 2 - Parent Volunteerism, Action 4 - Parent Survey, Action 5 - Parent Access and Action 6 - Parent School Engagement:

4 - Full Implementation

Riverdale Joint Unified School District has created opportunities for parents to become involved in various activities, while learning how to support their child in an educational setting. No substantive difference in planned action compared to the actual implementation.

Action 3 - Parent Communication, and Action 7 - Communication Needs for Parents:

4 - Full Implementation

Riverdale Joint Unified School District has created opportunities for parents to become involved in various activities, while learning how to support their child in an educational setting. No substantive difference in planned action compared to the actual implementation.

Overall Successes:

Riverdale Joint Unified School District has seen success in boosting Community Engagement over the past three years coming out of COVID-19. During the time of COVID, RJUSD was forced to keep families away from schools as COVID protocols were carried out. While there is still work to do, many celebrations have occurred as families and community members have been able to return to various events.

Overall Challenges:

COVID-19 proved to be a challenging time in working with families. Riverdale Joint Unified School District, like other LEAs, had to turn families away due to various protocols and make decisions on instruction that community members took strong sides too. While Riverdale Joint Unified has moved beyond that period of time, the recovery and mending of relationships with families and community members is still occurring. Families and community members are regaining trust, building relationships, and are slowly participating in various events in a greater fashion. RJUSD realizes there is still a lot of work to be done.

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.

Riverdale Joint Unified School District did experience some material differences between Budgeted Expenditures and Estimated Actual Expenditures in Goal 4 amongst some of the stated actions. In Action 3, RJUSD had a decrease of \$59,990 due to vacancies throughout the year to various liaison positions. Action 4, which revolves around the RJUSD Annual Parent Survey, had a decrease in estimated expenditures of \$2,690 because additional funding was received to address the cost of the parent survey. Finally Action 7, which centers on Communication Needs for Parents, had \$37,557 less spent due to a vacancy in a part-time secretarial position at a school site for half of the school year.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

Riverdale Joint Unified School District used the following rating scale to determine the effectiveness of the actions to achieve the articulated goal. Ratings were based on an analysis of both inputs from educational partners and metrics.

Rating Scale (lowest to highest):

- 1 - Not Effective
- 2 - Somewhat Effective
- 3 - Effective

The actions outlined in Goal Four helped make progress towards Riverdale's goal:

COMMUNITY ENGAGEMENT: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience.

*Action(s): Action 1 - Parent Workshops, Action 2 - Parent Volunteerism, Action 4 - Parent Survey, Action 5 - Parent Access and Action 6 - Parent School Engagement:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Parent Survey, Parent Involvement Opportunities Districtwide, Parent Engagement Rate, and School Actively Seeks Parental Input

Riverdale Joint Unified School District created opportunities for parents and community members to become involved in various activities to increase family engagement in order to support the students' educational experience. RJUSD experienced varying results that brought about a somewhat effective overall approach. As RJUSD has expanded opportunities coming out of COVID-19 and saw increases, RJUSD did not reach their goal on various metrics. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Parent Survey:

25% Parent Survey Participation Rate Sought: Achieved 23%: -2%

Parent Involvement Opportunities Districtwide:

24 Parent Involvement Opportunities Sought: Achieved 24: Met Goal

Parent Engagement Rate:

30% Parent Engagement Rate Sought: Achieved 26%: -4%

School Actively Seeks Parental Input:

90% School Actively Seeks Input Sought: Achieved 81%: -9%

Analysis Statement: In reviewing the data, RJUSD made improvements towards increasing parental involvement but fell short of their desired outcomes. While the growth did not meet all of the intended outcomes, the district is happy with the positive trends occurring. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

*Action(s): Action 3 - Parent Communication, and Action 7 - Communication Needs for Parents:

Effectiveness of Action(s): 2 - Somewhat Effective

Metric(s): Parent Survey, Parent Involvement Opportunities Districtwide, Parent Engagement Rate, and School Actively Seeks Parental Input

Riverdale Joint Unified School District created opportunities to expand communication with parents and community members to become involved and aware of various activities and events to increase family engagement in order to support the students' educational experience.

RJUSD experienced varying results that brought about a somewhat effective overall approach. As RJUSD has expanded opportunities coming out of COVID-19 and saw increases, RJUSD did not reach their goal on various metrics. In reaching desired outcomes, RJUSD scored either above (+) or below (-) their set indicator in the following metrics for the 2023-2024 year:

Parent Survey:

25% Parent Survey Participation Rate Sought: Achieved 23%: -2%

Parent Involvement Opportunities Districtwide:

24 Parent Involvement Opportunities Sought: Achieved 24: Met Goal

Parent Engagement Rate:

30% Parent Engagement Rate Sought: Achieved 26%: -4%

School Actively Seeks Parental Input:

90% School Actively Seeks Input Sought: Achieved 81%: -9%

Analysis Statement: In reviewing the data, RJUSD made improvements towards increasing parental involvement but fell short of their desired outcomes. One of the challenges that occurred during the year was the continual changes in Home to School Liaisons for some school sites. At school sites where the liaison was a consistent person, strong relationships were built with family and community members. RJUSD is hoping to have better consistency in the liaison position for all of their school sites in the 24-25 school year. While the growth did not meet all of the intended outcomes, the district is happy with the positive trends occurring. Because of the feedback from the community, RJUSD will continue these actions into the new three-year cycle with some changes to the design (see prompt 4 for an explanation of changes).

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.

Riverdale Joint Unified through the examination of Goal 4 and with the feedback and input of educational partners will be making changes in some capacity for the 2024-2025 LCAP.

While there are no changes to the actions under Goal 4, some structural changes will occur in the procedures to communicating with parents. Parents expressed frustration with the constant changing of Home-to-School Liaisons as some sites went for extended periods of time in having positions filled. RJUSD expressed apologies and detailed the cause of turnovers and the process of filling those roles. Aside from a greater commitment to fill the vacancies, RJUSD will increase the metrics used to determine effectiveness for Goal 4. Previously there were four metrics used. Three more metrics will be added to the 2024-2025 LCAP. These new metrics are: Parent Input & Participation in Programs for Unduplicated Students and Students with Exceptional Needs, Parent Square Outreach Rate and Parent Workshops Participation. The addition of these new metrics for the 24-25 LCAP will provide greater information that RJUSD can use to determine their effectiveness for Community Engagement.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

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.

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

- 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.

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.

- 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. “Effectiveness” means the degree to which the actions were successful in producing the desired result and “ineffectiveness” means that the actions did not produce any significant or desired result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

California Department of Education
November 2023



Local Control and Accountability Plan

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

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

Plan Summary [2024-25]

General Information

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

The Riverdale Joint Unified School District is located approximately 25 miles southwest of Fresno in the heart of prime agricultural land. Farming and farm related enterprises are the principal businesses for the area. Riverdale Joint Unified School District is a TK-12 school district with five schools, Fipps Primary (TK-3), Riverdale Elementary (4-8), Riverdale High School (9-12), Horizon Continuation High School (9-12) and Riverdale Virtual School an Independent Study -Student Learner Lead Program (TK-12). Riverdale Joint Unified School District also provides an Adult Transition Program for students receiving services until the age of 22 years old. Horizon High, identified as a continuation school, has been marked as receiving Equity Multiplier funds to address identified needs through their local assessment. Riverdale Joint Unified School District provides services to approximately 1456 students. Riverdale Joint Unified School District is fortunate to have a student body which is ethnically and culturally diverse. Riverdale Joint Unified School District has approximately 1456 students for which the ethnicity of the District is 90.38% Hispanic; 8.72% White; 0.41% Black/African American, and the remainder made up of other groups. Approximately 1263 students for a percentage of almost 87% receive free/reduced breakfast/lunch. In examining other student groups, RJUSD has a composition of approximately 35% English Learner (EL), 7% Long Term English Learner (LTEL), 10% Students with Disabilities (SWD), and a Foster Youth (FY) group that is too small to have a measurement size but individuals are tracked internally. The District employs eighty-eight classroom teachers, twenty-five tutors, three paraprofessionals, three library clerks, one school safety member, three principals, three assistant principals, four counselors, a Director of Curriculum & Instruction, an Assistant Superintendent of Educational Services, a Superintendent, as well as additional support staff. Students in grades TK-6 are taught in self-contained classrooms and grades 7-12 are taught in a departmentalized instruction program. Riverdale Virtual School, which opened this school year, serves students virtually

in grades TK - 12. Riverdale Joint Unified School District is staffed with a faculty which is professionally skilled and personally committed to meeting the District goals of providing an enriching educational experience.

The 2023-2024 school year continued to allow Riverdale Joint Unified School District to return to many of their operations and procedures experienced in the pre-COVID era. The District experienced many positives in 2023-2024: transitioning their Independent Study Program from an in-person experience to a virtual format with Riverdale Virtual School (RVS), creating Community Schools throughout the district, expansion of district level psychologists from one to two, the WASC accreditation of Riverdale High School, the expansion of mental health services for students with insurance restrictions and the addition of a School Resource Officer (SRO). RJUSD has also learned that their continuation school, Horizon High School, will be receiving Equity Multiplier funds (\$50,000) in 2024-2025 for those specific students in that program. Challenges still remain for RJUSD as they continue to experience declining school enrollment. Riverdale Joint Unified School District has witnessed approximately 160 less students in the district as compared to before COVID-19 in 2020. The reduction in student enrollment presents less money the district is eligible to receive. In addition, while the State of California projects potential budget deficits, the district recognizes the presence of academic gaps amongst student groups and social-emotional issues in connection with student behavior support as challenges to address. The methods to continue to financially support the wide range of services for students does present challenges.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Riverdale Joint Unified School District experienced both successes and challenges from Dashboard and local data that will impact the district's 2024-2025 LCAP.

In examining the 2023-2024 California School Dashboard, Riverdale Joint Unified School District had varied results of success. RJUSD was able to decline their Chronic Absenteeism rate by 13.9% to a rate of 18.4%. While this rate is still higher than RJUSD would prefer, the decrease of almost 14% was a success. RJUSD also experienced success in their Graduation Rate as the rate of 93.6% was an increase from the year prior by 1.1%. The greatest success was found in the district's increase in English Learner Progress. RJUSD improved by 19.7% from the year prior and surpassed their LCAP goal by 8.4% for 53.6% of EL students making progress towards English Proficiency. It was a mixed bag of results in academics on the Dashboard as Mathematics increased by 7.4 points but English Language Arts declined by 5.2 points. In deeper examination however, while Mathematics improved, RJUSD still averages 58.4 points below standard and English Language Arts is 34 points below standard. The Dashboard data on the district's suspension rate brought about the most unfortunate news. The suspension rate for RJUSD increased by 2.3% from the year prior.

In comparing Dashboard data with the district's local data, RJUSD witnessed some trends. Riverdale Joint Unified found varied success on their English Language Arts assessments. While all students, in grades K-8, reached and surpassed their goal (+1%), all students in grades 9-12 did not reach their stated goal (-3%). In a deeper examination of ELA District Assessments, it was found that English Learners declined on ELA assessments by 3% in grades K-8 and 12% in the high school level. Similar results were found amongst Low Income students as K-8 surpassed their goal (+2%) but high school students again fell short (-3%).

Riverdale Joint Unified School District found sombering news within the California School Dashboard regarding English Learners. English Learners were found to be in the “Red” category, as a district, in three areas. These areas were English Language Arts, Mathematics, and Suspension Rate. In English Language Arts, EL students declined from 13.7 points from the year before on the dashboard and were 71 points below the standard. In attempting to reach our LCAP goal, EL students in ELA fell 3.09% short in grades 3-8 and 11.52% short in grade 11. Mathematics was slightly better as EL students marked in the Orange for Performance Level with a maintaining from the previous year but are 91.6 points below the standard. LCAP goals fell short as 11 grade students missed their desired goal by 7% but grades 3-8 did meet and surpass their goal (+2.09%). Riverdale Elementary School placed in the “Red” for English Learners in English Language Arts while also placing in the “Red” for suspensions with English Learners, Homeless, Socio-economically disadvantaged and Hispanic students. Riverdale High School meanwhile placed in the “Red” on the CA Dashboard for English Learners in English Language Arts, Mathematics, and Suspensions. Riverdale High School was placed in ATSI for their EL student performance in Math which saw them decline by 50.6 points from the previous year. Riverdale Joint Unified School District has decided to address the areas of “Red” as identified on the CA School Dashboard through a district wide approach instead of individual school sites. The items identified as “Red” are being focused on through the following LCAP areas: Goal 1, Action 2 (Staff Collaboration), Goal 2, Action 2 (Professional Development), Goal 2, Action 4 (Professional Development ELD), and Goal 2, Action 5 (ELD Supplemental Materials)

Based on the results found in the California School Dashboard, Riverdale Joint Unified School District was identified as needing Differentiated Assistance (DA). Differentiated Assistance was given to Riverdale Joint Unified in the areas of English Language Arts, Mathematics, and Suspension for the student demographic group of English Learners. While RJUSD had awareness of projected ELA and Math decrease in performance, it was a surprise when RJUSD witnessed a 4.3% increase in suspensions amongst this student group which was also 3.6% higher than hoped for in the district’s LCAP goal for this metric. Riverdale Joint Unified as a whole saw their suspension rate increase by 2.3%. Within the identification of Differentiated Assistance (DA), RJUSD also had a couple of school sites that received the recognition of placing in the “Red” on the CA School Dashboard. Riverdale Elementary School placed in the Red for English Learners in English Language Arts along with the following groups for Suspensions: English Learners, Socio-Economically Disadvantaged (SED), Homeless, and Hispanic students. Riverdale High School placed in the “Red” for English Learners in English Language Arts, Mathematics, and Suspensions. RJUSD is addressing these areas of concern in the DA process, along with the “Red” determination, through the LCAP in the areas of: Goal 1, Action 2 (Staff Collaboration), Goal 2, Action 2 (Professional Development), and Goal 3, Action 11 (Alternative Means of Suspension Programs).

Riverdale Joint Unified School District has always focused on English Learners but will continue to find methods and approaches in their 2024-2025 LCAP along with the additional student groups reported in the suspension rate.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Riverdale Joint Unified School District is currently working with the Fresno County Superintendent of Schools in addressing the Technical Assistance assigned to them for being placed in Differentiated Assistance (DA) from the California School Dashboard. RJUSD was placed in DA for the qualifying group of English Learners in the indicators section of English Language Arts, Mathematics and Suspension Rate. While the California School Dashboard was made available to school districts in December 2023, RJUSD learned of their DA status in late January 2024. Conversations have begun with members of the Fresno County Superintendent of Schools and the RJUSD District level

administration including the district’s Curriculum and Instruction Director. As official conversations are taking place under the DA process, RJUSD has been focused and examining the various factors that produced the English Learner results. Conversations and discussions have been taking place with various community stakeholders as a part of the LCAP process. Conversations through the LCAP process and stemming from the DA process will have a direct connection to the 2024-2025 RJUSD LCAP.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Mid-Year Report (2023-2024 LCAP)	A mid-year report on the 2023-2024 LCAP was provided and presented to Riverdale Joint Unified School Board in a Public Hearing on January 10, 2024. The RJUSD Board was presented and informed on the current progress of RJUSD in their current work on the 2023-2024 LCAP along with the Budget Overview for Parents on the financial expenditures. The presentation of this information prior to February 28, 2024 satisfied the requirement set in Senate Bill 114 (2023).
Teachers (Certificated Staff)	Different site meetings took place where certificated staff gathered to provide input and receive information on the LCAP on early release days. Meetings were led by site administration through various conversation dates. On occasion, the Assistant Superintendent would join into or lead the conversations. For most part, meetings were held during the teachers' contracted day to ensure full participation. Site principal's followed up with their respective school staff to investigate the priorities and provide input that was more specifically relevant to their school site. Topics of utilizing different district assessments, challenges in EL support, professional development needs, and continuation of current approaches were shared, discussed and/or introduced. Site Principals would delve into deeper conversations on how their specific school site would support the goals of the District's LCAP while addressing needs specifically through their School Plan for Student Achievement (SPSA). Dates: 1/29/24, 2/5/24, 3/4/24, 3/11/24 and 4/15/24.

Educational Partner(s)	Process for Engagement
District Administration & Leadership Teams	<p>Conversations occur on a weekly basis, throughout the 2023-2024 school year, between the Superintendent, the Assistant Superintendent, Site Principals and District Level Administrators. One Monday a month, Assistant Principals from the school site join in the conversations. Conversations center on topics raised by the Superintendent but also allow for questions and items of discussion to be raised by all members. Various elements of the LCAP are discussed throughout the year but a specific focus on the development of the LCAP takes place during spring meetings. Discussions held allow Principals and Directors to lead conversations to their staff while also presenting questions, concerns and thoughts by their groups to the district discussion. Dates: Monday's throughout the 2023-2024 school year.</p>
Other Employees (Classified Staff)	<p>Meetings with classified staff took place with each site principal, on their prospective campus, to discuss the LCAP process as well as the status and development of each of the district's goals. Classified topics discussed were centered on roles of tutors, professional development/training in working with Special Education students, and job duties. Principal's followed up with classified staff through an open dialogue discussion to collect input and feedback. Similar to certificated meetings, classified meetings were held during the contracted day to ensure opportunities for input and contribution. Dates: 2/15/24, 2/20/24, 3/7/24, 3/19/24 and 4/10/24.</p>
Local Bargaining Units (Certificated & Classified)	<p>The Superintendent meets on a regular basis with the certificated bargaining unit, Riverdale Teachers Association (RTA) and the classified bargaining unit, Service Employee International Union (SEIU). The Certificated meetings occur with the President of the RTA and they discuss items in a 1-1 format. Meetings frequently center on student learning and the various aspects connected to the district's LCAP. Meetings with SEIU occur in a similar fashion and are held on a regular basis with the officers of the Riverdale SEIU. Topics of discussion center on staffing for various roles classified employees hold by positions created in the LCAP. Student learning and how to support these roles are also discussed. While the Superintendent held a meeting with the RTA President to discuss and review a final draft of the LCAP on 5/28/24, the Assistant Superintendent held a</p>

Educational Partner(s)	Process for Engagement
	meeting with the officers of the Riverdale SEIU to discuss and review a final draft of the LCAP on 5/29/24.
Parents	<p>Each site Principal held various meetings with parents, from their school site, to discuss the progress that specific site had accomplished under the 2023 - 2024 LCAP and to receive parental feedback on the development of the new 2024-2025 LCAP.</p> <p>Principals led the conversations with parents and while discussing the District's LCAP, site leaders also focused on their School Plan for Student Achievement. The School Plan for Student Achievement (SPSA) is a specific plan for how each site, under the District LCAP, will specifically address student growth and learning. Dates: 1/31/24, 2/15/24, 3/7/24, 3/19/24, 4/18/24 and 5/22/24.</p>
Students	<p>Input from students, towards the LCAP, was carried out in a variety of means. Principals spoke with students, in grades 4 - 12, both in small groups such as classroom settings along with student leadership groups. Meetings were conducted in an open discussion format with students asked to provide input or feedback on the different goals the district had established. Students provided input about the cleanliness of campus, lunch choices, dress code, transportation for curricular events, and types of elective opportunities available. The input of students not in formal leadership roles was sought through some formally structured forums at both the elementary, junior high and high school levels. In addition, various surveys were conducted either through the Healthy Kids Survey in the fall or WASC accreditation opportunities on the high school level during the 2023-2024 school year. Meeting dates were: 11/29/23, 1/25/24, 2/16/24, 3/12/24, 3/15/24 and 3/20/24.</p>
Parent Advisory Committee (PAC)	<p>This committee has become a traditional part of RJUSD for over ten years. The composition of the committee is representative of the community of Riverdale and the Title I designation of the district. Parents include but are not limited to represent various demographics of low-income, foster youth and English Learners. To meet recent requirements, membership of PAC members includes parents of students with disabilities. RJUSD was able to include the required parent groups along with other parent representation. The format of the PAC is open to the public and allows all parents to meet district administration, including the superintendent, and hold conversations</p>

Educational Partner(s)	Process for Engagement
	<p>on student learning. Conversations center specifically on the opportunity to discuss the LCAP and garner input from RJUSD parents. The Parent Advisory Committee is made up of parents who represent each school site. The Parent Advisory Committee is intended to meet on a frequent basis to discuss and provide input on the LCAP and other district concerns. Many times conversations centered on academic support for English Learners and Students with Disabilities. Parents also started conversations about the suspension rate and the increased usage of marijuana amongst students in both the community and district. Parents have expressed to hold these meetings during school hours so that they may attend while their children are in class. Meetings occur at the District Office in the Boardroom. Dates: 9/1/23, 10/13/23, 12/1/23, 1/19/24, 2/16/24, and 4/19/24. A draft of the 2024-2025 LCAP was provided and reviewed by the Parent Advisory Committee on 5/17/24. No questions were raised or presented by parents thus not requiring the Superintendent to respond in writing. Parents did express their appreciation of the plan.</p>
<p>District English Learner Advisory Committee (DELAC)</p>	<p>The DELAC, composed of parents of students identified as English Learners, was consulted regarding the LCAP, and specific feedback was sought. This advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their recommendations. DELAC meetings are held at the District Office. Parents' requests for meetings to be held during the school day as child supervision is reduced while their kids are in class. Throughout the year, DELAC members took part in the conversation on the progress of English Learners in the district. Questions also were raised about the improvement in EL proficiency along with the increased suspension rate. Dates: 10/4/23 and 2/7/24. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/6/23, 10/4/23, 11/1/23, 2/7/24, and 3/6/24. A draft of the 2024-2025 LCAP was presented and reviewed on 5/22/24 to both the DELAC and ELAC groups. The District English Learner Advisory (DELAC) did not provide specific feedback to the Superintendent on the final proposed LCAP. Since there was no specific feedback towards the LCAP, the Superintendent was not required to respond in writing.</p>

Educational Partner(s)	Process for Engagement
Student Advisory Committee (SAC)	For both the junior high and high school levels, a specific Student Advisory Group was created. The Student Advisory Group for both Riverdale Elementary and Riverdale High School was made up of students from each site's Leadership Class. Students were asked to provide input or feedback on the different goals the district had established. Students provided input about the cleanliness of campus, lunch choices, dress code, and types of elective opportunities available. While many groups of students were asked for input, only the SAC at the junior high and high school levels were provided a final draft to review. Dates: 11/28/23, 1/23/24, 2/20/24, 3/7/24, and 3/20/24. Final Review Dates: 5/16/24 and 5/21/24.
Special Education Local Plan Area (SELPA)	Riverdale Joint Unified School District is a member of the Fresno County SELPA as a means to work with the county to provide a comprehensive range of special education programs and services for students. Members of the meetings consisted of Fresno County Superintendent of Schools personnel who make up the Special Education Department led by their Director along with district representation from each member school district. Discussions were held where both information and input was provided that centered on the LCAP and the support for students from each member school district. Conversations on academic support and strategies for Students with Disabilities was the focal point. As SELPA meetings occur every month, LCAP conversations were recognized throughout the 2023-2024 year. All meetings throughout the 2023-2024 year were held in a virtual format. Dates: 9/14/23, 10/19/23, 11/7/23, 1/22/24, 2/15/24, 3/19/24, 4/18/24 and 5/14/24.
Schools Receiving Equity Multiplier Funding	Riverdale Joint Unified does have a single school, Horizon High School who will be receiving Equity Multiplier Funds. A committee of students, parents, teachers and administration held meetings to discuss the school site needs. Horizon was placed in Equity Multiplier due to their increase in their suspension rate. The committee talked about factors causing this increase and the challenge for students in this program. Dates: 3/11/24 and 3/21/24.
Public Comment	Riverdale Joint Unified School District opened up their LCAP for a public comment period from 5/13/24 - 5/31/24 through their district webpage. The public is welcome to make comments and submit them to the Superintendent. RJUSD invited the public to provide

Educational Partner(s)	Process for Engagement
	comments/feedback to the district LCAP either by email or in person at a public hearing at the June 12th RJUSD School Board. The 24-25 RJUSD LCAP was presented to the school board on June 12, 2024.
Public Hearing	The Public Hearing date was set for 6/12/24 allowing the public to comment. The District School Board collected public comments from 5/13/24 through 5/31/24.
LCAP Adoption by the Governing Board	The Riverdale Joint Unified School District's LCAP for 2024-2025 was approved by the governing board on 6/26/24.
Budget Adoption and Local Indicator Report to Governing Board	<p>The Riverdale Joint Unified School District's Budget for 2024-2025 was approved by the governing board on 6/26/24.</p> <p>The 2023-2024 Local Indicators for the California School Dashboard were presented to the Riverdale Joint Unified School Board in conjunction with the approval of the district's 2024-2025 LCAP and 2024-2025 budget on 6/26/24.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from various formats such as in-person meetings, conversations, and surveys all played a great influence on the development of the 2024-2025 Riverdale Joint Unified School District LCAP. Through the different mediums, educational partners expressed their desire to see RJUSD continue many of their goals and actions but offered perspectives that did create changes from the district's previous LCAP. While this continuation of some goals and actions can be found, the differences or changes from educational partners is also expressed within the Riverdale Joint Unified School District LCAP for the 2024-2025 school year. While concern has been expressed towards recent identifications the district has been placed in, such as Differentiated Assistance (DA) in a new area from the previous year and a school site for Additional Targeted Support & Improvement (ATSI), educational partners want to see the actions carried out that the district has laid out within their LCAP.

Based on educational partner input sessions, RJUSD will continue many of the established actions under each goal from the previous LCAP but use a different approach while trying to meet student needs. While there are areas of progress noticed in the 2024-2025 school year, a majority of educational partners identified the necessity to continue working towards student growth for all students with a continued focus on identified groups such as English Learner, Low Income and Students with Disabilities. Discussions with educational partners through forums, district meetings and individual conversations revealed groups do not want to see the contraction of programs. It was explained to educational partners that contraction would not occur and that some programs and opportunities may be expanded through other funding sources outside of LCFF dollars. Many of these ideas were expressed in response to news about the challenges the State of California is facing with their 2024 budget. An additional element of focus was created with the 2024-2025 LCAP and that was the subgroup of Long

Term English Learners (LTEL) which are a portion of English Learners but, while enrolled in U.S. schools for six years or more, have not been reclassified. This new group of identified students were discussion points for teachers and EL parents.

To maintain the consistency of the district's vision, as expressed by educational partners, RJUSD will continue the four goals of their LCAP that have become a pillar for the community but have added a new goal. The district's new goal, or Goal 5 is entirely focused on Horizon High School. The five goals for the 2024-2025 LCAP are: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, (4) Community Engagement and (5) Suspensions - Horizon High.

District staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of ELL, including LTEL, students, and Students with Disabilities. Certificated staff expressed desire to continue the system of ongoing collaboration time for staff, the continued presence of administration for structured observations, and a continuation of student centered professional development opportunities. While professional learning opportunities are deemed as valuable by staff, teachers expressed the desire to narrow the wide-scope of items to undertake. Teachers and administration have decided that the focus on a better alignment of curriculum and instructional approaches is needed. Evidence of this feedback on student growth and professional development can be found in Goal 1, Actions 4 and 11 and Goal 2, Actions 4 and 7. Teachers also expressed input in response to RJUSD being placed in Differentiated Assistance for EL Students in English Language Arts and Mathematics along with concern in DA placement on Suspensions for the student groups of EL, LI, Homeless and Hispanic. Evidence of addressing these concerns are found in Goal 1: Action 2, Goal 2: Action 2 and Goal 3: Action 11.

Educational partners and specifically EL parents stated their desire to see the continuation of ELD teachers that were added during a previous LCAP going into the 24-25 LCAP year. As discussed earlier, RJUSD was placed in Differentiated Assistance for English Learners in two academic areas along in the area of suspensions with other groups. While parents want to continue the current support, comments were raised about the LTEL group and why their progress is at a slower pace. Parents were informed that ELD teachers would not be reduced and that the district would continue past practices while changing approaches in their methodology. Evidence of this feedback can be found in Goal 1, Actions 2, 5 and 6. Goal 2, Actions 2, 4 and 5.

Certificated staff offered feedback on the continuation of the district's ELD program along with its continued focus on literacy. Teacher input specifically addressed the need to continue approaches of integrated and designated ELD instruction with a focus on reading and writing strategies for both EL and LTEL students. Instructional staff recognize the need to address low performance as identified through the Differentiated Assistance process for EL students in ELA and Math. This focus is found in the 2024-2025 LCAP. Evidence of this teacher input can be found in Goal 1: Action 2 and Goal 2:, Actions 2, 4 and 6.

Parents provided input on their desire to have continued progress for students in the area of English Language Arts and Mathematics. Teachers shared this opinion regarding the need for continued or expanded professional development and/or collaboration time in the area of ELD/ELA development along with math skills for students. While this need was identified by RJUSD staff, it was highlighted by the State's determination of DA status for EL students in ELA and Math. Evidence of this can be found in Goal 2, Actions 2 and 6.

Educational partners, particularly Low Income families, continued to express the necessity of having the district continue their 1:1 deployment of computers for students. EL and LI parents expressed their inability to have internet connection without the district's ability to provide

connectivity. Teachers supported this idea by expressing their constant and increasing work with technology for instructional purposes. Evidence of this input can be found in Goal 2, Action 3.

Feedback from educational partners on the topic of school safety and offering a welcoming environment for Social Emotional needs for students continued to serve as a contribution to the development of the LCAP. Concerns about the suspension rate were discussed as a result of the DA designation for English Learners, Low Income, Homeless and Hispanic students. Input was provided by the certificated and classified staff along with students and parents regarding school safety. Both staff and parents raised questions about vaping concerns of both tobacco and marijuana products. Administrators shared the challenges both currently and legally coming towards suspensions. While conversations focused on frustration about the ability to suspend, educational partners were reminded that RJUSD needed to reduce the suspension rate of the aforementioned student groups in DA. Ideas were presented from different conversations that will create alternative means of suspension both in a proactive and reactive fashion. The analysis of survey data revealed that there was an improvement in the perception and sentiment of connectedness students and staff felt from the previous year but was still below desired levels. Maintaining the upkeep and cleanliness of campuses and facilities was expressed as serving as a visual reminder of a positive learning environment at all school sites. RJUSD will continue the different approaches they used in 22-23 to address the expressed concerns. Evidence of this feedback can be found in Goal 3: Actions 1, 2, 5, 6, 9 and 11.

RJUSD was able to move the Independent Study Program to an online service that received positive feedback from parents and students who expressed they want to see this service continue in the 24-25 LCAP. Students and parents have stated the Independent Study Program has served as a resource for students facing various social-emotional challenges and issues. The continuation of the Independent Study program will continue and the program will be expanded based on student need. The convenience of an Independent Study program helps students to remain in the district instead of pursuing other educational opportunities for which English Learner and low-income parents expressed a challenge in transportation to get their children to other programs. Evidence of this feedback can be found in Goal 1: Action 1 and Goal 3: Action 10.

Parents, students, and staff members continue to state the need for a systematic approach to character education, expectation, and protocol for climate and behavior. This desire was elevated due to the district's placement into DA under Suspensions for EL, LI, Homeless and Hispanic students. Parents, students and staff all expressed the desire to see the continuation of PBIS. Additionally, ELAC and DELAC parents, along with parents from Social-Economic disadvantaged situations, expressed concern over elements of their children feeling safe at school and being at a greater potential for bullying. Comments from both teachers and parents expressed the desire to expand the three tiers of support in PBIS. The continuation of the PBIS program, along with an examination of the expansion of programs within the tier system, would create a greater awareness to support a more harmonious environment. Comments from teachers, students and parents brought about both proactive and reactive changes to the LCAP for the 24-25 school year. Evidence of this feedback can be found in Goal 3: Actions 1, 9, 10 and 11.

Parents as educational partners expressed the desire to build upon the increased relationships and connectedness between school sites amongst parents and students. Survey data supported the sense of greater connectedness than the previous year but still below initial expectations. English Learner parents expressed the greatest level of disconnectedness due to language barriers with instructional staff. Low-income parents expressed increased levels of connectedness but want to see relationships continue to improve. While teachers stated they felt stronger connections than the previous year, they would like to see improved conversations on the topics of student attendance, academics and overall communication. RJUSD will continue the Home to School Liaison positions. The liaisons have been able to provide

a connection between students/families with school sites. The focus will be on attendance patterns, academics and other methods of support not discussed among counselors with English Learners and Low-income students/families. Parents raised questions about the constant change in the liaisons at each school site. The district expressed that there had been a lot of change but hoped for greater stability in the future. Evidence of this input can be found in Goal 3: Action 9 and 10 along with Goal 4: Action 3, 6, and 7. A new metric was created to measure both the input and participation of unduplicated parents and parents who have children with disabilities. This new metric is found in the Goal 4 Metrics Section.

As social-emotional issues continue to serve as a focal point. Nearly all educational partners have presented their concerns about the continuation and possible expansion of services to support students. All educational partners recognized the benefit of having additional counseling staff available for students' social-emotional needs. EL parents have directly expressed in meetings that the stigma of mental health issues is a challenge within their culture and wish to see services continue and grow. Families from lower socio-economic backgrounds have expressed their appreciation of services due to their inability to pay for such items but do also wish to see programs expanded. It was shared that the counseling services for English Learners and Low Income, who are potentially at a higher risk of bullying as indicated by parent groups, would continue to be a focus group and the examination of expanding services would be explored. Evidence of this input can be found in Goal 3: Action 10.

Educational partners of students in athletics provided feedback expressing the need for greater medical support for their children when playing sports. RJUSD has had continued difficulty in attempting to fill this position. While this lengthy process has been a challenge, parents of socio-economically disadvantaged students continue to request this addition. Parents of low-income students continued to express they were at a greater disadvantage because they many times were not financially able to take their child for every injury they received in sports to have it examined when the district should provide that first line of support or intervention. RJUSD will continue to search for an Athletic Trainer that would help to support student athletes and in particular offer an intervention of medical support to help low-income families. Both EL and LI parents continue to request for their children to have access to extra and co-curricular programs for their social and academic value. RJUSD requires that students in athletic programs maintain certain academic status while many after-school and club programs present various academic enrichment opportunities. Parents want transportation access and placement access for their children due to increased academic accountability and support. Evidence of this input can be found in Goal 3: Action 4, 6 and 8.

Feedback was received from parents and teachers regarding the desire for continued and increased intervention opportunities for struggling students, enrichment opportunities for students, and tutorial support in the After School Programs at the sites. Determination of the continuation of these programs was made not only by educational partner input but the examination of various metrics. The offering of specialized programs have been a continued conversation item from stakeholders as they see the programs a necessity for their incorporation of language support and their culturally relevant content to enhance comprehension and engagement for English Learners and Low income students. While staff and parents have expressed the desire to have the continuation of expanded summer school programs, RJUSD has removed this from the LCAP as an Action Item under Goal 1. RJUSD will continue to provide summer school opportunities but they will be funded from a different source than their previous LCFF source. Evidence of this feedback can be found in Goal 1: Actions 8. Goal 3: Actions 4, 8, 9 and 10.

Parents provided input, as educational partners, that the revamped parent education workshops provided in the 2023-2024 year were extremely helpful and beneficial. The workshops focus as educational classes that contribute to parents becoming involved with their child's education. Parents continue to express their desire to see parent workshop opportunities continue to grow within the district. Community

Engagement is a goal within RJUSD. The opportunity to provide a meaningful program that supports the engagement of families and specifically English Learner families is essential. Evidence of this feedback can be found in Goal 4, Actions 1, 5 and 6.

Riverdale Joint Unified School District created a new goal for the 2024-2025 LCAP in response to Horizon High receiving Equity Multiplier funds due to their high socio-economically disadvantaged student levels. In looking to use these funds of approximately \$50,000, RJUSD and educational partners specifically of Horizon High disaggregated data along with conducting educational partner meetings to determine need. Data revealed that Horizon High students had seen a 29% suspension rate increase from the previous year with specific increases for Socio-economically disadvantaged students (up 32.1%) and Hispanic students (up 26.1%). Students, staff and parents from Horizon High held conversations about the service of counselors being available as a proactive approach to discipline to allow students an opportunity to speak with someone. In addition, educational partners from this school site expressed the ability for students to explore various career options by taking field trips. The opportunity to explore programs outside of the classroom setting would serve as an uplifting experience allowing students to see guilds that would serve as a positive for attending school and allowing them to create alternative pathways instead of the one's they were currently on. Evidence of this feedback is found in Goal 5: Actions 1 and 2.

Riverdale Joint Unified School District took input provided by various educational partners and applied it into the development of the 2024-2025 LCAP. The various educational partners were informed of their contributions to the development of the LCAP through various final presentations carried out through the district. The feedback received and offered served as a contribution to the development of a document that supports the learning and success of all students.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	STUDENT LEARNING - Goal 1: All students, including those identified as socio-economically disadvantaged (SED), English Learners (EL), Reclassified Fluent English Proficient (R-FEP), students with disabilities (SWD), and foster youth, will demonstrate academic growth annually while engaged in diverse, individualized educational experiences.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

After internal and external reviews of student data on the subject of student learning, the goal of ALL students is to demonstrate academic growth annually while engaged in diverse, individualized educational experiences. The academic progress of many students in all subgroups is below the grade level expectation in various content (subject) areas as assessed using various measures, such as State assessments and district benchmarks. In addition, progress towards mastery of the English language for students identified as English Learners (EL) is not occurring at the expected rate of 3-5 years for oral proficiency and 4-7 years for academic English proficiency as determined in various measures. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for English Learners in English Language Arts and Mathematics. RJUSD has committed to focusing on the academic improvement of English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	District Benchmarks - ELA Proficiency Rates	All Students - K-8: 46% & 9-12: 42% EL - K-8: 17% & 9-12: 3% SED - K-8: 42% & 9-12: 37%			All Students - K-8: 50% & 9-12: 46% EL - K-8: 23% & 9-12: 9% SED - K-8: 48% & 9-12: 43%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL - 3-8: 6.8% & 9-12: 0% SWD - K-8: 27% & 9-12: 26% Data Year: 2023-2024 Data Source: Illuminate			LTEL - 3-8: 10% & 9-12: 4% SWD - K-8: 31% & 9-12: 30% Data Year: 2026-2027 Data Source: Illuminate	
1.2	CAASPP Met Achievement - ELA	All Students - 3rd-8th: 34.91% & 11th: 43.48% Fipps - EL:12.5% Riverdale Elementary - EL: 4.4% Riverdale High - EL: 20% SED - 3rd-8th: 33.09% & 11th: 41.32% LTEL - 3rd-8th & 11th: 9.86% SWD - 3rd-8th & 11th: 12.7% Data Year: Spring 2023 Data Source: CAASPP			All Students - 3rd-8th: 39% & 11th: 48% Fipps - EL:16% Riverdale Elementary - EL: 10% Riverdale High - EL: 26% SED - 3rd-8th: 39% & 11th: 47% LTEL - 3rd-8th & 11th: 15% SWD - 3rd-8th & 11th: 17% Data Year: Spring 2026 Data Source: CAASPP	
1.3	CAASPP Met Achievement - Math	All Students - 3rd-8th: 31.73% & 11th: 20.15% Fipps - EL: 18.75% Riverdale Elementary - EL: 7.2% Riverdale High - EL: 0% SED - 3rd-8th: 30.4% & 11th: 21.31%			All Students - 3rd-8th: 36% & 11th: 24% Fipps - EL: 24% Riverdale Elementary - EL: 14%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL - 3rd-8th & 11th: 5.63% SWD - 3rd-8th & 11th: 12.7% Data Year: Spring 2023 Data Source: CAASPP			Riverdale High - EL: 6% SED - 3rd-8th: 36% & 11th: 27% LTEL - 3rd-8th & 11th: 11% SWD - 3rd-8th & 11th: 16% Data Year: Spring 2026 Data Source: CAASPP	
1.4	CAST Met Achievement - Science (5th, 8th, & 11th)	All Students - 21.67% EL - 2.78% SED - 20.32% LTEL - 2.5% SWD - 6.45% Data Year: Spring 2023 Data Source: CAASPP			All Students - 26% EL - 9% SED - 26% LTEL - 8% SWD - 10% Data Year: Spring 2026 Data Source: CAASPP	
1.5	EL Reclassification	EL Students Reclassified: 15.4% LTEL Students reclassified: 23% Data Year: 2022-2023 Data Source: District Internal			EL Students Reclassified: 20% LTEL Students Reclassified: 28% Data Year: 2025-2026 Data Source: District Internal	
1.6	EL Progress Towards English Proficiency	EL Making Progress Towards Proficiency: 53.6%			EL Making Progress Towards Proficiency: 59%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		LTEL Making Progress Towards Proficiency: 48% Status: Green Data Year: 2022-23 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report			EL Making Progress Towards Proficiency: 54% Status: Green Data Year: 2025-26 Data Source: English Learner Progress - CA Dashboard & RJUSD Internal Report	
1.7	Implementation of standards for all students and enable ELs access to CCSS and ELD standards	Implementation of Standards: 3.6 Initial Data Year 2022-2023 Data Source: Local Performance Indicator - CA Dashboard			Implementation of Standards: 3.6 or Higher Data Year 2025-2026 Data Source: Local Performance Indicator - CA Dashboard	
1.8	College Career Indicator - High School	All Students - 52.2% EL - 19% SED - 49.2% SWD - 18.2% Data Year: 2022-2023 Data Source: College/Career Indicator - CA Dashboard			All Students - 56% EL - 25% SED - 55% SWD - 22% Data Year: 2025-2026 Data Source: College/Career Indicator - CA Dashboard	
1.9	A-G Completion Rate	All Students - 42% EL - 2% SED - 30%			All Students - 48% EL - 2% SED - 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: CALPADS Report (1.22 & 1.23)			Data Year: 2025-2026 Data Source: CALPADS Report (1.22 & 1.23)	
1.10	AP Passage Rate	39% - AP Score of 3 or higher Data Year: 2022-2023 Data Source: AP College Board			45% - AP Score of 3 or higher Data Year: 2025-2026 Data Source: AP College Board	
1.11	CTE Pathway Completion Rate	All Students - 86% EL - 12% SED - 69% SWD - 4% Data Year: 2022-2023 Data Source: CALPADS Report (3.14 & 3.19)			All Students - 90% EL - 16% SED - 75% SWD - 8% Data Year: 2025-2026 Data Source: CALPADS Report (3.14 & 3.19)	
1.12	A-G Completion & CTE Pathway Completion Rate	25% - 12th CTE/a-g Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024			30% - 12th CTE/a-g Completion Rate Data Year: 2025-2026 Data Source: Aeries 2025-2026	
1.13	EAP ELA - Ready	EAP ELA Ready 2022-2023: 43.48% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023			EAP ELA Ready 2024-2025: 47% - 11th grade Data Year: 2024-2025	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: CAASPP 2024-2025	
1.14	EAP Mathematics - Ready	EAP Math Ready 2022-2023: 20.15% - 11th grade Data Year: 2022-2023 Data Source: CAASPP 2022-2023			EAP Math Ready 2024-2025: 25% - 11th grade Data Year: 2024- 2025 Data Source: CAASPP 2024- 2025	
1.15	High School CTE Enrollment	All Students - 100 EL - 15 SED - 82 SWD - 5 Data Year: 2022-2023 Data Source: CALPADS Report (3.14 & 3.19)			All Students - 110 EL - 20 SED - 87 SWD - 10 Data Year: 2025- 2026 Data Source: CALPADS Report (3.14 & 3.19)	
1.16	Appropriately assigned and fully credentialed teachers	93.8% of RJUSD teachers marked "Clear" Data Year: 2022-2023 Data Source: Local Indicator - CA Dashboard			Maintain 90% of RJUSD teachers marked "Clear" or higher Data Year: 2025-2026 Data Source: Local Indicator - CA Dashboard	
1.17	Access to a broad course of study	100% of students had access to a broad course of study			Maintain High % of students having access	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2023-2024 Data Source: Aeries			to a broad course of study Data Year: 2026-2027 Data Source: Aeries	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Highly Effective & Qualified Staff	All instructional staff are considered to be highly effective to fulfill their teaching assignment. Qualified and capable classified and certificated employees are in place to support the overall learning structure for students.	\$11,523,138.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Staff Collaboration	<p>RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as “Red” at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School.</p> <p>To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and the identified group of English Learners along with empathy interviews with instructional staff.</p> <p>RJUSD found that teachers and tutors lacked the opportunity to work together to discuss, create and collaborate ideas towards English Learners.</p> <p>Riverdale Joint Unified School District will provide opportunities for instructional staff to collaborate on the topic of English Learner student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment of this identified group. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the “Red” indicators on the dashboard for English Learners. Collaboration opportunities will occur during the school day and allow instructional staff to use this time to focus on the topic of student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment. RJUSD however does believe that this opportunity for collaboration amongst instructional staff will create moments in which instructional staff can discuss all students thus providing circumstances for English Learners and all students.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.3	Supplemental Materials	The district will provide supplemental materials to increase state and local assessment scores for English Learners and Low Income students.	\$850,894.00	Yes
1.4	Supplemental Materials - Special Education	Provide special education assessment and services to students identified as being in need of these assessments and support services. Services include the support of special education students by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, Students with Disabilities are at greater risk of not achieving grade level standards.	\$1,301,203.00	No
1.5	Instructional Steering Committee	The district will purchase time for district and site leaders to gather to discuss, develop and continue educational practices to support English Learners and Low Income students.	\$13,734.00	Yes
1.6	Targeted Instruction	The district will employ tutors and ELD along with Reading Resource teachers to provide targeted instruction for English Learners and Low Income students.	\$451,826.00	Yes
1.7	Specialized Programs	The district will employ teachers to provide courses specialized in VAPA, CTE, and STEM for English Learners and Low Income students so that they can have access to a broad course of study with access to a-g courses and ROP/CTE programs.	\$1,809,758.00	Yes
1.8	Instructional Support	The district will employ tutors and certificated staff to work with English Learners and Low Income students for instructional support.	\$463,247.00	Yes
1.9	Standards Aligned Assessments	The district will purchase time for educators to develop and refine standards aligned assessments to support English Learners and Low Income students in instructional and academic growth.	\$112,557.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	PROFESSIONAL GROWTH - Goal 2a): Instruction of grade level academic content and performance standards, as well as English Language Development standards, will be evident in every classroom. 2b): Learning experiences incorporating 21st Century skills, tools, and applications will be evident in every classroom.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

Pursuing the goal of ALL students demonstrating growth annually while engaged in diverse, individualized educational experiences requires the establishment of a system of communication across the organization that possesses accountability, support and meets the needs of teachers. Teachers have identified that professional growth in curriculum such as (a) Implementation of the California State Standards, Next Generation English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and additional content standards adopted by the State of California during the term of this Local Control Accountability Plan is necessary for effective instruction to facilitate achievement. Teachers have also identified that professional growth in (b) 21st Century Skills include critical thinking, communication, collaboration, and creativity and the ability to apply these skills utilizing technology will contribute to student academic success.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Access to Standards Aligned Instructional Materials	100% Access to Standards Aligned Instructional Materials Data Year: 2023-2024 Data Source: Board Approval			100% Access to Standards Aligned Instructional Materials Data Year: 2026-2027 Data Source: Board Approval	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Student Access to Technology	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report			All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	
2.3	Student Connectivity to Internet at Home Available	All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report			All students: 100% EL: 100% LI: 100% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report	
2.4	Classroom Observations	86% of Teachers Observed > 3x During the Year Data Year: 2023-2024 Data Source: District Measurement			100% of Teachers Observed > 3x During the Year Data Year: 2026-2027 Data Source: District Measurement	
2.5	Staff Survey	57.6% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey			66% Staff Survey Participation Rate Data Year: 2026-2027 Data Source: Local Survey	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standard Aligned Instructional Materials	RJUSD will purchase instructional time for teachers to access Standards Aligned Instructional Materials for students.	\$144,708.00	No
2.2	Professional Development	RJUSD was placed in Differentiated Assistance (DA) for English Learners in the areas of English Language Arts (ELA) and Mathematics. On the fall 2023 CA Dashboard, RJUSD had English Learners in ELA categorized as “Red” at the LEA Level, Riverdale Elementary , and both ELA and Math at Riverdale High School. To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the low performance of English Learners in both academic areas. As part of the needs assessment, RJUSD disaggregated data to look at academic performance of all students and	\$97,302.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>the identified group of English Learners along with empathy interviews with instructional staff.</p> <p>RJUSD found that teachers and tutors varied in instructional approaches when working with English Learners and that even common strategies being used varied in approaches.</p> <p>Riverdale Joint Unified School District will provide professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops to bring about a more aligned approach to instructional practices and approaches in working with English Learners. The focus of this work will be aimed for English Learners at Riverdale Elementary in ELA and English Learners at Riverdale High in both ELA and Math. The discussions raised from these opportunities will directly allow RJUSD staff at both RES and RHS to address the “Red” indicators on the dashboard for English Learners. The research based aligned approaches will provide proven strategies for instructional staff to use with English Learners and focus on their academic growth and development. Professional development opportunities will occur during the school day and allow instructional staff to use these strategies with English Learners for academic growth. RJUSD however does believe the learned strategies will be applicable to all students thus providing structured learning opportunities for English Learners and all students.</p>		
2.3	Instructional Technology	The district will provide instructional technology to English Learners and Low Income students.	\$917,735.00	Yes
2.4	Professional Development ELD	The district will provide professional development opportunities in the area of ELD for instructional staff to use specifically with English Learners and Long Term English Learners.	\$105,200.00	Yes
2.5	ELD Supplemental Materials	The district will purchase ELD supplemental instructional materials to be used for English Learner and Long Term English Learner students.	\$20,023.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.6	Staff Collaboration	The district will purchase time for instructional staff to provide opportunities for collaboration to develop and enhance a system of academic support for English Learners and Low Income students.	\$47,025.00	Yes
2.7	Instructional Coaching	The district will provide instructional coaching to teachers and support staff working with English Learners and Low Income students in an academic setting.	\$194,065.00	Yes
2.8	Library Staff	The district will employ librarians at each school site to provide a wide assortment of reading materials for English Learners and Low Income students.	\$208,032.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SCHOOL CLIMATE & CULTURE - Goal 3: District staff and each school site staff will work collaboratively with safety personnel to access materials and resources, and to improve and sustain a clean, healthy, and safe learning environment for students, in which they can fully engage academically, physically, and emotionally.	Broad Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

A school is a place for education, and it’s also a place where kids can socialize and develop skills that will help them later in life. It is the goal for ALL students and staff to learn and work in a positive climate and culture that supports the learning and overall well-being of every student, as well as for staff members, parents, and the community. A positive climate and culture can be measured through a safe and clean learning environment for all students and staff in which they can engage academically, physically, and emotionally. Providing a learning environment that is clean, appealing, and safe where students are attending on a high rate, involved in various programs, and feel connected are elements that contribute to success both academically and emotionally. Based on the 2023 California School Dashboard, RJUSD was placed in Differentiated Assistance for All Students in the area of suspension. In addition to All Students, there were specific subgroups identified in the “Red” for the CA Dashboard. These subgroups were English Learners, Homeless, Socioeconomically Disadvantaged, and Hispanic students. English Language Arts . RJUSD has committed to focusing on the suspension rate of identified student subgroups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Chronic Absenteeism Rate	All students - 15.9% EL - 16.7% SED - 17% SWD - 22.2%			All students - 12% EL - 12% SED - 13% SWD - 17%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Year: 2022-2023 Data Source: DataQuest			Data Year: 2025-2026 Data Source: DataQuest	
3.2	Student Attendance Rate	94.92% Attendance Rate Data Year 2023-2024 Data Source: Aeries (P2 Report)			Maintain Above 92% Attendance Rate Data Year 2026-2027 Data Source: Aeries (P2 Report)	
3.3	High School Graduation Rate	All students - 93.6% EL - 88.4% SED - 92.6% SWD - 45.5% Data Year: 2022-2023 Data Source: CA Dashboard			All students - 95% EL - 90% SED - 95% SWD - 50% Data Year: 2025-2026 Data Source: CA Dashboard	
3.4	High School Drop-out Rate	.02% High School Dropout Rate Data Year: 2022-2023 Data Source: CALPADS (1.24) 2022-2023			Maintain Low % High School Dropout Rate Data Year: 2025-2026 Data Source: CALPADS (1.24) 2025-2026	
3.5	Middle School Drop-out Rate	0% Middle School Dropout Rate Data Year: 2022-2023			Maintain Low % Middle School Dropout Rate Data Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: CALPADS (1.12)2022-2023			Data Source: CALPADS (1.12) 2025-2026	
3.6	Suspension Rate	<p>RJUSD: All Students - 5.7% EL - 6.6% SED - 5.9% SWD - 5.5% Hispanic - 5.4% Homeless - 12.8%</p> <p>Riverdale Elementary: All Students - 9.8% EL - 10.8% SED - 10.2% Hispanic - 9.7% Homeless - 16.2%</p> <p>Riverdale High School: All Students - 4.6% EL - 9%</p> <p>Data Year: 2022-2023 Data Source: CA Dashboard</p>			<p>RJUSD: All Students - 4% EL - 3% SED - 3% SWD - 3% Hispanic - 3 Homeless - 8%</p> <p>Riverdale Elementary: All Students - 7% EL - 7% SED - 7% Hispanic - 6% Homeless - 10%</p> <p>Riverdale High School: All Students - 3% EL - 6%</p> <p>Data Year: 2025-2026 Data Source: CA Dashboard</p>	
3.7	Expulsion Rate	All Students - 1.0% Data Year: 2022-2023 Data Source: Data Quest			All Students - Maintain Low % Data Year: 2025-2026 Data Source: Data Quest	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.8	Co-Curricular/Extra-Curricular Participation Rate	26.2% Co-Curricular/Extra - Curricular Participation Rate Data Year: 2023-2024 Data Source: Local Census			30% Co-Curricular/Extra - Curricular Participation Rate Data Year: 2026-2027 Data Source: Local Census	
3.9	After-School Program Participation Rate	25.3% After-School Program Participation Rate Data Year: 2023-2024 Data Source: Local Census			30% After-School Program Participation Rate Data Year: 2026-2027 Data Source: Local Census	
3.10	Facilities Inspection Tool (FIT) Program	Status: Good Data Year 2023-2024 Data Source: FIT Evaluation			Status: Maintain Good Status Data Year 2026-2027 Data Source: FIT Evaluation	
3.11	Student Survey Participation	79% Student Survey Participation Rate Data Year: 2023-2024 Data Source: HK Survey			82% Student Survey Participation Rate Data Year: 2026-2027 Data Source: HK Survey	
3.12	Sense of Safety	Students - 61.3% Staff - 96% Parents - 89% Data Year: 2023-2024			Students - 65% Staff - Maintain In 90% Range Parents - 93%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: HK Survey			Data Year: 2026-2027 Data Source: HK Survey	
3.13	Sense of Connectedness	Students - 63% Staff - 90% Parents - 78% Data Year: 2023-2024 Data Source: HK Survey			Students - 68% Staff - Maintain In 90% Range Parents - 82% Data Year: 2026-2027 Data Source: HK Survey	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	PBIS	The district will provide alternative means to suspension through programs like PBIS for English Learners and Low Income students. In providing alternative means, RJUSD will purchase time for staff to work together to develop, enhance and provide the curriculum of PBIS. This action will support the recognized need of addressing the suspension rate of English Learners and Low Income students as distinguished in the CA School Dashboard as these groups were identified in the “Red” category.	\$43,665.00	Yes
3.2	Student Recognition	Enhance opportunities for student recognition to include a wide range of students and families.	\$3,700.00	No
3.3	Student Transportation	Maintain transportation to support positive school attendance.	\$1,016,182.00	No
3.4	Transportation Co-curricular/Extra-curricular Activities	The district will provide transportation for English Learner and Low Income students in co-curricular and extra curricular programs.	\$109,566.00	Yes
3.5	Clean Campuses/Facilities	Maintain clean campuses that are in good repair, address facilities needs relating to increased enrollment and increased course offerings, and improve current facilities.	\$3,367,150.00	No
3.6	Health and Support Services	Maintain contracted health and support services.	\$703,949.00	No
3.7	After School Programs	Provide quality after school programs at each school site.	\$100,000.00	No
3.8	Student Opportunities	The district will provide opportunities for participation in athletic programs for English Learners and Low Income students by paying for individuals to serve as Athletic Trainers and Coaches to work within the athletic realm so that opportunities for athletic programs are available.	\$1,058,533.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.9	Supervision & Support	The district will employ a Coordinator of Safety and other personnel to work and interact with English Learners and Low Income students to increase levels of perceived student safety.	\$632,544.00	Yes
3.10	Social Emotional Support	The district will employ counselors, psychologists, and staff for an Alternative School of Choice program to provide various opportunities of social emotional support for English Learners and Low Income students.	\$1,154,893.00	Yes
3.11	Alternative Means of Suspension Programs	<p>On the fall 2023 CA Dashboard, RJUSD had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless and all students placed in the “Red” at the LEA level. Riverdale Elementary had the identified student groups of English Learners, Socio-Economically Disadvantaged, Hispanic, Homeless, and all students placed in the “Red” and Riverdale High School English Learners placed in the “red” on the Dashboard for suspension.</p> <p>To examine this discovery, RJUSD completed a needs assessment to determine the root causes of the increased suspension data. As part of the needs assessment, we disaggregated data to look at suspension rates by student group, specifically suspension data for All Students, English Learners, SED students, Hispanic students, and Homeless Students.</p> <p>RJUSD found two common needs among these student groups: 1) individualized behavior support and monitoring and 2) targeted social-emotional skills development promoting positive relationships.</p> <p>Riverdale Joint Unified School District will provide staffing to implement an Alternative Means to Suspension Program and social-emotional support for the identified student groups. The implemented social-emotional supports will focus on building positive relationships with adults and peers, character development, soft skill development, and strengthening decision-making and communication skills. Designated staff will identify students at risk of suspension in order to connect them and their families with supports that meet their individual needs. The staff of Riverdale Elementary will conduct</p>	\$5,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>a closer examination of the student groups that were identified as “Red” for suspensions. The groups of students identified as a “Red” for suspensions at RES were English Learners, Homeless, Socio-Economically Disadvantaged, and Hispanic students. A similar process will be carried out by Riverdale High staff as they will conduct a deeper examination of English Learners who were identified as a “Red” group for suspensions by the CA School Dashboard. The program will be implemented during the school day and provide designated time for these targeted activities in order to develop a support system that encourages both academic and social emotional success.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	COMMUNITY ENGAGEMENT - Goal 4: District and school staff, in collaboration with parents and students, will implement specific strategies and opportunities to increase family engagement in order to support the students' educational experience.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Communication is essential for all educational partners working together to support student learning. RJUSD has witnessed that while parent support is strong, the number of families and parents who actively take part in various functions is not proportionally grounded. Opportunities for parent involvement and engagement must be further developed and better communicated. To measure the effectiveness of parental support and engagement, RJUSD needs to examine the level of parent workshops and opportunities for parents to engage in meaningful conversations with RJUSD staff at all levels which includes the parental view of their opportunities and ability to provide input. The district's ability to increase parent involvement, input and engagement will result in greater community engagement and strengthen the educational partnership with families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Survey Participation	23% Parent Survey Participation Rate Data Year: 2023-2024 Data Source: HK Survey			29% Parent Survey Participation Rate Data Year: 2026-2027 Data Source: HK Survey	
4.2	Parent Involvement Opportunities District wide	24 Parent Involvement Opportunities District wide Data Year: 2023-2024			27 Parent Involvement Opportunities District wide	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Data Source: Local Survey			Data Year: 2026-2027 Data Source: Local Survey	
4.3	Parent Engagement Rate	26% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey			30% Parent Engagement Rate Data Year: 2026-2027 Data Source: Local Survey	
4.4	School Actively Seeks Parental Input	81% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: HK Survey			85% School Actively Seeks Parental Input Data Year: 2026-2027 Data Source: HK Survey	
4.5	Parent Input & Participation in Programs for Unduplicated Students and Students with Exceptional Needs	20% Parents Actively Provided Input & Participation Data Year: 2023-2024 Data Source: Local Survey			30% Parents Actively Provided Input & Participation Data Year: 2023-2024 Data Source: Local Survey	
4.6	Parent Square Outreach Rate	All students: 96% EL: 97% SED: 97% Data Year: 2023-2024 Data Source: Technology Dept. Asset Report			All students: Maintain 95% or Above EL: Maintain 95% or Above SED: Maintain 95% or Above	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Year: 2026-2027 Data Source: Technology Dept. Asset Report	
4.7	Parent Workshops Participation	63 Parents Attended A Site Workshop Data Year: 2023-2024 Data Source: Local Survey			80 Parents Attended A Site Workshop Data Year: 2026-2027 Data Source: Local Survey	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Parent Workshops	Increase and improve opportunities for parent workshops.	\$0.00	No
4.2	Parent Volunteerism	Provide fingerprinting sessions to increase and improve opportunities for parent volunteerism.	\$1,500.00	No
4.3	Parent Communication	The district will provide varied methods of electronic communication and home to school liaisons to the families of English Learners and Low Income students.	\$145,226.00	Yes
4.4	Parent Survey	Continue the RJUSD established LCAP survey for educational partners to provide ongoing input regarding the 8 State priorities.	\$4,000.00	No
4.5	Parent Access	Increase parent access to computer workstations at all school sites.	\$0.00	No
4.6	Parent School Engagement	The district will provide workshops for families of English Learner's to build and enhance communication with school officials.	\$37,500.00	Yes
4.7	Communication Needs for Parents	The district will employ bilingual staff at each school site to provide communication opportunities for families of English Learner students.	\$175,925.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Goal 5 (Suspensions - Horizon High): By 2025-2026, suspensions at Horizon High School will: * Decrease by 6% in all student groups including Hispanic students and Socio-Economically Disadvantaged students as measured by the California School Dashboard and the CDE Dataquest reporting mechanism.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Horizon High is a continuation program within RJUSD. RJUSD identified that students in Horizon High had experienced a 22.1% increase in suspension in the 2023-2024 CA School Dashboard. Through deeper examination of the CDE Dataquest System, RJUSD found that Hispanic students had a suspension rate of 26.1% which was an increase of 26.1% from the previous year and Socio-Economically Disadvantaged students experienced a 32.1% suspension rate which was an increase from the previous year by 24.7%. Due to the alarming increase in the suspension rate of students at Horizon High School, RJUSD decided to make the suspension rate of students at this site a focus goal under the Equity Multiplier. In holding educational partner meetings with individuals from Horizon High School, feedback indicated that members wanted to see social-emotional support for students to curb the suspension rate. Counseling services for students along with opportunities for students to examine career options outside of the school setting were strongly voiced as a means to reduce suspension in a proactive fashion. The district’s ability to offer counseling services and provide opportunities to explore different career options for students will result in a lowered suspension rate along with changing the social-emotional outlook for Horizon students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Suspension Rate - Horizon High	All Students - 29% SED - 32.1% Hispanic - 26.1% Data Year: 2022-2023 Data Source: Dataquest 2023-2024			All Students - 23% SED - 26% Hispanic - 20% Data Year: 2025-2026	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Data Source: Dataquest 2026-2027	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	Counseling Support - Horizon High	RJUSD will provide counseling services to Horizon students for proactive social-emotional support and reactive support at times they are suspended.	\$33,523.00	No

Action #	Title	Description	Total Funds	Contributing
5.2	Career Exploration - Horizon High	RJUSD will provide opportunities for Horizon students to explore varied career pathways both inside and outside the school setting to serve as a proactive approach to promoting an interest in a career.	\$16,477.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$6,358,330.00	\$814,162.00

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
39.830%	4.764%	\$772,591.34	44.594%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Supplemental Materials</p> <p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment highlighted the necessity for additional</p>	To address this need RJUSD will provide supplemental materials to augment instructional practices outside the basic content and coursework in all areas of study by supporting the identified students' ability to access coursework thus enhancing their academic performance as expressed by teacher feedback. It is our expectation that providing supplemental materials will increase state and local assessment scores for English Learners and Low Income students, as it is designed to augment instructional practices	RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>language support and resources. Feedback from educational partners emphasized the importance of boosting engagement, enhancing academic performance, and fostering long-term success for these student groups through supplemental resources.</p> <p>Scope: LEA-wide</p>	<p>outside the basic content and coursework to decrease the achievement gap for the identified students. However, because RJUSD expects the addition of supplemental materials to augment instructional practices to support all students, this action is provided on an LEA-wide basis.</p>	
<p>1.5</p>	<p>Action: Instructional Steering Committee</p> <p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, RJUSD will develop and maintain an Instructional Steering Committee composed of district and teacher leaders. The creation and continuation of the Instructional Steering Committee will be able to further develop and sustain the systems, structures, and resources for instructional practices at each school site. The purpose of the committee is to develop a multi-tiered system of support to provide additional opportunities that will help meet the identified students’ needs and RJUSD’s goals to close the achievement gaps for its at-risk students. It is our expectation that establishing and carrying out the Instructional Steering Committee will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to develop and sustain systems, structures and resources for instructional practices at each school site. However, because RJUSD expects that the systems, structures and practices created will benefit all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).</p>
<p>1.6</p>	<p>Action: Targeted Instruction</p>	<p>To address this need RJUSD will provide targeted services during instruction to English Learner and</p>	<p>RJUSD will monitor progress of All students,</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A needs assessment highlighted the call for targeted instruction for English Learners and Low Income students, leading the district to provide additional tutors and teachers specialized in addressing the specific educational needs of these groups.</p> <p>Scope: LEA-wide</p>	<p>Low Income students. Targeted Services for the identified students will include highly effective certificated instructors, including ELD instruction and intervention, and a reading resource teacher (TK-3) along with classified tutors. Targeted instruction will support language acquisition, vocabulary development and other needs identified by local data to develop academic skills and narrow the achievement gap in comparison to “All Students”. It is our expectation that providing targeted instruction to English Learner and Low Income students will result in increased state and local scores thus decreasing the achievement gap, as the program is designed to support language acquisition, vocabulary development and reading skills. However, because RJUSD expects the addition of Targeted Services to support all students, this action is provided on an LEA-wide basis.</p>	<p>English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4) along with English Learner status in both Reclassification (1.5) and Progress Towards Proficiency (1.6).</p>
1.7	<p>Action: Specialized Programs</p> <p>Need: Students who have been identified as English Learner and Low Income have a low participation rate in comparison to “All Students” in Visual and Performing Arts (VAPA), Career and Technical Education (CTE) and Science, Technology, and Math (STEM) courses as identified in a-g completion rates and ROP/CTE enrollment that are part of a broad course of study. A needs assessment revealed a significant gap in access to a board course of study that contained enriched educational opportunities in Visual and Performing Arts (VAPA), Career Technical</p>	<p>RJUSD will provide increased access to a broad range of courses content and coursework beyond the academic core, including Visual and Performing Arts (VAPA), Career and Technical Education (CTE), Science, Technology, and Math (STEM), and Advancement Via Individual Determination (AVID) for the identified students. The availability of teachers will create additional course offerings that will provide opportunities of greater interest for students to explore enrichment opportunities, college and career readiness and a sense of school connectedness by enrolling in such VAPA, CTE, and STEM courses thus expanding their broad course of study. Additionally, the curriculum and supports will be designed with hands-on, practical experiences that link directly to real-world applications, helping to</p>	<p>RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through the College Career Indicator (1.8), A-G Completion Rate (1.9 & 1.10), AP Passage Rate (1.11), and the ROP/CTE Enrollment Rate (1.12).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Education (CTE), and STEM for English Learners and Low Income students. The need revealed the importance of the courses incorporating language support and culturally relevant content to enhance comprehension and engagement.</p> <p>Scope: LEA-wide</p>	<p>bridge the gap between theoretical knowledge and practical skills for ELs and LI students. It is expected that an increase will occur in both the ROP/CTE participation rate and a-g completion rate for English Learner and Low Income students thus providing a broad course of study, as these programs are designed based on student interest to draw in student enrollment. However, because RJUSD expects the offering of such courses to support all students, this action is provided on an LEA-wide basis.</p>	
<p>1.8</p>	<p>Action: Instructional Support</p> <p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional instructional support to narrow the achievement gap and increase academic skills. The support of tutors and additional teachers will address the identified need of EL and LI students to gain additional instructional support.</p> <p>Scope: LEA-wide</p>	<p>To address this need, RJUSD will have instructional support staff (e.g. highly effective tutors) and additional certificated staff in place to work with identified students who possess the greatest academic need. The presence of instructional support staff and additional certificated teachers working with identified students will allow for smaller group interaction, 1:1 learning opportunities, and individualized opportunities of intervention to aid in the increase of academic skill development to narrow the achievement gap. It is the expectation of RJUSD that providing instructional support staff working with English Learners and Low Income students will result in increased state and local scores thus reducing the achievement gap, as the program is designed to reduce skill deficits, create 1:1 learning opportunities and support individualized opportunities. However, because RJUSD expects the addition of instructional support staff to support all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor progress of All students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).</p>
<p>1.9</p>	<p>Action: Standards Aligned Assessments</p>	<p>To address this need, RJUSD will purchase time for teachers to develop and refine standards-aligned assessments at each grade level and</p>	<p>RJUSD will monitor progress of All students, English Learners and</p>

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	<p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. A local needs assessment revealed that ELs and LI students need additional targeted instructional strategies to narrow the achievement gap and increase academic skills. In addition, there is a need to refine standards-aligned assessments and monitor the identified student data on a regular basis to ensure additional supports are targeted based on need.</p> <p>Scope: LEA-wide</p>	<p>utilize various data systems. In providing teachers time, they will create standards-aligned assessments at each grade level and by utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies. With the purchase time, teachers can use various data systems in ELD to monitor growth and provide instructional strategies to the identified population of students to increase academic skill and narrow the achievement gap. It is the expectation of RJUSD that providing time to teachers, they will be able to develop and refine standards-aligned assessments that will increase academic skill and narrow the achievement gap of English Learners and Low Income students, as the program is designed to measure and monitor academic skill development and increase. However, because RJUSD expects that developing and refining standards-aligned assessments will support all students, this action is provided on an LEA-wide basis.</p>	<p>Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4).</p>
2.3	<p>Action: Instructional Technology</p> <p>Need: Educational partners, through conversation in forums, have indicated that English Learner and Low Income pupils have less exposure to technology than “All Students”. A local needs assessment highlighted the necessity to provide instructional technology to EL and LI students. Feedback from educational partners emphasized that these student groups would not have internet connectivity or access technology unless it was provided by the</p>	<p>To address this need, RJUSD will equip English Learner and Low Income students with the necessary instructional technology and provide employees with the tools to support student learning. In providing instructional technology to English Learners and Low Income students RJUSD will be able to allow them to engage in 21st Century learning opportunities. These opportunities for both students and staff will bring technology both in the classroom and at home while supporting the identified students' ability to access coursework through the medium instructional staff is using. It is the expectation of RJUSD that by providing English Learner and Low</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students having access to instructional technology through district metrics (2.2 and 2.3).</p>

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	<p>district. In providing instructional technology it will boost engagement, enhance academic performance, and foster long-term success for these student groups.</p> <p>Scope: LEA-wide</p>	<p>Income students with the needed instructional technology they will have these tools within their possession, as the program is designed to provide these items of technology to support and expand student learning. However, because RJUSD expects that providing these tools of instructional technology will support all students, this action is provided on an LEA-wide basis.</p>	
<p>2.6</p>	<p>Action: Staff Collaboration</p> <p>Need: English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, RJUSD will purchase time for instructional staff to take part in ongoing professional learning opportunities. The purchased time for instructional staff will allow for professional learning opportunities that will include on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops aimed for teachers and staff to provide a multi-tiered system of support for English Learner and Low Income students to narrow the achievement gap. It is our expectation that purchasing time to provide professional learning opportunities will increase state and local assessment scores for English Learners and Low Income students, as it is designed to support the vertical articulation of curriculum for all instructional staff by increasing the embedded tiers of support and strategies for our identified students. However, because RJUSD expects the incorporation of these professional learning opportunities to support all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through classroom observations (2.4).</p>
<p>2.7</p>	<p>Action: Instructional Coaching</p> <p>Need:</p>	<p>To address this need, RJUSD will coordinate instructional coaching support to work with and guide their instructional staff. Instructional Coaching will occur both in the classroom and outside of the class for the implementation of</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students</p>

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	<p>English Learners and Low Income students have displayed an achievement gap in comparison to “All Students” in academic performance in both local and state assessments in English Language Arts and Mathematics. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A needs assessment identified the necessity to provide instructional coaching for teachers and support staff to collaboratively discuss, develop, and sustain educational practices tailored to support English Learners and Low Income students.</p> <p>Scope: LEA-wide</p>	<p>standards-based instruction and 21st Century Learning for teachers and instructional staff working with identified populations to support and introduce instructional practices to address small group instruction, scaffolding and skills building lessons to support the narrowing of the achievement gap. It is our expectation that coordinating instructional coaching will support teachers and instructional staff in increasing the academic level of English Learner and Low Income students, as it is designed to provide targeted instruction for students based on identified need and skill deficits and thus lower the achievement gap in comparison to other students. However, RJUSD expects that the providing of these services will support all students, this action is provided on an LEA-wide basis.</p>	<p>through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5), EL Proficiency Progress (1.6), and classroom observations (2.4).</p>
<p>2.8</p>	<p>Action: Library Staff</p> <p>Need: English Learner and Low Income pupils have exhibited low reading levels through district benchmarks in comparison to “All Students”. A needs assessment revealed a significant gap in the reading levels of EL and LI students in comparison to All Students. The need revealed the importance of EL and LI students having access to reading materials of their interest and relatability. Having librarians provide an assortment of reading materials will encourage reading and increase literacy skills of these groups of students.</p>	<p>To address this need, RJUSD will have library staff work with identified students and provide a wide assortment of varied reading materials. The library staff will offer support by providing varied levels of reading materials for student access. Library staff will gather student perspectives to offer a range of reading materials that appeal to student interest and trends. It is our expectation that providing the availability of varied reading materials for English Learner and Low Income students, as it is designed to encourage reading and increase literacy skills will encourage an excitement for reading and increase literacy skills, thus resulting in increasing district benchmark scores for these identified populations. However, because RJUSD expects the addition of these reading materials to support all students, this action is provided on an LEA-wide basis</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students through district and state level assessments (1.1, 1.2, 1.3, 1.4), EL Reclassification (1.5), and EL Proficiency Progress.</p>

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	<p>Scope: LEA-wide</p>		
<p>3.1</p>	<p>Action: PBIS</p> <p>Need: As indicated through educational partner input and examination of internal data, the English Learner and Low Income population have a higher suspension rate in comparison to “All Students” groups. In addition EL and SED students were placed in the “Red” on the CA School Dashboard in fall of 2023. A local needs assessment and the CA School Dashboard revealed that ELs and LI students have increased in their suspension rate. RJUSD hopes that by offering an alternative means of suspension and programs to address suspension this will lower the suspension rate of the identified groups of students.</p> <p>Scope: LEA-wide</p>	<p>To address this need, RJUSD will sustain systems created at each school site to enhance social, emotional, and behavioral development, including communication of input and feedback between students, staff, parents, and community stakeholders (e.g. Positive Behavior Intervention and Supports - PBIS). To develop this system, RJUSD will purchase time for staff to work together to develop, enhance, and provide the OBIS curriculum. The sustaining of a multi-tiered support system with counseling, positive rewards, and non-punitive consequences will help to support the reduction of the identified student population suspension rate. In providing this continued action, it is designed to decrease the suspension rate for English Learner and Low Income students by creating and sustaining more positive relationships and communication opportunities for students who need additional behavior and social emotional support in comparison to other groups. However, because RJUSD expects this will benefit all students, this action will be provided on an LEA-wide basis. The intended outcome for RJUSD will be to witness a trend in reducing the suspension rates for English Learner and Low Income students.</p>	<p>RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of Graduation rate (3.3), high school and middle school drop out rates (3.4 & 3.5), suspension rate (3.6), expulsion rate (3.7), co & extra curricular participation rate (3.8), after-school program participation (3.9), student survey participation rate (3.11), sense of safety (3.12), student attendance (3.2), and chronic absenteeism (3.1).</p>
<p>3.4</p>	<p>Action: Transportation Co-curricular/Extra-curricular Activities</p> <p>Need: Parental and student input has expressed that from the Parent Advisory Committee suggests</p>	<p>To address this need, RJUSD will maintain transportation to support participation in co-curricular/extra-curricular activities. In offering transportation opportunities students identified as English Learner and Low Income will have access to co-curricular/extra-curricular activities and events. Participation in co-curricular activities will</p>	<p>RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of co & extra curricular</p>

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	<p>English Learner and Low Income students have the least opportunity, in comparison to “All Students”, to take part in activities outside of the classroom due to transportation challenges. Families believe that involvement in school activities creates a desire to attend and perform better in school. A local needs assessment highlighted the need for transportation services due to their lack of ability for EL and LI students. Feedback from educational partners emphasized the inability for EL and LI students to attend and be a part of co-curricular and extra curricular programs due to transportation needs. The involvement in such activities was expressed as being a connection to better performance and attendance in school.</p> <p>Scope: LEA-wide</p>	<p>increase desire to attend school while extra-curricular activities will hold students academically accountable. Participation in athletic clubs requires satisfaction of grade eligibility status. It is our expectation that providing transportation to co-curricular/extra-curricular events will increase the participation rate for English Learner and Low Income students, as it is designed to offer transportation and thus create access to such activities that will encourage desire to attend school while holding students academically responsible. However, because RJUSD expects the provision of transportation for co-curricular and extra-activities to support all students, this action is provided on an LEA-wide basis.</p>	<p>participation rate (3.8), suspension rate (3.6), chronic absenteeism (3.1), and sense of connectedness (3.13).</p>
<p>3.8</p>	<p>Action: Student Opportunities</p> <p>Need: Input from the Parent Advisory Committee suggests English Learners and Low Income pupils have the least opportunities, in comparison to “All Students”, for student participation in athletics. Families believe involvement in athletic programs is connected to involvement and success in academics as RJUSD athletes are required to follow academic requirements for participation. Parents continued to express that if their children played sports, they would need</p>	<p>To address this need, RJUSD will provide opportunities for English Learner and Low Income student participation in athletics thus placing these students in the same academic requirements as all athletes. Parents of EL and SED students have expressed a need for their children to be involved in athletic programs. These parents have also indicated the need for an Athletic Trainer due to their inability and financial hardship for them to seek medical services when their children are playing sports. In providing this opportunity, RJUSD will need to pay for individuals to serve as Athletic Trainers and Coaches to work with the athletic realm so that opportunities for athletic programs are available. Participation in various</p>	<p>RJUSD will monitor progress for All Students, English Learners and Socio-Economically Disadvantaged students through district metrics in both Goal 3 and Goal 1. The metrics to be followed are: Co & extra curricular participation rate (3.8), Suspension rate (3.6), Chronic absenteeism (3.1), Sense of connectedness (3.13), District Benchmarks (1.1),</p>

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	<p>access to an Athletic Trainer due to their inability and financial hardship in seeking medical assistance from their children playing. RJUSD has a 2.0 GPA grade requirement along with a no “F” policy for academics to be eligible for athletic programs. A local needs assessment highlighted the need that EL and LI students have fewer opportunities to participate in athletics. Feedback from educational partners emphasized that EL and LI students have less opportunities to be a part of athletic programs and that their participation in such programs is directly related to better academic performance and attendance in school based on the district’s grade requirements to participate in athletics.</p> <p>Scope: LEA-wide</p>	<p>athletic programs for English Learners and Low Income students will produce a greater awareness and desire to succeed in academic programs for athletic eligibility as RJUSD has a 2.0 GPA grade requirement along with a no “F” policy for academics to be eligible for athletic programs. It is our expectation that providing athletic opportunities for English Learner and Low Income students will increase their participation in these events along with their academic ability. In the experience of RJUSD, athletics provide English Learners (EL) and low-income (LI) students with valuable opportunities to develop language skills and social networks through teamwork and communication with peers, fostering a sense of belonging and community. Additionally, research states that participation in sports can enhance self-esteem and resilience, contributing positively to both academic engagement and personal development, as it is designed to increase school connectedness and engagement in all academic courses. However, because RJUSD expects the provision of athletics to support all students, this action is provided on an LEA-wide basis.</p>	<p>and CAASPP Met Achievement in ELA, Math and Science (1.2, 1.3, 1.4).</p>
<p>3.9</p>	<p>Action: Supervision & Support</p> <p>Need: Based on recent surveys, only 61.3% of English Learner and Low Income students feel safe at school. Concerns towards harassment, bullying and a perceived level of illegal drug and alcohol usage on campus were expressed by the identified students in surveys. According to parent feedback from our English Learner and Low Income populations,</p>	<p>In order to support identified students feeling safe RJUSD will provide staff who can build meaningful relationships that help students thrive. The district will provide a Coordinator of Safety to work with site administration and staff to provide community-oriented communications with parents, students, and staff. In addition, the Coordinator of Safety will conduct presentations on campus safety for staff and students, work with school administration on Restorative Practices, and demonstrate positive interactions with law enforcement. The RJUSD Coordinator of Safety will also work with the</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling safe through district metrics of co & extra curricular participation rate (3.8), chronic absenteeism (3.1), student attendance rate (3.2), suspension rate (3.6), student survey</p>

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	<p>providing a safe environment through positive individual student processes, relationships within the school, and contextual qualities will lead to a greater sense of student safety. A needs assessment identified the necessity for the presence of a Coordinator of Safety. Community partners expressed the desire to have a visible presence in the district to address the perceived student group safety concerns.</p> <p>Scope: LEA-wide</p>	<p>counseling staff to support students by challenging them to become their best selves while providing ongoing support, sharing power and showing respect, and expanding their sense of possibilities. The addition of a Coordinator of Safety is designed to meet the needs of English Learners and Low Income students feeling safe on campus. However, because RJUSD expects the addition of staff to support a safer school environment for all students, this action is provided on an LEA-wide basis. RJUSD expects to increase the percentage of English Learners and Low Income students who report feeling safe on campus.</p>	<p>participation (3.11), sense of safety (3.12), and sense of connectedness (3.13).</p>
<p>3.10</p>	<p>Action: Social Emotional Support</p> <p>Need: English Learner and Low Income pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low Income students have expressed a desire for social emotional services such as counselors and psychologists along with opportunities for educational services that allow students to be away from social pressures relating to behavior issues and attendance concerns. Families of English Learners and Low Income students have stated in conversations that they have few opportunities to provide or seek social-emotional services for their children. In addition, these same families have expressed</p>	<p>To address this need, RJUSD will provide opportunities for school site counselors, an Independent Study program and a district psychologist to provide and offer social emotional support services. Social emotional support services for such identified students will allow individuals to feel more comfortable to come or return to school. Identified students can work with site and district support staff to increase the opportunities available for social emotional services. It is our expectation that providing social emotional support services such as counselors, an Independent Study program and a psychologist to English Learner and Low Income students will increase the opportunity for such students to have access and receive services for behavior issues and attendance concerns, as it is designed to address and provide greater connection to caring adults and strategies to deal with social emotional needs. However, because RJUSD expects these services to support all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor progress of All Students, English Learners and Socio-Economically Disadvantaged students feeling socially-emotionally supported through district metrics of chronic absenteeism (3.1), student attendance rate (3.2), co & extra curricular participation rate (3.8), student survey participation (3.11) and sense of connectedness (3.13).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>their inability to have their children attend other educational opportunities for their children to have extended time away from the physical format of schools and attend online/independent study type of programs. A needs assessment identified the necessity for district and site leaders to collaboratively discuss, develop, and sustain social emotional opportunities along with expanded educational services to support English Learners and Low Income students. Community partners expressed that EL and LI students had less exposure to social emotional programs and opportunities to address such issues. The providing of such social emotional programs and opportunities will support those groups of students in their academic performance.</p> <p>Scope: LEA-wide</p>	<p>English Learner (EL) and Low-Income (LI) pupils have the least exposure to social emotional support services such as counselors, psychologists and extended educational services, in comparison to “All Students”, as expressed by educational partner input. Families of English Learner and Low-Income students have expressed a desire for social emotional services such as counselors, psychologists and extended educational services to address behavior issues and attendance concerns. Input from educational partners has further indicated that English Learner and Low-Income populations desire a safe environment for their children that offers positive student connections and relationships along with a greater sense of student safety.</p> <p>To address this need, RJUSD will provide an independent study program online with a strong emphasis on meeting the social-emotional needs of our EL and LI students. RJUSD will continue to offer the expanded numbers of counseling services provided in recent years along with examining methods to promote greater social-emotional awareness through strategies and instructional curriculum in the independent studies program. Strategies may include counselors or the school psychologist meeting with students one-on-one or in small group settings in a designated private “safe space” as well as referrals to outside and partner agencies in the community as appropriate. Independent Study program staff will utilize trauma-informed strategies to connect with and support EL and LI students in need of assistance.</p>	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		<p>It is our expectation that providing additional social emotional support services such as counselors, school psychologists and an Independent Study program focused on the needs of EL and LI students access to services for behavior, attendance, and socio-emotional issues will increase. This action is designed to provide EL and LI students with greater connections to caring adults and needed support strategies, in an educational environment specially designed to meet their academic and social emotional needs to become more involved in various RJUSD activities. However, because RJUSD expects these services can support all students, this action is provided on an LEA-wide basis.</p>	
<p>4.3</p>	<p>Action: Parent Communication</p> <p>Need: Conversations with parent groups have indicated that parents of English Learners and Low Income students have a lower parental engagement rate than parents of other student groups. A local needs assessment highlighted the necessity to expand parental engagement amongst families of EL and LI students. Feedback from educational partners indicated that families of EL and LI students learn of school events and establish connections less frequently. Expanding opportunities to communicate with families will increase parent engagement amongst those groups of students' families.</p>	<p>To address this need, RJUSD will improve school to home communication (e.g. Text Messaging, Automated Phone Dialing System, Social Media). The expansion of methods to communicate with parents of English Learner and Low Income students will aid in the process of informing parents of opportunities to engage in school events. This action will provide varied methods of communication and outreach to enhance and expand communication. It is our expectation that providing and expanding levels of communication will result in an increased parent engagement rate, as it is designed to draw in greater engagement for the families of identified students. However, because RJUSD expects the level of communication to support all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor the effectiveness of their communication outreach with families of All Students, English Learners and Socio-Economically Disadvantaged students through district metrics of School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.5).</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>4.6</p>	<p>Action: Parent School Engagement</p> <p>Need: There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child’s academic development.</p> <p>Scope: LEA-wide</p>	<p>To address this need, RJUSD will enhance and sustain opportunities for parent English Language Development that will help to reduce the language barrier. RJUSD will increase services to provide workshops that build and enhance conversational English Language Development for educational nomenclature and questioning techniques to prompt greater communication between school sites and homes. It is the expectation of RJUSD that providing these opportunities for parent workshops will result in an increase in parental engagement through communication, as it is designed to increase parental engagement in their child’s education and increase educational awareness of the school setting. However, because RJUSD expects the opportunity for providing workshops to expand parental educational awareness to support the families of all students, this action is provided on an LEA-wide basis.</p>	<p>RJUSD will monitor the effectiveness of their communication outreach with the families of All Students and English Learner students through district metrics of Parent Involvement Opportunities (4.2), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.5), and Parent Workshops Participation (4.6).</p>
<p>4.7</p>	<p>Action: Communication Needs for Parents</p> <p>Need: There is a language barrier for parents of English Learner students that results in the lowest communication level with school sites as evidenced through District Parent Surveys. A local needs assessment highlighted the</p>	<p>To address this need, RJUSD will employ bilingual staff at each school site. The addition of bilingual staff will assist with ongoing parent support and improve outreach by reducing the language barrier through conversations with families in their native language. In reducing the language barrier, parents of English Learners will be able to communicate with school sites in a greater fashion. It is the expectation of RJUSD that</p>	<p>RJUSD will monitor the effectiveness of their communication outreach with All Students families and those of English Learners through district metrics of Parent Survey Participation (4.1), Parent Involvement Opportunities</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>barrier with English Learner families having access and understanding the daily procedures of the education system. Feedback from educational partners emphasized the importance of providing opportunities for parents of English Learner students to learn the daily nuances of education and how to better access the systems to learn of their child’s academic development.</p> <p>Scope: LEA-wide</p>	<p>providing bilingual staff will increase communication between school officials and English Learner parents, as it is designed to strengthen lines of communication by offering lines of conversation in their native language. However, because RJUSD expects the presence of bilingual staff to support all students and their families, this action is provided on an LEA-wide basis.</p>	<p>(4.2), Parent Engagement Rate (4.3), School Actively Seeks Parental Input (4.4) and Parent Square Outreach Rate (4.5), and Parent Workshops Participation (4.6).</p>

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>2.4</p>	<p>Action: Professional Development ELD</p> <p>Need: English Learners, and specifically Long Term English Learners (LTELs), have demonstrated an achievement gap in comparison to “All Students” in both English Language Arts and Math in state and local assessments. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A</p>	<p>To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the Next Generation English Language Development (ELD) Standards when working with English Learner students. In receiving professional learning opportunities on ELD standards and how to incorporate them, instructional staff can provide intervention to support and address academic skills to address the achievement gap both EL and LTEL students have in comparison to “All Students”. RJUSD staff will also take part in professional</p>	<p>RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and Classroom Observations (2.6). English Learner and Long Term English Learner students will also be observed through EL</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>local needs assessment found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the “Red” for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will take part in professional development that will focus on the skills development of this identified group of LTEL students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>development that is specifically focused on the academic skill development of LTEL students. RJUSD anticipates that the offering of professional learning opportunities for instructional staff on incorporating ELD standards will benefit both English Learners and Long Term English Learners by supporting them in building their academic skills thus closing the achievement gap on state and local assessments.</p>	<p>Reclassification (1.5) and EL Proficiency Progress (1.6).</p>
<p>2.5</p>	<p>Action: ELD Supplemental Materials</p> <p>Need: English Learners and Long Term English Learners have demonstrated an achievement gap in comparison to “All Students” in both English Language Arts and Math in state and local assessments along with a low reclassification rate. In addition, RJUSD has been placed in Differentiated Assistance for English Learners in both English Language Arts and Math. A local needs assessment</p>	<p>To address this need, RJUSD will provide ELD supplemental materials to English Learner and Long Term English Learner students. The addition of ELD supplemental materials will support academic growth and augment instructional practices outside the basic content and coursework in all areas of study by supporting English Learner and Long Term English Learner students’ ability to access coursework thus increasing their academic skills to close the achievement gap and increase reclassification rates. RJUSD staff will also conduct greater scrutiny in the purchase of materials to be used</p>	<p>RJUSD will monitor progress of English Learner and Long Term English Learner students through district and state level assessments (1.1, 1.2, 1.3, 1.4) and Classroom Observations (2.6). English Learner and Long Term English Learner students will also be observed through EL Reclassification (1.5) and</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>found that both EL and LTEL students were performing at a much lower comparison to other student groups. The discovery of RJUSD was highlighted by the California School Dashboard as EL students were placed in the “Red” for their academic performance in ELA and Math. Feedback from educational partners emphasized the importance of professional development opportunities in ELD to acquire skills and strategies for instructional staff to work with both EL and LTEL students to enhance academic performance. LTEL students present a unique need as they have been designated as an English Learner for a longer period of time. RJUSD staff will conduct greater scrutiny in the purchase of materials to be used with LTEL students to ensure that they are appropriate for the identified needs of the students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>with LTEL students to ensure that they are appropriate and specifically focused on the academic skill development of LTEL students. RJUSD expects that providing ELD supplemental materials to EL and LTEL students will result in decreasing the achievement gap on state and local assessments while also increasing their reclassification rates.</p>	<p>EL Proficiency Progress (1.6).</p>

For any limited 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, as applicable.

N/A

Additional Concentration Grant Funding

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.

Riverdale Joint Unified School District possesses a high concentration of students who are English learners, foster youth and/or low-income were able to receive an additional 15% increase in funding from the Local Control Funding Formula concentration grant. Additional concentration add-on funding will be utilized to increase the number of staff providing direct services to students at all school sites in Riverdale Joint Unified School District. The determination of how these funds were utilized was based on a comprehensive needs assessment and educational partner input to identify the most significant staffing needs by the site to support our most at-promise students. These actions are outlined in the Goals and Actions sections of the LCAP as follows:

- Goal 1; Action 6: Targeted Instruction - ELD teachers
- Goal 1; Action 8: Instructional Support - Certificated Staff and Classroom Tutors
- Goal 3; Action 8: Student Opportunities - Athletic Trainer
- Goal 3; Action 9: Supervision & Support - Playground Aides and Custodian
- Goal 3; Action 10: Social Emotional Support - Certificated Staff and Counselors
- Goal 4; Action 3: Parent Communication - Home-to-School Liaisons

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$15,963,730.00	\$6,358,330.00	39.830%	4.764%	44.594%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$24,270,109.00	\$778,060.00	\$859,619.00	\$961,992.00	\$26,869,780.00	\$19,059,076.00	\$7,810,704.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Highly Effective & Qualified Staff	All	No			All Schools		\$10,209,827.00	\$1,313,311.00	\$11,523,138.00	\$0.00	\$0.00	\$0.00	\$11,523,138.00	0
1	1.2	Staff Collaboration	All English Learners	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
1	1.3	Supplemental Materials	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$0.00	\$850,894.00	\$850,894.00	\$0.00	\$0.00	\$0.00	\$850,894.00	0
1	1.4	Supplemental Materials - Special Education	Students with Disabilities	No			All Schools		\$1,238,459.00	\$62,744.00	\$600,154.00	\$0.00	\$701,049.00	\$0.00	\$1,301,203.00	0
1	1.5	Instructional Steering Committee	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$13,734.00	\$0.00	\$13,734.00	\$0.00	\$0.00	\$0.00	\$13,734.00	0
1	1.6	Targeted Instruction	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$451,826.00	\$0.00	\$370,896.00	\$0.00	\$0.00	\$80,930.00	\$451,826.00	0
1	1.7	Specialized Programs	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,481,442.00	\$328,316.00	\$1,322,966.00	\$329,124.00	\$108,570.00	\$49,098.00	\$1,809,758.00	0
1	1.8	Instructional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$463,247.00	\$0.00	\$463,247.00	\$0.00	\$0.00	\$0.00	\$463,247.00	0
1	1.9	Standards Aligned Assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$112,557.00	\$0.00	\$112,557.00	\$0.00	\$0.00	\$0.00	\$112,557.00	0
2	2.1	Standard Aligned Instructional Materials	All	No			All Schools		\$0.00	\$144,708.00	\$0.00	\$144,708.00	\$0.00	\$0.00	\$144,708.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	Professional Development	All English Learners	No			All Schools		\$10,152.00	\$87,150.00	\$0.00	\$10,400.00	\$0.00	\$86,902.00	\$97,302.00	0
2	2.3	Instructional Technology	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$485,143.00	\$432,592.00	\$917,735.00	\$0.00	\$0.00	\$0.00	\$917,735.00	0
2	2.4	Professional Development ELD	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$18,050.00	\$87,150.00	\$18,050.00	\$10,400.00	\$0.00	\$76,750.00	\$105,200.00	0
2	2.5	ELD Supplemental Materials	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		\$0.00	\$20,023.00	\$20,023.00	\$0.00	\$0.00	\$0.00	\$20,023.00	0
2	2.6	Staff Collaboration	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$18,051.00	\$28,974.00	\$30,670.00	\$16,355.00	\$0.00	\$0.00	\$47,025.00	0
2	2.7	Instructional Coaching	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$194,065.00	\$0.00	\$194,065.00	\$0.00	\$0.00	\$0.00	\$194,065.00	0
2	2.8	Library Staff	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$157,316.00	\$50,716.00	\$144,116.00	\$0.00	\$0.00	\$63,916.00	\$208,032.00	0
3	3.1	PBIS	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$17,219.00	\$26,446.00	\$43,665.00	\$0.00	\$0.00	\$0.00	\$43,665.00	0
3	3.2	Student Recognition	All	No			All Schools		\$0.00	\$3,700.00	\$3,700.00	\$0.00	\$0.00	\$0.00	\$3,700.00	0
3	3.3	Student Transportation	All	No			All Schools		\$0.00	\$1,016,182.00	\$1,016,182.00	\$0.00	\$0.00	\$0.00	\$1,016,182.00	0
3	3.4	Transportation Co-curricular/Extra-curricular Activities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$109,566.00	\$0.00	\$109,566.00	\$0.00	\$0.00	\$0.00	\$109,566.00	0
3	3.5	Clean Campuses/Facilities	All	No			All Schools		\$1,486,571.00	\$1,880,579.00	\$3,367,150.00	\$0.00	\$0.00	\$0.00	\$3,367,150.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.6	Health and Support Services	All	No			All Schools		\$142,220.00	\$561,729.00	\$312,105.00	\$68,133.00	\$50,000.00	\$273,711.00	\$703,949.00	0
3	3.7	After School Programs	All	No			All Schools		\$27,519.00	\$72,481.00	\$0.00	\$40,000.00	\$0.00	\$60,000.00	\$100,000.00	0
3	3.8	Student Opportunities	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$457,084.00	\$601,449.00	\$1,058,533.00	\$0.00	\$0.00	\$0.00	\$1,058,533.00	0
3	3.9	Supervision & Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$463,026.00	\$169,518.00	\$632,544.00	\$0.00	\$0.00	\$0.00	\$632,544.00	0
3	3.10	Social Emotional Support	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$1,151,768.00	\$3,125.00	\$783,708.00	\$108,940.00	\$0.00	\$262,245.00	\$1,154,893.00	0
3	3.11	Alternative Means of Suspension Programs	All English Learners, Socio-Economically Disadvantaged, Hispanic and Homeless	No			All Schools		\$0.00	\$5,000.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$5,000.00	0
4	4.1	Parent Workshops	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
4	4.2	Parent Volunteerism	All	No					\$0.00	\$1,500.00	\$1,500.00	\$0.00	\$0.00	\$0.00	\$1,500.00	0
4	4.3	Parent Communication	English Learners Low Income	Yes	LEA-wide	English Learners Low Income	All Schools		\$140,786.00	\$4,440.00	\$140,786.00	\$0.00	\$0.00	\$4,440.00	\$145,226.00	0
4	4.4	Parent Survey	All	No			All Schools		\$0.00	\$4,000.00	\$0.00	\$0.00	\$0.00	\$4,000.00	\$4,000.00	0
4	4.5	Parent Access	All	No			All Schools		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	0
4	4.6	Parent School Engagement	English Learners	Yes	LEA-wide	English Learners	All Schools		\$0.00	\$37,500.00	\$37,500.00	\$0.00	\$0.00	\$0.00	\$37,500.00	0
4	4.7	Communication Needs for Parents	English Learners	Yes	LEA-wide	English Learners	All Schools		\$175,925.00	\$0.00	\$175,925.00	\$0.00	\$0.00	\$0.00	\$175,925.00	0
5	5.1	Counseling Support - Horizon High	All	No			Specific Schools: Horizon High		\$33,523.00	\$0.00	\$0.00	\$33,523.00	\$0.00	\$0.00	\$33,523.00	0

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							School									
5	5.2	Career Exploration - Horizon High	All	No			Specific Schools: Horizon High School		\$0.00	\$16,477.00	\$0.00	\$16,477.00	\$0.00	\$0.00	\$16,477.00	0

2024-25 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
\$15,963,730.00	\$6,358,330.00	39.830%	4.764%	44.594%	\$7,441,180.00	0.000%	46.613 %	Total:	\$7,441,180.00
								LEA-wide Total:	\$7,403,107.00
								Limited Total:	\$38,073.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.3	Supplemental Materials	Yes	LEA-wide	English Learners Low Income	All Schools	\$850,894.00	0
1	1.5	Instructional Steering Committee	Yes	LEA-wide	English Learners Low Income	All Schools	\$13,734.00	0
1	1.6	Targeted Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$370,896.00	0
1	1.7	Specialized Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,322,966.00	0
1	1.8	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$463,247.00	0
1	1.9	Standards Aligned Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	\$112,557.00	0
2	2.3	Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$917,735.00	0
2	2.4	Professional Development ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$18,050.00	0
2	2.5	ELD Supplemental Materials	Yes	Limited to Unduplicated	English Learners	All Schools	\$20,023.00	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 (%)
				Student Group(s)				
2	2.6	Staff Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	\$30,670.00	0
2	2.7	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$194,065.00	0
2	2.8	Library Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$144,116.00	0
3	3.1	PBIS	Yes	LEA-wide	English Learners Low Income	All Schools	\$43,665.00	0
3	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	LEA-wide	English Learners Low Income	All Schools	\$109,566.00	0
3	3.8	Student Opportunities	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,058,533.00	0
3	3.9	Supervision & Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$632,544.00	0
3	3.10	Social Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$783,708.00	0
4	4.3	Parent Communication	Yes	LEA-wide	English Learners Low Income	All Schools	\$140,786.00	0
4	4.6	Parent School Engagement	Yes	LEA-wide	English Learners	All Schools	\$37,500.00	0
4	4.7	Communication Needs for Parents	Yes	LEA-wide	English Learners	All Schools	\$175,925.00	0

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$26,678,089.00	\$26,588,532.00

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	Highly Effective & Qualified Staff	No	\$11,160,183.00	\$11,390,665.00
1	1.2	Staff Collaboration	No	\$0.00	\$0.00
1	1.3	Supplemental Materials	Yes	\$608,541.00	\$690,542.00
1	1.4	Supplemental Materials - Special Education	No	\$1,325,520.00	\$1,376,267.00
1	1.5	Summer School	No	\$228,705.00	\$224,790.00
1	1.6	Instructional Steering Committee	Yes	\$13,781.00	\$13,279.00
1	1.7	Targeted Instruction	Yes	\$468,758.00	\$444,887.00
1	1.8	Specialized Programs	Yes	\$2,481,782.00	\$1,758,741.00
1	1.9	Scheduled Intervention	No	\$0.00	\$0.00
1	1.10	Instructional Support	Yes	\$377,299.00	\$389,462.00
1	1.11	Standards-Aligned Assessments	Yes	\$186,361.00	\$140,696.00

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)
2	2.1	Standard Aligned Instructional Materials	No	\$312,321.00	\$295,335.00
2	2.2	Professional Development	No	\$135,807.00	\$70,972.00
2	2.3	Instructional Technology	Yes	\$697,842.00	\$936,499.00
2	2.4	Professional Development ELD	Yes	\$87,212.00	\$111,769.00
2	2.5	ELD Supplemental Materials	Yes	\$19,142.00	\$8,990.00
2	2.6	Staff Collaboration	Yes	\$40,547.00	\$12,293.00
2	2.7	Instructional Coaching	Yes	\$221,281.00	\$224,570.00
2	2.8	Library Staff	Yes	\$189,264.00	\$188,074.00
3	3.1	Positive Behavior Intervention and Supports (PBIS)	Yes	\$43,741.00	\$36,328.00
3	3.2	Student Recognition	No	\$3,700.00	\$3,340.00
3	3.3	Student Transportation	No	\$1,043,409.00	\$1,016,182.00
3	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	\$91,464.00	\$89,082.00
3	3.5	Clean Campuses/Facilities	No	\$3,270,306.00	\$3,643,965.00

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)
3	3.6	Health and Support Services	No	\$606,113.00	\$705,732.00
3	3.7	After School Programs	No	\$120,000.00	\$100,000.000
3	3.8	Student Opportunities	Yes	\$1,001,989.00	\$857,618.00
3	3.9	Supervision & Support	Yes	\$464,811.00	\$547,254.00
3	3.10	Social Emotional Support	Yes	\$1,054,837.00	\$994,453.00
4	4.1	Parent Workshops	No	\$0.00	\$0.00
4	4.2	Parent Volunteerism	No	\$3,000.00	\$3,471.00
4	4.3	Parent Communication	Yes	\$169,087.00	\$109,097.00
4	4.4	Parent Survey	No	\$3,500.00	\$810.00
4	4.5	Parent Access	No	\$0.00	\$0.00
4	4.6	Parent School Engagement	Yes	\$45,000.00	\$38,140.00
4	4.7	Communication Needs for Parents	Yes	\$202,786.00	\$165,229.00

2023-24 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)
\$6,386,702.00	\$7,274,747.00	\$6,580,722.00	\$694,025.00	0.000%	0.000%	0.000%

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	1.3	Supplemental Materials	Yes	\$608,541.00	\$690,542.00	0	0
1	1.6	Instructional Steering Committee	Yes	\$13,781.00	\$13,279.00	0	0
1	1.7	Targeted Instruction	Yes	\$374,817.00	\$355,126.00	0	0
1	1.8	Specialized Programs	Yes	\$1,975,172.00	\$1,259,399.00	0	0
1	1.10	Instructional Support	Yes	\$377,299.00	\$389,462.00	0	0
1	1.11	Standards-Aligned Assessments	Yes	\$119,089.00	\$115,036.00	0	0
2	2.3	Instructional Technology	Yes	\$697,842.00	\$936,499.00	0	0
2	2.4	Professional Development ELD	Yes	\$18,113.00	\$60,246.00	0	0
2	2.5	ELD Supplemental Materials	Yes	\$8,572.00	\$5,846.00	0	0
2	2.6	Staff Collaboration	Yes	\$18,113.00	\$12,293.00	0	0
2	2.7	Instructional Coaching	Yes	\$221,281.00	\$224,570.00	0	0
2	2.8	Library Staff	Yes	\$120,021.00	\$115,395.00	0	0
3	3.1	Positive Behavior Intervention and Supports (PBIS)	Yes	\$43,741.00	\$36,328.00	0	0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	\$91,464.00	\$89,082.00	0	0
3	3.8	Student Opportunities	Yes	\$1,001,989.00	\$857,618.00	0	0
3	3.9	Supervision & Support	Yes	\$464,811.00	\$547,254.00	0	0
3	3.10	Social Emotional Support	Yes	\$707,668.00	\$565,128.00	0	0
4	4.3	Parent Communication	Yes	\$164,647.00	\$104,250.00	0	0
4	4.6	Parent School Engagement	Yes	\$45,000.00	\$38,140.00	0	0
4	4.7	Communication Needs for Parents	Yes	\$202,786.00	\$165,229.00	0	0

2023-24 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)
\$16,218,311.00	\$6,386,702.00	5.96%	45.340%	\$6,580,722.00	0.000%	40.576%	\$772,591.34	4.764%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (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 the nature of some LCAP template sections 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, including long-term 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]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

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 must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (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 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023.

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 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 which, based on research, experience, and input gathered from educational partners, the LEA believes 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 document. Additionally, the beginning of each template section includes information emphasizing the purpose that 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 present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

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

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, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

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

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- 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

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

- 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, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, 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 to 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.

Requirements

School districts and COEs: *EC* sections [52060\(g\) \(California Legislative Information\)](#) and [52066\(g\) \(California Legislative Information\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. 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.

Charter schools: *EC* Section [47606.5\(d\) \(California Legislative Information\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

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. 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 [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062 \(California Legislative Information\)](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).

- For COEs, see [Education Code Section 52068 \(California Legislative Information\)](#); and
- For charter schools, see [Education Code Section 47606.5 \(California Legislative Information\)](#).
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it 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.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- 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. 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.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is 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 target 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 students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis 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 must 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 must 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. As previously stated, 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, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

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.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- 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.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in EC sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of EC sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

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.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: EC Section [42238.024\(b\)\(1\) \(California Legislative Information\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad 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.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An 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

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.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- 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 local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

Complete the table as follows:

Metric

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the 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 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (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.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain

accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.

- If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion 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.

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.

- 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.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - 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.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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

- 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.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:
 - The reasons for the ineffectiveness, and
 - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.

- For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
- As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
- These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased 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 contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

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.

Required Actions

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.
- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

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 as defined in *EC* Section 42238.02 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.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

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 identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all 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 increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total 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 foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- 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 LEA's 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:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, 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 increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited 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, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- 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, based on the LEA's current pay scale, 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 Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

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 a single-school LEA or 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 Total Planned Expenditures 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 Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover 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 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures 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 estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8).

Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated 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 requirement; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services requirement.
- 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.
 - **Note:** Equity Multiplier funds must be included in the “Other State Funds” category, not in the “LCFF Funds” category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA’s LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **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, based on the LEA's current pay scale, 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 Services 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 estimated based on 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 estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **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 plus 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).