



LCFF Budget Overview for Parents

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

CDS Code: 10754080000000

School Year: 2022-23

LEA contact information:

Jeff Percell

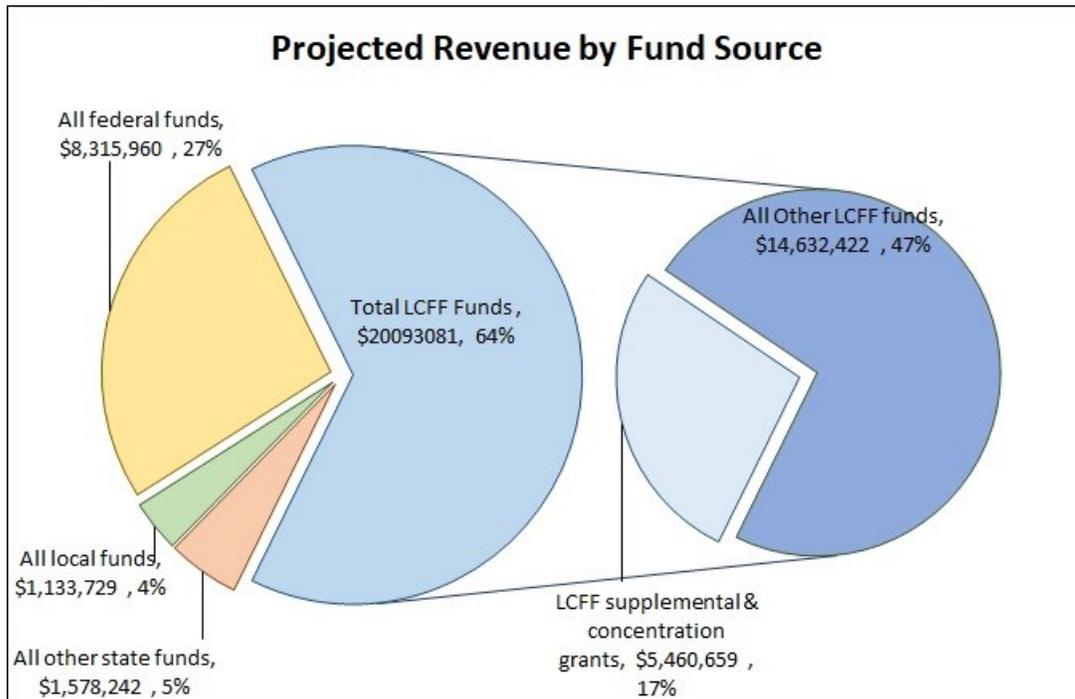
Superintendent

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 2022-23 School Year

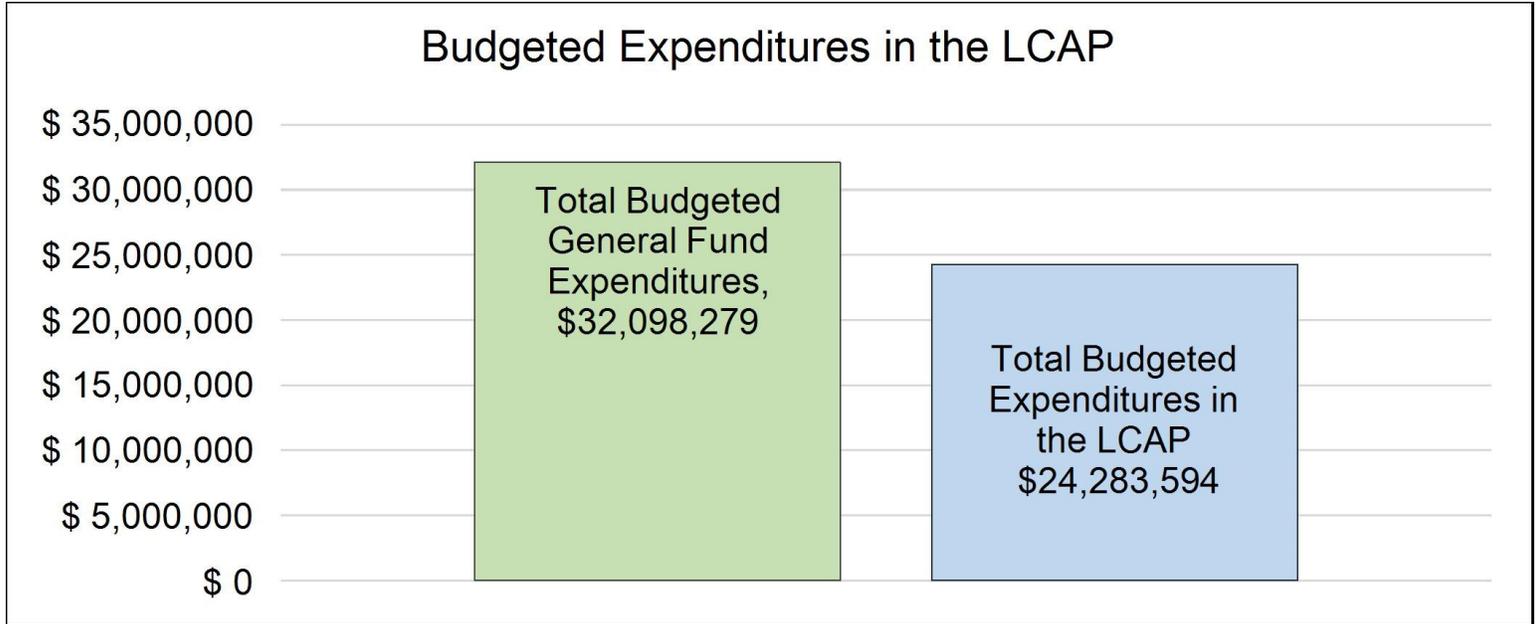


This chart shows the total general purpose revenue Riverdale Joint Unified School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Riverdale Joint Unified School District is \$31,121,012, of which \$20,093,081 is Local Control Funding Formula (LCFF), \$1,578,242 is other state funds, \$1,133,729 is local funds, and \$8,315,960 is federal funds. Of the \$20,093,081 in LCFF Funds, \$5,460,659 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 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Riverdale Joint Unified School District plans to spend \$32,098,279 for the 2022-23 school year. Of that amount, \$24,283,594 is tied to actions/services in the LCAP and \$7,814,685 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

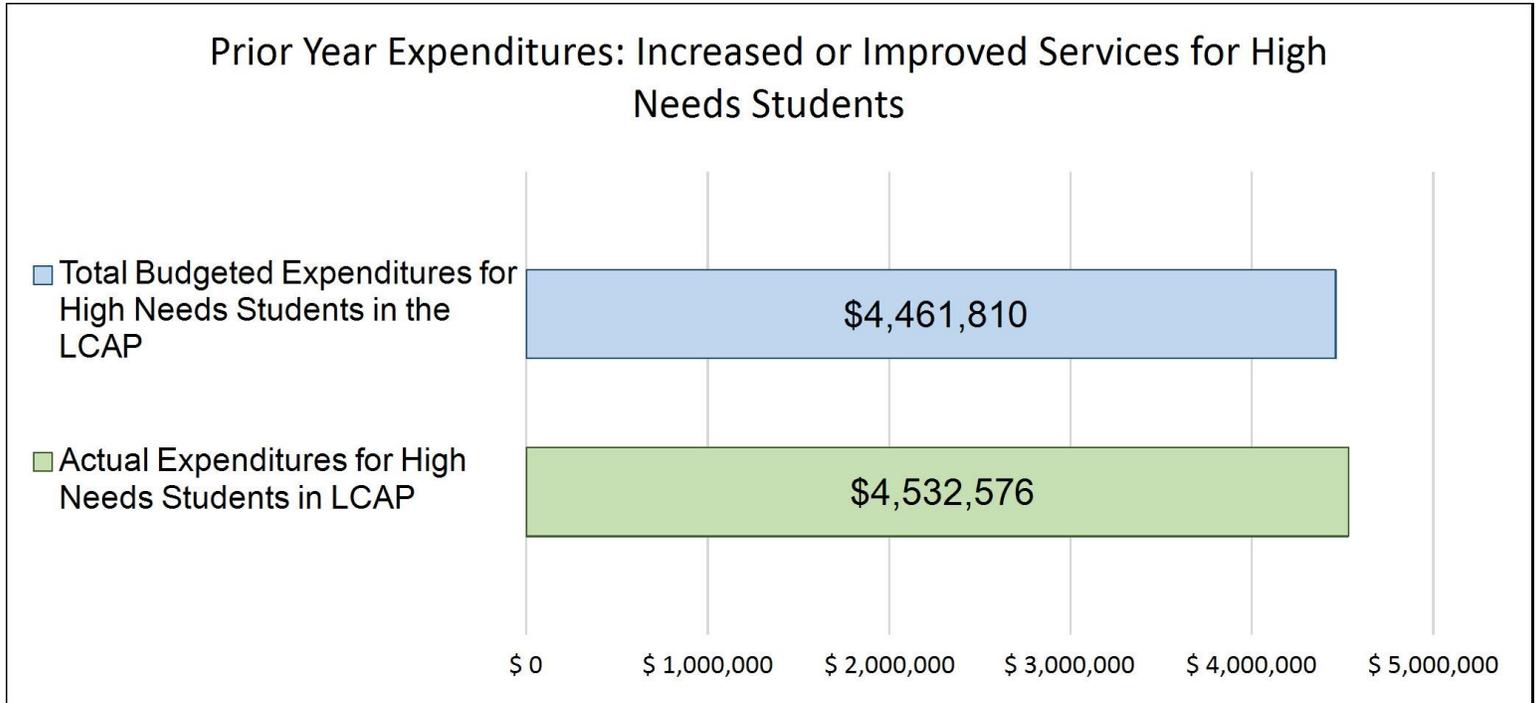
Expenditures not included in the LCAP will show an overall amount of \$7,814,685. This amount of \$7,814,685 stems from other various funding sources. Some of these sources include funds provided as a result of COVID-19. The Federal Government, through Congress, provided finances through the Elementary and Secondary School Emergency Relief (ESSER) Fund along with American Rescue Plan - Homeless Children and Youth (ARP-HCY) Fund. California also provided finances in the form of the Extended Learning Opportunities (ELO) Grant, the Extended Learning Opportunities Program (ELOP), the Child Nutrition Kitchen Infrastructure and Training Funds and the A-G Completion Improvement Grant Program. 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 2022-23 School Year

In 2022-23, Riverdale Joint Unified School District is projecting it will receive \$5,460,659 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 \$6,161,327 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what 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 2021-22, Riverdale Joint Unified School District's LCAP budgeted \$4,461,810 for planned actions to increase or improve services for high needs students. Riverdale Joint Unified School District actually spent \$4,532,576 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of \$70,766 had the following impact on Riverdale Joint Unified School District's ability to increase or improve services for high needs students:

The difference between budgeted expenditures for high needs students and actual expenditures is a positive amount, hence, there was not an impact to the actions and services for high needs students in 2021-22.



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

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

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

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

Riverdale Joint Unified School District has a long established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. Riverdale Joint Unified School District will continue to engage community partners regarding the additional Cost-Of-Living-Adjustment (COLA) and 15% increase to concentration funds during the LCAP community partners engagement opportunities in the first half of 2022.

Previous engagement opportunities can be found in the Riverdale's Local Control and Accountability Plan 2021-2022 ([https://www.rjUSD.org/](https://www.rjUSD.org/RJUSD%2021-22%20LCAP.pdf) / RJUSD 2021-22 LCAP.pdf {p. 80 - 85}). Riverdale Joint Unified School District found and continues to find these engagement opportunities both useful and meaningful in the shaping and molding of the district's plan.

Many of the opportunities used in the 2021-2022 LCAP will be presented again along with some new items for the planning of the first half of 2022 and beyond. Beginning in the fall of 2021, RJUSD continued their formal and informal sessions by holding parent meetings both in person and virtual, School Site Council meetings, Parent Advisory meetings, School Board meetings and numerous person to person conversations. Riverdale Joint Unified School District will be conducting surveys for students in grades 5, 7, 9, and 11 along with all staff and parents in the district. As valuable as meetings in years past have been, RJUSD continues to look forward to new conversations to help expand and shape the plan to support all students.

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

Riverdale Joint Unified School District plans to use the additional concentration grant add-on funding towards the addition of staff to support our unduplicated population of low-income, English learners, and/or foster youth. Riverdale Joint Unified School District possesses an enrollment of unduplicated student groups greater than 55% at each of their campuses. In examining EL Reclassification Data in the fall of 2021, RJUSD has determined to make English learners a focus in grades 7th - 8th. While English Language Development (ELD) instruction is woven into the curriculum on the junior high level, the addition of a specialized English Language Development instructor would allow for a distinct and focused approach for English learners.

In addition, Riverdale Joint Unified School District is exploring how to expand and enhance partnerships between students and families with school staff for unduplicated students. Using the methodology of examining data, RJUSD realizes that unduplicated pupils have the least exposure to social emotional support services as cited in the RJUSD LCAP for Goal 3, Action 10. Through various forums, parents have expressed the desire to see current services expanded and further enhanced. Riverdale Joint Unified is currently examining how to provide this opportunity.

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

Riverdale Joint Unified School District has a long established foundational principle of meaningful educational partner engagement. These efforts were refined and improved through the Local Control and Accountability Plan (LCAP) development process. The district's practices have been further enhanced during the pandemic as Riverdale Joint Unified School District sought the input and feedback of its educational partner groups from the onset of the pandemic and continuing through the development of the Learning Continuity and Attendance Plan, the 2021-2022 LCAP, the Expanded Learning Opportunities (ELO) Grant and the Elementary and Secondary School emergency Relief (ESSER III) Expenditure Plan.

The following links and page numbers indicate how and when Riverdale Joint Unified School District engaged its education partners in the use of funds received to support recovery for the COVID-19 Pandemic:

Learning Continuity and Attendance Plan: <https://www.rjUSD.org/> 2020-2021 Learning Continuity and Attendance Plan.pdf (3-5)

Expanded Learning Opportunities Grant Plan: <https://www.rjUSD.org/> 2021 Expanded Learning Opportunities Grant Plan.pdf(p. 2)

Local Control and Accountability Plan: <https://www.rjUSD.org/> RJUSD 2021-22 LCAP.pdf (p. 80-85)

ESSER III Expenditure Plan: <https://www.rjUSD.org/> / 2021-2022 RJUSD ESSER III Expenditure Plan.pdf (p. 2-5)

The conversations from stakeholders within Riverdale Joint Unified School District provided tremendous insight into the development and implementation of each plan to support student learning.

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

Riverdale Joint Unified School District has implemented several aspects of the various plans they have recently adopted. These plans include the federal American Rescue Plan Act - Safe Return to In-Person Instruction, the Learning Continuity and Attendance Plan and the federal Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan. The implementation of all of these plans has produced both successes and challenges for the district.

In examining these plans, both the successes and challenges have been examined and reflected upon:

Safe Return to In-Person Instruction -
Successes:

Riverdale Joint Unified found success in the ability to create and maintain an environment that was recommended by both State and County Health Departments. RJUSD was able to facilitate physical distancing to the greatest degree practicable, hand washing and respiratory etiquette, cleaning and maintaining healthy facilities, improving ventilation, contact tracing, isolation, and quarantine, diagnostic and surveillance testing, access to vaccinations, and appropriate health and safety accommodations for children with disabilities, as outlined in the CDPH K-12 Guidance. In addition, RJUSD was able to establish a system to provide continuity of instruction and learning during the school year to ensure pupils have access to a full curriculum of substantially similar quality regardless of the method of delivery. RJUSD provided learning opportunities that were both in a physical and virtual environment. Finally, stakeholder communication has taken place in multiple languages through Parent Square (app, call, text, email), letters, email, phone calls, video conferencing, and in-person meetings. Parents, students, and school staff have highlighted the positive impact of personal connections with instructional and support staff.

Challenges:

As RJUSD found many successes, various challenges have presented themselves. While a recommended environment was created, the rapid spread of COVID-19 along with teenagers and their tendency for social interaction, Riverdale High School did close classrooms in the early fall of 2021. The class closures were for a short duration but did allow for the prevention of a larger outbreak on the campus. Another challenge that resulted from the high school outbreak was the multi-layers of paperwork to address students who were placed on short term study contracts. The opportunity to provide educational services while students were away was a success but the challenge of numerous layers of paperwork for state accountability presented a tremendous challenge.

Learning Continuity and Attendance Plan -

Successes:

Riverdale Joint Unified found success in the continuation of services during the COVID-19 pandemic. A positive from the pandemic was the opportunity to provide every student in the district with a laptop. The ability to provide this device allowed for the continuation of educational services for all students. Success was also found in the possibility of providing students internet access or connectivity to carry out instruction during periods of remote learning. RJUSD not only found success in the continuation of educational services, but also services that provided social-emotional support, instructional services as determined for students through an Individualized Education Program (IEP), and language acquisition needs. Perhaps the greatest success was found in the adaptability of the RJUSD staff as they found themselves constantly changing aspects of their roles and responsibilities to meet and support everchanging student needs.

Challenges:

The greatest challenge is overcoming the adversity of not being in person as their connectability with individuals diminishes. The ability of relationships, engagement, and presence all of which are essential for effective education and student support and success was a great challenge to overcome. In addition, while the district was able to supply internet connectivity to all students, challenges arose from the location of a rural district and the ability to provide sustainable internet connectivity.

ESSER III Expenditure Plan -

Successes:

Riverdale Joint Unified has found many successes in the expenditure of the ESSER III Plan. The district has been successful in expanding the prevention and mitigation of methods to safely operate in person. RJUSD is currently in the construction process of having plans examined and reviewed to expand and improve outdoor learning spaces for less dense student learning areas along with conducting playground upgrades to reduce high density play areas. Additionally, restrooms are being upgraded in select locations to increase touchless systems to reduce the risk of virus transmission and exposure of COVID-19.

Challenges:

The greatest challenge is the length of time for the process of having items constructed. While RJUSD has received approval of various plans shared in the success section, the time frame for approval, construction, and completion move at a pace that is slower than desired. In addition, the district has future plans that they are working on for approval at the state level to begin. These plans support and continue the actions of providing clean campuses and facilities.

In reviewing various plans provided by the federal government, Riverdale Joint Unified School District has found both successes and challenges in the implementation of these programs.

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

Riverdale Joint Unified School District is using its fiscal resources received for the 2021-2022 school year in a manner that is consistent with the district's vision and alignment as presented in their 2021-2022 Local Control and Accountability Plan (LCAP) and Annual Update. An examination of Riverdale’s American Rescue Plan Act - Safe Return to In-Person Instruction, the Learning Continuity and Attendance Plan and the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure plan will reveal the direct connection to the district’s 2021-2022 LCAP.

The Safe Return to In-Person Instruction and Learning Continuity Attendance Plan:

Riverdale Joint Unified School District is using its fiscal resources to implement the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan by creating and maintaining an environment that facilitated physical distancing to the greatest degree practicable, hand washing and respiratory etiquette, cleaning and maintaining healthy facilities, improving ventilation, contact tracing, isolation, and quarantine, diagnostic and surveillance testing, access to vaccinations, and appropriate health and safety accommodations for children with disabilities, as outlined in the CDPH K-12 Guidance. These actions of supporting clean campuses and facilities are directly connected in the district’s LCAP. In addition, the opportunity arose to provide every student in the district with a laptop and internet access or connectivity to carry out instruction during periods of remote learning. The possibility of taking such actions were in alignment with the district’s LCAP in the area of Instructional Technology. The ability to expand stakeholder communication through mediums such as Parent Square (app, call, text, email), letters, email, phone calls, video conferencing, and in-person meetings aligns directly with the district’s emphasis on parent communication as found in the LCAP.

The implementation of these additional funds received in the 2021-2022 school year are specifically aligned to the LCAP in goals 2, 3, and 4. Goal 2: Professional Growth, Action 3 focuses on Instructional Technology and directly supports students and their ability to go 1:1 with laptops while also gaining internet connectivity. Goal 3: School Climate & Culture, Action 5 - Clean Campuses/Facilities and Action 6 - Health & Support Services are also directly connected with the work carried out on maintaining clean facilities to meet California Department of Public Health K-12 Guidance along with additional support to mitigate the effects of the pandemic. Finally, Goal 4: Community Engagement, Action 3 - Parent Communication was expanded through various mediums to effectively and properly communicate and inform students and parents about ever changing guidelines, impact and notifications. The implementation of funds from both the Safe Return and Continuity plans were effectively used and directly connected with the goals laid out in the district’s 2021-2022 LCAP.

ESSER III Expenditure Plan:

Riverdale Joint Unified School District is using its fiscal resources to implement the requirements of the ESSER III Expenditure Plan by the successful expansion of preventing and mitigating methods to safely operate in person. RJUSD is currently executing construction plans to expand and improve outdoor learning spaces to create an environment that is less dense in areas of student learning along with conducting playground upgrades to reduce high density play areas. Additionally, restrooms are being upgraded in select locations to increase touchless systems to reduce the risk of virus transmission and exposure of COVID-19. Both of the aforementioned items directly support the district’s third goal in their LCAP. To address the impact of lost instructional time, Riverdale Joint Unified School District will provide summer school in

2022 and examine the possibility of expanding the program. The opportunity to provide a summer school directly connects with the district's first goal in their LCAP, Student Learning.

The implementation of the additional funds received from the ESSER III Expenditure Plan in the 2021-2022 school year are specifically aligned to the LCAP in goals 1 and 3. Goal 1: Student Learning, Action 5 - Summer School is directly connected to the offering and potential expansion of the 2022 summer program. In addition, the various construction projects of expanded learning areas, upgraded and expanded playground areas and upgraded restrooms to create a touchless system to reduce virus transmission directly connect to the district's Goal 3: Action 5 - Clean Campuses/Facilities. RJUSD is using and continues to use its fiscal resources to implement the ESSER III requirements while ensuring actions taken align with the district's 2021-2022 LCAP.

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

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

Introduction

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

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

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

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

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

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

Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

Describe the LEA’s implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

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

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

California Department of Education
November 2021



Local Control Accountability Plan

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

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

Plan Summary [2022-23]

General Information

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

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 K-12 school district with four schools, Fipps Primary (TK-3), Riverdale Elementary (4-8), Riverdale High School (9-12), and Horizon Continuation High School (9-12). Riverdale Joint Unified School District also provides an Adult Transition Program for students receiving services until the age of 22 years old. Riverdale Joint Unified School District provides services to approximately 1478 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 1478 students for which the ethnicity of the District is 88.43% Hispanic; 10.55% Caucasian; 0.61% Black/African American, with the remainder made up of other groups. Approximately 1269 students for a percentage of almost 86% receive free/reduced breakfast/lunch. The District employs eighty-three classroom teachers, twenty-one tutors, two paraprofessionals, three library clerks, one school safety member, three principals, three assistant principals, three counselors, a Director of Curriculum & Instruction, an Assistant Superintendent of Educational Services, a Superintendent, as well as additional support staff. Students in grades K-6 are taught in self-contained classrooms and grades 7-12 are taught in a departmentalized instruction program. 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 2021-2022 school year continued to provide many changes for Riverdale Joint Unified School District. The continued presence of COVID-19 proved to be a contributing factor for the district's decline in enrollment. Riverdale Joint Unified School District witnessed

approximately 90 less students in the district as compared to before COVID-19 in 2020. While eliminated during the 2020-2021 year, the Director of Curriculum & Instruction position at the district level was reinstated to support staff with instructional pedagogy as students returned back to school from almost a year of virtual instruction due to COVID-19. As RJUSD moved into the 2021-2022 school year, the district returned to in-person instruction but families were given an opportunity to have their children partake in Independent Study. Independent Study was offered as a long term solution for families that wished to remain at home while COVID-19 continued to present itself. Riverdale Joint Unified School District also had to develop short term plans for Independent Study as students were away from campus due to either isolation or quarantine guidelines at various times throughout the year. Riverdale Joint Unified School District followed both state and local health guidelines in providing opportunities for students to attend school in a physical format. Instructional and support services for the 2021-2022 school year resembled practices from years prior to COVID-19 but were still different as the district worked their way back to school from distance learning the year (2020-2021) prior. 2021-2022 represented a vast array of changes for the Riverdale Joint Unified School District to address and absorb.

Reflections: Successes

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

For the 2021-2022 academic year, Riverdale Joint Unified School District is proud to return students to the classroom through in-person instructional opportunities that promote and support the four identified goals from the district's LCAP. Returning back to the classroom in 2021-2022 and providing in-person instructional opportunities brought the awareness and necessity for the district to continue their mission. While the greatest celebration for 2021-2022 was the return of students to the classroom, Riverdale Joint Unified experienced varied levels of success in their four LCAP goals. These goals were: Student Learning, Professional Growth, Climate & Culture, and Community Engagement. The four goals the district has established are a constant conversation amongst educational partners through School Site Council meetings, parent workshops, the district's LCAP Parent Advisory Committee, parent forums, and school board meetings. Conversations with educational partners took place in various meetings focused on the LCAP with teachers, staff, students, parents, and community participants throughout the 2021-2022 school year. While growth may have been stunted in some areas, the district is proud of the growth that did occur during an active COVID-19 year. In preparing the 2022-2023 Riverdale Joint Unified School District LCAP, the subgroups of English Learner and Low Income students are the mentioned focus. While both English Learner and Low Income students are the focus of the 2022-2023 LCAP, Riverdale Joint Unified School District also recognizes Foster Youth students. Foster Youth students however are not specifically identified within this document as the population of this group is too small for measurable purposes in the district. RJUSD does support this demographic but is unable to statistically identify them and measure their growth within the LCAP.

The bedrock for all efforts within Riverdale Joint Unified School District is Student Learning which is the focus of the district's Goal 1. The emphasis of Goal 1 is on Balanced Literacy which addresses both reading and writing. Riverdale Joint Unified School District was able to look at data from the current year (2021-2022) to witness growth in their District Benchmarks on English Language Arts Proficiency from the prior year as students returned to class. Overall, K-8 students witnessed a 20% increase from their previous year. In examining all K-8 demographic groups, each group saw an increase from the previous year with a range of 2% (Students w/Disabilities) to 21% (Hispanic Students) in growth. English Learners improved in proficiency on the district benchmarks 5% jumping from 15% in 2020-2021 to 20% in

2021-2022. While the district is happy with the progress, RJUSD is still looking to expand this progress. A review of the high school's benchmark data however was in stark contrast to K-8 data. While the high school continued to use their same benchmark (a school-wide writing assessment), the site decided that the previous grading scale was not rigorous enough and improved their grading rubric. The new rubric contributed to lower scores but teachers feel it will serve as a better representation of student growth and more importantly areas to focus on. Being able to bring students back to the classroom and returning to established English Language Development (ELD) courses, programs and strategies has been a contributing reason for the district's success on K-8 benchmarks for the 2021-2022 academic year. RJUSD has returned to their program of systems and structures for designated and integrated ELD instruction. Grades K-6 addressed their designated component of ELD by having instructors break students into groups to integrate ELD within core instruction in the classroom. Grades 7-12 meanwhile used their integrated ELD instruction within their subject area curriculum and provided designated ELD within the master schedule. Students were grouped appropriately based on their language proficiency levels and were assigned to breakout sessions where specific strategies to promote English Language Development while supporting and addressing grade level standards were used. On the secondary level, all academic and elective teachers continue to incorporate ELD strategies into their daily lesson plans to support and develop students' language acquisition and learning. Balanced literacy on the secondary level has focused on writing strategies. In addition to our work on ELA and ELD, math in grades 7-12 and the VAPA program (grades K-12) continue to undergo professional development to support their delivery of the curriculum for student learning.

Goal 2 is committed towards Professional Growth for RJUSD staff and was successful in offering it during another year of Covid-19 interacting with daily activities. Riverdale Joint Unified School District was able to provide opportunities for professional learning communities (PLCs) towards its teachers. This process was offered throughout the 2021-2022 year despite various interruptions associated with COVID-19. The structure of Professional Learning Communities (PLCs) continued to look a little different from previous years due to COVID-19 in the first half of the school year as social distancing was in place. As the school year progressed and COVID-19 restrictions were lifted and guidelines changed, RJUSD was able to offer these opportunities in their physical tradition. RJUSD was able to return to their Early Release Monday's to allow for collaborative experiences amongst teachers but was also able to provide various days throughout the week during the year. Many times these conversations contained an element of adjusting to COVID-19 guidelines but there was a focus on low-income students, English Learners, and students with disabilities. The consistency of this time, which occurred on a weekly basis, allowed both grade level and department level teachers to discuss student learning through the lens of implementation of strategies, standards, and assessments. These conversations among teachers also occurred across grade levels and cross-curricular to help shape the conversations around the improvement of student learning particularly with the new challenges of students returning to in-person learning after being in a hybrid model during the 2020-2021 year.

As Goal 3 focuses on Climate and Culture, students and staff were happy to be able to return to in-person instruction while still working through elements of COVID-19. While many of the data points reflect a decreasing return on absenteeism, attendance and truancy from the 2020-2021 year, which operated in a hybrid model, items from the 2021-2022 year indicate an increased participation. Areas in after-school participation, involvement in co-curricular/extra curricular events, and student survey involvement all saw increases. The excitement of returning to each campus was found by students and staff after serving the previous year in a hybrid model. The appearance of the suspension rate dropping for the 2020-2021 school year is also a misleading indicator as students were rarely on campus due to COVID-19 restrictions. It is the goal however of Riverdale Joint Unified School District to continue to work in reducing the suspension rate. The district's attempt in reducing the suspension and expulsion rate are connected with the continued work in their Positive Behavioral

Interventions & Supports (PBIS) program. PBIS is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and communities to design effective environments that improve the link between research-validated practices and the environment in which teaching and learning occurs. The work within the PBIS system is carried out by students, staff, parents, and community stakeholders. Riverdale Joint Unified School District is committed to the reduction of student suspensions and improving the environment for teaching and learning to occur, and has demonstrated so by continuing to promote the PBIS model for many years. In support of student social-emotional needs, RJUSD added an additional counselor during the 2020-2021 school year. The district continued the addition of the counselor for the 2021-2022 year and plans to continue their presence going forward. The expansion of counseling services came about to meet the desires expressed by educational partners and their desire to see it continue from last year.

Goal 4, Parent Engagement, continued to be a successful area in the 2021-2022 school year by continuing the increased levels of communication from 2020-2021. Riverdale Joint Unified School District found new means of communication through virtual format and continued them into the 2021-2022 school year. As COVID-19 restrictions eased during the course of the year, the district did emphasize in-person meetings. However, while the push for in-person meetings was desired, numerous opportunities for communication were found in virtual meetings, phone calls, and emails through the district's learning platform in addition to physically present activities. RJUSD also continued their learning platform of Schoology and Aeries, a student information system, allowing for teachers, students and parents to communicate with greater frequency. It is the desire of RJUSD to continue various forms of parent engagement to build successful relationships with our educational partners.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the COVID-19 Pandemic, the California Department of Education suspended the reporting of performance indicators, from the California School Dashboard, out of the decisions of Senate Bill 98 and Assembly Bill 130 for the 2019-20 and 2020-2021 school years. School districts were asked to base their reflections on successes and areas of need on the most recent available state and local data. Riverdale Joint Unified School District used locally collected data including assessment data, educational partner feedback and available state data in reflecting on areas of identified need. In examining the four different goals of the district's LCAP, Riverdale Joint Unified School District has identified areas of identified need in all four of their LCAP areas.

There are still strides to be made in Goal 1: Student Learning as students returned to the classroom from hybrid learning in 2020-2021. Operating in a hybrid model for the 2020-2021 school year, RJUSD has recognized the skill deficiency students brought to the classroom in 2021-2022. While RJUSD was pleased with the analysis of data from the District Benchmark Assessments, the district still recognizes the achievement gaps between English Learners and Low Income students in comparison to other student groups. While English Learner and Low Income students grew 5% and 15% respectively from 2020-2021 on the district English Language Arts Benchmarks, both groups still were behind the White demographic group, which is the lead, by 18% and 13% respectively. In addition, the data from the 2020-2021 school year in a-g completion witnessed a significant drop in all areas. As hybrid learning under COVID-19 could be a major factor, RJUSD is committed to returning these numbers back to their pre-COVID status while also working to expand them for all student groups. Instructors

throughout the district, through their locally designed assessments, have commented in various forums that students are demonstrating a skill deficiency in both English Language Arts and Mathematics. This level of deficiency is even greater among English Learner and Low Income groups. Riverdale Joint Unified School District is committed to carrying out strategies and programs designed to close the achievement gap for English Learner and Low Income students.

As Riverdale Joint Unified School District has recognized the necessity to further work towards closing the achievement gap for English Learner and Low Income students, the district realizes the identified need of providing Professional Growth, which is Goal 2 in the LCAP, for their instructional staff. In analyzing the data from various academic assessments both local and state it is apparent that a skill disparity exists and that the achievement gap for English Learner and Low Income students capitalizes the situation. The necessity to address the disparity and achievement gaps will be carried out by providing focused professional development opportunities for instructional staff to hone strategies, expand and develop instructional approaches, and acquire greater awareness of various educational supports. To specifically focus on the achievement gap for English Learner and Low Income students in comparison to other groups. RJUSD will look to expand staff to work directly with English Learner students. In addition to RJUSD identifying academics as a need, the district also identifies the increased need for social-emotional support for students as recognized by various local assessments. The number of students seeking social-emotional support has increased tremendously as a product of COVID-19. Riverdale Joint Unified School District has identified the need to provide professional growth for all instructional staff in the area of social-emotional support through both strategies and instructional curriculum.

An outcome of COVID-19 was the increased feeling of loneliness and isolation as identified in student surveys during the 2021-2022 school year. In analyzing student data from surveys and other local measurements, Riverdale Joint Unified School District has identified the need to continue social-emotional support in Goal 3: Climate and Culture. Student sense of connectedness and safety both dropped from their previous year as students returned to campus. Connectedness dropped from 58% to 52% while sense of safety dropped from 60% to 55.3%. Input from educational partners has 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. 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. Counselors and parents have expressed that options for their children to take time away from school due to social emotional issues is limited. Low-income parents have expressed they do not have the ability to place their children in charter school programs due to transportation issues. The expansion and commitment of an Independent Study program would support students struggling with various social-emotional issues and concerns as an option instead of students leaving the district. The social-emotional wellness of students, while focused on English Learner and Low Income students, is a primary goal for all students and the methods of addressing the recognized need will be a positive support for all students. Another need gathered from Goal 3 that was expressed was parents' concern for additional medical support for their children who are involved in athletics. Parents expressed their frustration for the low levels of medical support, such as an athletic trainer, for their children. Low-income parents specifically expressed that they faced financial challenges when they needed to take their child to be seen for various medical ailments from sports when they felt the district should provide a first line of intervention.

Community engagement, under Goal 4, is another area that Riverdale Joint Unified School District has identified as a need. While the district has made community engagement a priority before, an analysis of parent survey data revealed that parent perspective on input was 15%

less than the previous year. In addition, both English Learner and Low Income students have a lower parental engagement rate than parents of other student groups. While some of this could be associated with COVID-19 as RJUSD was required to follow both state and local health guidance, the decline in perspective is an area the district will need to address. In examining this decline in perspective, RJUSD still can see that engagement amongst English Learner and Low Income families is higher than other groups. The district will continue their approaches of providing varied levels of communication, parental workshops and levels of engagement to draw more parents into the conversation. The district will continue to incorporate a bilingual staff presence to help support the levels of communication available for parents and particularly English Learner families.

Riverdale Joint Unified School District used locally collected data including assessment data, educational partner feedback and available state data in reflecting on areas of identified need for their 2022-2023 LCAP.

LCAP Highlights

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

Riverdale Joint Unified School District was able to have rich conversations with various educational partners during the 2021-2022 school. As all educational partners for RJUSD were happy to see students return to the classroom after the 2020-2021 distance learning encounter, the general sentiment is to have children return to operations and procedures that were working before COVID-19 occurred. Riverdale Joint Unified School District and their educational partners recognize the work and success of the district's work and momentum being accomplished prior to COVID-19. As a foundational approach, Riverdale Joint Unified School District will continue to focus their Local Control Accountability Plan on four goals: (1) Student Learning, (2) Professional Growth, (3) Climate and Culture, and (4) Community Engagement. The primary objective under Goal 1, Student Learning, is to solidify a system of English Language Development and address literacy at all grade levels. In the area of Goal 2, Professional Growth, the primary objective is a system of communication across the organization that provides accountability, support, and meets the needs of instructional practices. Riverdale Joint Unified School District will continue to use the Positive Behavior Interventions and Supports (PBIS) System to support Goal 3, Climate and Culture, for creating a safe and welcoming environment for all learners. Goal 4, Community Engagement, continues to serve as an important area with the main objective to expand parent services and contributions. While these four goals within the RJUSD LCAP will continue, from analysis and conversations, there is the necessity to expand within each goal.

The 2022-2023 LCAP for Riverdale Joint Unified School District will continue to promote and advance the goals that educational partners want to see remain but will also push and expand services to support these goals. In examining various metrics, items such as attendance, student learning in English Language Arts and Mathematics and addressing the achievement gap, all found in Goal 1, are all foundational items that will continue to be addressed. Chronic Absenteeism will also be a focus to increase student attendance rates for all pupils. While attendance trends had been a focus, absenteeism returned at a concerning rate as the district underwent another year of dealing with COVID-19. Educational partner commentary on technology (Goal 2), continuation of counseling services across the district (Goal 3), and increased parental involvement and input (Goal 4) are also items that will be continued by the district from their introduction in previous LCAP's. The continuation of practices, as deemed important by educational partners and supported by trends in data, will continue to be offered within the 2022-2023 Riverdale Joint Unified School District LCAP. In addition to offering recent and established services, RJUSD is

also bringing new areas, services and approaches to the 2022-2023 LCAP. In examining data on English Learners, RJUSD will be expanding instructional staff in the area of English Language Development by increasing an instructor both at the elementary and high school levels. The addition of these staff members will be directed towards working with English Learners and closing the achievement gap by focusing on skill development as identified in Goal 1. Riverdale Joint Unified recognized that perceived perception of safety also declined in the 2021-2022 year by both students and staff, as a result the district will look into facility issues to address cleanliness, appearance and overall safety under Goal 3 with the addition of another custodian. Goal 3 also will have other additional increases as the district looks to provide an Independent Study instructor full time. Counselors and parents have shared that with the increase in social-emotional issues, options for students are limited if time is needed away from school for a period to address various issues. Parents of low-income students have specifically expressed they do not have the ability to place their children in charter school programs due to transportation issues. The full time offering of an Independent Study program would support students struggling with various social-emotional issues and concerns as an option instead of students leaving the district. Goal 3 will also see the addition of an Athletic Trainer. As students partake in athletics, parents and specifically low-income parents have expressed the need for greater medical support and attention for their children when playing sports. Low-income parents have expressed concern for an athletic trainer to address issues that arrive from their children playing or practicing in athletic events. Currently without such a person, parents have expressed the additional financial cost they have to incur by having their child seen when they feel the first contact medically should be provided by the school/district. Finally, RJUSD will look to expand services in connecting with parents and specifically English Learner and Low Income families. A sense of connectedness and parental input declined in 2021-2022. Riverdale Joint Unified School District greatly values Community Engagement, as identified in Goal 4, and will examine various means to examine the cause of the decline and more importantly measures to strengthen and support these relationships with not only identified families but all families in the Riverdale educational partnership.

The vision of Riverdale Joint Unified is to serve as a district for our educational partners of academic excellence where each child is supported through systems of academic support with a culture that ensures all students graduate and are college and career ready. Riverdale Joint Unified School District has many systems in place under previous LCAPs and is moving forward to continue these programs while recognizing changes and trends and moving to meet those needs in addition to established ones. It is the goal of the district to establish practices and procedures, found prior to COVID-19, to support all students while addressing the challenges of identified groups. Riverdale Joint Unified School District is proud of the 2022-2023 LCAP and its pathway for student success.

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.

No school in RJUSD was eligible 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.

No school in RJUSD was eligible for CSI.

Monitoring and Evaluating Effectiveness

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

No school in RJUSD was eligible for CSI.

Engaging Educational Partners

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

Riverdale Joint Unified School District received a vast array of stakeholder input during the 2021-2022 school year as the district operated in person but followed COVID-19 protocols and mandates. These opportunities for communication, both in person and in a virtual format, gave the district a meaningful approach to engage with educational partners that included parents, students, local bargaining units, classified and certificated staff members, and the community. RJUSD gained input and feedback from educational partner groups throughout the year at both the district and site levels through informational meetings, open forum meetings, as well as some targeted stakeholder group discussions. These various meetings were conducted in a mode of virtual, physical or even sometimes both settings. Due to the ever changing situation of COVID-19 throughout the year, meetings and methods of communication occurred at a far higher rate than before. At LCAP sessions, the 8 State Priorities were reviewed along with the process of the Local Control Accountability Plan. Conversations were held to discuss and examine areas of progress, decline, celebrations and concerns. Guiding questions were presented to draw in response and feedback from the stakeholders at each group. Translators were made available at the various meetings to insure that all stakeholder questions and input was addressed and heard. Available data was presented to demonstrate growth, or lack of, in all areas with defined metrics. It was shared where areas of data were now available as opposed to their absence during the 2020-2021 year of COVID-19 under distance learning.

Information/Input Sessions:

LCAP Parent Events/Conversations:

Each site Principal held various meetings with parents, from their school site, to discuss the progress that specific site had accomplished under the 2021 - 2022 LCAP and to receive parental feedback on the development of the new LCAP. 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. In addition to conversations being held in person, communication took place through virtual, phone and email opportunities to site principals. Dates: 2/15/22, 3/4/22, 3/15/22 and 3/22/22.

Parent Advisory Committee (PAC):

While this organization has gone through various naming conventions, this committee has been founded since August 2013 and consists of various parents from throughout the district. 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. This format is open to the public and allows all parents to meet district administration, including the superintendent, and hold conversations 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. In 2020-2021, parents expressed the desire to return these meetings back to in-person venues as they had been offered virtually due to COVID-19. In 2021-2022, RJUSD was able to offer a modified approach to these meetings by holding them both in person and virtual while working with state and local health requirements stemming from COVID-

19. Dates: 8/20/21, 9/17/21, 11/19/21, 1/28/22, and 3/11/22. A draft of the 2022-2023 LCAP was provided and reviewed by the Parent Advisory Committee on 5/27/22. 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.

District English Learner Advisory Committee (DELAC) Meetings:

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. At the request of DELAC, meetings were held in both virtual and physical formats. Throughout the year, DELAC members took part in the conversation on the progress of English Learners in the district. Dates: 10/7/21, 3/2/22 and 5/25/22. School sites held their English Learner Advisory Committee (ELAC) meetings on the following dates: 9/8/21, 10/7/21, 11/4/21, 3/2/22, 4/7/22 and 5/25/22. A draft of the 2022-2023 LCAP was presented and reviewed on 5/25/22 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.

Pupils:

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 four different goals the district had established. Throughout the year, opportunities existed for various student leadership groups to provide input into school programs and activities. Additionally, the input of students not in formal leadership roles was sought through some formally structured forums at the high school level. In addition, grades 5, 7, 9 and 11 took part in the Healthy Kids Survey in February 2022. Other meeting dates were: 10/5/21, 10/26/21, 2/22/22, 4/5/22, 5/4/22, 5/5/22, 5/6/22 and 5/24/22

Bargaining Units Certificated:

The Superintendent meets on a regular basis with the certificated bargaining unit, Riverdale Teachers Association (RTA). The 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. The Superintendent held a meeting with the RTA President to discuss and review a final draft of the LCAP on 6/1/22.

Bargaining Units Classified:

The Superintendent meets on a regular basis with the classified bargaining unit, Service Employee International Union (SEIU). The meetings occur with the officers of the Riverdale SEIU. Meetings frequently center on student learning and the various aspects connected to the district's LCAP. The Assistant Superintendent held a meeting with the officers of the Riverdale SEIU to discuss and review a final draft of the LCAP on 5/25/22.

Teachers (Certificated staff):

Different site meetings took place where certificated staff gathered to provide input and receive information on the LCAP. Meetings were led by site administration and were held in a virtual or physical format throughout the year. On occasion, the Superintendent would lead a

districtwide update. 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. 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: 9/9/21, 2/28/22, 3/15/22, 3/28/22, 4/6/22, 5/2/22 and 5/4/22.

Other Employees (Classified staff):

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 on each of the four goals. 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. Most meetings were conducted in a physical format at the request of classified staff. Dates: 11/17/21, 3/16/22, 4/20/22, 5/2/22 and 5/3/22.

Riverdale Joint Unified School District Administration & Leadership Teams:

Conversations occur on a weekly basis between the Superintendent, the Assistant Superintendent, Site Principals and their leadership team of Assistant Principals and District Directors on a weekly basis. Every Monday morning, situations depending, are saved for meetings which were conducted virtually throughout the 2021-2022 school year. 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 2021-2022 school year.

Community:

Riverdale Joint Unified School District was able to hold conversations centering on the LCAP through a variety of community opportunities. One of these opportunities is through the constant conversations and meetings with the Fresno County Superintendent of Schools (FCSS) Foster & Homeless Youth Education Department. The representative, or Foster & Homeless Liaison, for the Riverdale schools attended meetings where county and school district officials discuss various methods of supporting and providing services for foster & homeless youth to progress and grow both academically and emotionally. These meetings are called the Executive Advisory Council for Homeless & Foster Youth and occur throughout the year. School districts, including Riverdale Joint Unified, take these approaches and conversations to use within their LCAP to promote student learning for the focus group being discussed. Dates: 9/13/21, 10/4/21, 11/1/21, 12/6/21, 2/7/22, 3/7/22, 4/4/22 and 5/2/22.

Another community opportunity is through the School Site Council found on each campus in the district. The School Site Council (SSC) is made up of staff (both classified and certificated), parents, and the school site Principal. Both staff and parents are elected into their position. At the high school level, students also contribute to the composition of the SSC. While the SSC is an elected body, community members from each school site are welcome to attend. At each school, the School Site Council (SSC) was consulted regarding input and feedback relating to the LCAP at their regularly scheduled meetings. School Site Council meetings were conducted in a physical format this year. This advisory group was also advised of their right to provide specific feedback to the superintendent and receive a written response to their

recommendations. A meeting to review the LCAP draft was conducted with parents elected as representatives of each school site and the district. Dates: 10/5/21, 10/26/21, 1/27/22, 2/15/22, 2/22/22, 3/15/22, 3/31/22, 4/5/22, and 5/24/22.

Riverdale Joint Unified School District Board of Education meetings are also a method of holding community input on the district's Local Control and Accountability Plan. Conversations centering on the LCAP and its data were presented to the Local Governing Board throughout the school year. Over the course of the year, these public meetings were held in a physical setting. The School Board has been kept apprised of the LCAP requirements and the progress of gathering stakeholder feedback in the identification of priorities. A discussion or review of the LCAP draft was conducted with the Board and public during regular meetings. Dates: 11/10/21, 1/12/22, 2/9/22, 4/6/22 and 6/8/22.

Fresno County 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. As SELPA meetings occur every month, LCAP conversations were recognized throughout the 2021-2022 year. All meetings throughout the 2021-2022 year were held in a virtual format. Dates: 9/16/21, 10/14/21, 11/16/21, 2/17/22, 3/10/22, 4/7/22 and 5/12/22.

Public Comment Period:

Riverdale Joint Unified School District opened up their LCAP for a public comment period from 5/25/22 - 6/24/22 through their district webpage. During this public comment period, RJUSD invited the public to provide comments/feedback to the district either at the June 8th RJUSD Board meeting or through email.

Public Hearing Date:

The Public Hearing date was set for 6/8/22 allowing the public to comment. The District School Board collected public comments from 5/25/22 through 6/24/22.

Local Indicators Presentation:

The 2021-2022 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 2022-2023 LCAP and 2022-2023 budget on 6/29/22.

LCAP and Budget Governing Board Approval Date:

The Riverdale Joint Unified School District's LCAP and Budget for 2022-2023 were approved by the governing board on 6/29/22.

A summary of the feedback provided by specific educational partners.

A consistent message from educational partners was for Riverdale Joint Unified School District to continue the established goals of the LCAP with some additional tweaks or modifications. The 2021-2022 school in general was a success as students were able to return back to in-person instruction after dealing with COVID-19 distance learning in the 2020-2021 school year. While the 2021-2022 year presented challenges as RJUSD followed state and local health guidelines and mandates, educational partners were ecstatic for children to return to school. The return to previous COVID-19 approaches and procedures for instruction were strongly desired. However, as a result of COVID-19, educational partners identified some areas of greater focus under the district's LCAP goals going forward for the 2022-2023 school year. Discussions with educational partners through forums, district meetings and individual conversations revealed that in addition to current items being provided by the district, additional resources were needed in support for English Learner students, school safety with a welcoming environment for Social Emotional needs and greater connection/relationships with parents.

Teachers, administrators and parents expressed a greater need for additional resources to support English Learner students. Input from teachers and administrators for greater resources stemmed from examination of various student data points. In examining various data points and metrics, teachers and administrators shared that while English Learner students were making some progress, it was not at a level to help overcome the achievement gap. Data in both local and state indicators along with EL Proficiency rates supported the input provided by educators for greater resources. Parents in district level advisory committees along with members from both ELAC and DELAC organizations, also provided input requesting additional resources to support English Learner students. Parental input also stemmed from discussions and conversations on shared data from various metrics. In addition, parental input also centered on the challenge COVID-19 had presented. Parental input shared as students were placed in a distance learning format for 2020-2021, English Learner students suffered greater for having a decreased amount of opportunities to assist them in their English language proficiency. Educational partner feedback expressed a desire for additional support for English Learners.

Educational partner feedback from parents, students and classified staff called for a greater emphasis on school safety with a welcoming environment for Social Emotional needs of students. Student surveys revealed that there was an increased desire for school safety and a welcoming environment post COVID-19. Staff surveys also supported this desire for greater elements of a sense of safety on campus. Through conversations with staff and students, elements of safety differed amongst cleanliness to increased safety measures and protocols. Concern about the upkeep and cleanliness of campuses and facilities was expressed especially in the current climate of potential for exposure to various germs. While parents indicated a sense of increased safety on school grounds in surveys, 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. Parents and counselors also expressed the need for an established Independent Study program to support students who were dealing with various social-emotional situations. The social-emotional strains of high school can cause the need for students to sometimes be away from campus to address various challenges and issues. Low-income parents provided feedback that they were unable to have their children attend charter schools due to transportation challenges that other families did not experience. While wishing to keep their children in RJUSD schools', the challenge of not having an established Independent Study program did present frustration.

Educational partners of students in athletics provided feedback expressing the need for greater medical support for their children when playing sports. While the junior high and high school have LVN's available, there was no medical/athletic support such as a trainer for their

children. Parents of low-income students expressed 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. If an athletic trainer was available, it would help to determine the potential need for greater medical intervention.

Educational partners also provided feedback on the desire to enhance or build upon increased relationships or connectedness between school sites amongst parents and students. Survey data revealed that a sense of connectedness had declined amongst parents and students with only a small increase with staff. Parent survey data also revealed that parents felt the school sought their input at a lesser level than the year prior. Teachers through their conversations expressed that they felt stronger connections needed to be made between the school and parents on items such as student attendance, academics and overall communication. While the district has put into place greater means of communication opportunities during the 2021-2022 school year, teachers expressed a greater level of disconnect amongst families.

While educational partners provided feedback seeking new additions, very strong feedback was found for the continuation of items and programs that the district had been offering. Parents through conversations and surveys expressed the necessity for access to technology and their families ability for connectivity to the internet. Instructional staff shared similar feedback as instructional approaches continue to involve technology at a high level. Instructional staff also expressed strong feedback for the continued offering of professional development opportunities for both certificated and classified staff. In supporting identified students such as English Learners and Low Income students, along with all students, the need for continued professional development was identified as being essential to help to address not only the achievement gaps of identified groups but also the deficiency in skills as a result of distance learning in 2020-2021. Parents, students and staff through various conversations and discussions during the year heavily stressed the continued role of counselors for each of the school sites in the district. The feedback from the various educational partners strongly desired the continued expansion of counseling services that began in 2020-2021.

Educational partner feedback was provided throughout the year that helped to shape the development of the 2022-2023 Riverdale Joint Unified School District's LCAP.

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

Strong feedback from educational partners influenced the development of the 2022-2023 Riverdale Joint Unified School District LCAP. Educational partners expressed through surveys, conversations and forums the desire to continue the goals and actions of the district's LCAP from the previous year. While this continuation of goals and actions can be found, educational partners also were responsible for the expansion of services in the 2022-2023 LCAP for Riverdale Joint Unified School District.

Based on educational partner input sessions, a strong desire to continue the work established in the previous LCAP was expressed while also pushing for expansion of some areas. The impact of COVID-19 has played a role in conversations and input provided by educational partners. While there are areas of progress noticed in the 2021-2022 school year, a majority of educational partners identified the necessity to continue working towards student growth for all students with a focus on identified groups such as English Learner and Low Income. To

address the expression for consistency of the district's vision shared by educational partners, RJUSD will continue the four goals of their LCAP that have become a pillar for the community. The four goals for the 2021-2022 LCAP are: (1) Student Learning, (2) Professional Growth, (3) School Climate and Culture, and (4) Community Engagement.

In the reviewing of goals and progress data, district staff provided consistent feedback regarding the continuation of the systems in place to monitor student growth and specifically the growth of EL 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. During the 2021-2022 year, professional development days were moved back to Monday's. "Early Release" Monday's had been altered in 2021-2022 due to COVID-19. The return back to the current format was desired to be continued in 2022-2023. Evidence of this feedback on student growth and professional development can be found in Goal 1, Actions 2, 4, and 11 and Goal 2, Actions 2, 4 and 7.

In examining the progress of English Learners, educational partners influenced the expansion of services for these identified students. Feedback was received from parents, students, and teachers regarding the need to continue the current ELD system and delivery at all levels while looking to expand services. Riverdale Joint Unified will be adding instructional staff to support English Learners both at the elementary and high school levels. The determination of this addition is to address the challenge in supporting English Learners for language proficiency and academic skill development. Evidence of this feedback can be found in Goal 1, Actions 5, 6, 7 and 9. Goal 2, Actions 4 and 5.

Certificated staff offered feedback on the continuation of the district's ELD program but with a 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. Approaches were strained under distance learning in 2020-2021 and have returned for the 2021-2022 year. Teachers commented on the recognition of growth but also explained the need to address the achievement gap. This focus is found in the 2022-2023 LCAP. Evidence of this teacher input can be found in 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. Examination of district benchmarks for the 2021-2022 confirms the necessity to pursue these areas. Teachers also added the addition of professional development on the new Science curriculum coming to the district in 2022-2023. Evidence of this can be found in Goal 2, Actions 2 and 6.

Educational partners, particularly Low Income families, expressed interest in having the district continue their 1:1 deployment of computers for students. 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 contributed to the development of the LCAP. Input was provided by the certificated and classified staff along with students and parents regarding school safety. In addition, determination of a decline in various metrics revealed that students and staff did not feel as safe

and connected as in the previous year. Concern about the upkeep and cleanliness of campuses and facilities was expressed especially in the current climate of potential for exposure to various germs. RJUSD will examine different approaches to address this expressed concern by making changes to the level of proposed expenditures for one or more actions through their Maintenance Staff. Evidence of this feedback can be found in Goal 3, Actions 5, 6 and 9.

Feedback and input from educational partners such as counselors and parents , particularly low-income parents, contributed to the solidification of an Independent Study Program. The establishment of such a program could serve as a resource for students facing various social-emotional challenges and issues. The convenience of an Independent Study program would help students to remain in the district instead of pursuing other educational opportunities for which low-income parents expressed a challenge. Evidence of this feedback can be found in Goal 1, Action 1 and Goal 3, Action 10.

Feedback was received from parents, students, and staff members regarding the continuing need for a systematic approach to character education, expectation, and protocol for climate and behavior. 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. The continuation of the PBIS program along with a greater awareness can create a more harmonious environment. Evidence of this feedback can be found in Goal 3, Actions 1, 9 and 10.

Parents as educational partners expressed the desire to enhance or build upon increased relationships or connectedness between school sites amongst parents and students. Survey data supported this sense of greater disconnectedness than prior years. English Learner parents expressed greater disconnectedness due to language barriers with instructional staff. Low-income parents expressed a greater level of disconnect due to outcomes associated with COVID-19. Meanwhile, teachers expressed that they felt stronger connections needed to be made between the school and parents on items such as student attendance, academics and overall communication. To support and address items expressed by both parents and teachers, RJUSD will create a Student-Family/Home-School Liaison position. The essence of this role will be 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. The creation of this role will be offered to each school site to bring about an increased level of support throughout the entire district. Evidence of this input can be found in Goal 3, Action 9 and 10 along with Goal 4, Action 3, 6, and 7.

Tremendous support and commentary was provided by various educational partners, in particular parents, for the District to continue the expanded counseling services for the 2022-2023 school year. All educational partners recognized the benefit of having additional counseling staff available for students' social-emotional needs. 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. 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. Parents of low-income students expressed 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. The addition of an Athletic Trainer would help to support student athletes and in particular offer an intervention of medical support to help low-income families. Evidence of this input can be found in Goal 3, Action 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. While subgroups of students made progress during the 2021-2022 school year, groups such as English Learner and Low Income still demonstrate an achievement gap in comparison to white students. Parents expressed the desire to have the continuation of expanded summer school programs. The summer school programs offer a means to expand programs for students as expressed in input from parents and teachers. Evidence of this feedback can be found in Goal 1, Actions 5 and 8. Goal 3, Actions 4, 8, 9 and 10.

Parents provided input, as educational partners, that the revamping of the parent education workshops provided in the 2021-2022 year were extremely helpful and beneficial. The workshops were introduced as educational classes that contribute to parents becoming involved with their child's education. Parents expressed their desire to see parent workshop opportunities continue 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 took input provided by various educational partners and applied it into the development of the 2022-2023 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
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.

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 year for oral proficiency and 4-7 years for academic English proficiency as determined in various measures.

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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 55% & 9-12: 60% 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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 50% & 9-12: 70% 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 - White	Proficiency K-8: 34% & 9-12: 64% Data Year: 2020-2021 Data Source:Illuminate 2020-2021	Proficiency K-8: 51% & 9-12: 33% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 60% & 9-12: 70% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 45% & 9-12: 70% 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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 30% & 9-12: 60% 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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 30% & 9-12: 68% 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 - 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% Spring 2022 Data Year: 2021-2022 Data Source:Illuminate 2021-2022			Proficiency K-8: 25% & 9-12: 50% Data Year: 2023-2024 Data Source:Illuminate 2023-2024
CAASPP Met Achievement: ELA - All Students	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 35.57% Met or Exceeded 11th: 45.8% CAASPP Score: Spring 2021			Met or Exceeded 3rd - 8th: 45% Met or Exceeded 11th: 55% 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: 38% Met or Exceeded 11th: 48% 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: 59% Met or Exceeded 11th: 56% CAASPP Score: Spring 2023
CAASPP Met Achievement: ELA - Socio Economically Disadvantaged	2021 CAASPP Administered Used Local Data As Placeholder until	Met or Exceeded 3rd - 8th: 31.62% Met or Exceeded 11th: 42.38%			Met or Exceeded 3rd - 8th: 40% Met or Exceeded 11th: 50%

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 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: 20% Met or Exceeded 11th: 25% CAASPP Score: Spring 2023
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: 45% 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: 29% 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: 30% Met or Exceeded 11th: 33% CAASPP Score: Spring 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 28% Met or Exceeded 11th: 40% CAASPP Score: Spring 2023
CAASPP Met Achievement: Math - White	2021 CAASPP Administered Used Local Data As Placeholder until CAASPP Scores Arrive: TBD	Met or Exceeded 3rd - 8th: 31.5% Met or Exceeded 11th: 28.58% CAASPP Score: Spring 2021			Met or Exceeded 3rd - 8th: 40% Met or Exceeded 11th: 35% 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: 30% Met or Exceeded 11th: 32% 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: 18% Met or Exceeded 11th: 22% 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: 22% CAASPP Score: Spring 2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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: 25% CAASPP Score: Spring 2023
EL Reclassification	15.8% Reclassified Data Year: 2019-2020 Data Source:DataQuest 2019-2020	3.8% Reclassified Data Year: 2020-2021 Data Source:DataQuest 2020-2021			20% Reclassified 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			55% 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)			5 - Full Implementation and Sustainability of State Standards Data Year 2023-2024 Data Source: Local Performance Indicator - Dashboard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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			85% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
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			83% 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			92% 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			82% 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			72% 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			46% Overall Data Year 2022-2023 Data Source: CCI-Dashboard 2022-2023
EAP ELA - Ready	EAP ELA Ready Assessment not given in 2019-2020: SAT	EAP ELA Ready 2020-2021 - 48% - 11th grade			56% EAP ELA Ready Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	ERW Data used for 2019-2020 - 65.85% - 12th grade Data Year: 2019-2020 Data Source: DataQuest 2019-2020	Data Year: 2020-2021 Data Source: CAASPP 2020-2021			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			38% 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			55% - 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			45% - 11th/12th CTE Pathway Completion Rate Data Year: 2023-2024 Data Source: Aeries 2023-2024
a-g Completion and CTE Pathway Completion Rate	27% - 12th CTE/a-g Completion Rate Data Year: 2020-2021	22.4% - 12th CTE/a-g Completion Rate Data Year: 2021-2022			35% - 12th CTE/a-g Completion Rate Data Year: 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries 2020-2021	Data Source: CCI-Dashboard 2021-2022			Data Source: Aeries 2023-2024
Other Pupil Outcomes: Student ROP/CTE Enrollment	Other Pupil Outcomes: Student ROP/CTE Enrollment = 354 Data Year: 2020-21 Data Source: Aeries 2020-2021	Other Pupil Outcomes: Student ROP/CTE Enrollment = 447 Data Year: 2021-22 Data Source: CALPADS (3.2) 2021-2022			Other Pupil Outcomes Student ROP/CTE Enrollment = Increased or Maintained w/in 5% Data Year: 2023-24 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 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: 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			100% of students had access to a broad course of study Data Year: 2023-2024 Data Source: Aeries 2023-2024

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.	\$10,164,796.00	No
1.2	Staff Collaboration	Provide opportunities for instructional staff to collaborate on the topic of student assessment data and progress toward goals, design instruction, and make decisions pertaining to intervention and enrichment.	\$0.00	No
1.3	Supplemental Materials	As demonstrated in the Identified Needs and Metrics sections, 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. 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 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.	\$287,614.00	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	\$1,269,906.00	No

Action #	Title	Description	Total Funds	Contributing
		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.		
1.5	Summer School	As demonstrated in the Identified Needs and Metrics sections, 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. To address this need RJUSD will provide Summer School intervention to the identified students. During summer school intervention, English Learner and Low Income students will have access to small group instruction, enrichment opportunities and skill building lessons to support the closure of the achievement gap. Following conversations among instructional staff, it is our expectation that providing Summer School Intervention will result in English Learner and Low Income students increasing their CAASPP and District Benchmark scores, as the program is designed to build and increase their academic skills. However, because RJUSD expects the addition of Summer School Intervention to support all students, this action is provided on an LEA-wide basis.	\$189,701.00	No
1.6	Instructional Steering Committee	As demonstrated in the Identified Needs and Metrics sections, 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. 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	\$12,269.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
1.7	Targeted Instruction	As demonstrated in the Identified Needs and Metrics sections, 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. To address this need RJUSD will provide targeted services during instruction to English Learner and 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). 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.	\$535,062.00	Yes
1.8	Specialized Programs	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. RJUSD will provide increased access to a broad range of courses content and	\$1,901,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>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. These additional course offerings 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. 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, 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>		
1.9	Scheduled Intervention	<p>As demonstrated in the Identified Needs and Metrics sections, 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. RJUSD will have in place academic-instructional schedules to best support student learning opportunities for English Learners and Low Income students. The utilization of schedules will provide time for additional academic support during the school day (e.g. master schedule, modified block schedule, structured/scheduled intervention time) will aid in improving academic progress. A deployment schedule with an EL focus, will take place for grades K-6. In providing structured schedules, identified students can be exposed to various methods of intervention that support students’ ability to access coursework to improve their academic skills and narrow the achievement gap. It is our expectation that providing academic-instructional scheduling 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 create opportunities for identified students to improve their academic skill set. However, because RJUSD expects these various academic-instructional schedules to support all students, this action is provided on an LEA-wide basis.</p>	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
1.10	Instructional Support	As demonstrated in the Identified Needs and Metrics sections, 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. To address this need, RJUSD will have instructional support staff (e.g. highly effective tutors) in place to work with identified students who possess the greatest academic need. The presence of instructional support staff 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.	\$255,808.00	Yes
1.11	Standards-Aligned Assessments	As demonstrated in the Identified Needs and Metrics sections, 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. To address this need, RJUSD will develop and refine standards-aligned assessments at each grade level and utilize various data systems. In providing standards-aligned assessments at each grade level and utilizing monitoring systems, student growth can be measured to determine the effectiveness of various applied educational strategies while various data systems in ELD can 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 developing and refining standards-aligned assessments 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	\$168,993.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expects that developing and refining standards-aligned assessments will support all students, this action is provided on an LEA-wide basis.		

Goal Analysis [2021-22]

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

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

The impacts of COVID-19 in the educational system are still tremendously evident as Riverdale Joint Unified School District found difficulty and moderate implementation of actions layed out in Goal 1 which focused on Student Learning. Students were able to return to the classroom for the 2021-2022 year which allowed Riverdale Joint Unified School District to carry out all of their actions for students as planned. The challenge was the ability to to carry them out in a persistent manner as COVID-19 guidelines on attendance and procedures greatly impaired the consistency of student learning. Guidelines on attendance for both staff and students, who were exposed to COVID-19 or contracted it, caused a weaving in and out of individuals in each classroom. As students returned to the classroom in the 2021-2022 school year, the impact of the 2020-2021 school year was obvious in various data sources. Due to variations of attendance patterns and instructional approaches that were set or determined in response to COVID-19, RJUSD witnessed decreases in EL Reclassification, EL Progress towards English Proficiency and a decrease in a-g completion rate in all demographics. RJUSD also had a small homeless population for 12th grade seniors in the Class of 2021. Due to such a small demographic number, the subgroup of homeless students did not report any data in the area of a-g Completion Rate. On a positive note, RJUSD was able to carry out state testing in the spring of 2021 which allowed the district to set a baseline in 2021-2022. The ability to set a baseline will serve as an asset in working with students in preparation for the spring 2022 state assessments as the district will again be administering these. While the consistency to carry out actions were challenged, RJUSD did see tremendous growth in the K-8th grade level in District Benchmarks for the 2021-2022 year. K-8 proficiency increased for all students from 23% in 2020-2021 to 43% for the 2021-2022 year. English Learners increased by 5% from the previous year and Low Income students improved by 23% to 38% proficiency. The growth seen in the District Benchmarks is an indication of the ability for the Riverdale Joint Unified to carry out the actions outlined in Goal 1. The increase in student achievement is a positive indicator of actions being carried out despite challenging obstacles throughout the year.

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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures, RJUSD identified areas of change in the following actions to review. Action 1 revealed an approximate \$100,000 increase in Highly Effective and Qualified Staff that can be attributed to the addition of office staff. At first glance it would appear that supplemental materials in general education, Action 3, and Special Education materials, Action 4, had less money spent than expected with a collective \$140,000. This was not the case as general education supplemental materials were funded out of other supplemental and concentration categories. Meanwhile in Special Education, RJUSD received additional funds allocated specifically for this demographic and expenditures were placed here. Under Action 5 which focused on

Summer School, an increase of \$20,000 took place as additional classroom aides and LVNs were added to support student needs. Specialized programs under Action 8 witnessed an increase in funding of approximately \$80,000 as supply purchase increased to meet student demand. Finally Action 10, which focuses on Instructional Support, had an increase of \$83,000 as additional hours were provided to classroom aides and substitutes were utilized in a greater fashion.

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

Riverdale Joint Unified School District witnessed the effectiveness of their collective actions within Goal 1 from their analysis of 2021-2022 data. Much of the evidence for the 2021-2022 LCAP in Goal 1 is from the 2020-2021 school year as the data sources trail behind for one year. One area where the data is reflective for the current school year of 2021-2022 is from the District Benchmark Assessments. The benefit of returning students back to the classroom, as opposed to the Distance Learning Model of 2020-2021, played a tremendous role along with the collaborative execution of all of the actions in witnessing student achievement. RJUSD did see tremendous growth in the K-8th grade level in District Benchmarks for the 2021-2022 year. K-8 proficiency increased for all students from 23% in 2020-2021 to 43% for the 2021-2022 year. English Learners increased by 5% from the previous year and Low Income students improved by 23% to 38% proficiency. As growth in student achievement was seen in all K-8 demographics throughout the district, no single action can be directly attributed to the success. Each goal played a factor in establishing the effectiveness and growth of Student Learning as outlined in Goal 1. The efforts of highly effective and qualified staff collaborating together throughout the year on how to best use supplemental materials and targeted instruction for their various student groups proved to be successful. Periodical meetings of the District Instructional Steering Committee provided a constant force of thoughts, ideas and discussions to help move the staff and district forward. Going into the 2021-2022 school year, Riverdale Joint Unified carried out their action of providing summer school in June & July 2021. The benefit of this offering was seen in students being able to address and close the achievement gap in comparison to other students. The benefit of students partaking in summer school can be found in the improvement witnessed in the 2021-2022 District Benchmark Assessments. RJUSD is looking forward to the analysis of other data pieces in 2022-2023 to see other measures of the effectiveness of actions in Goal 1 as compared to District Benchmarks. While the benchmark data for 9th-12th grade was much lower than before, staff believe the revision of rubric used will provide a more accurate picture in driving towards student success and growth.

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.

An analysis of RJUSD data, along with an analysis of the California Dashboard Rubrics, will lead the district to continue the current goal that has been established and changes have been made. Many steps were taken in progressing within this goal, and RJUSD will continue to stay the course. Analysis reveals English Learners, Foster Youth and Low Income students increased towards their goals on the District Benchmark Assessments. Many of the other data pieces available are a reflection of the 2020-2021 school year which operated under COVID-19 mandates and directives from both state and local health agencies. The District Benchmark Assessment data is only one of a few current level operative pieces of data to guide within the year. In examining the data on the metric titled "District Benchmarks - ELA Proficiency Rate - All Students", it was discovered that the data entered for the 9-12 grade was entered incorrectly. The data read 47% proficiency while the number should have been 64% for all 9th - 12th grade students. While this is one component of this goal that was met, RJUSD will continue to "raise the bar" on student learning for all students and continue to examine additional data points. In further

examination of benchmark data for K-8, RJUSD was able to meet or surpass their desired outcome for 2023-2024. New proficiency outcomes for K-8 in 2023-2024 were set in the areas of All Students from 35% to 55%, Hispanics 30% to 50%, White 40% to 60% and Social-Economically Disadvantaged 30% to 45%. For areas that the desired outcome was met in 2021-2022, outcomes were raised in several groups for the 2023-2024 year. In the section of a-g completion for homeless students, the population of this group for 11th grade was too small to report in the 2020-2021 year. As a result, "No Data to Report" was used for this section. Another section found to possess incorrect data from the previous year LCAP is within the EL Reclassification. For last year, the data indicated that the rate was 4.7% when the number should have been a rate of 15.8%. Finally, adjustments were made in the metric titled "AP Score 3 or higher". In the baseline year, while the data source year was listed, the data source was accidentally left off. To calculate this metric, RJUSD used the AP College Board. This same data source was used for the Year 1 Outcome. In examining this data under Year 1, RJUSD witnessed that they had surpassed their desired outcome of 50% scoring a "3" or higher with a score of 50.49%. RJUSD adjusted their Desired Outcome from 50% to 55% for 2023-2024. RJUSD will move forward in the 2022-2023 school year to expand instructional staff to work directly with English Learner students. A staff member will be added at both the elementary and high school levels. The addition of these two positions will support the current work of developing the skill set of English Learners while also narrowing the achievement gap as identified in various metrics. RJUSD was able to maintain the level of pupil enrollment and offering of Regional Occupational Programs/Career Technical Education (ROP/CTE) courses. The district did however move the measurement tool of Aeries, which is a student information system, to CALPADS on the Other Pupil Outcomes: Student ROP/CTE Course Offerings indicator. The reason for this change in measurement tools was to provide greater transparency in the district's reporting of data. The district was also able to provide adequate credentialed staff during a time of a teacher shortage statewide. Having the ability for students to return to in-person instruction, Riverdale Joint Unified will continue to promote the actions within Goal 1 to support Student Learning. Riverdale Joint Unified School District also made changes to the funding source of two actions that resulted in both items not serving as contributing actions under LCFF funding definitions. These two actions were Action 1.5 for Summer School and Action 1.9 for Scheduled Intervention. Different from previous years, these actions will not be funded through Supplemental and Concentration (S&C) dollars. These two actions have remained but will be funded under federal funds through Title I. Since these actions are not being funded with LCFF dollars, they need to be marked as non-contributing although the district is continuing these actions under a different funding source.

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.

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	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 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	100% of students have access to technology at home Data Year: 2021-2022 Data Source: Technology			100% of students have access to technology at home Data Year: 2023-2024 Data Source: Technology

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Department Asset Report 2020-2021	Department Asset Report 2021-2022			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: 2023-2024 Data Source: Technology Department Asset Report 2023-2024
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			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			50% Staff Survey Participation Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Standard Aligned Instructional Materials	Provide State Standards aligned instructional materials.	\$526,838.00	No
2.2	Professional Development	Offer ongoing professional learning opportunities, including on-site collaboration and vertical articulation of curriculum, as well as various professional learning workshops.	\$170,733.00	No
2.3	Instructional Technology	Educational partners, through conversation in forums, have indicated that English Learner and Low Income pupils have less exposure to technology than “All Students”. 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 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.	\$639,405.00	Yes
2.4	Professional Development ELD	As demonstrated in the Identified Needs and Metrics sections, English Learners have demonstrated an achievement gap in comparison to “All Students” in both English Language Arts and Math in state and local assessments. To address this need, RJUSD will offer professional learning opportunities for instructional staff regarding the	\$121,472.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Next Generation English Language Development (ELD) Standards when working with English Learner students. In receiving professional learning opportunities on ELD standards, instructional staff can provide intervention to support and address academic skills to address the achievement gap these students have in comparison to “All Students”. RJUSD anticipates that the offering of professional learning opportunities for instructional staff on ELD standards will benefit English Learners and support them in building their academic skills thus closing the achievement gap on state and local assessments.</p>		
2.5	ELD Supplemental Materials	<p>As demonstrated in the Identified Needs and Metrics sections, 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. To address this need, RJUSD will provide ELD supplemental materials to 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 students’ ability to access coursework thus increasing their academic skills to close the achievement gap and increase reclassification rates. RJUSD expects that providing ELD supplemental materials to EL students will result in decreasing the achievement gap on state and local assessments while also increasing their reclassification rates.</p>	\$19,198.00	Yes
2.6	Staff Collaboration	<p>As demonstrated in the Identified Needs and Metrics sections, 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. To address this need, RJUSD will offer ongoing professional learning opportunities. These professional learning opportunities will include on-site collaboration and vertical articulation of curriculum, as well as various professional learning</p>	\$39,903.00	Yes

Action #	Title	Description	Total Funds	Contributing
		workshops aimed for teachers 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 providing 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.		
2.7	Instructional Coaching	As demonstrated in the Identified Needs and Metrics sections, 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. To address this need, RJUSD will coordinate instructional coaching support for their instructional staff. Instructional Coaching will occur for the implementation of standards-based instruction and 21st Century Learning for teachers 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 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.	\$209,860.00	Yes
2.8	Library Staff	As demonstrated in the Identified Needs and Metrics sections, English Learner and Low Income pupils have exhibited low reading levels through district benchmarks in comparison to “All Students”. To address this need, RJUSD will have library staff work with identified	\$170,201.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		

Goal Analysis [2021-22]

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

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

Riverdale Joint Unified School District was able to successfully implement their actions as outlined in Goal 2 and did not experience any substantive differences. The single largest factor that allowed RJUSD to implement their Goal 2 stated actions was the ability to return staff and students back to in-person instruction. While 2020-2021 was filled with various mandates and restrictions that forced distance learning, 2021-2022 provided the opportunity for individuals to return in-person to school sites. While RJUSD was able to implement the actions listed under Goal 2, the district did face challenges with consistency as new mandates and restrictions were placed on individuals who either contracted or were exposed to COVID-19. These mandates and restrictions caused a variance of attendance which created a pattern of inconsistency and frequency for the carrying out of the actions that had been implemented for the 2021-2022 year. Professional development, professional development focused on ELD, staff collaboration, instructional coaching and library staff were all interfered with to varying degrees based on attendance patterns and substitute availability. To adjust to the consistent inconsistency, RJUSD would stagger professional development events to cover several days instead of their usual shorter duration due to attendance and coverage. Riverdale Joint Unified School District was able to implement the actions listed under Goal 2 and did not occur any substantive differences.

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.

In examining material differences in Goal 2, RJUSD was relatively close in their projected expenditures. There were a couple of areas where material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred that RJUSD identified areas of change in the following actions to review. COVID-19 played a small role in reducing the opportunities to provide professional development which

resulted in a decrease of expenditures of a little over \$15,000 in Action 2. Action 3 had an increase in expenditures as the number of student chromebooks to replace exceeded the initial expectation. The damage conducted to student computers from usage at home during the 2020-2021 year was greater than anticipated. While professional development in other areas (Goal 2), RJUSD made it a focus to maintain the integrity of professional development for English Language Development (ELD). RJUSD increased the opportunities in this area by approximately \$20,000. Action 6, Staff Collaboration, witnessed the greatest decrease in expected expenditures due to COVID-19. AVID (Advancement Via Individual Determination) is a long established program within RJUSD. The AVID Summer Institute, that a large number of RJUSD AVID teachers attend, was canceled due to COVID-19. The impact of this workshop loss, accompanied with a few smaller cancellations in the district to COVID-19 factors resulted in a decrease of approximately \$32,000.

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

In reflecting on the carrying out of the actions in Goal 2, Riverdale Joint Unified School District deemed them to be effective while working within the constraints of COVID-19 in 2021-2022. The continuation of COVID-19 and its impact on absenteeism played a huge role in the district's ability to carry out professional development opportunities. State and local medical guidance many times impacted the ability to collaborate in person thus resulting in virtual learning experiences. While meaningful experiences were held in a virtual format, the effectiveness of in-person professional development was missed. When times allowed for in-person professional learning opportunities, limitations of staff absenteeism or availability of substitutes to provide class coverage created additional layers of challenges. RJUSD pursued different approaches to carry out professional development by creating unique scheduling opportunities. In addition, RJUSD protected ELD, English Language Development, professional development opportunities to keep them in their integrity. In examining the metric of classroom observations, RJUSD administrators were able to increase their presence in classroom visits from the previous year. The opportunity to observe a classroom teacher, in an informal manner, increased from 25% in 2020-2021 to 60% in 2021-2022. The ability to increase observations in the classroom allowed for site administrators to witness the implementation strategies and approaches teachers had acquired through their professional development opportunities. An increase in Staff Survey Participation from 20% in 2020-2021 to 38.9% in 2021-2022 also was important in RJUSD receiving feedback from staff on their perspective on the value, meaning and effectiveness of professional development opportunities they took part in during the instructional year. RJUSD was also content with their ability to provide student access to technology and internet connectivity to students. Metrics in these two areas revealed consistency in carrying out these actions. The ability to provide this consistency is essential to teachers as they use technology in a variety of fashions with their students to move and improve 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.

In examining the various metrics and their sustainment or growth under Goal 2, Riverdale Joint Unified School District will continue to work towards their goal of Professional Growth by carrying out their actions as listed. As mentioned in Goal 1, RJUSD is aware of the achievement gap for English Learner and Low Income students in comparison to other students. The opportunity for professional growth, as identified under Goal 2, is essential for educators and support staff to hone, enhance and develop instructional strategies to work with the identified groups to close this gap. The pedagogy, curriculum and tools are an important contribution to the approaches being developed and matured. RJUSD is committed to providing instructional staff the necessary tools to work with and implement as a result of the professional

development and growth taking place. During the 2021-2022 school year RJUSD did experience challenges in creating opportunities for actions such as Professional Development, Professional Development ELD, Staff Collaboration, and Instructional Coaching due to continued obstacles stemming from COVID-19. As COVID-19 continued into the 2021-2022 school year, RJUSD worked with and followed both state and local health guidelines that resulted in concerns over spacing, in-person opportunities, and staff absences due to either contracting or exposure to COVID-19. Riverdale Joint Unified School District was able to adjust and overcome challenges that were presented but the altered process did at times slow the progression of actions to occur. It is the expectation of RJUSD to continue the actions in Goal 2 in their traditional fashion but is equipped to address changes to ensure the actions are carried out.

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.

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.

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			4% Chronic Absenteeism Rate Data Year: 2022-2023 Data Source: DataQuest
Truancy Rate	8% Truancy Rate Data Year: 2019-2020 Data Source: Aeries Analytics	6.9% Truancy Rate Data Year: 2020-2021 Data Source: Aeries Analytics			5% Truancy Rate Data Year: 2022-2023 Data Source: Aeries Analytics
Student Attendance Rate	95.99% Attendance Rate Data Year 2020-2021	93.84% Attendance Rate Data Year 2021-2022			97% Attendance Rate Data Year 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: Aeries (P2 Report Carry-over from 2019-2020)	Data Source: Aeries (P2 Report)			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			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			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 (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Suspension Rate	3.4% Suspension Rate Data Year: 2019-2020 Data Source: CALPADS 2019-2020	0.2% Suspension Rate Data Year: 2020-2021 Data Source: DataQuest 2020-2021			3% Suspension Rate (Maintain Low Rate) Data Year: 2022-2023 Data Source: CALPADS 2023-2024
Expulsion Rate	0% Expulsion Rate Data Year: 2019-2020	0.1% Expulsion Rate Data Year: 2020-2021			0% Expulsion Rate (Maintain Low Rate) Data Year: 2022-2023

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Data Source: CALPADS 2019-2020	Data Source: DataQuest 2020-2021			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			26%Co- Curricular/Extra - Curricular Participation Rate Data Year: 2023- 2024 Data Source: Local Census 2023-2024
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			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			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			85% Student Survey Participation 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
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			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 Data Source: Healthy Kids Survey 2019-2020	84% of Staff Expressed Sense of Connectedness Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022			90% of Staff Expressed Sense of Connectedness Data Year: 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			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			75% of Students Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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			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 Data Source: Healthy Kids Survey 2019-2020	67% of Parents Expressed Sense of Connectedness Data Year: 2021-2022 Data Source: Healthy Kids Survey 2021-2022			85% of Parents Expressed Sense of Connectedness Data Year: 2023-2024 Data Source: Healthy Kids Survey 2023-2024

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Positive Behavior Intervention and Supports (PBIS)	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. 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). 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	\$41,164.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
3.2	Student Recognition	Enhance opportunities for student recognition to include a wide range of students and families.	\$2,321.00	No
3.3	Student Transportation	Maintain transportation to support positive school attendance.	\$1,034,409.00	No
3.4	Transportation Co-curricular/Extra-curricular Activities	Input from the Parent Advisory Committee suggests 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. 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 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.	\$48,488.00	Yes

Action #	Title	Description	Total Funds	Contributing
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.	\$2,907,616.00	No
3.6	Health and Support Services	Maintain contracted health and support services.	\$550,518.00	No
3.7	After School Programs	Provide quality after school programs at each school site.	\$180,000.00	No
3.8	Student Opportunities	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. 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. Participation in various athletic programs for English Learners and Low Income students will produce a greater awareness and desire to succeed in academic programs for athletic eligibility. 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, 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.	\$793,792.00	Yes
3.9	Supervision & Support	Based on the CA Healthy Kids Survey, only 55.3% 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	\$579,339.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Low Income populations, 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. 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 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>		
3.10	Social Emotional Support	<p>English Learner (EL) and Low-Income (LI) pupils have the least exposure to social emotional support services such as counselors and extended 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 extended 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>	\$930,535.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>To address this need, RJUSD will provide an independent study program with a strong emphasis on meeting the social-emotional needs of our EI 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> <p>It is our expectation that providing additional social emotional support services such as counselors and a school psychologist in an Independent Study program focused on the needs of EL and LI students will increase their access to services for behavior, attendance, and socio-emotional issues. 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. However, because RJUSD expects these services can support all students, this action is provided on an LEA-wide basis.</p>		

Goal Analysis [2021-22]

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

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

While the return of students back to the classroom in 2021-2022 was a major success in the effectiveness of measuring the outcomes, their return marked a difference from previous years. An outcome of COVID-19 was the increased feeling of loneliness and isolation as identified in student surveys during the 2021-2022 school year. The actions were implemented successfully throughout the 2021-2022 year but in analyzing student data from surveys and other local measurements, Riverdale Joint Unified School District has identified the need to continue social-emotional support. Student sense of connectedness and safety both dropped from their previous year as students returned to campus. Connectedness dropped from 58% to 52% while sense of safety dropped from 60% to 55.3%. Input from educational partners

has 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. 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. The social-emotional wellness of students, while focused on English Learner and Low Income students, is a primary goal for all students and the methods of addressing the recognized need will be a positive support for all students. In addition, RJUSD was able to effectively carry out their actions involving Positive Behavior Intervention and Supports (PBIS) but the data represented is from the previous year (2020-2021) in chronic absenteeism, truancy rate, attendance rate, suspension rate and expulsion rate. The numbers from 2020-2021 represent a year where students were in a distance learning model and actually present on campus very seldom. Riverdale Joint Unified School District is expecting a more accurate picture of their efforts of the actions they carried out this year in the upcoming 2021-2022 report.

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.

In reviewing expenditures in Goal 3, RJUSD witnessed the greatest amount of measurable change in their entire LCAP. There were several areas where material differences between Budgeted Expenditures and Estimated Actual Expenditures occurred that RJUSD identified areas of change in the following actions to review. Action 5, Clean Campuses and Facilities witnessed the single largest financial change in the entire LCAP. An increase of approximately \$900,000 took place due to facility issues. During the 2021-2022 year, RJUSD had issues with the Well System that provides water to campuses, the high school Water Heater and a resurfacing of specific parking lots to ensure and continue school safety. While all of these items were unexpected, perhaps the largest surprise came from the Riverdale Elementary School (RES) Cafeteria as a roofing project revealed several concerns with the building that had to be addressed for student safety. After-School Programs in Action 7 had a \$15,000 increase as a dancing class was added based on student interest along with other programs to maintain student desire to attend such programs. Action 8, Student Opportunities, witnessed a decrease in expenditures of approximately \$80,000. The decrease in funding however is not a reduction in a commitment to student offerings but rather represents two items. The first was that athletics witnessed an impact to COVID-19 by less athletic competitions being available as either RJUSD or opposing districts had to cancel games due to COVID-19 throughout the 2021-2022 year. The reduction in athletic competitions reduced expenditures on transportation. In addition, while RJUSD was able to field various athletic teams in 2021-2022, the district had less teams take part in play-off opportunities thus further reducing transportation costs along with less expenditures to coaches as their seasons did not carry on as long as projected. Paralleling Action 8, Action 9 had a reduction in expenditures of approximately \$52,000 due to less events being held. Due to less athletic competitions, along with less parent/community opportunities/visits to campuses because of COVID-19, salaries and supplies were reduced in this action. Finally in Goal 3, Action 10, Social Emotional Support, had an approximate increase of \$72,000 take place. Counseling services were increased a few years back and there is strong desire as expressed by parents, students and staff to continue. The reason for the expenditure increase is associated with salary increases. In examination of competitive salaries with other district's, RJUSD increased the salaries of counselors in the district. This increase, along with the removal of a previous funding source, were the reasons for the changes in this expenditure.

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

In reflecting on the carrying out of the actions in Goal 3, Riverdale Joint Unified School District deemed them to be effective while working within the constraints of COVID-19 in 2021-2022. Some of the data points on attendance reflect the 2020-2021 school year and provide a difficult measure for the effectiveness of 2021-2022. RJUSD was able to carry out the actions listed under Goal 3 to a measure of satisfaction under the constraints of COVID-19. COVID-19 played havoc on various student opportunities throughout the year by either reducing or eliminating them. Surveys were provided to students, staff and parents to help RJUSD gain insight and perspective. In examining these surveys, RJUSD learned of a perspective of individuals feeling less safe and connected by students (60% to 55.3%) and stagnant expression by staff (83% to 84%). While services provided by counselors witnessed an increase, increased student perspectives are concerning. In examination of these factors, RJUSD will explore if these feelings are truly representative of district procedures and services or as a result of COVID-19. The continued presence of COVID-19 throughout the 2021-2022 school year did create and add to social-emotional stress and concerns by many individuals. Parents also, through surveys, expressed a sense of less connectedness than the previous year (78% to 67%). The district was pleased to see while these concerns were expressed by students, increases occurred in both co-curricular/extra-curricular programs (20.4% to 23.2%) and After-School Program involvement (18.7% to 20.3%). Another area where COVID-19 played an impact on data and thus adding to complications in determining effectiveness was in discipline data. In examining the area of Suspension Rate, one would see a dramatic decline from 3.4% to 0.2%. The 0.2% rate for the 2020-2021 year however represents a year that students spent a majority of their instructional time in a distance learning format. RJUSD did continue the approaches of PBIS for the 2021-2022 year and hope to see low suspension numbers but do expect them to rise from the almost non-existent statistic of 2020-2021.

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

In conducting an analysis of the various metrics associated with Goal 3 various areas of input and feedback, Riverdale Joint Unified School District will continue the actions listed under this goal with some slight modifications that include the addition of staff. Educational partners such as counselors and parents, particularly low-income parents, provided input that contributed to the solidification of an Independent Study Program. Input towards the addition of this role centered on students not having a source to step away from school due to various social-emotional issues. The convenience of an Independent Study program would help students to remain in the district instead of pursuing other educational opportunities for which low-income parents expressed a challenge. The addition of this position will support the social-emotional needs as identified by school counselors and the district psychologist. Additional feedback was also expressed towards the need of providing greater medical support for students involved in athletics. Injuries can occur in participation of athletics and parents of low-income students expressed 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. The addition of an Athletic Trainer would help to support student athletes and in particular offer an intervention of medical support to help low-income families through student opportunities and health and support services. While some of the data points stem from the 2020-2021 school year, it is evident in looking at 2021-2022 data that students feel less safe and less connected. Student sense of connectedness and safety both dropped from their previous year as students returned to campus as revealed in student surveys. Connectedness also was seen to have dropped from 58% to 52% while sense of safety dropped from 60% to 55.3%. As some of these feelings may be associated with the emotional response brought on by COVID-19, the district is dedicated to maintaining our counseling force while also examining how to expand the feeling of safety. Input from educational partners has 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. Efforts to expand a feeling of safety through clean facilities, staff connections with students, and reflection on current PBIS practices will take place in the 2022-2023 school year. Riverdale Joint Unified School District will continue to carry out the current actions under Goal 3 while examining the expansion of areas to address findings from data for the 2022-2023 school year. In review of other metric marks, adjustments were made for greater clarity of the item being measured. Under Chronic Absenteeism the unit of measure was changed from CALPADS to DataQuest. The unit to measure truancy was changed from CALPADS to Aeries Analytics which is a student information systems RJUSD uses. The reason for this change was due to the fact that CALPADS does not properly measure truancy. Absenteeism is measured as absences that are greater than 10%. Truancy measures absences that are greater than 3. The new unit of measure, the Aeries Analytics tool, will properly measure this statistic the RJUSD examines. In addition, a miscalculation occurred in the 2019-2020 high school drop-out rate as posted last year for the 2020-2021 LCAP. The figure for the 2019-2020 RJUSD High School Drop-out rate should have been marked as 3.7% and not 0%. This adjustment has been corrected and data for the 2020-2021 high school drop-out rate declined to 2.7%. The final item of change was an adjustment to Student Attendance. The Student Attendance Rate data was updated to reflect the average daily attendance rate aligned with P2 reporting.

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.

An explanation of why the LEA has developed this goal.

Communication is essential for all stakeholders 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	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			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			24 Parent Involvement Opportunities Districtwide 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
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			30% Parent Engagement Rate Data Year: 2023-2024 Data Source: Local Survey 2023-2024
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			90% School Actively Seeks Parental Input Data Year: 2023-2024 Data Source: Local Survey 2023-2024

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.	\$3,000.00	No
4.3	Parent Communication	District Parent Surveys have indicated that parents of English Learners and Low Income students have a lower parental engagement rate than parents of other student groups. 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	\$318,324.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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.		
4.4	Parent Survey	Continue the RJUSD established LCAP survey for stakeholders to provide ongoing input regarding the 8 State priorities.	\$1,700.00	No
4.5	Parent Access	Increase parent access to computer workstations at all school sites.	\$0.00	No
4.6	Parent School Engagement	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. 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.	\$37,500.00	Yes
4.7	Communication Needs for Parents	The language barrier for parents of English learners results in this group having the lowest communication level with school sites as	\$171,764.00	Yes

Action #	Title	Description	Total Funds	Contributing
		evidenced through District Parent Surveys. 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 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.		

Goal Analysis [2021-22]

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

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

Riverdale Joint Unified School District did have to make some changes to the planned Actions under Goal 4, Community Engagement, for the 2021-2022 school year. The continued presence of COVID-19, did play a major factor in the action called Parent Volunteerism. In working with state and local health agencies during the year, RJUSD was very limited in their ability to invite parent volunteers both on campus and into the classroom. While the presence of parent volunteers is a time honored tradition for RJUSD, parental presence was limited to help prevent the growth of COVID-19 amongst staff and students on campus. The decline in opportunities can be found in the decrease of 18 events in 2020-2021 to 9 for this year. Parents expressed their frustration in not being able to serve in a volunteer format but understood the rationale and reason behind the district's decision. It is the hope of Riverdale Joint Unified to bring back the opportunity of parent volunteers for the 2022-2023 year if health mandates and guidance allow. The rest of the actions under Goal 4 were however carried out during the course of the 2021-2022 school year. RJUSD was very proud of their ability to bring back parent workshops. Riverdale Joint Unified School District was able to join with the Parent Institute for Quality Education (PIQE) program as a new vendor and they were able to offer programs virtually. Positive feedback was provided to the district throughout the year both from DELAC and LCAP Parent Advisory Committees on the offering of the PIQE program. Riverdale Joint Unified was able to offer all of the Action under Goal 4 with the exception of Parent Volunteerism.

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.

In examining material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 4, RJUSD noticed very little change occurred. The district was able to carry out the actions at the expenditures anticipated. The small discrepancy in spending was due to some items not being able to be carried out due to COVID-19. Overall, RJUSD was pleased in meeting the budgeted expenditures with little variance.

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

In reviewing the data associated with Goal 4, Riverdale Joint Unified School District was pleased with the effectiveness of their collective actions. During the year as COVID-19 restricted some opportunities or changed traditional processes, RJUSD was able to carry out these actions effectively. The district, while hoping for more, did see an increase in those who completed the district's Parent Survey from 12% last year to 15% this year. In addition, while parent involvement opportunities decreased from 18 to 9 due to COVID-19, parent engagement increased from 10% to 17% for 2021-2022. The last piece of data analyzed however did raise a perspective question that RJUSD will need to reflect on. While RJUSD feels that they were effective in carrying out their actions for Goal 4, parents felt that the district was less active in seeking their input. This drop in perception, 78% to 63%, does raise questions and concerns. RJUSD dug deeper to examine the root of this perception of the district being less active in seeking input from parents. RJUSD was able to learn that much of this perception stems from parents being frustrated with many of the COVID-19 procedures and protocols during the year. Many times in following the guidance of state and local health officials, RJUSD received criticism from parents. Much of this criticism came in the area of students needing to wear masks during different portions of the school year. As RJUSD was effective in carrying out their actions under Goal 4 of Community Engagement, parents were frustrated with the messaging at times.

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.

While examining Goal 4 and the metrics associated with it, Riverdale Joint Unified School District will continue their plan but be mindful of feedback received in 2021-2022. First, RJUSD hopes to return to their traditional parent involvement opportunities that were cut short in 2021-2022 due to COVID-19. The district has traditionally held numerous parent involvement events and the reduction of these in 2021-2022 did create frustration. The largest of these events is Parent Volunteers. Parent Volunteers were not made available in 2021-2022 due to COVID-19 concerns and protocols. RJUSD hopes to return to this practice in 2022-2023. The district will also examine practices going forward in 2022-2023 to see if parent perception towards the school seeking their input changes in a positive fashion. Examination of this decline in 2022-2023 was attributed to frustrations over COVID-19 protocols. While the hope is that COVID-19 is in decline for 2022-2023, RJUSD will need to monitor and gauge perception to ensure that parents feel their input is sought in a meaningful fashion. Parents also expressed their desire to enhance or build upon relationships or connectedness between school sites between them and their children as they felt it had lapsed during the course of the year. Survey data also supported this sense of greater disconnectedness than prior years. English Learner parents expressed greater disconnectedness due to language barriers with instructional staff. Low-income parents expressed a greater level of disconnect due to outcomes associated with COVID-19. Meanwhile, teachers expressed that they felt stronger connections needed to be made between the school and parents on items such as student attendance, academics and overall

communication. To support and address items expressed by both parents and teachers, RJUSD will create a Student-Family/Home-School Liaison position. The essence of this role will be 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. The creation of this role will be offered to each school site to bring about an increased level of support throughout the entire district to address actions 3, 6, and 7. RJUSD was also able to bring back parent workshops in 2022-2023 and the reception by parents was welcomed greatly. The district will work to ensure that both the option of parent workshops and the vendor return for 2022-2023.

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

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
\$5,460,659.00	\$689,692.00

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
38.69%	4.95%	\$677,191.00	43.64%

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

Required Descriptions

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

The actions listed below are being provided on a “wide” basis to maximize efficiency and effectiveness and streamline implementation so that targeted support can be provided to the specific identified unduplicated group(s) in each action, while allowing other students to also benefit as/if needed. We expect that by providing these actions/services to meet the unique needs of our English learner, foster youth, and/or low-income students, the LEA will achieve the anticipated outcomes targeted to meet each identified student group’s stated need(s). The required justification for how the district is increasing and improving services for the specified unduplicated student group(s) are contained in the action description in the Goals and Actions section of this plan. In the Goals and Actions section of this plan, each action marked as “wide” contains a detailed explanation of how that action is principally directed toward the English learner, foster youth, and/or low-income student population and effective in helping close equity and performance gaps. Each “wide” action in this plan will meet this requirement by: (1) Identifying it as a contributing action, (2) Clearly articulating how the needs of our foster youth, English learners, and or low-income students were considered first, including how the action considers those needs through its design, content, method, location, or another attribute, and (3) Explaining how the action is effective in meeting the goal and the identified student group(s) needs. This unique approach was taken after consultation and input from our educational partners and other interested partners. Our intention in doing this was to increase transparency for our educational partners so they can better understand the rationale behind each “wide” action. We find this approach to be very transparent and well received by our community.

The contributing “wide” actions in this plan are:

- 1.3: Supplemental Materials
- 1.6: Instructional Steering Committee
- 1.7: Targeted Instruction
- 1.8: Specialized Programs
- 1.10: Instructional Support
- 1.11: Standards-Aligned Assessments
- 2.3: Instructional Technology
- 2.6: Staff Collaboration
- 2.7: Instructional Coaching
- 2.8: Library Staff
- 3.1: Positive Behavior Intervention & Supports (PBIS)
- 3.4: Transportation Co-curricular/Extra-curricular Activities
- 3.8: Student Opportunities
- 3.9: Supervision and Support
- 3.10: Social Emotional Support
- 4.3: Parent Communication
- 4.6: Parent School Engagement
- 4.7: Communication Needs for Parents

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

Riverdale Joint Unified School District has demonstrated it has at met the 43.64% proportionality percentage by providing increased/improved services to our English learner, foster youth, and/or low-income students equivalent to a 43.64% proportionality

percentage based on the contributing actions/services in this plan. We are meeting the minimum proportionality percentage by providing the actions/services principally directed toward the unduplicated student population as summarized in the prompt above and explained and justified in detail in each contributing limited action description within this plan. It is our intent that this approach of justifying how each applicable action is principally directed and effective in the action's description meets/exceeds requirements for the "principally directed and effective threshold" as well as contributing toward meeting the Minimum Proportionality Percentage (MPP) requirement. These actions/services are most transparently communicated and understood by our educational partners through the approach we use in this plan. Building on the information provided in the prior prompt response above, the limited actions/services below are contributing to increasing or improving services for English learner, foster youth, and/or low-income students by the percentage indicated above as explained in the language of each unique action. We are using the increased funding to increase and improve services as described for our LEA-wide and school wide services in prompt one and as described below for each of the student groups on a limited basis:

- 2.4 Professional Development - ELD
- 2.5: ELD Supplemental Materials

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 will be increasing the number of staff throughout the district to support the single school sites offered in the district. RJUSD possesses single school sites that address multiple grades. Riverdale Joint Unified School District has Fipps Primary (grades K-3), Riverdale Elementary (4-8) and Riverdale High School (9-12). RJUSD will be using the additional concentration grant add-on funding to increase staff that will address both single school sites and serve the district in its entirety (K-12). RJUSD will be increasing certificated staff by three in the 2022-2023 school year. The increase will be in ELD instructors with one being placed at the junior high and the other at the high school. The addition of ELD teachers is in direct response to examination of English Learner academic data and closing the achievement gap (Goal 1, Actions 5, 6, 7 and 9 along with Goal 2, Actions 4 and 5). The third certificated position will be an Independent Study instructor so that RJUSD may offer a stable Independent Study Program for grades K-12. The establishment of an Independent Study Program will support identified social-emotional needs as identified by school counselors. The lack of a solidified Independent Study Program caused some families to seek other opportunities for educational services due to their child's social-emotional needs. Low-income parents have expressed that it was a challenge for them to pursue other educational opportunities outside of the district. The establishment of an Independent Study Program within the district will allow low-income families to remain in the district while using these resources as a means to support their child's social-emotional issues and concerns (Goal 1, Action 1 and Goal 3, Action 10). RJUSD will also be adding classified staff throughout the district. The addition of an Athletic Trainer will serve both the junior high and high school levels. Low-income parents had expressed that they were unable financially to take their children to be seen by a doctor or medical staff for every occurrence of a sports related injury. Low-income parents expressed that the addition of an Athletic Trainer would serve as an intervention of first level medical treatment. In working with an Athletic Trainer, parents could then determine if further medical attention was needed (Goal 3, Action 6 and 8). Another expansion will be an increase in the area of maintenance as concerns have been expressed about school safety in regards to upkeep and cleanliness. The addition in this area will be utilized districtwide (Goal 3, Action 5, 6 and 9). Finally, the greatest

expansion of classified staff will be in the area of Student-Family/Home-School Liaisons. A greater sense of disconnect was expressed by parents towards school sites in 2021-2022. Specifically, English Learner parents expressed language barriers with instructional staff while low-income parents shared that their level of disconnect was associated with COVID-19. While parents expressed disconnect on their end, teachers expressed disconnect with families in the area of attendance. To provide a middle ground to all concerns that were expressed, liaisons will be available at each school site in the district to serve as a connection between student/parents and school sites on areas of attendance, academics and other methods of support not associated with counselors (Goal 3, Action 9 and 10 along with Goal 4, Action 3, 6, and 7) . Riverdale Joint Unified School District will be using additional concentration grant add-on funds to increase both certificated and classified staff throughout the district in 2022-2023.

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	Elementary (K-6) - 1:24, Junior High (7-8) - 1:28, High School (9-12) - 1:25
Staff-to-student ratio of certificated staff providing direct services to students	N/A	Elementary (K-6) - 1:17, Junior High (7-8) - 1:18, High School (9-12) - 1:16

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$21,277,458.00	\$807,295.00	\$792,507.00	\$1,406,334.00	\$24,283,594.00	\$17,462,752.00	\$6,820,842.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Highly Effective & Qualified Staff	All	\$10,164,796.00				\$10,164,796.00
1	1.2	Staff Collaboration	All	\$0.00				\$0.00
1	1.3	Supplemental Materials	English Learners Low Income	\$287,614.00				\$287,614.00
1	1.4	Supplemental Materials - Special Education	Students with Disabilities	\$715,724.00		\$554,182.00		\$1,269,906.00
1	1.5	Summer School	All				\$189,701.00	\$189,701.00
1	1.6	Instructional Steering Committee	English Learners Low Income	\$12,269.00				\$12,269.00
1	1.7	Targeted Instruction	English Learners Low Income	\$454,099.00			\$80,963.00	\$535,062.00
1	1.8	Specialized Programs	English Learners Low Income	\$1,628,849.00	\$108,422.00	\$108,570.00	\$55,524.00	\$1,901,365.00
1	1.9	Scheduled Intervention	All	\$0.00				\$0.00
1	1.10	Instructional Support	English Learners Low Income	\$255,808.00				\$255,808.00
1	1.11	Standards-Aligned Assessments	English Learners Low Income	\$97,197.00			\$71,796.00	\$168,993.00
2	2.1	Standard Aligned Instructional Materials	All	\$128,604.00	\$398,234.00			\$526,838.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.2	Professional Development	All		\$58,435.00		\$112,298.00	\$170,733.00
2	2.3	Instructional Technology	English Learners Low Income	\$639,405.00				\$639,405.00
2	2.4	Professional Development ELD	English Learners	\$15,172.00	\$58,435.00		\$47,865.00	\$121,472.00
2	2.5	ELD Supplemental Materials	English Learners	\$9,048.00			\$10,150.00	\$19,198.00
2	2.6	Staff Collaboration	English Learners Low Income	\$15,173.00			\$24,730.00	\$39,903.00
2	2.7	Instructional Coaching	English Learners Low Income	\$209,860.00				\$209,860.00
2	2.8	Library Staff	English Learners Low Income	\$113,764.00			\$56,437.00	\$170,201.00
3	3.1	Positive Behavior Intervention and Supports (PBIS)	English Learners Low Income	\$38,164.00			\$3,000.00	\$41,164.00
3	3.2	Student Recognition	All	\$2,321.00				\$2,321.00
3	3.3	Student Transportation	All	\$1,034,409.00				\$1,034,409.00
3	3.4	Transportation Co-curricular/Extra-curricular Activities	English Learners Low Income	\$48,488.00				\$48,488.00
3	3.5	Clean Campuses/Facilities	All	\$2,907,616.00				\$2,907,616.00
3	3.6	Health and Support Services	All	\$159,661.00	\$80,000.00	\$39,000.00	\$271,857.00	\$550,518.00
3	3.7	After School Programs	All		\$80,000.00		\$100,000.00	\$180,000.00
3	3.8	Student Opportunities	English Learners Low Income	\$793,792.00				\$793,792.00
3	3.9	Supervision & Support	English Learners Low Income	\$579,339.00				\$579,339.00
3	3.10	Social Emotional Support	English Learners Low Income	\$440,198.00	\$23,769.00	\$90,755.00	\$375,813.00	\$930,535.00
4	4.1	Parent Workshops	All	\$0.00				\$0.00
4	4.2	Parent Volunteerism	All	\$3,000.00				\$3,000.00
4	4.3	Parent Communication	English Learners Low Income	\$313,824.00			\$4,500.00	\$318,324.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
4	4.4	Parent Survey	All				\$1,700.00	\$1,700.00
4	4.5	Parent Access	All	\$0.00				\$0.00
4	4.6	Parent School Engagement	English Learners	\$37,500.00				\$37,500.00
4	4.7	Communication Needs for Parents	English Learners	\$171,764.00				\$171,764.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$14,112,783	\$5,460,659.00	38.69%	4.95%	43.64%	\$6,161,327.00	0.00%	43.66 %	Total:	\$6,161,327.00
								LEA-wide Total:	\$5,343,315.00
								Limited Total:	\$24,220.00
								Schoolwide Total:	\$793,792.00

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	\$287,614.00	
1	1.6	Instructional Steering Committee	Yes	LEA-wide	English Learners Low Income	All Schools	\$12,269.00	
1	1.7	Targeted Instruction	Yes	LEA-wide	English Learners Low Income	All Schools	\$454,099.00	
1	1.8	Specialized Programs	Yes	LEA-wide	English Learners Low Income	All Schools	\$1,628,849.00	
1	1.10	Instructional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$255,808.00	
1	1.11	Standards-Aligned Assessments	Yes	LEA-wide	English Learners Low Income	All Schools	\$97,197.00	
2	2.3	Instructional Technology	Yes	LEA-wide	English Learners Low Income	All Schools	\$639,405.00	
2	2.4	Professional Development ELD	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$15,172.00	

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 (%)
2	2.5	ELD Supplemental Materials	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$9,048.00	
2	2.6	Staff Collaboration	Yes	LEA-wide	English Learners Low Income	All Schools	\$15,173.00	
2	2.7	Instructional Coaching	Yes	LEA-wide	English Learners Low Income	All Schools	\$209,860.00	
2	2.8	Library Staff	Yes	LEA-wide	English Learners Low Income	All Schools	\$113,764.00	
3	3.1	Positive Behavior Intervention and Supports (PBIS)	Yes	LEA-wide	English Learners Low Income	All Schools	\$38,164.00	
3	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	LEA-wide	English Learners Low Income	All Schools	\$48,488.00	
3	3.8	Student Opportunities	Yes	Schoolwide	English Learners Low Income	All Schools 6th- 12th	\$793,792.00	
3	3.9	Supervision & Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$579,339.00	
3	3.10	Social Emotional Support	Yes	LEA-wide	English Learners Low Income	All Schools	\$440,198.00	
4	4.3	Parent Communication	Yes	LEA-wide	English Learners Low Income	All Schools	\$313,824.00	
4	4.6	Parent School Engagement	Yes	LEA-wide	English Learners	All Schools	\$37,500.00	
4	4.7	Communication Needs for Parents	Yes	LEA-wide	English Learners	All Schools	\$171,764.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$20,499,431.00	\$21,614,056.00

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	\$9,650,734.00	\$9,753,055
1	1.2	Staff Collaboration	No	\$0.00	\$0.00
1	1.3	Supplemental Materials	Yes	\$297,576.00	\$189,774.00
1	1.4	Supplemental Materials - Special Education	No	\$1,253,947.00	\$1,233,016.00
1	1.5	Summer School	Yes	\$156,660.00	\$179,816.00
1	1.6	Instructional Steering Committee	Yes	\$16,095.00	\$10,864.00
1	1.7	Targeted Instruction	Yes	\$262,687.00	\$267,770.00
1	1.8	Specialized Programs	Yes	\$1,384,030.00	\$1,532,970.00
1	1.9	Scheduled Intervention	Yes	\$0.00	\$0.00
1	1.10	Instructional Support	Yes	\$182,865.00	\$230,600.00

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	1.11	Standards-Aligned Assessments	Yes	\$155,039.00	\$150,743.00
2	2.1	Standard Aligned Instructional Materials	No	\$18,688.00	\$25,619.00
2	2.2	Professional Development	No	\$105,008.00	\$90,364.00
2	2.3	Instructional Technology	Yes	\$660,885.00	\$752,415.00
2	2.4	Professional Development ELD	Yes	\$67,188.00	\$85,397.00
2	2.5	ELD Supplemental Materials	Yes	\$8,233.00	\$7,824.00
2	2.6	Staff Collaboration	Yes	\$51,752.00	\$19,310.00
2	2.7	Instructional Coaching	Yes	\$190,473.00	\$195,406.00
2	2.8	Library Staff	Yes	\$173,017.00	\$184,503.00
3	3.1	Positive Behavior Intervention and Supports (PBIS)	Yes	\$28,812.00	\$38,578.00
3	3.2	Student Recognition	No	\$2,600.00	\$1,970.00
3	3.3	Student Transportation	No	\$1,024,534.00	\$1,024,534.00

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	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	\$41,177.00	\$44,935.00
3	3.5	Clean Campuses/Facilities	No	\$2,286,815.00	\$3,109,630.00
3	3.6	Health and Support Services	No	\$473,046.00	\$470,176.00
3	3.7	After School Programs	No	\$180,000.00	\$195,000.00
3	3.8	Student Opportunities	Yes	\$505,809.00	\$439,536.00
3	3.9	Supervision & Support	Yes	\$331,943.00	\$317,178.00
3	3.10	Social Emotional Support	Yes	\$799,439.00	\$872,811.00
4	4.1	Parent Workshops	No		
4	4.2	Parent Volunteerism	No	\$3,000.00	\$300.00
4	4.3	Parent Communication	Yes	\$5,000.00	\$3,685.00
4	4.4	Parent Survey	No	\$1,700.00	\$150.00
4	4.5	Parent Access	No		
4	4.6	Parent School Engagement	Yes	\$18,000.00	\$21,000.00

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)
4	4.7	Communication Needs for Parents	Yes	\$162,679.00	\$165,127.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
5,209,767	\$4,461,810.00	\$4,532,576.00	(\$70,766.00)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.3	Supplemental Materials	Yes	\$297,576.00	\$189,774.00	0.00%	0.00%
1	1.5	Summer School	Yes	\$0.00	\$0.00		
1	1.6	Instructional Steering Committee	Yes	\$16,095.00	\$10,864.00	0.00%	0.00%
1	1.7	Targeted Instruction	Yes	\$220,852.00	\$226,722.00	0.00%	0.00%
1	1.8	Specialized Programs	Yes	\$1,169,165.00	\$1,294,372.00	0.00%	0.00%
1	1.9	Scheduled Intervention	Yes				
1	1.10	Instructional Support	Yes	\$182,865.00	\$230,600.00	0.00%	0.00%
1	1.11	Standards-Aligned Assessments	Yes	\$88,247.00	\$90,540.00	0.00%	0.00%
2	2.3	Instructional Technology	Yes	\$660,885.00	\$752,415.00	0.00%	0.00%
2	2.4	Professional Development ELD	Yes	\$19,301.00	\$10,622.00	0.00%	0.00%
2	2.5	ELD Supplemental Materials	Yes	\$8,233.00	\$1,529.00	0.00%	0.00%
2	2.6	Staff Collaboration	Yes	\$44,090.00	\$10,622.00	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.7	Instructional Coaching	Yes	\$190,473.00	\$195,406.00	0.00%	0.00%
2	2.8	Library Staff	Yes	\$111,819.00	\$121,443.00	0.00%	0.00%
3	3.1	Positive Behavior Intervention and Supports (PBIS)	Yes	\$28,812.00	\$38,578.00	0.00%	0.00%
3	3.4	Transportation Co-curricular/Extra-curricular Activities	Yes	\$41,177.00	\$44,935.00	0.00%	0.00%
3	3.8	Student Opportunities	Yes	\$505,809.00	\$439,536.00	0.00%	0.00%
3	3.9	Supervision & Support	Yes	\$329,643.00	\$316,185.00	0.00%	0.00%
3	3.10	Social Emotional Support	Yes	\$361,089.00	\$368,621.00	0.00%	0.00%
4	4.3	Parent Communication	Yes	\$5,000.00	\$3,685.00	0.00%	0.00%
4	4.6	Parent School Engagement	Yes	\$18,000.00	\$21,000.00	0.00%	0.00%
4	4.7	Communication Needs for Parents	Yes	\$162,679.00	\$165,127.00	0.00%	0.00%

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
13,692,977	5,209,767	0%	38.05%	\$4,532,576.00	0.00%	33.10%	\$677,191.00	4.95%

Instructions

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Engaging Educational Partners

Purpose

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

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

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

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

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Required Goals

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

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

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

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

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

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

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

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

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

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

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

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

Data Entry Table

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

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

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

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

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

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

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

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

Calculations in the Action Tables

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

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
 - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

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

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
 - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

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

LCFF Carryover Table

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

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

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

California Department of Education
January 2022