

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Richland Union Elementary

CDS Code: 15-63578-0000000

School Year: 2021-22

LEA contact information:

Annette Blacklock

Assistant Superintendent, Educational Services

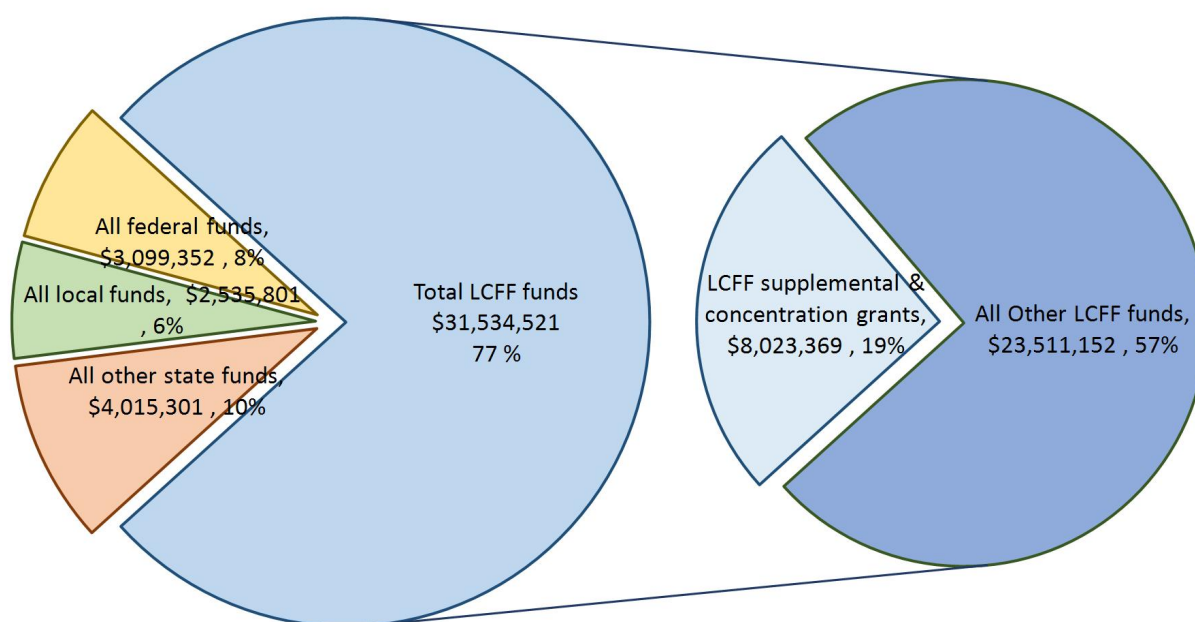
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661-746-8600

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 2021-22 School Year

Projected Revenue by Fund Source



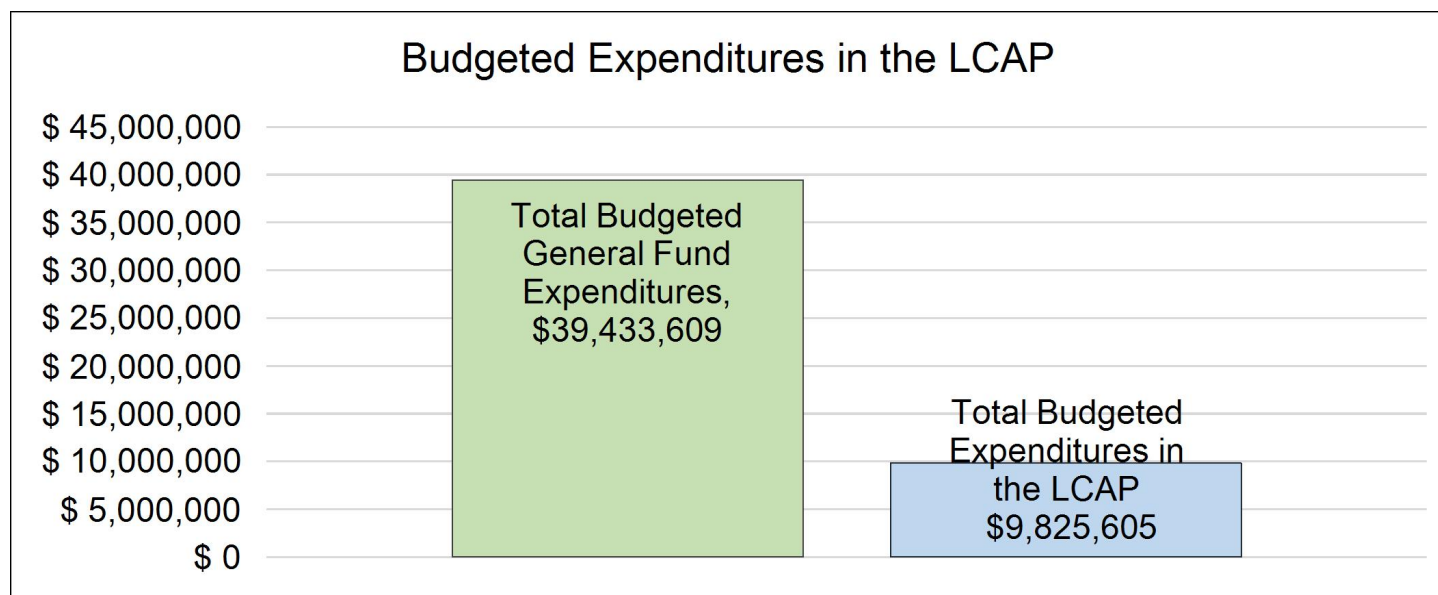
This chart shows the total general purpose revenue Richland Union Elementary expects to receive in the coming year from all sources.

The total revenue projected for Richland Union Elementary is \$41,184,975, of which \$31,534,521 is Local Control Funding Formula (LCFF), \$4,015,301 is other state funds, \$2,535,801 is local funds, and

\$3,099,352 is federal funds. Of the \$31,534,521 in LCFF Funds, \$8,023,369 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 Richland Union Elementary plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Richland Union Elementary plans to spend \$39,433,609 for the 2021-22 school year. Of that amount, \$9,825,605 is tied to actions/services in the LCAP and \$29,608,004 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the Local Control and Accountability Plan (LCAP) for the 2021-2022 school year include salaries and benefits for all certificated teachers, classified personnel, and administrative staff members. In addition, other expenditures in this area include: books and supplies, services and operating expenditures (e.g. utilities) and capital outlay projects.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

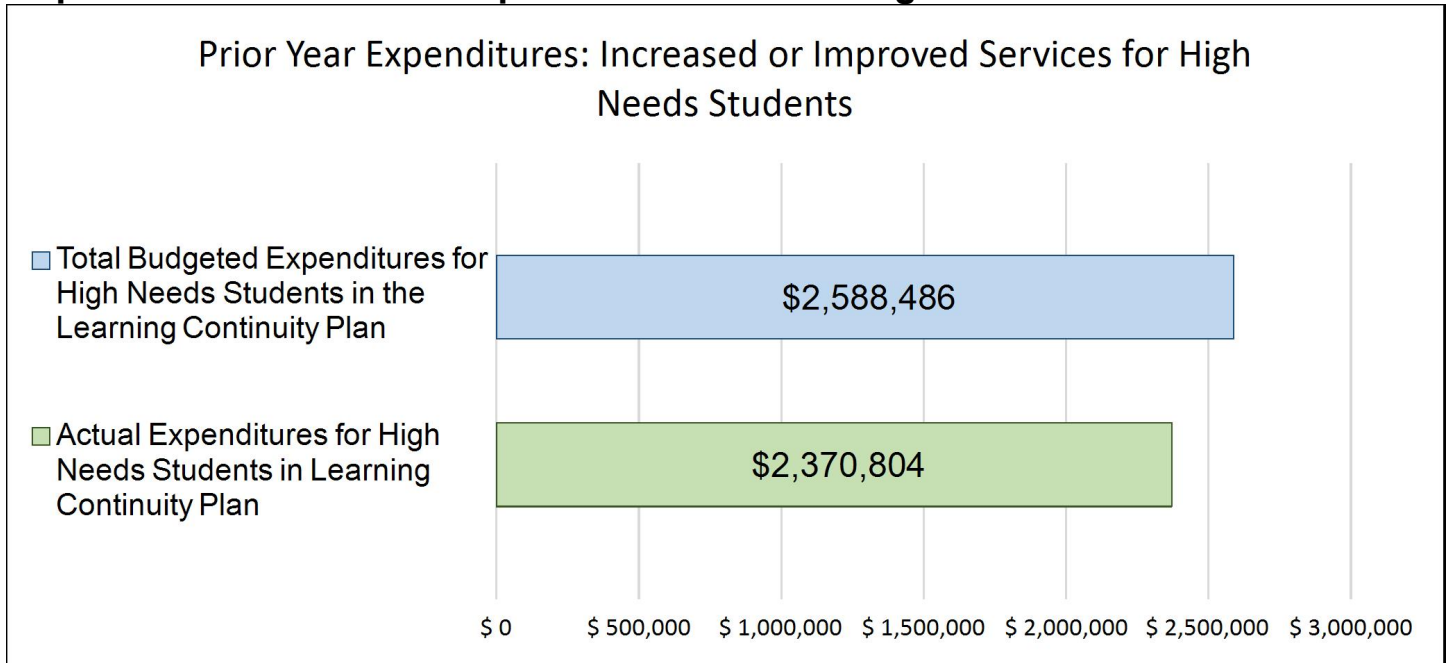
In 2021-22, Richland Union Elementary is projecting it will receive \$8,023,369 based on the enrollment of foster youth, English learner, and low-income students. Richland Union Elementary must describe how it intends to increase or improve services for high needs students in the LCAP. Richland Union Elementary plans to spend \$7,720,093 towards meeting this requirement, as described in the LCAP.

The Richland School District will use supplemental and concentration funds to provide services to all students with more intensive and targeted research-based programs during and after school. Services will be principally directed for all underachieving subgroups, with specific actions focusing on English learners, foster youth, and low-income students. Instructional support will be increased and improved with personnel and professional development opportunities principally directed toward integrated and designated ELD instruction, Universal Design for Learning, and great-initial-first teaching through explicit and direct instruction. Specific efforts are being made to improve the engagement and communication with families of our foster, English learner, and low-income students. A Student and Family Support Services coordinator will be provided and will serve as the district foster youth and McKinney-Vento

liaison to ensure at-risk students have access to appropriate programs given their unique circumstances. An attendance liaison and additional administrator support will principally serve our subgroup families to help identify and remove barriers to regular attendance. Our parent educator will increase services by offering workshops that are specific to the unique needs of our foster families, low-income families, and families of English learners. Social-emotional learning and support will be provided by School Social Workers (SSWs) on each site principally directed to increase our efforts to meet the needs of our English learners, low-income students, foster youth, and other at-risk students. They will assist with before, during, and afterschool engagement activities to promote attendance and positive student behavior. A counselor at our junior high school will work collaboratively with SSWs and our school psychologists to increase and improve the services provided to our unduplicated and at-risk pupils.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Richland Union Elementary budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Richland Union Elementary estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Richland Union Elementary's Learning Continuity Plan budgeted \$2,588,486 for planned actions to increase or improve services for high needs students. Richland Union Elementary actually spent \$2,370,804 for actions to increase or improve services for high needs students in 2020-21.

Site office staff and administration supported students, parents, and staff with technology questions, thus a dedicated HELP phone line with support personnel was not needed. The funds allocated were used to increase the purchases of additional book licenses to build our digital library and to help cover the cost of our learning management system. Though professional development was offered to all staff for our Canvas learning management system, SWIVL, and strategies to support ELs and students at-risk to our certificated staff, we had 52% of our staff take advantage of the offerings. Additionally, the costs of professional development were reduced as a result of the free offerings and support through our County Office of Education. SEL professional development for administrative staff was not held because of unanticipated time constraints that emerged with the pandemic. While we did purchase a district-wide social-emotional learning program, our teachers already had a solid process for providing daily wellness checks, and referrals, home visits, and phone calls were already being done. The additional funds were used to purchase Summer Bridge materials for all students to mitigate learning losses. Materials purchased provide instructions in English and Spanish to support our English learners and their families.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Richland Union Elementary	Annette Blacklock Assistant Superintendent, Educational Services	ablacklock@rsdshafter.org 661-746-8600

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: All students are successful in College and Career through the implementation of Common Core State Standards and 21st Century Skills.

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1(a): Teachers appropriately assigned and fully credentialed for assignment</p> <p>19-20 RSD will maintain or increase the percentage of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching at 97% as determined by State Reported SARC.</p> <p>Baseline 94% of teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching as determined by State Reported SARC. No teachers were misassigned.</p>	<p>Priority 1(a): RSD maintained the number of teachers who are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching at a 98% rate as determined by the 2019-2020 State Reported SARC. No teachers were misassigned.</p>
<p>Metric/Indicator Priority 1(b): Pupil access to standards-aligned materials</p>	<p>Priority 1(b): 100% of pupils have access to standards-aligned materials per the 2019-2020 State Reported SARC</p>

Expected	Actual
<p>19-20 100% of pupils will have access to standards-aligned materials per State Reported SARC.</p> <p>Baseline 100% of pupils have access to standards-aligned materials per State Reported SARC.</p>	
<p>Metric/Indicator Priority 1(c): School facilities maintained in good repair</p> <p>19-20 RSD will maintain four school sites with an overall rating of “exemplary” and not receive an overall rating below “good repair” as indicated on the State Reported SARC.</p> <p>Baseline In the Richland School District: three school sites have an overall rating of “exemplary” and one school site has an overall rating of “good repair “ as indicated on the State Reported SARC.</p>	<p>Priority 1(c): RSD maintained four school sites with an overall rating of “exemplary” as indicated on the 2019-2020 State Reported SARC.</p>
<p>Metric/Indicator Priority 2(a): Implementation of CA academic and performance standards</p> <p>19-20 Classrooms in the Richland School District will have “Met” the California Academic and Performance Standards as determined by the Reflection Tool Survey.</p> <p>Baseline</p>	<p>Priority 2(a): Implementation of CA Academic Standards using SBE Self-Reflection Tool administered in February 2020 showed the following: 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 3) NGSS (Score = 2) HSS (Score = 3)</p>

Expected	Actual
<p>Classrooms in the Richland School District are in the initial implementation of CA academic and performance standards as determined by the Reflection Tool Survey.</p>	<p>2. Providing instruction materials ELA (Score = 4) ELD (Score = 3) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3)</p> <p>3. Implementing policies and programs to support staff ELA (Score = 4) ELD (Score = 3) Math (Score = 4) NGSS (Score = 2) HSS (Score = 2)</p> <p>4. Implementing additional academic standards CTE (Score = 2) HE (Score = 2) PE (Score = 3) VAPA (Score = 2) WL (Score = 2)</p> <p>5a. Identifying the professional learning needs of groups of teachers/staff (Score = 3)</p> <p>5b. Identifying the professional learning needs of individual teachers (Score = 3)</p> <p>5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)</p> <p>(Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development</p>

Expected	Actual
	3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability
<p>Metric/Indicator Priority 2(b): How programs/services enable ELs to access CCSS and ELD standards</p> <p>19-20 Programs and services in the Richland School District will have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.</p> <p>Baseline Programs and services in the Richland School District enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the Reflection Tool Survey.</p>	<p>Priority 2(b): Programs and services in the Richland School District have “Met” to enable EL’s to access CCSS and ELD standards for academic content knowledge and English Language proficiency as determined by the SBE adopted Self-Reflection Tool Survey, administered February 2020..</p>
<p>Metric/Indicator Priority 4(a): Statewide assessments</p> <p>19-20 Students in grades 3rd-8th in the "All" student group will make an overall increase of 6.0 points towards Standard Met from 46.8 below standard to 40.8, in English Language Arts Assessment, as indicated on the California School Dashboard.</p> <p>Students in grades 3rd-8th in the "All" student group will make an overall increase of 7.2 points towards Standard Met from 72</p>	<p>Priority 4(a): The “All” student group in grades 3rd-8th scored 40.5 points below standard (previously reported as DF3) with an increase of 6.4 points indicating how well students are meeting grade level standards on the English Language Arts assessment as indicated on the 2019 California School Dashboard.</p> <p>The “All” student group in grades 3rd-8th scored 63.1 points below standard (previously reported as DF3) with an increase of 8.7 points indicating how well students are meeting grade level standards on the Mathematics assessment as indicated on the 2019 California School Dashboard.</p>

Expected	Actual
<p>points below standard to 64.8, in Mathematics, as indicated on the California Dashboard.</p> <p>The California Science Test (CAST) was field tested during spring of 2018 for students in 5th & 8th grade. No assessment data is available for 2017-2018.</p> <p>CAST operational test: Scale scores and achievement levels will be provided on the CAASPP Student Score Report in fall 2019, after standard setting in summer 2019. The CAA for Science is being field tested in 2018-2019 and preliminary indicators will be available in Fall 2019.</p> <p>Baseline Students in grades 3rd-8th grade made an overall increase on the status and level change by 14.9 points towards level 3 in ELA as indicated on the California Dashboard.</p> <p>Students in grades 3rd-8th grade made an overall increase on the status and level change by 1.6 points towards level 3 in Math as indicated on the California Dashboard.</p> <p>24% of students in 5th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test results.</p> <p>40% of students in 8th grade scored Proficient or Advanced in the California State Test for Science as determined by the CAASPP test baseline results.</p>	<p>17% of students in 5th grade met or exceeded the Standard for Science as measured by the 2019 (California State Test for Science) CAST reported on the CAASPP website.</p> <p>14.8% of students in 8th grade met or exceeded the Standard for Science as measured by the 2019 (California State Test for Science) CAST reported on the CAASPP website.</p>
<p>Metric/Indicator Priority 4(b): Academic Performance Index</p> <p>19-20</p>	<p>Priority 4(b): Not Applicable.</p>

Expected	Actual
<p>Not Applicable</p> <p>Baseline Not Applicable</p>	
<p>Metric/Indicator Priority 4(c): Pupils completing a-g or CTE sequences/programs</p> <p>19-20 Not Applicable</p> <p>Baseline Not Applicable</p>	<p>Priority 4(c): Not Applicable.</p>
<p>Metric/Indicator Priority 4(d): EL pupils making progress toward English proficiency</p> <p>19-20 Based on the 2017- 2018 ELPAC Summative Assessment Baseline (31.3% Level 4 - Well Developed, 34.6% Level 3 - Moderately Developed, 21.3% Level 2 - Somewhat Developed, and 12.7% Level 1 - Beginning Stage), the Richland School District will increase the percentage of English Learner pupils making progress toward English proficiency by one percentage point in each level 2-4 and a decrease in Level 1, (Level 4: 32.3%, Level 3: 35.6%, Level 2: 22.3%, Level 1: 11.7%), as noted on the California School Dashboard.</p> <p>Baseline 63.1% of RSD EL students made progress toward English proficiency as reported by the Spring 2017 California Model 5x5 Placement Reports and Data.</p>	<p>Priority 4(d): 47.2% of English Language students made progress toward the English Language Proficiency as reported on the English Learner Progress Indicator on the 2019 California School Dashboard. (The method of reporting English Learner progress on the California School Dashboard was changed in 2019.)</p>
<p>Metric/Indicator Priority 4(e):</p>	<p>Priority 4(e):</p>

Expected	Actual
<p>English Learner reclassification rate</p> <p>19-20 12% of RSD identified English Learners will meet the criteria for reclassification as determined by DataQuest.</p> <p>Baseline 11.4% of RSD identified English Learners met the criteria for reclassification as determined by DataQuest.</p>	<p>12.4% of RSD-identified English Learners were reclassified in the 19-20 school year as indicated on the 2019-2020 DataQuest report.</p>
<p>Metric/Indicator Priority 4(f): Percentage of pupils passing AP exam with 3 or higher</p> <p>19-20 Not Applicable</p> <p>Baseline Not Applicable</p>	<p>Priority 4(f): Not Applicable</p>
<p>Metric/Indicator Priority 4(g): Percentage of pupils who participate in and demonstrate college preparedness on EAP</p> <p>19-20 Not Applicable</p> <p>Baseline Not Applicable</p>	<p>Priority 4(g): Not Applicable</p>
<p>Metric/Indicator Priority 7(a): Extent to which pupils have access to and are enrolled in a broad course of study (EC51210/51220)</p> <p>19-20</p>	<p>Priority 7(a): 100% of pupils have access to instructional courses and to all of the subject areas as described in Section 51201 and Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.</p>

Expected	Actual
<p>100% of pupils will have access to instructional courses and to all of the subject areas as described in Section 51210 and Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.</p> <p>Baseline 100% of pupils have access to instructional courses and to all of the subject areas as described in Section 51210 and Section 51220(a) to (i), as applicable, and as determined by classroom rosters and student class schedules.</p>	
<p>Metric/Indicator Priority 7(b): Extent to which pupils have access to and are enrolled in programs/services for unduplicated services</p> <p>19-20 100% of unduplicated students will have access to programs and services as determined by classroom rosters and student class schedules.</p> <p>Baseline 100% of unduplicated students have access to programs and services as determined by classroom rosters and student class schedules.</p>	<p>Priority 7(b): 100% of unduplicated students have access to programs and services as determined by classroom rosters and student class schedules.</p>
<p>Metric/Indicator Priority 7(c): Extent to which pupils have access to and are enrolled in program/services for pupils with exceptional needs</p> <p>19-20 100% of exceptional needs pupils will have access to programs and services as determined by IEP's.</p> <p>Baseline 100% of exceptional needs pupils have access to programs and services as determined by IEP's.</p>	<p>Priority 7(c): 100% of exceptional needs pupils have access to programs and services as determined by IEP's.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.1 Continue to provide one Director of Curriculum and Instruction to coordinate high quality professional learning and collaborative opportunities for administrators and teachers (including Special Day Class teachers) anchored to the Common Core State Standards and State Frameworks to help All students achieve their highest potential for social-economically disadvantaged students, students with disabilities, English Learners, Foster Youth and Homeless by providing equitable access to all areas of the curricula:</p> <p>English Language Arts Mathematics History-Social Science Next Generation Science Standards Physical Education Visual and Performing Arts Writing</p> <p>All training will include follow-up support and assistance for classroom teachers and support staff in the application of the district's adopted program and instructional initiatives. Lessons will be modeled for teachers to make certain that all teachers have been trained to an advanced level of lesson delivery and are using the instructional materials as designed. Data collected from walk-throughs will be used to provide individualized teacher feedback through the use of a data collection system by all administrators.</p> <p>Use state and local data to verify student groups are receiving:</p> <ul style="list-style-type: none"> • Appropriate high-quality instruction that addresses unduplicated pupils needs • Maximally advances students skills and knowledge • Up-to-date and relevant resources • Provide settings that are physically and psychologically safe, respectful, and intellectually stimulating • Identify priorities for professional learning • Monitor and report on progress made for all students groups • Provide teacher support on the use of Smarter Balanced Digital Library on the four attributes of formative assessment: Clarify Intended Learning, Illicit Evidence, Interpret Evidence, and Act on Evidence. 	<p>PROF DEVELOPMENT SUBS Certificated Personnel Salaries Supplemental and Concentration \$15,085</p> <p>PROF DEVELOPMENT SUBS Certificated Benefits Supplemental and Concentration \$3,470</p> <p>DIR OF CURRICULUM Certificated Personnel Salaries Supplemental and Concentration \$61,421</p> <p>DIR OF CURRICULUM Certificated Benefits Supplemental and Concentration \$26,321.42</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$50,000</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Benefits Supplemental and Concentration \$10,500</p> <p>NGSS OR HIST SOC SCIENCE K-8 Books And Supplies Base \$511,000</p> <p>NA NA NA 0</p> <p>NA NA NA NA</p> <p>ILLUMINATE Services And Other Operating Expenditures Title I-A \$0</p>	<p>PROF DEVELOPMENT SUBS Certificated Personnel Salaries Supplemental and Concentration \$21,675</p> <p>PROF DEVELOPMENT SUBS Certificated Benefits Supplemental and Concentration \$2,558.43</p> <p>DIR OF CURRICULUM Certificated Personnel Salaries Supplemental and Concentration \$62,052.40</p> <p>DIR OF CURRICULUM Certificated Benefits Supplemental and Concentration \$21,926.90</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$60,427.02</p> <p>PROF DEVELOPMENT EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$12,495.10</p> <p>NGSS OR HIST SOC SCIENCE K-8 Books And Supplies Base \$459.00</p> <p>NA NA NA \$0</p> <p>NA NA NA \$0</p> <p>ILLUMINATE Services And Other Operating Expenditures Title I-A \$8,672.50</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Expenses include: personnel, professional development, assessment system, travel, conferences, extra-time/substitutes, materials/supplies, consultants, refreshments</p>		
<p>1.2 Continue to support library services at all school sites within the instructional day and after school. Library services to include but not limited to: student access after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources that will be provided in a variety of formats with a diverse appeal to support a text rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners and Special Education Students in acquiring 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. The library will be open during lunch time for students to check out board games that will be used in a designated area at the RJH campus.</p> <p>Services via libraries will include student engagement in Makerspaces to support interdisciplinary, project-based learning that supports NGSS and the implementation of the 5Cs</p> <p>Library staff: one District Librarian, one Library Secretary, and four Library Assistants</p> <p>Expenses include: library books, materials, technology, library personnel, professional development</p>	<p>DISTRICT LIBRARIAN Certificated Personnel Salaries Supplemental and Concentration \$81,678.10</p> <p>DISTRICT LIBRARIAN Certificated Benefits Supplemental and Concentration \$34,890</p> <p>DISTRICT LIBRARIAN Certificated Personnel Salaries Title I-A \$9,075.34</p> <p>DISTRICT LIBRARIAN Certificated Benefits Title I-A \$3,876.76</p> <p>SITE LIBRARY STAFF REGULAR SALARIES AND EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$58,925.87</p> <p>SITE LIBRARY STAFF Classified Benefits Supplemental and Concentration \$54,101.49</p> <p>SITE LIBRARY STAFF Classified Personnel Salaries Title I-A \$101,602.62</p> <p>SITE LIBRARY STAFF Classified Benefits Title I-A \$83,642.86</p>	<p>DISTRICT LIBRARIAN Certificated Personnel Salaries Supplemental and Concentration \$32,581.93</p> <p>DISTRICT LIBRARIAN Certificated Benefits Supplemental and Concentration \$12,118.89</p> <p>DISTRICT LIBRARIAN Certificated Personnel Salaries Title I-A \$3,620.23</p> <p>DISTRICT LIBRARIAN Certificated Benefits Title I-A \$1,346.52</p> <p>SITE LIBRARY STAFF REGULAR SALARIES AND EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$71,416.36</p> <p>SITE LIBRARY STAFF Classified Benefits Supplemental and Concentration \$51,990.11</p> <p>SITE LIBRARY STAFF Classified Personnel Salaries Title I-A \$106,382.67</p> <p>SITE LIBRARY STAFF Classified Personnel Salaries Title I-A \$82,445.35</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	BOOKS, SUPPLIES, CART, SUBSCRIPTIONS, AND TECHNOLOGY Books And Supplies Supplemental and Concentration \$141,910 CONFERENCE AND PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$7,676	BOOKS, SUPPLIES, CART, SUBSCRIPTIONS, AND TECHNOLOGY Books And Supplies Supplemental and Concentration \$135,691.58 CONFERENCE AND PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$8,848.86
<p>1.3 Continue to provide one Assistant Superintendent for administrative coordination and leadership on the LCAP development for unduplicated pupils and align actions to principally direct funds for: implementation and alignment to the School Plan for Student Achievement providing leadership on current changes to LCFF and LCAP legislation, including changes to required templates metrics and best practices, monitoring and reporting on the plan progress for required metrics (specified measures) and objectives for each state priority, engage stakeholders in the progress for current actions and involvement process through the administration of state reflection tools and vetted surveys.</p> <p>Systems: SARC, Document Tracking System (DTS), California Dashboards, CHKS, Self-Reflection Tool for Priority 3: Parent Engagement</p> <p>Expenses: personnel, professional development, conference & travel, materials/supplies, duplication, monitoring systems, translation, child care, refreshments</p>	ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Personnel Salaries Supplemental and Concentration \$13,167.80 ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Benefits Supplemental and Concentration \$4,692.55 LCAP SUPPLIES Books And Supplies Supplemental and Concentration \$4,000 CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,000 STAKEHOLDER MEETING CHILDCARE Classified Personnel Salaries Supplemental and Concentration \$400 STAKEHOLDER MEETING CHILDCARE Classified Benefits Supplemental and Concentration \$68 LCAP MONITORING PROGRAMS Services And Other	ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Personnel Salaries Supplemental and Concentration \$19,067.93 ASSISTANT SUPERINTENDENT - ED SERVICES Certificated Benefits Supplemental and Concentration \$6,340.61 LCAP SUPPLIES Books And Supplies Supplemental and Concentration \$2,591.42 CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$569.60 STAKEHOLDER MEETING CHILDCARE Classified Personnel Salaries Supplemental and Concentration \$1,544.16 STAKEHOLDER MEETING CHILDCARE Classified Benefits Supplemental and Concentration \$147.59 LCAP MONITORING PROGRAMS Services And Other

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Operating Expenditures Supplemental and Concentration \$5,000	Operating Expenditures Supplemental and Concentration \$22,045.66
1.4 Discontinued see analysis page 39	NA	NA
<p>1.5 Continue with one Induction Program Support Provider to work with participating teachers in the Induction and Intern Programs for professional learning in both content and pedagogy to increase performance levels for unduplicated pupils which will be evidenced through observation data collected by using a data collection system. Continued participation in district-wide professional development to support new teachers with the full implementation of instructional and assessment systems.</p> <p>Expenses include: personnel, professional development, Induction Program cost, materials</p>	<p>INDUCTION COACH Certificated Personnel Salaries Title I-A \$48,366.77</p> <p>INDUCTION COACH Certificated Benefits Title I-A \$19,815.48</p> <p>INDUCTION COACH Certificated Personnel Salaries Title II-A \$23,275.84</p> <p>INDUCTION COACH Certificated Benefits Title II-A \$9,535.92</p> <p>INDUCTION COACH Certificated Personnel Salaries Title III LEP \$23,275.84</p> <p>INDUCTION COACH Certificated Benefits Title III LEP \$9,535.92</p> <p>KCSOS INDUCTION SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$14,500</p> <p>CONFERENCE/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>INDUCTION COACH SUPPLIES Books And Supplies</p>	<p>INDUCTION COACH Certificated Personnel Salaries Title I-A \$46,909.04</p> <p>INDUCTION COACH Certificated Benefits Title I-A \$18,764.26</p> <p>INDUCTION COACH Certificated Personnel Salaries Title II-A \$24,479.00</p> <p>INDUCTION COACH Certificated Benefits Title II-A \$9,390.00</p> <p>INDUCTION COACH Certificated Personnel Salaries Title III LEP \$24,479.00</p> <p>INDUCTION COACH Certificated Benefits Title III LEP \$9,390.00</p> <p>KCSOS INDUCTION SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$23,450.00</p> <p>CONFERENCE/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>INDUCTION COACH SUPPLIES Books And Supplies</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$500	Supplemental and Concentration \$0
<p>1.6 Continue with one Ed. Technology Teacher to work with administration to stay up to date on the status of the creation of the California Computer Science Standards for California Public Schools: Kindergarten Through Grade Twelve. Continue to provide support and assistance to all classroom teachers with the integration of technology, using district adopted programs.</p> <p>Addressing individual teacher needs in district systems and collection of district-wide data to include but not limited to: Google classroom, Illuminate, Smarter Balanced Digital Library, enVision Math, Accelerated Reader, Youtube & Windows 10</p> <p>Expenses: professional development, extra-time/subs, personnel, materials & supplies, refreshments, conferences, monitoring system</p>	<p>ED TECHNOLOGY TEACHER Certificated Personnel Salaries Supplemental and Concentration \$87,977.45</p> <p>ED TECHNOLOGY TEACHER Certificated Benefits Supplemental and Concentration \$37,535.03</p> <p>ED TECHNOLOGY TEACHER PD EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$3,000</p> <p>ED TECHNOLOGY TEACHER PD EXT TIME Certificated Benefits Supplemental and Concentration \$630</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Personnel Salaries Supplemental and Concentration \$1,000</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Benefits Supplemental and Concentration \$190</p> <p>ED TECHNOLOGY TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$500</p> <p>ED TECHNOLOGY TEACHER CONFERENCE, FUTURE READY AND MONITORING SYSTEM Services And Other Operating Expenditures</p>	<p>ED TECHNOLOGY TEACHER Certificated Personnel Salaries Supplemental and Concentration \$89,176.30</p> <p>ED TECHNOLOGY TEACHER Certificated Benefits Supplemental and Concentration \$34,516.87</p> <p>ED TECHNOLOGY TEACHER PD EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$2,829.49</p> <p>ED TECHNOLOGY TEACHER PD EXT TIME Certificated Benefits Supplemental and Concentration \$578.86</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>ED TECHNOLOGY TEACHER PD SUBS Certificated Benefits Supplemental and Concentration \$0</p> <p>ED TECHNOLOGY TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$0</p> <p>ED TECHNOLOGY TEACHER CONFERENCE, FUTURE READY AND MONITORING SYSTEM Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1.7 Continue to maintain and upgrade technology district wide to support the integration of technology into all curricula, including core instruction as well as increase the knowledge base of technology support staff with district wide platforms tied to classroom instruction. Through the availability of appropriate technology used for instructional purposes, teachers will be able to create different forms of learning and teaching based on the 21st Century skills needed to principally direct towards educational options for Foster Youth, Low Income students, English Language Learners and Special Education students.</p> <p>Expenses include: technology equipment & infrastructure, contract work</p>	<p>Supplemental and Concentration \$18,000</p> <p>CLASSROOM TECHNOLOGY EQUIPMENT Books And Supplies Supplemental and Concentration \$100,000</p> <p>DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT Books And Supplies Supplemental and Concentration \$100,000</p>	<p>Supplemental and Concentration \$12,135.44</p> <p>CLASSROOM TECHNOLOGY EQUIPMENT Books And Supplies Supplemental and Concentration \$71,077.68</p> <p>DISTRICT WIDE INFRASTRUCTURE/EQUIPMENT Books And Supplies Supplemental and Concentration \$30,027.53</p>
<p>1.8 Continue to provide three Technology Technicians to support the maintenance of electronic devices that increase opportunities for English Language Learners, Foster Youth, Low Income and Special Education students to use technology as well as increase the knowledge base of technology support staff with district wide platforms tied to classroom instruction. Support will be provided on-site to assist in the maintenance, deployment and support for computer systems and components, and other instructional technology.</p> <p>The district will continue with a Technology Technician to assist in the maintenance of the Richland School District websites to keep stakeholders informed on the district LCAP goals, state and local priorities, programs and services that aimed to improve performance outcomes for unduplicated pupils.</p> <p>Expenses include: personnel, extra time/subs, professional development, materials</p>	<p>TECHNOLOGY TECHNICIANS Classified Personnel Salaries Supplemental and Concentration \$111,147.77</p> <p>TECHNOLOGY TECHNICIANS Classified Benefits Supplemental and Concentration \$78,461.32</p> <p>COMMUNICATION SUPPLIES AND SERVICES Books And Supplies Supplemental and Concentration \$500</p>	<p>TECHNOLOGY TECHNICIANS Classified Personnel Salaries Supplemental and Concentration \$88,509.36</p> <p>TECHNOLOGY TECHNICIANS Classified Benefits Supplemental and Concentration \$56,390.07</p> <p>COMMUNICATION SUPPLIES AND SERVICES Books And Supplies Supplemental and Concentration \$0</p>
<p>1.9 Full implementation of the California Education for a Global Economy Initiative (Ed.G.E.) principally directed to meet the needs of</p>	<p>LANGUAGE ACQUISITION PROGRAM SUPPLIES Books</p>	<p>LANGUAGE ACQUISITION PROGRAM SUPPLIES Books</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
unduplicated pupils. Provide coordinating support for Year 1 of Dual Language Immersion implementation at Golden Oak Elementary.	And Supplies Supplemental and Concentration \$5,000	And Supplies Supplemental and Concentration \$35,292.44
Expenses: personnel, instructional materials, assessments, travel, conferences, clerical support, advertising, extra-pay/personnel	LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$5,000	LANGUAGE ACQUISITION PROGRAM TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$1,064.68
	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Personnel Salaries Supplemental and Concentration \$5,000	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Personnel Salaries Supplemental and Concentration \$0
	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Benefits Supplemental and Concentration \$950	LANGUAGE ACQUISITION PROGRAM CLERICAL EXT TIME Classified Benefits Supplemental and Concentration \$0
	SUBS Certificated Personnel Salaries Supplemental and Concentration \$6,000	SUBS Certificated Personnel Salaries Supplemental and Concentration \$450.00
	SUBS Certificated Benefits Supplemental and Concentration \$1,000	SUBS Certificated Benefits Supplemental and Concentration \$69.59
	EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$5,000	EXTRA TIME Certificated Personnel Salaries Supplemental and Concentration \$3,630.48
	EXTRA TIME Certificated Benefits Supplemental and Concentration \$950	EXTRA TIME Certificated Benefits Supplemental and Concentration \$686.68

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Because the pandemic did not allow us to complete the piloting process of our core science materials, funds in Action 1 were not fully expended. Those base grant funds remain until the pandemic has ended and we can resume the pilot/adoption process in person. An additional \$17,000 was expended in Action 3 as a result of increased stakeholder engagement. Conferences and supplies to support the induction program (Action 5) and technology department (Action 6) were not needed due to COVID-19 travel restrictions. The money for technology and infrastructure (Action 7) was not fully expended because of the influx of COVID-19 funding to support schools. The funds were reallocated to Action 3 to increase stakeholder engagement. Funds not expended in Action 8 were reallocated to Action 9 to support our Dual Language program materials. Extra clerical support and sub salaries in Action 9 were not needed due to COVID-19 and school closures.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

One of our successes was the implementation of Action 7 evidenced by the increase of technology available to our students and families. Additionally, we were able to ensure internet access by providing hot spots to households without connectivity.

Our success in the implementation of actions and services is also evidenced in the 2019 California Dashboard results showing yellow performance level in both ELA and math in the “All Students” indicator. Our English learner progress was medium. Additionally, we had 12.4% of our English learners who were reclassified according to the DataQuest 2019-2020 report.

In math, three student groups performed at the yellow level and had increases on the Dashboard including EL (14.7 points), Hispanic (9.8 points), and SED (6.5 points). In ELA, the same student groups performed at the yellow level on the Dashboard, also showing growth: EL(13.3 points), Hispanic (6.6), and SED (3.3 points). The data indicates that the actions in Goal 1, including providing teachers with professional learning anchored to Common Core State Standards; continuous support for new teachers; educational technology in the classroom; and strategies to support ELLs, have had a positive impact on these student groups.

Our Students With Disabilities (SWD) performed in the red performance level in both ELA and math, their DFS at -122.8 and -149.4, respectively, twice the DFS of any other student group. Our actions have not supported this student group, which has become a focus at our sites and in our LCAP moving forward. We also have a Special Education Plan to help address learning losses that has been approved by the State.

Goal 2

Goal 2: Individualizing the educational environment to ensure all students meet or exceed standards of achievement, to fulfill 8th grade requirements.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5(a): School attendance rates</p> <p>19-20 The Richland School District will increase the rate to 95.65% as determined by 2019-2020 uncertified local data from the Student Information Systems (Illuminate).</p> <p>Baseline The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.</p>	<p>Priority 5(a): The Richland School District attendance rate is 95.76% as determined by 2019-2020 local data..</p>
<p>Metric/Indicator Priority 5(b): Chronic absenteeism rates</p> <p>19-20 The Richland School District chronic absenteeism rate will decrease by .4% to 10.1% as determined by DataQuest.</p>	<p>Priority 5(b): The Richland School District chronic absenteeism rate is 11.8% as determined by 2019-2020 local data.</p>

Expected	Actual
<p>Baseline The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.</p>	
<p>Metric/Indicator Priority 5(c): Middle school dropout rates</p> <p>19-20 The Richland School District will maintain the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.</p> <p>Baseline The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.</p>	<p>Priority 5(c): The Richland School District maintained the Middle School Dropout rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.</p>
<p>Metric/Indicator Priority 5(d): High school dropout rates</p> <p>19-20 High School dropout rates are Not Applicable.</p> <p>Baseline Not Applicable</p>	<p>Priority 5(d): High school dropout rates are not applicable</p>
<p>Metric/Indicator Priority 5(e):</p>	<p>Priority 5(e): High school graduation rates are not applicable</p>

Expected	Actual
<p>High school graduation rates</p> <p>19-20 High School graduation rates are Not Applicable.</p> <p>Baseline Not Applicable</p>	
<p>Metric/Indicator Priority 8(a) Pupil outcomes in subjects described in 51210/51220 Foundational Skills in Literacy and Mathematics</p> <p>19-20 58.33% of RSD Kindergarten students will score at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p> <p>53.33% of RSD First grade students will score at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p> <p>56% of RSD Second grade students will score at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the End of Year DIBELS measures.</p> <p>Baseline 58% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p>	<p>Priority 8(a): 45% of RSD Kindergarten students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the 2019-2020 Middle of Year DIBELS measures.</p> <p>47% of RSD first grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the 2019-2020 Middle of Year DIBELS measures.</p> <p>53% of RSD second grade students scored at or above benchmark in Basic Early Literacy Skills which indicates that the odds are in the students' favor of reaching later important reading outcomes as determined by the 2019-2020 Middle of Year DIBELS measures.</p>

Expected	Actual
<p>52% of RSD First grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p> <p>43% of RSD Second grade students scored at or above benchmark in Basic Early Literacy Skills as determined by the End of Year DIBELS measures.</p>	
<p>Metric/Indicator Priority 8(a) Pupil outcomes in subjects described in 51210/51220 Physical Education</p> <p>19-20 19.38% of 5th grade students will pass four or more fitness standards placing them in the Healthy Fitness Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>17.47% of 5th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>8.11% of 5th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>12.38% of 7th grade students will pass four or more fitness standards meeting the Healthy Fitness Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>19.53% of 7th grade students will pass three of six fitness standards placing them in the Needs Improvement Zone as</p>	<p>Priority 8(a): 56.3% of 5th grade students met four or more fitness standards placing them in the Healthy Fitness Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p> <p>19.4% of 5th grade students met three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p> <p>24.4% of 5th grade students met two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p> <p>43.4% of 7th grade students met four or more fitness standards placing them in the Healthy Fitness Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p> <p>23.3% of 7th grade students met three of six fitness standards placing them in the Needs Improvement Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p> <p>33.3% of 7th grade students met two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-19 California Physical Fitness Report in DataQuest.</p>

Expected	Actual
<p>determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>14.43% of 7th grade students will pass two or less of the six fitness standards placing them in the Needs Improvement-Health Risk Zone as determined by the 2018-2019 California Physical Fitness Report in DataQuest.</p> <p>Baseline 5th Grade: an average of 63.5% of students are in the Healthy Fitness Zone 5th Grade: an average of 29.3% of students Needing Improvement 5th Grade: an average of 28.4% of students are a Health Risk</p> <p>7th Grade: an average of 59.08% of students are in the Healthy Fitness Zone 7th Grade: an average of 35.03% of students Needing Improvement 7th Grade: an average of 17.65 % of students are a Health Risk</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 Continue to allocate funds to four (4) school sites to increase and improve services to all students with the intention of moving subgroups identified as “red” or “orange” on the California Dashboard in English Language Arts, Mathematics, English Learner Progress, Chronic Absenteeism and Suspension Rate. Each school site will analyze the state and local priorities to determine effectiveness of site programs and services for low income, English learner, Foster Youth and Special Education populations in addressing the needs of each unduplicated student subgroup. Site Administration will work with school site councils and English Learner Advisory Council to:</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Personnel Salaries Supplemental and Concentration \$80,004</p> <p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Benefits</p>	<p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Personnel Salaries Supplemental and Concentration \$40,864.26</p> <p>PROF DEV, AFT SCH ACADEMIES, SUBS, CLUBS, INTERVENTION, AND SPECIAL PROJECTS Certificated Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>1. Inform stakeholders (including unduplicated parents, teachers) of LCAP goals, targets and the effective use of funds for action 2.1 based on analysis of the school's California Dashboard and local data including California Healthy Kids Survey and district wide needs assessments</p> <p>2. Develop the SPSA which should include the following: analysis of data to appropriately align to the LCAP goals and expected outcomes for unduplicated students, specify how LCAP funding addresses identified needs and how services are principally directed to meet the needs of unduplicated pupils to move subgroups toward Standard Met.</p> <p>3. Use the results to inform the LCAP development, to assess prior year school site goals, actions, and services as well as to plan or modify future goals in the SPSA's.</p> <p>4. Provide equitable funding for schools identified for CSI/ATSI to address the required elements of the Every Student Succeeds Act (ESSA) and California Ed Code 64001.</p> <p>Expenses: personnel, materials, programs, professional development, extra- pay/substitutes, fees, student incentives, conferences, consultants/contracts</p>	<p>Supplemental and Concentration \$25,753</p> <p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Personnel Salaries Supplemental and Concentration \$241,673</p> <p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Benefits Supplemental and Concentration \$94,680</p> <p>CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$128,890</p> <p>PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$0</p>	<p>Supplemental and Concentration \$8,107.70</p> <p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Personnel Salaries Supplemental and Concentration \$270,153.79</p> <p>STUDENT SERVICES STAFF AND CLASSROOM AIDES Classified Benefits Supplemental and Concentration \$125,277.42</p> <p>CLASSROOM SUPPLIES, TECHNOLOGY, AND STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$95,741.93</p> <p>PROFESSIONAL SERVICES, STUDENT PROGRAMS, AND CURRICULUM PROGRAMS Services And Other Operating Expenditures Supplemental and Concentration \$10,481.69</p>
<p>2.2 Continue with class size reduction to increase achievement for students, as the impact of class-size reduction is greater for low-income and minority children. In order to ensure that unduplicated pupils are positively impacted by lower class size, site administration will implement the following:</p> <ul style="list-style-type: none"> Continue monitoring class size reduction Grades TK-8 (not to exceed 27:1). Continue with Six P.E. aides to reduce the adult to student ratio at the elementary sites Conduct an annual analysis of Physical Fitness Test data and monitor for improvement 	<p>CLASS SIZE REDUCTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$1,582,344</p> <p>CLASS SIZE REDUCTION TEACHERS Certificated Benefits Supplemental and Concentration \$762,789</p> <p>PE CLASS AIDES Classified Personnel Salaries Supplemental and Concentration \$74,129</p>	<p>CLASS SIZE REDUCTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$1,435,896.79</p> <p>CLASS SIZE REDUCTION TEACHERS Certificated Benefits Supplemental and Concentration \$651,181.13</p> <p>PE CLASS AIDES Classified Personnel Salaries Supplemental and Concentration \$72,994.94</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Expenses: personnel, extra-pay for average overload, materials, furniture, classroom	PE CLASS AIDES Classified Benefits Supplemental and Concentration \$10,011 TEACHER CLASSROOM OVERLOAD PAY Certificated Personnel Salaries Supplemental and Concentration \$50,000 TEACHER CLASSROOM OVERLOAD PAY Certificated Benefits Supplemental and Concentration \$9,490 NEW CLASSROOM SUPPLIES Books And Supplies Supplemental and Concentration \$5,000 PE ASSESSMENTS Books And Supplies Supplemental and Concentration \$0	PE CLASS AIDES Classified Benefits Supplemental and Concentration \$7,574.13 TEACHER CLASSROOM OVERLOAD PAY Certificated Personnel Salaries Supplemental and Concentration \$18,443.46 TEACHER CLASSROOM OVERLOAD PAY Certificated Benefits Supplemental and Concentration \$3,686.17 NEW CLASSROOM SUPPLIES Books And Supplies Supplemental and Concentration \$801.72 PE ASSESSMENTS Books And Supplies Supplemental and Concentration \$0
<p>2.3 Continue with three Intervention Teachers, additional paraprofessionals, and coordination support to improve and monitor implementation of intervention instruction to strategic and intensive students using 95% Group instructional materials based on student needs. Site administration will monitor the degree and quality of instructional practices and the effect on learner outcomes.</p> <p>*The Intervention teacher will use district established entrance and exit criteria to serve students with highest need</p> <p>*The intervention teacher will use district established screeners and diagnostics and reports data correlations for students who were given services</p> <p>Expenses: program costs, professional development, extra-pay/substitutes, fees, student incentives, conferences, consultants/contracts, materials</p>	INTERVENTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$281,016 INTERVENTION TEACHERS Certificated Benefits Supplemental and Concentration \$116,135 INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$3,000 INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,500	INTERVENTION TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$284,726.00 INTERVENTION TEACHERS Certificated Benefits Supplemental and Concentration \$113,366.42 INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$884.82 INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PARAPROFESSIONAL STAFF SALARIES Classified Personnel Salaries Supplemental and Concentration \$113,774 PARAPROFESSIONAL STAFF BENEFITS Classified Benefits Supplemental and Concentration \$12,442 95% TRAINING & COACHING Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$74,409	PARAPROFESSIONAL STAFF SALARIES Classified Personnel Salaries Supplemental and Concentration \$108,616.13 PARAPROFESSIONAL STAFF BENEFITS Classified Benefits Supplemental and Concentration \$27,836.23 95% TRAINING & COACHING Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$51,000.00
<p>2.4 Continue to train new SST/STAR teachers to participate in meetings to diagnose and prescribe multi-tiered interventions to students who are below the performance level. Identified students shall receive the additional time and support needed to learn at high levels with targeted intervention impacting unduplicated student groups whose low scores on curriculum based measures identify them as in need of additional support and interventions.</p> <p>Expenses: training materials, extra-pay/substitutes</p>	STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$39,600 STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$7,400 SUPPLIES Books And Supplies Supplemental and Concentration \$500	STAR TEAM STIPEND Certificated Personnel Salaries Supplemental and Concentration \$58,190.36 STAR TEAM STIPEND Certificated Benefits Supplemental and Concentration \$11,521.88 SUPPLIES Books And Supplies Supplemental and Concentration \$0
<p>2.5 Continue with one Parent Educator to provide direct services principally directed to unduplicated students, including homeless students, referred by school site staff due to medical, trauma, lack of basic needs and/or access to education. Provide transportation for homeless students on a case-by-case basis.</p> <p>Expenses: personnel, transportation, materials & supplies, duplication</p>	PARENT EDUCATOR SUPPLIES Books And Supplies Supplemental and Concentration \$2,000 PARENT EDUCATOR Classified Personnel Salaries Title I-A \$10,725 PARENT EDUCATOR Classified Benefits Title I-A \$8,214	PARENT EDUCATOR SUPPLIES Books And Supplies Supplemental and Concentration \$58.79 PARENT EDUCATOR Classified Personnel Salaries Title I-A \$6,382.33 PARENT EDUCATOR Classified Benefits Title I-A \$3,421.36

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	PARENT EDUCATOR Classified Personnel Salaries Other \$25,025 PARENT EDUCATOR Classified Benefits Other \$19,165	PARENT EDUCATOR Classified Personnel Salaries Other \$13,603.51 PARENT EDUCATOR Classified Benefits Other \$7,912.85
<p>2.6 Continue to provide one Director to represent the district as the: Educational, Foster Youth, and Homeless Liaison to ensure that students have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youths while making concerted efforts to collaborate with the Special Education Director to meet targets for the PIR preschool inclusion services.</p> <p>Continue to represent the school district as the Student Attendance Review Board (SARB) Chairperson, and Attendance Supervisor. Collaborate with agencies to provide direct services to students and families in the Family Resource Center (Healthy Start). Collaborate with Truancy Reduction and Attendance Coalition of Kern (TRACK) as the attendance supervisor and qualify the Richland School District as a "Model SARB". Monitor and assess data and use it to streamline the attendance process for school sites and the district in order to improve attendance outcomes for students.</p> <p>Expenses: personnel, transportation, materials & supplies, professional development, travel, copies, consultation costs, programs, refreshments</p>	<p>DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Personnel Salaries Supplemental and Concentration \$27,483</p> <p>DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Benefits Supplemental and Concentration \$13,199</p> <p>FOSTER PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$2,000</p> <p>FOSTER PROGRAM TRANSPORTATION Services And Other Operating Expenditures Supplemental and Concentration \$500</p> <p>FOSTER PROGRAM PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$2,500</p> <p>ATTENDANCE INCENTIVES Books And Supplies Supplemental and Concentration \$15,000</p> <p>CONFERENCE Professional/Consulting Services And Operating Expenditures</p>	<p>DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Personnel Salaries Supplemental and Concentration \$27,490.56</p> <p>DIRECTOR OF STUDENT AND FAMILY SERVICES Certificated Benefits Supplemental and Concentration \$10,229.72</p> <p>FOSTER PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$3,336.62</p> <p>FOSTER PROGRAM TRANSPORTATION Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>FOSTER PROGRAM PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$507.49</p> <p>ATTENDANCE INCENTIVES Books And Supplies Supplemental and Concentration \$4,494.25</p> <p>CONFERENCE Professional/Consulting Services And Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$2,000 ATTENTION TO ATTENDANCE SYSTEM Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0	Supplemental and Concentration \$1,460.34 ATTENTION TO ATTENDANCE SYSTEM Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0
<p>2.7 Continue to provide ten GATE certified teachers to provide direct instruction principally directed to procure gifted students including unduplicated pupils with a challenging and engaging differentiated instruction that exceeds the CCSS standards through process, content, resources, and product according to students' readiness, interest and learning profile. Provide administrative support to collect data from walk-throughs, student progress on state and local assessments to increase and improve differentiated services for identified GATE students and to provide individualized teacher feedback for program effectiveness and evaluation.</p> <p>Expenses: personnel, extra-time/substitutes, materials, professional development, programs, certification costs, conferences</p>	GATE CLUSTER TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$902,038 GATE CLUSTER TEACHERS Certificated Benefits Supplemental and Concentration \$396,319 GATE SUPPLIES Books And Supplies Supplemental and Concentration \$5,200 GATE CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$20,800 Extra Time Teacher Collaboration Salaries Certificated Personnel Salaries Supplemental and Concentration \$6,100 Extra Time Teacher Collaboration Benefits Certificated Benefits Supplemental and Concentration \$1,159 GATE CLERK Classified Personnel Salaries Supplemental and Concentration \$4,622	GATE CLUSTER TEACHERS Certificated Personnel Salaries Supplemental and Concentration \$739,408.40 GATE CLUSTER TEACHERS Certificated Benefits Supplemental and Concentration \$310,442.40 GATE SUPPLIES Books And Supplies Supplemental and Concentration \$1,151.56 GATE CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$12,261.53 Extra Time Teacher Collaboration Salaries Certificated Personnel Salaries Supplemental and Concentration \$445.49 Extra Time Teacher Collaboration Benefits Certificated Benefits Supplemental and Concentration \$91.12 GATE CLERK Classified Personnel Salaries Supplemental and Concentration \$4,668.57

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	GATE CLERK Classified Benefits Supplemental and Concentration \$3,135	GATE CLERK Classified Benefits Supplemental and Concentration \$3,200.45
<p>2.8 Continue to engage teachers in the Next Generation Science Standards by:</p> <p>*Continuing to meet with NGSS leadership team to improve implementation, design/modify instructional time and align financial resources to build a classroom culture conducive to meet the demands of the NGSS in all grades TK-8th. Continue to support the additional ancillary online and hard copy supplemental instructional resources including lab materials to support the classroom instruction of NGSS.</p> <p>Expenses: personnel, extra-time/subs, materials, professional development, programs, refreshments</p>	<p>NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES Books And Supplies Supplemental and Concentration \$5,000</p> <p>NGSS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$15,000</p> <p>NGSS SUBS Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>NGSS SUBS Certificated Benefits Supplemental and Concentration \$950</p> <p>NGSS EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$5,000</p> <p>NGSS EXT TIME Certificated Benefits Supplemental and Concentration \$950</p>	<p>NGSS SUPPLIES AND SUPPLEMENTAL INSTRUCTIONAL RESOURCES Books And Supplies Supplemental and Concentration \$497.13</p> <p>NGSS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>NGSS SUBS Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>NGSS SUBS Certificated Benefits Supplemental and Concentration \$0</p> <p>NGSS EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$10,655.95</p> <p>NGSS EXT TIME Certificated Benefits Supplemental and Concentration \$2,110.68</p>
<p>2.9 Continue to conduct summer school and provide tutoring for all students (unduplicated students will be given priority) in need of intervention and not meeting the standards in reading, mathematics and writing, including English Learners and LTELs for current K - 7th grades.</p> <p>Expenses: personnel, professional development, program, materials, student incentives,</p>	<p>SUMM LTEL PROGRAM Certificated Personnel Salaries Supplemental and Concentration \$75,000</p> <p>SUMM LTEL PROGRAM Certificated Benefits Supplemental and Concentration \$18,000</p> <p>NA</p>	<p>SUMM LTEL PROGRAM Certificated Personnel Salaries Supplemental and Concentration \$29,063.40</p> <p>SUMM LTEL PROGRAM Certificated Benefits Supplemental and Concentration \$5,946.01</p> <p>NA</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>SUMM LTEL PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$0</p> <p>SUMM LTEL PROGRAM CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>SUMM LTEL PROGRAM Classified Personnel Salaries Supplemental and Concentration \$12,000</p> <p>SUMM LTEL PROGRAM Classified Benefits Supplemental and Concentration \$1,420</p> <p>SUPPLEMENTAL TUTORING EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$25,000</p> <p>SUPPLEMENTAL TUTORING EXTRA TIME Classified Benefits Supplemental and Concentration \$3,150</p>	<p>SUMM LTEL PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$14.21</p> <p>SUMM LTEL PROGRAM CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$4,388.00</p> <p>SUMM LTEL PROGRAM Classified Personnel Salaries Supplemental and Concentration \$9,061.15</p> <p>SUMM LTEL PROGRAM Classified Benefits Supplemental and Concentration \$2,405.56</p> <p>SUPPLEMENTAL TUTORING EXTRA TIME Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>SUPPLEMENTAL TUTORING EXTRA TIME Classified Benefits Supplemental and Concentration \$0</p>
<p>2.10 Continue to provide professional development opportunities for paraprofessionals to support the implementation of instructional programs.</p> <p>Training sessions will have strategies embedded to meet the unique needs of students living in poverty, English Learners and Foster Youth, and include both academic and social-emotional supports. The Director of Data and Instruction and the Special Education Director will:</p> <ul style="list-style-type: none"> *Ensure the survey is administered to determine professional development needs are based on classroom assignment *Analyze needs *Coordinate professional opportunities 	<p>PARAPROFESSIONAL TRAINING Classified Personnel Salaries Supplemental and Concentration \$5,000</p> <p>PARAPROFESSIONAL TRAINING Classified Benefits Supplemental and Concentration \$900</p> <p>PARAPROFESSIONAL TRAINING MATERIALS Books</p>	<p>PARAPROFESSIONAL TRAINING Classified Personnel Salaries Supplemental and Concentration \$702.66</p> <p>PARAPROFESSIONAL TRAINING Certificated Benefits Supplemental and Concentration \$99.61</p> <p>PARAPROFESSIONAL TRAINING MATERIALS Books</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>*Evaluate the success of sessions</p> <p>*Create/modify a plan for increasing participation</p> <p>Expenses: personnel, extra-time, professional development, materials</p>	<p>And Supplies Supplemental and Concentration \$1,000</p>	<p>And Supplies Supplemental and Concentration \$3,216.43</p>
<p>2.11 Continue to provide training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services and assessment of English Learners. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Continue to improve monitoring systems of students who have been reclassified as Fluent English Proficient. The EL committee will continue to guide the decisions in the use of ELD materials and addressing the unique needs of English Learners, Newcomers and Mod/Severe Special Education students together with the Director of Special Education.</p> <p>Expenses: childcare, refreshments, supplies, personnel, systems, professional consultants, extra-time/substitutes, materials, professional development, conferences</p>	<p>NA</p> <p>PARENT TRAINING CHILD CARE Classified Personnel Salaries Supplemental and Concentration \$500</p> <p>PARENT TRAINING CHILD CARE Classified Benefits Supplemental and Concentration \$57</p> <p>PARENT TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$3,000</p> <p>PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>CONFERENCE / TRAVEL / PROGRAM Classified Benefits Supplemental and Concentration \$38,000</p> <p>CERTIFICATED SUB SALARIES Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>CERTIFICATED SUB BENEFITS Certificated Benefits</p>	<p>NA</p> <p>PARENT TRAINING CHILD CARE Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>PARENT TRAINING CHILD CARE Classified Benefits Supplemental and Concentration \$0</p> <p>PARENT TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$255.10</p> <p>PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$200.00</p> <p>CONFERENCE / TRAVEL / PROGRAM Classified Benefits Supplemental and Concentration \$20,380.00</p> <p>CERTIFICATED SUB SALARIES Classified Personnel Salaries Supplemental and Concentration \$1,200.00</p> <p>CERTIFICATED SUB BENEFITS Certificated Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$0 CERTIFICATED EXTRA TIME SALARIES Services And Other Operating Expenditures Supplemental and Concentration \$0 CERTIFICATED EXTRA TIME BENEFITS Certificated Benefits Supplemental and Concentration \$0	Supplemental and Concentration \$110.54 CERTIFICATED EXTRA TIME SALARIES Services And Other Operating Expenditures Supplemental and Concentration \$513.89 CERTIFICATED EXTRA TIME BENEFITS Certificated Benefits Supplemental and Concentration \$107.64
<p>2.12 Continue with Accelerated Reader Program to address gaps in reading among unduplicated pupils as determined by STAR assessment data. Instructional staff will evaluate the overall status of student performance, plan for intervention or differentiation and prioritize student need, set individualized goals for improvement, support and monitor student reading, review Diagnostic Report data and/or the Class Record Book, recognize progress toward individual goals, and attend professional development as needed.</p> <p>Expenses: professional development, extra-time/substitutes, system, materials, consultant, duplication</p>	AR PROGRAM Services And Other Operating Expenditures Title I-A \$70,000 AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Personnel Salaries Supplemental and Concentration \$6,000 AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Benefits Supplemental and Concentration \$1,139 AR PROG DEV SUBS Certificated Personnel Salaries Supplemental and Concentration \$2,000 AR PROG DEV SUBS Certificated Benefits Supplemental and Concentration \$380 AR PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$1,000	AR PROGRAM Services And Other Operating Expenditures Title I-A \$57,678 AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Personnel Salaries Supplemental and Concentration \$339.14 AR PROG PROF DEV EXT TIME/DATA COLLECTION Certificated Benefits Supplemental and Concentration \$63.71 AR PROG DEV SUBS Certificated Personnel Salaries Supplemental and Concentration \$0 AR PROG DEV SUBS Certificated Benefits Supplemental and Concentration \$0 AR PROGRAM SUPPLIES Books And Supplies Supplemental and Concentration \$0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.13 Continue with one Student Information Systems Technician to generate absenteeism, suspensions and other district data monitoring reports for site and district administration, certifying End of Year reports on attendance through CALPADs, identifying students who are Near Chronic, Chronic, and Severely Chronic, provide assistance with P-1, P-2 reports and ensure attendance codes for In-School Suspensions, Tardies, Home Hospital, Independent Study, and Opportunity Class, SARBS are accurately reflected on the student information system.</p> <p>Expenses: professional development, system, materials, duplication, conferences</p>	<p>SIS TECHNICIAN Classified Personnel Salaries Title I-A \$15,025</p> <p>SIS TECHNICIAN Classified Benefits Supplemental and Concentration \$9,569</p> <p>SIS SUPPLIES Books And Supplies Supplemental and Concentration \$500</p> <p>SIS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,500</p>	<p>SIS TECHNICIAN Classified Personnel Salaries Title I-A \$13,914.72</p> <p>SIS TECHNICIAN Classified Benefits Supplemental and Concentration \$8,874.70</p> <p>SIS SUPPLIES Books And Supplies Supplemental and Concentration \$0</p> <p>SIS CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,632.55</p>
<p>2.14 Continue with the plan to address and monitor the improved sanitation of facilities to decrease student illness/absences by providing training on routine cleaning, and the 5-steps cleaning routine for school campuses.</p> <p>Expenses: training, supplies, extra-time, personnel</p>	<p>CUSTODIAL SANITATION TRAINING Classified Personnel Salaries Other \$5,000</p> <p>CUSTODIAL SANITATION TRAINING Classified Benefits Other \$477</p> <p>CUSTODIAL SANITATION SUPPLIES Services And Other Operating Expenditures Supplemental and Concentration \$10,000</p> <p>CUSTODIAL SANITATION TRAINING Services And Other Operating Expenditures Other \$3,000</p> <p>CUSTODIAL SANITATION SERVICES Classified Personnel Salaries Supplemental and Concentration \$10,000</p> <p>CUSTODIAL SANITATION SERVICES Classified Benefits</p>	<p>CUSTODIAL SANITATION TRAINING Classified Personnel Salaries Other \$0</p> <p>CUSTODIAL SANITATION TRAINING Classified Benefits Other \$0</p> <p>CUSTODIAL SANITATION SUPPLIES Services And Other Operating Expenditures Supplemental and Concentration \$2,562.52</p> <p>CUSTODIAL SANITATION TRAINING Services And Other Operating Expenditures Other \$0</p> <p>CUSTODIAL SANITATION SERVICES Classified Personnel Salaries Supplemental and Concentration \$21,120.19</p> <p>CUSTODIAL SANITATION SERVICES Classified Benefits</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Supplemental and Concentration \$2,700	Supplemental and Concentration \$2,018.68
<p>2.15 Continue with one School Counselor to coordinate counseling referrals to improve student behavior, safety, and school connectedness. Support the school's efforts to implement PBIS (Positive Behavior Interventions and Supports), participates in SST/STAR meetings as needed, identifies supports to improve student learning, behavior and engagement. Identifies appropriate interventions to meet the individualized needs of students and completes referrals for mental health and social-emotional services.</p> <p>Expenses: personnel, materials/supplies, professional development, conference, student incentives</p>	<p>COUNSELOR Certificated Personnel Salaries Supplemental and Concentration \$38,978</p> <p>COUNSELOR Certificated Benefits Supplemental and Concentration \$17,691</p> <p>COUNSELOR CONFERENCE AND SERVICE CONTRACTS Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>BEHAVIOR INCENTIVES Books And Supplies Supplemental and Concentration \$1,500</p>	<p>COUNSELOR Certificated Personnel Salaries Supplemental and Concentration \$36,835.06</p> <p>COUNSELOR Certificated Benefits Supplemental and Concentration \$16,249.32</p> <p>COUNSELOR CONFERENCE AND SERVICE CONTRACTS Services And Other Operating Expenditures Supplemental and Concentration \$5,493.00</p> <p>BEHAVIOR INCENTIVES Books And Supplies Supplemental and Concentration \$0</p>
<p>2.16 The Intervention Teacher will provide intervention services to students who are two or more grade levels behind in the area of Literacy at Richland Junior High to decrease the percentage of students not meeting 8th grade graduation requirements by providing support based on individualized student needs .</p> <p>*The Intervention teacher will continue to use district established entrance and exit criteria to serve students with highest need</p> <p>*The intervention teacher will continue to use district established screeners and diagnostics and reports data correlations for students who were given services</p> <p>Expenses: personnel, professional development, materials, travel, extra-pay/substitutes</p>	<p>JR HIGH INTERVENTION TEACHER Certificated Personnel Salaries Supplemental and Concentration \$91,181</p> <p>JR HIGH INTERVENTION TEACHER Certificated Benefits Supplemental and Concentration \$38,224</p> <p>JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$600</p> <p>JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Benefits Supplemental and Concentration \$126</p>	<p>JR HIGH INTERVENTION TEACHER Certificated Personnel Salaries Supplemental and Concentration \$45,634.05</p> <p>JR HIGH INTERVENTION TEACHER Certificated Benefits Supplemental and Concentration \$11,848.43</p> <p>JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>JR HIGH INTERVENTION TEACHER SUBS/EXT TIME Certificated Benefits Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>JR HIGH INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$2,000</p> <p>JR HIGH INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p> <p>STAR TEAM STIPEND for RJH Intervention Teacher Certificated Personnel Salaries Supplemental and Concentration \$2,500</p> <p>STAR TEAM STIPEND Benefits for RJH Intervention Teacher Certificated Benefits Supplemental and Concentration \$500</p>	<p>JR HIGH INTERVENTION TEACHER SUPPLIES Books And Supplies Supplemental and Concentration \$0</p> <p>JR HIGH INTERVENTION TEACHER CONFERENCE Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>STAR TEAM STIPEND for RJH Intervention Teacher Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>STAR TEAM STIPEND Benefits for RJH Intervention Teacher Certificated Benefits Supplemental and Concentration \$0</p>
<p>2.17 A zero period will continue at the Richland Junior High schedule for English Language Learners to increase access to elective classes during the regular school day.</p> <p>Increase communication efforts about the availability of this period will be principally directed to the parents of students identified as English Language Learners. A third zero period will be made available if enrollment of English Learners increases to meet the need of this unduplicated group.</p> <p>Expenses: Extra-pay/personnel</p>	<p>ZERO PERIOD JR HIGH EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$22,100</p> <p>ZERO PERIOD JR HIGH EXT TIME Certificated Benefits Supplemental and Concentration \$4,900</p>	<p>ZERO PERIOD JR HIGH EXT TIME Certificated Personnel Salaries Supplemental and Concentration \$19,202.37</p> <p>ZERO PERIOD JR HIGH EXT TIME Certificated Benefits Supplemental and Concentration \$3,962.49</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

All of the actions were in various stages of implementation prior to the COVID-19 pandemic. At the onset of the pandemic, our focus quickly became how to provide instruction to students in a remote setting. Then we began to plan for a long-term solution to remote learning, working to ensure safe access to materials, supplies, devices, and connectivity to support our students, staff, and families.

Some of the funds allocated for certificated salaries (Action 1) were used for salaries for classified staff who provided reengagement support during school closures and distance learning. The money budgeted for class size overload pay (Action 2) was not used due to the school closures.

The amount of money spent in Action 4 was 150% more than allocated due to an increase in the support our at-risk students needed. A parent educator was not hired (Action 5) until midway through the school year. Those excess funds were used to support our at-risk students in Action 4.

COVID-19 restrictions and state lockdowns prevented full implementation of actions that included conferences and related expenses such as travel, sub-pay, and benefits (Actions 3, 6, 7, 8, 11). To the degree practicable, virtual conferences, field trips, and webinars were provided instead. Additionally, funds in Action 8 shifted to provide the NGSS committee time to collaborate on best science practices for students.

COVID-19 and state lockdowns also prevented in-person summer school and tutoring (Action 9). To support the intent of the action, summer learning packets were provided to all students with differentiated materials provided to English learners, at-risk students, and students with disabilities.

Because in-person professional development for teachers was suspended by Renaissance (Action 12), it was replaced with free webinars on differentiating instruction for our students.

Sanitization training for custodial staff was overestimated as the vendor provided it for free. Other expenses were supplemented with CARES Act funding (Action 14).

Students were provided intervention support through differentiated instruction with homeroom teachers because the intervention teacher position was vacated and not filled (Action 16).

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Our successes in implementing the actions/services in Goal 2 were evidenced in overall academic growth for the duration of this three-year LCAP cycle. The 2019 California Dashboard results showed students performing -40.9 points Distance From Standard (DFS) (a growth of 12.5 points) in ELA and -63.1 points DFS (an increase of 15.1 points) in math. Both ELA and math fell in the yellow performance level. 47.2% of English learners showed progress toward English language proficiency, medium performance level, as indicated on the 2019 CA Dashboard. Additionally, in the years of this LCAP cycle, our student groups demonstrated progress as follows:

English Learner (EL) students

ELA: Increased 18.2 points Math: Increased 22.5 points

Socioeconomically Disadvantaged (SED) students

ELA: increased 10.1 points Math: Increased 13.8 points

Students with Disabilities (SWD)

ELA: Increased 11.3 points Math: Decreased 7.9 points

White students

ELA: Decreased 9.4 points Math: Decreased 16 points

Hispanic

ELA: Increased 13.8 points Math: Increased 16.7 points

Beginning March 2020, we did have the challenge of continuing with our Science adoption, our LTEL Summer School program, conferences, after-school tutoring/programs, and professional development for staff, admin, and parents in supporting English Learners because of the school closures and California's stay-at-home orders resulting from the COVID-19 pandemic.

Goal 3

Goal 3: Working with our community to create a culture of collaboration and a positive school climate to ensure student success.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 3(a): Efforts to seek parent input in making decisions 19-20 The Richland School District will invite 100% of parents through School Messenger automated phone calls, flyers, personal phone calls and encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory Committee (DELAC), Title I meeting, Coffee with School Site Principals, PTO, Arena Day, Open House, Title I Meeting Band Booster and by parent request as determined by site and district sign-ins and council's ability to meet quorum.	Priority 3(a): The Richland School District invited 100% of parents as measured by School Messenger automated phone call logs, copies of fliers, personal phone calls, and encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: LCAP Stakeholder and Committee Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), District English Language Learner Advisory Committee), Title 1 Meeting, PTO, Band Booster, and by parent request as measured by site and district meeting agendas, sign-in sheets, and/or minutes.

Expected	Actual
<p>Baseline Richland School District continues to increase its efforts to seek parent input in making decisions for district and school sites through parent participation in: Superintendent Forums, LCAP Forums, Annual LCAP Update & Budget Development Stakeholder Meetings, School Site Council, English Language Learner Advisory Committee (ELAC), English Language Learner Advisory Committee (DELAC), Title I meeting, Coffee with School Site Principals, and by parent request.</p>	
<p>Metric/Indicator Priority 3(b): How district promotes participation of parents for unduplicated pupils</p> <p>19-20 The Richland School District will invite 100% of parents for unduplicated pupils through School Messenger automated phone calls, flyers, personal phone calls, and by encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.</p> <p>Baseline The Richland School District increased its efforts to promote participation of parents for unduplicated pupils through: School Site Assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Author Days, Muffins with Mom, Parent Chaperones on school field trips,</p>	<p>Priority 3(b): The Richland School District invited 100% of parents of unduplicated students as measured by School Messenger automated phone call logs, copies of fliers, personal phone calls and by encouraging parents to invite other parents to participate in providing input in making decisions for district and school sites by participating in: School Site assemblies, Back to School Night, Arena Day (RJH), Parent Center Workshops, Foster Youth events, Fall Festivals, Band Performances, Muffins with Mom, Donuts with Dad, Parent chaperones on school field trips, Family Movie Nights, Father/Daughter Dance, and other events throughout the school year as measured by site and district meeting agendas, sign-in sheets, and/or minutes</p>

Expected	Actual
<p>Family Movie Nights, Father/Daughter Dance, and other events throughout the school year.</p> <p>Metric/Indicator Priority 3(c): How district promotes participation of parents for pupils with exceptional needs</p> <p>19-20 The Richland School District will invite 100% of parents with exceptional needs through School Messenger automated phone calls, flyers, letters, personal phone calls to participate in providing input in making decisions for district and school sites by participating in: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year as determined by site and district sign-ins.</p> <p>Baseline The Richland School District increased its efforts to promote participation of parents for pupils with exceptional needs through: IEPs, School site assemblies, Back to School Night, Open House, Arena Day (RJH), Parent Center workshops, Foster Youth Events, CHAMPS Spring Event, Fall Festivals, Band Performances, Arthur Days, Muffins with Mom, parent chaperones on school field trips to the fair, Father/Daughter Dance and other events throughout the school year.</p>	<p>Priority 3(c): The Richland School District invited 100% of parents of students with exceptional needs as measured by School Messenger automated phone call logs, copies of fliers, letters, personal phone calls to participate in providing input in making decisions for district and school sites by participating in: IEPs, School site assemblies, Back to School Night, Arena Day (RJH), Parent center workshops, Foster Youth events, Fall Festivals, Band Performances, Muffins with Mom, Donuts with Dad, Parent chaperones on school field trips to the fair, Father/Daughter Dance, and other events throughout the school year as measured by site and district meeting agendas, sign-in sheets, and/or minutes</p>
<p>Metric/Indicator Priority 5(a): School attendance rates</p> <p>19-20</p>	<p>Priority 5(a): The Richland School District attendance rate is 95.76% as of February 28, 2020, as determined by uncertified local data.</p>

Expected	Actual
<p>The Richland School District will increase the rate to 95.65% as determined by 2019-2020 uncertified local data from the Student Information Systems (Illuminate).</p> <p>Baseline The Richland School District increased the school attendance rate to 95.32% as determined by 2015-2016 local data.</p>	
<p>Metric/Indicator Priority 5(b): Chronic absenteeism rates</p> <p>19-20 The Richland School District chronic absenteeism rate will decrease by .4% to 10.1% as determined by DataQuest.</p> <p>Baseline The Richland School District chronic absenteeism rate is 10.1% as determined by the Richland School District Student Truancy Analysis Report.</p>	<p>Priority 5(b): The Richland School District chronic absenteeism rate is 11.8% as of February 28, 2020, as determined by uncertified local data.</p>
<p>Metric/Indicator Priority 5(c): Middle school dropout rates</p> <p>19-20 The Richland School District will maintain the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.</p> <p>Baseline The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS report 1.9 for completers/dropouts.</p>	<p>Priority 5(c): The Richland School District maintained the Middle School Dropout Rate at 0% as determined by the CALPADS.</p>
<p>Metric/Indicator Priority 5(d): High school dropout rates</p>	<p>Priority 5(d): High School dropout rates are Not Applicable.</p>

Expected	Actual
<p>19-20 High School dropout rates are Not Applicable.</p> <p>Baseline Not Applicable</p>	
<p>Metric/Indicator Priority 5(e): High school graduation rates</p> <p>19-20 High School graduation rates are Not Applicable.</p> <p>Baseline Not Applicable</p>	<p>Priority 5(e): High school graduation rates are Not Applicable.</p>
<p>Metric/Indicator Priority 6(a): Pupil suspension rates</p> <p>19-20 The Richland School District will decrease the student suspension rate to 2.2% in the “Maintained Status” which indicates a decrease of -0.3% percentage points during the academic year as determined by the California Dashboard.</p> <p>Baseline The Richland School District suspension rate is 4.10% as determined on the State Dashboard.</p>	<p>Priority 6(a): The Richland School District suspension rate is 2.5% in the “Maintained Status” which indicates no movement from 2017-2018 to 2018-2019 as determined by the California Department of Education DataQuest Suspension Report.</p>
<p>Metric/Indicator Priority 6(b): Pupil expulsion rates</p> <p>19-20 The Richland School District Pupil Expulsion Rate will be maintained at 0% as determined by the DataQuest reports.</p> <p>Baseline</p>	<p>Priority 6(b): The Richland School District Pupil Expulsion Rate maintained at 0% as determined by the 2019-2020 DataQuest report.</p>

Expected	Actual
<p>The Richland School District maintained the Pupil Expulsion Rate at 0% as determined by eSchool Data System.</p>	
<p>Metric/Indicator Priority 6(c):Sense of safety and school connectedness 19-20 The Richland School District will maintain/increase the percentage of 5th grade pupils who report having a sense of safety as “agree or strongly agree”, at 76% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of 5th grade pupils who report having a sense of connectedness as “agree or strongly agree”, at 71% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of 7th grade pupils who report having a sense of safety as “agree or strongly agree”, at 65% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of 7th grade pupils will report having a sense of connectedness as “agree or strongly agree”, at 40.5% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of parents who report having a sense of safety as “agree or strongly agree”, at 43% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of parents who report having a sense of connectedness as “agree or strongly agree”, at 38.5% as determined by the California Healthy Kids Survey results.</p>	<p>March 17, 2020 school closure due to COVID-19 prevented administration of California Healthy Kids Survey for teachers, parents, and students.</p> <p>NA% of 5th grade pupils report having a sense of safety as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of 5th grade pupils report having a sense of connectedness as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of 7th grade pupils report having a sense of safety as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of 7th grade pupils report having a sense of connectedness as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of parents report having a sense of safety as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of parents report having a sense of connectedness as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>NA% of teachers report having a sense of safety as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p>

Expected	Actual
<p>The Richland School District will maintain/increase the percentage of teachers who report having a sense of safety as “agree or strongly agree”, at 47% as determined by the California Healthy Kids Survey results.</p> <p>The Richland School District will maintain/increase the percentage of teachers who have a sense of connectedness as “agree or strongly agree”, at 41% as determined by the California Healthy Kids Survey results.</p> <p>Baseline 79.66 % of 4-6 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>67.33% of 4-6 grade pupils have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>48% of 7-8 grade pupils have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>57% of 7-8 grade pupils have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>37% of parents have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>32.5% of parents have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p>	<p>NA% of teachers report having a sense of connectedness as “agree or strongly agree” as determined by the California Healthy Kids Survey results.</p> <p>Local student survey data indicate that:</p> <p>93.2% of 5th and 6th grade students reported having a sense of safety some or most of the time as determined by a local survey.</p> <p>93.1% of 5th grade students reported having a sense of connectedness some or most of the time as determined by a local survey.</p> <p>83.2% of 7th - 8th grade students reported having a sense of safety some or most of the time as determined by a local survey.</p> <p>88.6% of 7th - 8th grade students reported having a sense of connectedness some or most of the time as determined by a local survey.</p>

Expected	Actual
<p>37% of teachers have a sense of safety some of the time or most of the time as determined by the California Healthy Kids Survey results.</p> <p>42.25% of teachers have a sense of connectedness some of the time or most of the time as determined by the California Healthy Kids Survey results.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.1 Continue to improve established communication system to invite stakeholders to participate in district and school site events and advisory councils to increase parent participation including unduplicated pupils and pupils with exceptional needs parents. Send communication via mail, phone calls, text messaging, email, and flyers in Thursday's folder with students. School clerks will ensure information system is updated regularly during the school year. Increase sense of student safety at all four schools.</p> <p>Expenses: personnel, extra-time, messaging voice system, copies, materials, training costs, visitor background checks system</p>	<p>SCHOOL MESSENGER Services And Other Operating Expenditures Supplemental and Concentration \$15,500</p> <p>STAKEHOLDER COMM SUPPLIES Books And Supplies Supplemental and Concentration \$2,000</p> <p>Visitor Safety Management System - Raptor Services And Other Operating Expenditures Supplemental and Concentration \$8,700</p> <p>DISTRICT INTERPRETER Classified Personnel Salaries Title I-A \$16,184</p> <p>DISTRICT INTERPRETER Classified Benefits Title I-A \$6,100</p> <p>PARENT EVENT SUPPLIES Books And Supplies Supplemental and Concentration 0</p>	<p>SCHOOL MESSENGER Services And Other Operating Expenditures Supplemental and Concentration \$15,169.59</p> <p>STAKEHOLDER COMM SUPPLIES Books And Supplies Supplemental and Concentration \$968.00</p> <p>Visitor Safety Management System - Raptor Services And Other Operating Expenditures Supplemental and Concentration \$8,717.61</p> <p>DISTRICT INTERPRETER Classified Personnel Salaries Title I-A \$28,391.86</p> <p>DISTRICT INTERPRETER Classified Benefits Title I-A \$15,766.43</p> <p>PARENT EVENT SUPPLIES Books And Supplies Supplemental and Concentration \$0</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.2 Continue to provide one Community Liaison to coordinate and implement educational curriculum for parent education to build capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, wellness and referrals for basic needs so that parents can support student learning.</p> <p>Expenses: childcare, snacks, materials/supplies, curriculum, travel and conference, consultant, extra-pay/personnel</p>	<p>COMMUNITY LIAISON Classified Personnel Salaries Supplemental and Concentration \$13,803</p> <p>COMMUNITY LIAISON Classified Benefits Supplemental and Concentration \$8,838.64</p> <p>COMMUNITY LIAISON Classified Personnel Salaries Title I-A \$40,939</p> <p>COMMUNITY LIAISON Classified Benefits Title I-A \$24,732</p> <p>SUPPLIES Books And Supplies Supplemental and Concentration \$5,000</p> <p>NUTRITIONAL SNACKS Services And Other Operating Expenditures Supplemental and Concentration \$300</p> <p>PARENT TRAINING CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$16,400</p> <p>CHILD CARE PARENT TRAINING Classified Personnel Salaries Supplemental and Concentration \$500</p> <p>CHILD CARE PARENT TRAINING Classified Benefits Supplemental and Concentration \$47</p> <p>PARENT OUTREACH TRAVEL Services And Other Operating</p>	<p>COMMUNITY LIAISON Classified Personnel Salaries Supplemental and Concentration \$13,941.00</p> <p>COMMUNITY LIAISON Classified Benefits Supplemental and Concentration \$8,421.02</p> <p>COMMUNITY LIAISON Classified Benefits Title I-A \$41,823.00</p> <p>COMMUNITY LIAISON Classified Benefits Title I-A \$25,262.43</p> <p>SUPPLIES Books And Supplies Supplemental and Concentration \$2,378.32</p> <p>NUTRITIONAL SNACKS Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>PARENT TRAINING CONSULTANT Services And Other Operating Expenditures Supplemental and Concentration \$16,600</p> <p>CHILD CARE PARENT TRAINING Classified Personnel Salaries Supplemental and Concentration \$1,833.76</p> <p>CHILD CARE PARENT TRAINING Certificated Benefits Supplemental and Concentration \$100.10</p> <p>PARENT OUTREACH TRAVEL Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.3 Continue with one Intern Psychologist to provide mental/health support to students through counseling groups at all 3 sites in general education classes and SDC, assist SDC classrooms to address behavior, grief counseling, data development, implementation and monitoring at the Junior High. Complete assessments for FBA, 504's, psycho-educational assessments, preschool observations and assist with GATE testing.</p> <p>Expenses: personnel, supplies, training</p>	<p>Expenditures Supplemental and Concentration \$2,000</p> <p>INTERN PSYCH Certificated Personnel Salaries Supplemental and Concentration \$19,735</p> <p>INTERN PSYCH Certificated Benefits Supplemental and Concentration \$11,692</p> <p>INTERN SUPPLIES Books And Supplies Supplemental and Concentration \$500</p> <p>504 SUPPLIES Books And Supplies Supplemental and Concentration \$500</p> <p>SUBSTITUTE TEACHER SALARY Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>SUBSTITUTE TEACHER BENEFITS Certificated Benefits Supplemental and Concentration \$0</p>	<p>Expenditures Supplemental and Concentration \$134.36</p> <p>INTERN PSYCH Certificated Personnel Salaries Supplemental and Concentration \$16,803.54</p> <p>INTERN PSYCH Certificated Benefits Supplemental and Concentration \$9,476.11</p> <p>INTERN SUPPLIES Books And Supplies Supplemental and Concentration \$0</p> <p>504 SUPPLIES Books And Supplies Supplemental and Concentration \$749.35</p> <p>SUBSTITUTE TEACHER SALARY Certificated Personnel Salaries Supplemental and Concentration \$1,575</p> <p>SUBSTITUTE TEACHER BENEFITS Classified Benefits Supplemental and Concentration \$236.57</p>
<p>3.4 Continue with one District Nurse to collaborate with the Shafter School Partnership to support students with health, vision, dental, home and hospital services to minimize disruption of student learning as needed. Review and update records for health requirements for school enrollment, participate in student study teams, 504's, and IEP's. Provide personnel support to coordination efforts to train or educate school personnel, parents and community members on student health needs, the use of EPIPENS, and AED monitoring, and health and dental clinics district wide.</p> <p>Expenses: personnel, extra-time, training, materials, consulting services</p>	<p>DISTRICT NURSE Certificated Personnel Salaries Supplemental and Concentration \$102,631</p> <p>DISTRICT NURSE Certificated Benefits Supplemental and Concentration \$40,683</p> <p>NURSE SUPPLIES Books And Supplies Supplemental and Concentration \$2,000</p> <p>CONF/TRAVEL Services And Other Operating Expenditures</p>	<p>DISTRICT NURSE Certificated Personnel Salaries Supplemental and Concentration \$103,658.00</p> <p>DISTRICT NURSE Certificated Benefits Supplemental and Concentration \$39,690.70</p> <p>NURSE SUPPLIES Books And Supplies Supplemental and Concentration \$1,255.36</p> <p>CONF/TRAVEL Services And Other Operating Expenditures</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>Supplemental and Concentration \$2,000</p> <p>EPIPENS and AED monitoring Services And Other Operating Expenditures Supplemental and Concentration \$12,000</p> <p>PROF DEVELOPMENT Certificated Personnel Salaries Supplemental and Concentration \$2,000</p> <p>PROF DEVELOPMENT Certificated Benefits Supplemental and Concentration \$351</p> <p>PARENT HEALTH NEED TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$0</p>	<p>Supplemental and Concentration \$1,087.36</p> <p>EPIPENS and AED monitoring Services And Other Operating Expenditures Supplemental and Concentration \$6,696.89</p> <p>PROF DEVELOPMENT Classified Personnel Salaries Supplemental and Concentration \$3,206.07</p> <p>PROF DEVELOPMENT Certificated Benefits Supplemental and Concentration \$651.75</p> <p>PARENT HEALTH NEED TRAINING SUPPLIES Books And Supplies Supplemental and Concentration \$0</p>
<p>3.5 Continue to support the school referral process for students with unmet needs such as basic needs, behavior, medical, physical, home environment, transportation and mental health to remove barriers that impede learning. Continue with Director to build collaboration with school sites, county, and community partnerships to coordinate services for all students; including Foster Youth, Homeless, Low-Income Pupils, Neglected and Abused Children, and Expelled students.</p> <p>Expenses: personnel, professional development, materials</p>	<p>DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$27,483</p> <p>DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Benefits Supplemental and Concentration \$13,199</p> <p>SUPPLIES Books And Supplies Supplemental and Concentration \$4,000</p> <p>TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$2,000</p>	<p>DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$27,490.44</p> <p>DIRECTOR OF STUDENT AND FAMILY SUPPORT Certificated Benefits Supplemental and Concentration \$10,229.62</p> <p>SUPPLIES Books And Supplies Supplemental and Concentration \$602.98</p> <p>TRAVEL/PROF DEVELOPMENT Services And Other Operating Expenditures Supplemental and Concentration \$1,467.82</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>3.6 Continue with one Health Aide at Golden Oak Elementary to attend to the medical needs of students; including those with chronic health conditions, targeting low-income students who commonly experience inadequate health care. Provide first aid to students, monitor, and administer prescribed medications, monitor required immunizations for students, perform catheterization and blood sugar testing for students and communicate effectively with parents.</p> <p>Expenses: personnel, training, extra-time</p>	<p>NURSE AIDE Classified Personnel Salaries Supplemental and Concentration \$18,761</p> <p>NURSE AIDE Classified Benefits Supplemental and Concentration \$6,158</p> <p>NURSE AIDE PROF DEV EXT TIME Classified Personnel Salaries Supplemental and Concentration \$1,000</p> <p>NURSE AIDE PROF DEV EXT TIME Classified Benefits Supplemental and Concentration \$250</p> <p>PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$1,000</p>	<p>NURSE AIDE Classified Personnel Salaries Supplemental and Concentration \$18,524.58</p> <p>NURSE AIDE Classified Benefits Supplemental and Concentration \$5,380.26</p> <p>NURSE AIDE PROF DEV EXT TIME Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>NURSE AIDE PROF DEV EXT TIME Classified Benefits Supplemental and Concentration \$0</p> <p>PROF SERVICES Services And Other Operating Expenditures Supplemental and Concentration \$839.75</p>
<p>3.7 RSD will continue to meet the needs of all unduplicated pupils with services from Mental Health Professionals at each school site through a Multi-Tiered System of Supports in collaboration with the Kern County Superintendent of Schools. Four Mental Health Professionals and Americorps staff will continue to provide services related to the student's social-emotional adjustment to school, family, community, and society. Direct and indirect services will be provided to students, families and school personnel to promote and support the academic and social success of students. Unduplicated pupils who receive services will participate in two field trips to visit universities during the school year. Transportation will be provided.</p> <p>Expenses: MOU, personnel, duplication, material & supplies</p>	<p>SSW MOU KCSOS Services And Other Operating Expenditures Supplemental and Concentration \$510,000</p> <p>AMERICORP Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$21,000</p> <p>CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$2,500</p> <p>CERTIFICATED STAFF BENEFITS - EXTRA TIME</p>	<p>SSW MOU KCSOS Services And Other Operating Expenditures Supplemental and Concentration \$507,451</p> <p>AMERICORP Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$14,000</p> <p>CERTIFICATED STAFF SALARIES - EXTRA TIME ADDITIONAL SUPPORT Certificated Personnel Salaries Supplemental and Concentration \$0</p> <p>CERTIFICATED STAFF BENEFITS - EXTRA TIME</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	ADDITIONAL SUPPORT Certificated Benefits Supplemental and Concentration \$550 TRANSPORTATION FOR TWO FIELD TRIPS Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$6,000 SUPPLIES AND MATERIALS FOR STUDENT FIELD TRIPS Books And Supplies Supplemental and Concentration \$1,000	ADDITIONAL SUPPORT Certificated Benefits Supplemental and Concentration \$0 TRANSPORTATION FOR TWO FIELD TRIPS Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$0 SUPPLIES AND MATERIALS FOR STUDENT FIELD TRIPS Books And Supplies Supplemental and Concentration \$0
<p>3.8 All four school sites will consistently give students in TK-8th grade the opportunity to attend educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking and knowledge retention that can be applied to the Project-Based Learning which teaches students to explore real world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunity to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.</p> <p>TK/K: Murray Farms or Lori Brock Museum 1st Grade: CALM 2nd Grade: Zoo or the beach 3rd Grade: Wind wolves Reserve 4th Grade: La Purisima Mission or Long Beach Aquarium 5th Grade: California Science Center/Natural History Museum 6th Grade: Scicon 7th Grade: The Ronald Reagan Library</p>	DISTRICT PROVIDED TRANSPORTATION Transfers Of Direct Costs Supplemental and Concentration \$10,000 CONTRACT TRANSPORTATION AND ENTRANCE FEES Services And Other Operating Expenditures Supplemental and Concentration \$55,000	DISTRICT PROVIDED TRANSPORTATION Transfers Of Direct Costs Supplemental and Concentration \$2,709 CONTRACT TRANSPORTATION AND ENTRANCE FEES Services And Other Operating Expenditures Supplemental and Concentration \$53,579

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>8th Grade: The Museum of Tolerance & College Making It Happen</p> <p>Expenses: entrance fees, transportation costs , extra-pay/substitutes</p>		
<p>3.9 District wide coordination support to ensure implementation of Positive Behavior Interventions and Supports (PBIS), will increase at four school sites that will use alternative behavioral strategies using Restorative Practice, to respond appropriately and effectively when students misbehave, while keeping students in school and moving forward educationally and behaviorally. Funds will be increased and principally directed towards the costs of staff training and coordination to assist in establishing a positive school climate for all students including Students with Disabilities who are currently in the red status of performance for the district.</p> <p>Expenses: classified staff, materials/supplies, duplication, consulting, professional development, travel, curriculum</p>	<p>PBIS STAFF TRAINING Classified Personnel Salaries Supplemental and Concentration \$3,000</p> <p>PBIS STAFF TRAINING Classified Benefits Supplemental and Concentration \$570</p> <p>PBIS SUPPLIES/STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$10,000</p> <p>PBIS CONSULTANT Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,000</p> <p>PBIS TEACHER EXT TIME/SUBS Certificated Personnel Salaries Supplemental and Concentration \$10,000</p> <p>PBIS TEACHER EXT TIME/SUBS Certificated Benefits Supplemental and Concentration \$2,061</p> <p>PBIS CURRICULUM Services And Other Operating Expenditures Supplemental and Concentration \$5,000</p> <p>PBIS CONFERENCE/TRAVEL Services And Other Operating</p>	<p>PBIS STAFF TRAINING Classified Personnel Salaries Supplemental and Concentration \$0</p> <p>PBIS STAFF TRAINING Classified Benefits Supplemental and Concentration \$0</p> <p>PBIS SUPPLIES/STUDENT INCENTIVES Books And Supplies Supplemental and Concentration \$263.80</p> <p>PBIS CONSULTANT Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$5,520</p> <p>PBIS TEACHER EXT TIME/SUBS Certificated Personnel Salaries Supplemental and Concentration \$736.64</p> <p>PBIS TEACHER EXT TIME/SUBS Certificated Benefits Supplemental and Concentration \$83.24</p> <p>PBIS CURRICULUM Services And Other Operating Expenditures Supplemental and Concentration \$0</p> <p>PBIS CONFERENCE/TRAVEL Services And Other Operating</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Expenditures Supplemental and Concentration \$10,000	Expenditures Supplemental and Concentration \$1,320.00

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

As of March 2020, all of the actions in Goal 3 were being implemented as intended with the exception of Action 9 (PBIS). Though the budgeted funds not used for Action 9 were not reallocated, school psychologists, social workers, teachers, and site administrators continued to work with students and families to promote positive behaviors, attendance, and social-emotional learning via Zoom, phone conversations, and daily check-ins.

COVID-19 restrictions and state lockdowns prevented full implementation of actions that included field trips, such as those budgeted for our at-risk students in Action 7, and conferences and related expenses such as travel, sub-pay, benefits, and transportation (Actions 6, 7, 8). To the degree practicable, virtual conferences, field trips, and webinars were provided.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We met the metric associated with Action 1, inviting 100% of our parents to student events, training, and meetings for the purposes of providing input or discussing student progress. In response to the need to rely on digital communication in the wake of COVID-19, we have successfully shifted from a largely paper-based and phone messaging system to Parent Square, a digital system.

While parent training (Action 2) was successfully implemented with 66 classes and an average of 12 attendees each class, the training had to cease for a time due to COVID-19 closures and state stay at home orders. The platform did change to online and Zoom offerings enabling us to resume our parent support.

Though we did increase our attendance rate from 95.65% to 95.76% our chronic absenteeism rate increased from 10.1% to 11.8%, according to uncertified local data, indicating that our actions were only somewhat successful.

Our dropout rate and pupil expulsion rates remain at 0%. We maintained the suspension rate at 2.5%, as indicated in the 2019-2020 DataQuest report, missing our target of 2.2%. Because of the school closure due to COVID-19, we were unable to administer the California Healthy Kids Survey. Our local data, however, indicate that 93% of our 5th and 6th-grade students felt safe and connected

some or most of the time. 83% of our 7th and 8th-grade students felt safe and 88% felt a sense of connectedness some or most of the time.

Actions 3 through 7 were successful as evidenced by increased attendance and no change in our suspension, expulsion, and dropout rates. Our nurses, health staff, school psychologists, and school social workers also adapted to the pandemic and continued to support students' and families' health and social-emotional needs as did our Student and Family Support Services through site referrals and family outreach.

Goal 4

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
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Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
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Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Modification to facilities in preparation for in-person instruction that includes purchase and installation of sanitizer and wipe dispensers in all rooms/common spaces; plexiglass protectors for each student/station, teachers, and all site/district personnel We are exploring the use of air purifiers to help promote a healthier environment for student and teachers	\$1,208,000.00	\$692,945	No
Purchase of Personal Protective Equipment to enhance health and safety measures for students and staff and to comply with California Department of Public Health guidelines	\$125,000.00	\$125,000	No
Addition of staff to ensure implementation, oversight, and compliance of California Department of Public Health guidelines for safety of staff and students	\$33,000.00	\$63,914	No
Purchase of additional sanitizing equipment to ensure proper sanitization of rooms to ensure safety (sprayer, etc.)	\$18,000.00	\$58,216	No
Items/containers/etc. for all classrooms to assist in the separation of student desks, materials, supplies, water bottles and bottle stations for all students/classrooms etc. to ensure student and staff safety and comply with CDPH distancing and safety protocols	\$90,000.00	\$90,000	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The costs to modify facilities in preparation for in-person instruction were less than anticipated, however, there was an increase in the amount needed to purchase PPE to be in compliance with CDPH guidelines, and an increase in the sanitization equipment.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

We successfully made modifications to our facilities necessary to offer in-person instruction and increased our custodial and health staff, bringing on temporary personnel to ensure the health and safety of staff and students. Though we began the 2020-2021 school year in a distance only setting, at present we are offering in-person instruction through a hybrid model. We began bringing students back to in-person in October 2020. By January 2021, 30% of our students had returned to the hybrid model. Currently (May 2021) we have 55% of our students attending our in-person offering.

There have been challenges in implementing in-person instruction. Notably:

- (1) While we were bringing students back in November and December the surge in COVID-19 cases county and state-wide was felt in our district as well, resulting in an in-person pause and return to distance-only instruction.
- (2) Families were understandably reluctant to send their children to school with the amount of uncertainty surrounding the COVID-19 virus.
- (3) Finding the high number of substitutes for certificated and classified staff as they dealt with the impact of COVID-19 proved challenging.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide professional development opportunities for teachers, administrators, and paraprofessionals in adopted instructional programs, learning platforms, and research-based strategies to help improve services and outcomes for English learners, pupils with exceptional needs, pupils in foster care, and pupils who are experiencing homelessness	\$526,000.00	\$276,031	Yes
Purchase necessary technology/devices to ensure student connectivity, continued access to 1:1 devices, eliminate the need for students to transport devices to and from school/home, teacher access to current technology	\$1,622,613.00	\$1,608,952	Yes
Costs for the purchase and maintenance of LMS and other learning platforms and programs to assist teachers in providing student instruction, intervention/enrichment, assessment, student engagement, and teacher collaboration (Canvas, Zoom, Kami, etc.)	\$34,166.00	\$46,589	Yes
A dedicated HELP phone line with support personnel to provide immediate assistance to students and parents living in rural areas without the means or transportation to bring devices in for troubleshooting to ensure continuous connectivity to RSD online learning platforms	\$80,400.00	\$0	Yes
Purchases of additional digital book licenses for our library to provide students with greater access and variety of digital reading materials	\$35,807.00	\$64,125	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

Site office staff and administration supported students, parents, and staff with technology questions, thus a dedicated HELP phone line with support personnel was not needed. The funds allocated were used to increase the purchases of additional book licenses to build our digital library and to help cover the cost of our learning management system. Though professional development was offered to all staff for our Canvas learning management system, SWIVL, and strategies to support ELs and students at-risk to our certificated staff, we had 52% of our staff take advantage of the offerings. Additionally, the costs of professional development were reduced as a

result of the free offerings and support through our County Office of Education. The additional funds were used to purchase Summer Bridge materials for all students to mitigate learning losses. Materials purchased provide instructions in English and Spanish to support our English learners and their families.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

To assist with the continuity of instruction, we purchased the Canvas learning management system (LMS). Because the LMS supported synchronous and asynchronous instruction, we were able to provide our students access to a full curriculum while maintaining social distancing safety requirements through our hybrid model. Not having our students attend in-person prior to going into distance learning was challenging as teachers had to train students remotely to work in a remote setting. Similarly, parents were not familiar with assisting their students with distance learning. Through much effort, and as students returned to school, those challenges were greatly reduced.

To assist in distance learning, our teachers, students, and parents had access to “how-to videos” to support accessing the LMS and other digital platforms such as Zoom, Google Meets, and Google Classroom. One of our successes was the ability to increase the number of devices per student ratio to 2:1. Though we were able to order internet hotspots for all students, the challenge was that many were back ordered due to high demand. And upon receipt of them, connectivity continued to be an issue for some students because of their location in the city. By trial and error we used hot spots from different providers to see what would work in specific areas in our community.

One of our challenges in measuring pupil progress is having to adapt to synchronous online assessments to screen and measure student progress toward the grade level standards. Part of the challenge early on was the inconsistent connectivity, preventing students from accessing synchronous instruction and completing the assessments. However, as our connectivity increased and our teachers and students became more adept at remote testing our assessment rate increased from the beginning of the year benchmarks to the end of the year benchmarks.

To help accomplish the above, teachers were provided with professional development (PD) to “re-learn” remote systems and had time within their work days to collaborate and create modules for students. The modules were differentiated to serve unique needs of ELs and students with IEPs. The Canvas LMS PD was attended by 95% of the teaching staff over a three day period followed by several Saturday workshops attended by 30% of staff. SWIVLs (robotic devices that “follow” teacher movement and allow for streaming) were purchased to enhance instruction and student engagement in the hybrid model. Professional development attended by 98% of RSD teachers over a seven day period included time to practice and collaborate using SWIVL to deliver in-person and online instruction

simultaneously. Though currently in use, the backorder of SWIVLs delayed implementation for 3 months. Because of the impact the COVID-19 pandemic was having on all families, it was difficult to get all teachers into PDs.

We were fortunate to have the dedication and flexibility of certificated, classified, and confidential staff. In order to support students, paraprofessionals, clerks, secretaries, custodians, and administrative staff became knowledgeable of online instructional resources, learned to troubleshoot connectivity issues, assisted in providing meals, and shifted perspective with regard to health and safety measures.

Throughout the year instructional modules have continued to be adapted to ensure our English learners have continued ELD support, including designated ELD and integrated ELD throughout the day. 98% of teaching staff attended trainings focused on improving ELD instruction in an online setting. As our connectivity increased, so did the supplemental support of our online programs.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Additional school supplies provided for student use at home for students of families experiencing unforeseen financial difficulties due to COVID-19 pandemic, including our foster, homeless, ELLs, and LI students	\$78,000.00	\$199,200	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There was a substantial increase in the budgeted expenditures for pupil learning loss. As described in the Distance Learning Program section, funds were used to purchase Summer Bridge materials for all students to mitigate learning losses. Materials purchased also provide instructions in English and in Spanish to support our English learners and their families.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

There has been a mixture of successes and challenges in addressing Pupil Learning Loss. Our current K-2 DIBELS data show that in 2020-21 we are not making the growth we would like to see. From the beginning to the middle-of-year assessment we had a 7% increase in the number of students well-below the benchmark. Students in grades 3-8 have had an average of 6 months growth in reading from March 2020 to March 2021 and an average increase in math of 13 months as measured by the Renaissance STAR Reading and Math assessments. In addition, preliminary stakeholder data indicate that 55% of respondents have concerns about their child's academic growth. The gains for 3-8 and losses in K-2 indicate that the overall effectiveness of services and supports to address learning loss has been marginal.

Because we began our school year in Distance Learning only, connectivity and student understanding of Zoom and Google Meet made it difficult to implement strategies including our targeted and small group instruction, particularly for our K-2 reading program. As the year progressed, improved connectivity and increased platform knowledge made it possible to use breakout rooms to enhance all

programs, including ELD, reading, and math. Though progress was made, our stakeholders have still ranked academic intervention as the number one area that needs to be addressed to ensure overall student success.

What we had planned for Summer School 2021 in the Learning Continuity Plan was to offer the program to our ELs, low-income, foster, and homeless students. With the Expanded Learning Opportunities Grant that is available, our plan is now to expand it to include all students. Additionally, we are expanding our program for students with exceptional needs by 2 weeks, and all summer programs are one hour longer than in previous years. Coupled with the Summer Bridge materials, we anticipate an increase in the achievement data as measured by our beginning of year local assessments.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

As with all areas related to connectivity, there were initial challenges in gathering information about the mental health and the social and emotional well-being of our students. As our connectivity improved and the understanding of online platforms grew, so did the information we were able to gather to respond to our students' needs. Our preliminary survey data show that 82% of respondents agree/strongly agree that sufficient support was provided for students who were struggling socially and emotionally, while only 2% disagreed and 15% were neutral according to the RSD Stakeholder Survey.

All teachers began providing daily check-in activities and/or surveys at the beginning of the pandemic, and they have continued to do so. Teachers, counselors, administrators, school social workers, paraprofessionals, school psychologists, and health personnel all used the daily check-in data to make phone calls, home visits, and referrals to appropriate in-house and outside agencies. To supplement the work and lessons created by our school social workers, Second Step, a social-emotional learning program, was purchased for each teacher. Our four school social workers have made, to date, 368 home visits for reasons related to students' social and emotional well-being. 17 risk assessments have been completed as well. Our California Healthy Kids Survey has been recently administered. As that data is made available, we will respond accordingly, taking feedback into account as we move forward with our systems of support.

Efforts were made to encourage staff during the year via gestures such as positive messages, one-one conversations, schedule adjustments to provide additional planning time, and personalized PPE. Though support is always provided to all staff in obvious distress, there was not an intentional effort to monitor their well-being through daily check-ins as we did with our students. This is an area we know we will continue to monitor and adjust.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

Our teachers and site staff have worked hard to ensure students are attending classes daily, whether in person or distance only. There have been home visits by administrative and support staff, phone calls, and Healthy Start referrals in an attempt to re-engage students and support daily attendance. This has resulted in our elementary sites having attendance rates at 90-92% according to our Student Information System. Our junior high, however, has experienced a decrease in attendance. Currently, the attendance rate is 70%. They have employed similar strategies as our elementary sites. We continue to explore alternative methods to bring all students to class daily, including using our Expanding Learning Opportunities Grant to fund an additional Parent Liaison to support our junior high with attendance and engagement.

Some challenges with student engagement have been students at home with parents/caregivers who need support understanding technology and the platforms for learning at a distance; distractions from younger siblings; and the family struggles so many have experienced during the pandemic such as loss of job, eviction and loss of home, health concerns, COVID-related deaths, and isolation. Even with the best connectivity, maintaining a clear visual and audio connection throughout a lesson was unpredictable. Families with more than one child faced the challenges of having to manage different teacher schedules, learning programs, expectations, and intervention classes.

To date, our Parent Center has provided 43 training and support events with 695 parents attending. At this same time last year, we had 74 offerings with 1068 participants. Though we are beginning to offer more in-person opportunities, the greatest challenge has been offering many events through a digital platform. Over time, however, the online attendance has grown with the successful small group training our Parent Liaison has offered. The types of events have also grown to include the new learning and communication platform training, how to socially distance, keeping children motivated during the pandemic, cultural understanding, grief and loss during COVID-19.

The support services provided to our at-risk students and our homeless families continued through outreach from our Student and Family Support Services department. To date, we have had 515 families served from referrals and walk-ins. This resulted in 960 baskets of food provided serving an average of 5 individuals per family. There were also over 1,000 sanitizing kits provided (sanitizer, wipes, gloves, masks).

Considering all that has been done at our sites, our Parent Center, and our Student and Family Support Services department, overall our Family Engagement and Outreach has been fairly successful in ensuring attendance at our elementary sites; however, the barriers experienced during the pandemic have proved challenging with regard to engagement.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The COVID-19 pandemic affected the School Nutrition program in ways not experienced in our lifetime. Literally overnight in March 2020 school meal service changed from serving students on campus in person to providing meals through drive through pick up at school sites, school buses setting up meal pick up sites throughout the Shafter community as well as having a mobile delivery route providing meals for up to 500 youth. This presented many challenges. USDA had never approved meal service in this fashion in the past, so no trained experts existed or resources for Nutritional Service Directors to access for guidance or training. Nutritional Service staff who had for their entire career served students in person and had specific job duties they were trained in, now had to learn an entirely new process on the spot. Meals now had to be bagged so that Breakfast, Lunch, Snack and Supper could be served to the community in drive through service. Staff cooked the Lunch entree and served the rest of the meal components separately in a bag.

Due to this occurring throughout the nation, school sites experienced a shortage of plastic bags to put the food in. This problem lasted throughout the first 3-4 months of COVID-19. The cost of plastic bags increased up to over 100%. Nutritional Service departments also experienced a cost increase for items such as gloves, which staff wear throughout their shift, changing them as they change duties to maintain sanitation and hygiene. Glove prices have risen over almost 400% since the onset of COVID-19. Food processors and manufacturers that supply food to schools experienced problems keeping up with demand for individually wrapped items due to nationwide increased demand as well as their staff contracting COVID-19. Some processing plants closed and others closed parts of their processing plants and thus stopped making certain items schools use. For items still manufactured, manufacturing times increased due to staffing issues at the manufacturer, which delayed shipments. Often items schools placed on their menus were not available on time. At other times some products were not available at all and replacement products were not available due to nationwide demand.

As a District, some families faced the challenge of accessing meals due to lack of transportation or the heads of the household working during the meal pick up times. Richland School District offered 4 Bus Stop meal pick up sites as well as a home delivery route to reach as many families in the community as possible. These options reached 700-850 youth daily. Overall currently Richland School District is serving between 2000-2600 youth daily.

Once students returned to campus, the Nutritional Services operation had to once again reinvent the entire operation to now operate drive through meal service, bus routes, and delivery route as well as provide meals to students on campus. Through amazing collaboration between all departments and school sites, on campus students as well as the community receive meals throughout the week.

The Nutritional Services staff rose to the challenge and display great teamwork and dedication daily and have since the very beginning of COVID-19 in March 2020. They work tirelessly and have done so for the past 13 months without a break in service except for a few weeks in the summer of 2020. They personify professionalism, dedication, servant hearts and quality work as well as a flexibility as our operation can, and has changed with very little to no notice. We have risen to meet this challenge and ensure the Richland School District students, families and the Shafter Community receive quality meals weekdays without an interruption of service.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Purchase of additional equipment to support meal preparation and distribution during the designated lunch hour and the delivery of meals to support low income and/or students who live in outlying areas without transportation	\$45,000.00	\$57,867	Yes
Mental Health and Social and Emotional Well-Being	Knowing that our foster, homeless, and children of poverty are already susceptible to social-emotional trauma, we anticipate the need to increase training and support to administrators and supervisors on conducting daily student and employee wellness checks and monitoring and supporting the mental health and social/emotional well-being of students and staff during the COVID-19 pandemic. This will include the purchase of a district-wide SEL program for teachers to assist in monitoring SE health and provide SEL to students Personalized PPE with positive messages	\$122,500.00	\$84,535	Yes
Pupil Engagement and Outreach	With the number of students experiencing poverty in our community, we have a need to increase efforts, supports, and activities to promote student re-engagement..This will require training and extra time for paraprofessionals who are part of the process of reaching out to assist in student re-engagement	\$44,000.00	\$33,505	Yes

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Pupil Engagement and Outreach	Supplies for teachers to provide to students that promote distance learning classroom engagement (to assist in prevention of disengagement)	\$70,000.00	\$70,000	No

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

In order to successfully provide meals to both students on-campus and students learning remotely, the Nutritional Services Department needed to purchase additional insulated bags to keep food cold/warm, ice chests, carts, disposable food serving containers, and plastic bags. Additional staff time was also required to support the meal distribution to our students who live in the outlying areas without transportation.

The amount of training to support administrators and supervisors in conducting daily wellness checks of students and staff and monitoring their social-emotional wellness was less than expected due to time constraints. Though our teachers provided daily wellness checks for our students, we recognize the importance of supporting those who work most closely with our students and those who provide the ancillary support necessary for student success. And while we will continue to monitor and provide assistance to staff as needed, we will enhance our efforts to implement a more systematic approach.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

Our staff works very hard at differentiating instruction. As we implemented our in-person and distance learning programs, we have learned that we need to give more assistance to our staff in providing a multi-tiered system of academic support. This is expected to be a broad goal, and we have secured a consultant to provide professional development in this area, pending the approval of our LCAP.

One of our substantive differences was the amount of money over budgeted for professional development. Many of the offerings were held during Saturdays and after school. Though we did have many attend, it was not the turnout we had hoped. Some of the professional development we offered was key to the instructional programs being offered. Moving forward, we need to be more deliberate in our plans and be prepared to offer the training during the regular workday for those unable to attend after hours.

Because 82% of respondents on the RSD Stakeholder Survey indicated that sufficient social-emotional learning (SEL) support was provided and the respondents ranked SEL as the second most important factor to student success, in our 21-24 LCAP we will consider including a focus goal. We will also include in that focus a systematic process to monitor the well-being of our staff as we did with our students.

The attendance and engagement challenges we faced were surely contributors to student achievement. In our 21-24 LCAP, we will look at actions that can be taken to improve student attendance and engagement regardless of our learning program and assume that at any time we might have to revert to distance learning. We want to continue professional development and ongoing use of our technology systems used during the pandemic. We must continue to refine our skills to ensure a seamless transition into any learning situation. We need to maintain the use of our LMS as a means for providing instruction. We saw our partnership with parents shift from making sure children got to school on time to helping them log into a device, join a class meeting, and/or access and complete digital assignments. As we return to in-person instruction, we cannot abandon efforts to train parents and students on programs, devices, and platforms. We need to allocate the resources necessary to support the efforts in our LCAP.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

It is our intention to use available assessment resources (DIBELS, STAR Reading and STAR Math) to monitor the overall progress of individual pupils and student groups. This will provide continuity to measure individual progress over time. To address learning loss we will continue to use best first instruction and appropriate, aligned interventions to help ensure students not only catch up but keep up. We will use our core instructional materials and supplemental components and prepare differentiated lessons. We will also provide integrated and designated ELD instruction using strategies from the English Learner Toolkit and supplemental components from our core adoption. Teachers will need collaboration time to review formative assessments and plan instruction to meet the needs of students during whole and small group instructional time.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The HELP line that was written in the LCP was not implemented because of the level of support provided by our staff. Instead we were able to increase the size of our digital library and to help cover the cost of our learning management system. Professional development (PD) for classified and certificated staff offered was not as well attended as we had hoped for reasons such as days/timing of the offerings or unavailability of staff to attend due to COVID-19 related situations. The budgeted amounts for PD were also overestimated as a result of the free offerings and support through our County Office of Education. SEL professional development

for administrative staff was not held because of unanticipated time constraints that emerged with the pandemic. While we did purchase a district-wide social-emotional learning program , our teachers already had a solid process for providing daily wellness checks, and referrals, home visits, and phone calls were already being done. The funds not used for PD were used to purchase Summer Bridge materials for all students to help mitigate learning losses.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Following the reflection and analysis of our LCAP and LCP, the data indicated that our actions positively impacted some student groups and not others. This evidence guided us in developing our stakeholder survey to ask for feedback to best support student outcomes. As a result of the overall analysis and stakeholder desire to include instructional support services to assist teachers in closing ELA and Math achievement gaps, we will be adding an action to include academic recovery teachers at school sites which will assist in supporting all students.

We understand that addressing learning loss requires focusing on best first instruction and appropriate, aligned interventions. Our data helped show that the interventions and training need to be tailored to support our English learners and our students with disabilities. It could look different from some of our current interventions and instructional approaches. We also understand training on integrated and designated ELD instruction using strategies from the English Learner Toolkit and supplemental components from our core adoption needs to continue.

As we implemented our in-person and distance learning programs, we have learned that we need to give more assistance to our staff in providing a multi-tiered academic support system. This is expected to be a broad goal, and we have secured training to provide professional development in this area. Included in this goal would be additional collaboration time for teachers and administrators to plan instruction using the multi-tiered systems to meet the needs of students during whole and small group instructional time. Time will also be dedicated to review and refine formative assessments to monitor progress and adjust instruction as needed.

In our previous LCAP, we had an action for monitoring ELD strategies. The monitoring tool was not effective. We will continue with that action, making adjustments to ensure we can provide clear, focused input to teachers and district-wide instructional expectations to accelerate student learning and help close student achievement gaps.

The attendance and engagement challenges we faced were indeed contributors to student achievement. In our 21-24 LCAP, we will look at actions that can be taken to improve student attendance and engagement regardless of our learning program and assume that at any time, we might have to revert to distance learning. We want to continue professional development and ongoing use of our technology systems used during the pandemic. We must continue to refine our skills to ensure a seamless transition into any learning situation. We need to maintain use of our LMS as a means for providing instruction. We saw our partnership with parents shift from making sure children got to school on time to help them log into a device, join a class meeting, and/or access and complete digital assignments. As we return to in-person instruction, we cannot abandon efforts to train parents and students on programs, devices, and platforms. We need to allocate the resources necessary to support the efforts in our LCAP.

As we looked closely at our SEL data, we noticed students being referred to many services through our check-in process. We cannot assume that as we return to in-person instruction our students' needs will decrease. As such, we are considering a focus and/or maintenance goal to ensure continued SEL support of students.

As we move forward with the development of the LCAP, we've learned the importance technology plays in education and the need to provide the infrastructure and technical support to ensure access to technology for all.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,845,059.79	7,233,376.10
Base	511,000.00	459.00
NA	0.00	0.00
Other	52,667.00	21,516.36
Supplemental and Concentration	7,757,470.44	6,682,882.04
Title I-A	458,298.83	460,780.70
Title II-A	32,811.76	33,869.00
Title III LEP	32,811.76	33,869.00
	32,811.76	32,210.53

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	8,845,059.79	7,233,376.10
Books And Supplies	1,064,000.00	391,810.02
Certificated Benefits	1,646,583.08	1,327,044.10
Certificated Personnel Salaries	3,809,616.14	3,301,331.83
Classified Benefits	467,839.31	414,318.86
Classified Personnel Salaries	913,736.26	938,613.16
NA	0.00	0.00
Professional/Consulting Services And Operating Expenditures	108,409.00	71,980.34
Services And Other Operating Expenditures	824,876.00	785,568.79
Transfers Of Direct Costs	10,000.00	2,709.00
	10,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	8,845,059.79	7,233,376.10
Books And Supplies	Base	511,000.00	459.00
Books And Supplies	Supplemental and Concentration	553,000.00	391,351.02
Certificated Benefits	Supplemental and Concentration	1,603,819.00	1,288,153.32
Certificated Benefits	Title I-A	23,692.24	20,110.78
Certificated Benefits	Title II-A	9,535.92	9,390.00
Certificated Benefits	Title III LEP	9,535.92	9,390.00
Certificated Personnel Salaries	Supplemental and Concentration	3,705,622.35	3,201,844.56
Certificated Personnel Salaries	Title I-A	57,442.11	50,529.27
Certificated Personnel Salaries	Title II-A	23,275.84	24,479.00
Certificated Personnel Salaries	Title III LEP	23,275.84	24,479.00
Classified Benefits	Other	19,642.00	7,912.85
Classified Benefits	Supplemental and Concentration	325,508.45	320,132.79
Classified Benefits	Title I-A	122,688.86	86,273.22
Classified Personnel Salaries	Other	30,025.00	13,603.51
Classified Personnel Salaries	Supplemental and Concentration	699,235.64	687,492.72
Classified Personnel Salaries	Title I-A	184,475.62	237,516.93
NA	NA	0.00	0.00
Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	108,409.00	71,980.34
Services And Other Operating Expenditures	Other	3,000.00	0.00
Services And Other Operating Expenditures	Supplemental and Concentration	751,876.00	719,218.29
Services And Other Operating Expenditures	Title I-A	70,000.00	66,350.50
Transfers Of Direct Costs	Supplemental and Concentration	10,000.00	2,709.00
		10,000.00	1,597.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	2,001,152.15	1,332,312.59
Goal 2	5,763,240.00	4,886,271.20
Goal 3	1,080,667.64	1,014,792.31

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,474,000.00	\$1,030,075.00
Distance Learning Program	\$2,298,986.00	\$1,995,697.00
Pupil Learning Loss	\$78,000.00	\$199,200.00
Additional Actions and Plan Requirements	\$281,500.00	\$245,907.00
All Expenditures in Learning Continuity and Attendance Plan	\$4,132,486.00	\$3,470,879.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$1,474,000.00	\$1,030,075.00
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$70,000.00	\$70,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,544,000.00	\$1,100,075.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	\$2,298,986.00	\$1,995,697.00
Pupil Learning Loss	\$78,000.00	\$199,200.00
Additional Actions and Plan Requirements	\$211,500.00	\$175,907.00
All Expenditures in Learning Continuity and Attendance Plan	\$2,588,486.00	\$2,370,804.00



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
Richland Union Elementary	Annette Blacklock Assistant Superintendent, Educational Services	ablacklock@rsdshafter.org 661-746-8600

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

The Richland School District is located in the rural city of Shafter, California. It is located 18 miles (29 km) Northwest of Bakersfield and 89 miles North of Los Angeles. Based on the 2020 census, the population was 20,800, indicating an increasing trend from 19,271 in 2018. Historically, much of Shafter's economy has been based on agriculture and ag-related industry. Local crops include almonds, pistachios, cotton, grapes, alfalfa, carrots, potatoes, and other vegetables. Shafter is a hub for various economic endeavors, including manufacturing, logistics, and energy.

The school district has a Governing Board of five Trustees, a District Superintendent, and District Level Support Staff. The Richland School District's student enrollment for transitional kindergarten through eighth grade is 2,851. The enrollment continues to decline due to an independent charter school in its fourth year of operation. The district operates four schools that are located in the city: Golden Oak Elementary School (TK-6), Redwood Elementary School (TK-6), Sequoia Elementary School (TK-6), and Richland Junior High School (7-8). 78.2% of the student population qualifies for free or reduced lunch, as indicated in the 2020-2021 DataQuest report. The district will continue providing free meals to all students as a result of the Community Eligibility Provision. The student population is 93.2% Hispanic/Latino, 4.7%

White, 1.8% Asian, 0.3% African American, 0.1% Native Hawaiian or Pacific Islander, 90.4% Low Income, 38.8% English Learners, 9.9% Students With Disabilities, 0.5% Foster Youth, and 2.4% homeless as indicated in the 2020 California Dashboard.

The Richland School District is invested in using technology to enrich the learning experience and connect students to real-world environments. We offer a Dual Language Program at Golden Oak Elementary because we want students to learn that every language is essential in global interconnectedness. English learners who are enrolled in the program can use their native language and maintain their sense of identity and heritage. Some of our schools participate in Project Lead the Way. Students engage in a hands-on STEM classroom environment and are taught problem-solving, critical thinking, creative and innovative reasoning. Extracurricular activities are available for students to participate in, for example, band, flag team, choir, sports, field trips. In addition, we offer after-school academies, an extended school year for special education students, and summer school for students experiencing learning loss.

We recognize the importance mental health has on learning and achievement. Hence, students have access to four social workers, four school psychologists, and a junior high counselor who provides mental health services. Our schools have access to two school nurses and four health aides. The health staff provides preventive and screening services, health education, and assistance with decision-making about health.

Reflections: Successes

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

The 2019 California Dashboard shows an overall academic growth for the duration of the 2017-2020 LCAP cycle. Results showed “All Students” performing -40.5 points Distance From Standard (DFS) (a gain of 6.4 points) in ELA and -63.1 points DFS (an increase of 8.7 points) in math. Both ELA and math fell in the yellow performance level.

47.2% of English learners showed progress toward English language proficiency at the medium performance level, as indicated on the 2019 CA Dashboard. And we had 12.4% of our English learners reclassified as reported on DataQuest for the 2019-20 school year. We are planning to continue providing professional development in designated and integrated ELD using the English Learner Toolkit as it results in positive growth.

In math, three student groups performed at the yellow level and had increased on the Dashboard, including EL (14.7 points), Hispanic (9.8 points), and SED (6.5 points). In ELA, the same student groups performed at the yellow level on the Dashboard, also showing growth: EL(13.7 points), Hispanic (7.1), and SED (3.6 points).

Additionally, during the 2017-2020 LCAP cycle, our student groups demonstrated progress as follows:

English Learner (EL) Students:

ELA: Increased 18.2 points Math: Increased 22.5 points

Socioeconomically Disadvantaged (SED) Students:

ELA: increased 10.1 points

Math: Increased 13.8 points

Hispanic Students:

ELA: Increased 13.8 points

Math: Increased 16.7 points

We intend to continue prioritizing our subgroups for interventions. We also will continue to provide actions in the LCAP for focused collaboration training and data analysis.

In response to the need to rely on digital communication in the wake of COVID-19, we have successfully shifted from a largely paper-based and phone messaging system to Parent Square, a digital system. Our stakeholder feedback and Parent Square data (98% to 99% of families reached) indicate that we will need to continue with our Parent Square system. Parent training was successfully implemented with 66 classes and an average of 12 attendees each class, even in the wake of COVID-19 closures and state stay-at-home orders. Local student survey data indicated that 93% of our 5th and 6th-grade students felt safe and connected some or most of the time. 83% of our 7th and 8th-grade students felt safe, and 88% felt a sense of connectedness some or most of the time. Our nurses, health staff, school psychologists, and school social workers provided support to students and families for health and social-emotional needs, as did our Student and Family Support Services through site referrals and family outreach.

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.

The 2019 California School Dashboard shows our Students With Disabilities (SWD) performed in the red performance level in both English Language Arts (ELA) and mathematics, their Difference From Standard (DFS) at -122.8 and -149.4, respectively, twice the DFS of any other student group. Our white student group decreased in both ELA and mathematics.

Students with Disabilities (SWD)

ELA: Increased 11.3 points

Math: Decreased 7.9 points

White Students

ELA: Decreased 7.8 points

Math: Decreased 11.5 points

In addition to the needs identified above, we are not content with the progress being made in the "Successes" section. We will be increasing efforts to provide more systematic literacy and math instruction. Our LCAP includes additional support staff to assist with targeted instruction

during the regular day and after-school programs. We are also supporting our Special Education Plan with staff and professional development in UDL and best practices.

The chronic absenteeism rate increased from 10.1% to 11.8% per our 2019-2020 local student information system data, indicating that our actions were only somewhat successful. The most recent suspension rate is 2.5%, as indicated in the 2019-2020 DataQuest report, missing our target of 2.2%. Additional staff and actions to support attendance have been added in this LCAP, including an Attendance Liaison who will focus on early intervention for students at risk of being chronically absent.

LCAP Highlights

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

Three goals focusing on:

(1) the conditions for student learning including:

Educational services for standards implementation

Class size reduction

Qualified teachers

Technology

Access to programs

(2) instructional support and resources for increased pupil achievement through:

Support personnel for academic recovery

Data analysis and instructional decision making

Providing support for student groups

Additional services for school sites

(3) increasing family engagement and provide a safe, supportive learning environment through:

Family engagement and communication

Pupil engagement and absenteeism

Positive school climate

Student health, safety, and social-emotional support

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 schools have been identified for CSI

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

Stakeholder engagement is of high priority for the Richland School District to cultivate a welcoming and safe environment where all stakeholders engage in mutually respectful and supportive collaboration to prioritize goals and actions to strengthen student success. Essential to the success of active stakeholder participation is to have students, parents, classified and certificated staff, site and district administration, Richland Teachers Association (RTA), California State Employee Association (CSEA), and the community to openly engage in conversation on the state priorities, metrics, goals, and actions to address any areas of identified need, to remove barriers, and to celebrate bright spots. During the 2019-2020 and 2020-2021 school years, the district provided various opportunities for stakeholders to convene and provide input. In-person collaborative meetings were held until March 2020. The district presented the LCAP data and the proposed focus areas. Stakeholders were invited to provide suggestions within those focus areas and other feedback they wanted considered. The opportunity was provided to each school site during the day for parents, community members, classified and certificated staff, and site administration (January and February 2020).

After March 2020, the following stakeholder groups met to provide input via zoom meetings:

- District English Language Advisory Committee -DELAC (monthly)
- Executive District Office Team - (weekly)
- Executive Cabinet - District administrators and Principals(monthly)
- Full Cabinet - District administrators, site administrators, and support staff (monthly)
- Parent Advisory Committee - PAC (monthly)
- Special Education Local Plan Area - SELPA (May & June 2021)

Feedback was also gathered via:

- California Healthy Kids Survey for students, parents, and teachers (yearly)
- Local Student Feedback Surveys (2 times per year)
- Parent and Family Engagement Survey Priority 3 (yearly)
- Consult with local bargaining units (yearly)
- 2021-2021 RSD Stakeholder Survey including parents; classified, certificated, and confidential staff; site and district administrators; community members (yearly)
- LCAP Reflection Tool Priority 2 (yearly)

During the 2020-21 school year, an LCAP team assembled to work on local survey development. The team members represented district leaders, special education leaders, teachers, site leaders, and business leaders. Surveys were completed in English and Spanish to support the removal of barriers. Surveys were placed on the district and school websites with links provided via Parent Square. The LCAP team reviewed the survey feedback, site data, and information collected during in-person and virtual meetings held with all groups. The team used

this information to develop the goals and actions. In addition to the stakeholder feedback gathered, the superintendent reviewed all site SPSAs to ensure alignment to the LCAP.

On June 14th, 2021, a public hearing was held at a regularly scheduled Richland School Board meeting for stakeholders in the community to provide feedback on the draft of the 2021-2024 LCAP.

On June 28th, 2021, the Local Control and Accountability Plan 2021-2024 for the 2021-2022 School Year was approved at a regular scheduled Richland School Board Meeting.

A summary of the feedback provided by specific stakeholder groups.

The following is a summary of the feedback provided by specific stakeholder groups:

District English Language Advisory Committee provided the following feedback to support the academic learning of English learners:

- a) targeted literacy instruction for students who are not reading at grade level
- b) improve the climate and culture of the district schools
- c) tutoring for students in literacy and mathematics
- d) continue to provide access to school libraries during the regular year and summer school
- e) training for substitutes on how to use district technology to teach remotely
- f) continue to provide technology for students
- g) continue with Parent University classes currently offered and add to the offerings: classes for parents who are struggling with pre-teen and teen students with a focus on effective communication and character-building; understanding the process for identification of special education students

The Parent Advisory Committee agreed with the identified areas of needs and recommended actions presented during the meetings and to support the academic learning of low-income students, foster youth, and students with disabilities. A committee member commented on the importance of continuing to support students with access to a Chromebook at school and at home.

Local Student Feedback Surveys (2 times per year):

Training for playground staff to secure student safety and prevent negative behavior before it occurs

Maintenance of playground equipment and provide activities for students during recess

The majority of students indicated being content with their schools, while a high percentage requested extending the recess

Parents, community stakeholders, classified, certificated, and confidential staff provided feedback on the focus areas presented to them. They identified more specific actions they believed would focus on services to support the learning of English learners, students with disabilities, and students with chronic absenteeism to decrease learning gaps, including:

- a) Supporting children from home
- b) Staff training/modeling on assessment, designate/integrated ELD, guided instruction
- c) Training on best practices for ELL

- d) Collaboration time on best practices for student groups
- e) Support for social-emotional learning

Input regarding specific types of engagement included:

- a) Family events (including craft, cooking, literacy, math nights)
- b) Parent Portal access
- c) More access to visual and performing arts

The feedback also indicated that sufficient support for students struggling socially/emotionally was provided through our school social workers, counselors, school psychologists (79% agree/strongly agree) with room to improve.

Our local certificated and classified bargaining units provided feedback via the stakeholder survey, results are above. Additionally, they were provided a copy of the draft document with a request to add any additional feedback. None was provided.

District and Executive Cabinet members, including principals, assistant principals, and district directors, indicated needs for:

- Providing high quality ongoing professional development on EDI, UDL, and integrated and designated ELD
- Educational technology support by a certificated employee to support classroom teachers with the integration of technology
- Offer learning opportunities after school for students
- Continue to provide zero periods for students to be able to participate in elective classes
- Preschool mainstreaming
- Early Intervention and differentiated support for identified students using district diagnostics
- Academic Recovery Teachers to address student learning loss and accelerate learning
- School site allocations for academic and student group support
- Reduce chronic absenteeism
- Increase efforts for health, safety, culture, and climate

Our SELPA feedback included:

There is a clear picture of where the district has been/where the district is going.

Continue to refer to the Special Education Plan (SEP) and include the elements of the SEP in the LCAP to benefit students in order to build on the significant strides toward SEP goals.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The following actions were included in the LCAP as a result of the Richland School District specific stakeholder group feedback:

- a) High-quality professional development to engage at-risk students, coaching on small group instruction, explicit direct instruction, integrated and designated ELD, EL strategies, and expectations
- b) Educational technology support by a certificated employee to support classroom teachers with the integration of technology

- c) Offer learning opportunities after school for students
- d) Continue to provide zero periods for students to be able to participate in elective classes
- e) Personnel support to facilitate Preschool mainstreaming to support the needs of special needs' students
- f) Early intervention and differentiated support for identified students using district diagnostics
- g) Academic Recovery Teachers to address student learning loss and accelerate learning
- h) School site allocations for academic and student group support
- i) Addition of an attendance liaison to reduce chronic absenteeism
- j) Increase efforts for health, safety, culture, and climate at sites by allocating funds to support SPSAs
- k) Training for playground staff to secure student safety and prevent negative behavior before it occurs
- l) Maintenance of playground equipment and provide activities for students during recess
- m) Visual and performing arts programs after school (Folklorico, Music and Sound Engineering)

Services will be principally directed to serve unduplicated pupils.

Goals and Actions

Goal

Goal #	Description
1	Along with implementing Common Core State Standards and 21st Century Skills in all classrooms, we will provide the conditions for learning, including qualified teachers, standards-aligned instruction, and the appropriate facilities to pave the way for students to be successful in their current grade level and prepared for College and Careers. (Priorities 1a, 1b, 1c, 2a, 2b, 7a, 7b, 7c)

An explanation of why the LEA has developed this goal.

When considering our state and local data, Goal 1 was developed to ensure the conditions for learning are appropriate for students in our district. The district commits to providing a collaborative professional learning environment aligned to standards for student learning. Actions will focus on preparing, training, and retaining qualified teachers, principals, paraprofessionals, and other staff. Efforts will focus on providing the professional learning and support of technology in and out of the classroom, and ensuring that students have access to programs by reducing class sizes and by providing additional sections and programs before and after school. By monitoring the implementation of academic standards, students access to a broad course of study and programs and services to meet their unique needs, access to effective teachers, along with facilities maintained in good repair, we will ensure students are provided the conditions for learning that will pave the way for them to be successful in school.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1a (SARC)	(2020-2021 SARC)				(2022-23 SARC)
Number/percentage of misassignments of teachers of English learners	Misassignments of teachers of English learners = 0/0.0%				Misassignments of teachers of English learners = 0/0.0%
Total teacher misassignments, and vacant teacher positions	Total teacher misassignments = 0/0.0% Vacant teacher positions = 0/0.0%				Total teacher misassignments = 0/0.0% Vacant teacher positions = 0/0.0%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Fully Credentialed Teachers = 99%				Fully Credentialed Teachers = 100%
Priority 1b (SARC) Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and home	(2020-2021 SARC) 0/0.0%				(2022-23 SARC) 0/0.0%
Priority 1c Facility Inspection Tool (FIT) Number of identified instances where facilities do not meet the “good repair” standard	All RSD facilities met or exceeded the "good repair" standard on the FIT as indicated on the 2019-2020 State Reported SARC.				(2022-23 SARC) All RSD facilities will meet or exceed the "good repair" standard on the FIT as indicated on the State Reported SARC
Priority 2a Implementation of CA Academic Standards using SBE Self-Reflection Tool in: English Language Arts (ELA) English Language Development (ELD) Mathematics (Math)	(Spring 2021) 1. Progress in providing professional learning for teaching ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3)				(Spring 2023) 1. Progress in providing professional learning for teaching ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Next Generation Science Standards (NGSS) History-Social Science (HSS) Career Technical Education (CTE) Health Education Content Standards (HE) Physical Education (PE) Visual and Performing Arts (VAPA) World Language (WL) (Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	2. Providing instruction materials ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3) 3. Implementing policies and programs to support staff ELA (Score = 4) ELD (Score = 4) Math (Score = 4) NGSS (Score = 2) HSS (Score = 3) 4. Implementing additional academic standards CTE (Score = 2) HE (Score = 2) PE (Score = 3) VAPA (Score = 2) WL (Score = 2) 5a. Identifying the professional learning needs of groups of teachers/staff (Score = 3)				2. Providing instruction materials ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4) 3. Implementing policies and programs to support staff ELA (Score = 5) ELD (Score = 5) Math (Score = 5) NGSS (Score = 3) HSS (Score = 4) 4. Implementing additional academic standards CTE (Score = 3) HE (Score = 2) PE (Score = 4) VAPA (Score = 3) WL (Score = 3) 5a. Identifying the professional learning needs of groups of teachers/staff (Score = 4)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>5b. Identifying the professional learning needs of individual teachers (Score = 3)</p> <p>5c. Providing support for teachers on the standards they have not yet mastered (Score = 3)</p>				<p>5b. Identifying the professional learning needs of individual teachers (Score = 4)</p> <p>5c. Providing support for teachers on the standards they have not yet mastered (Score = 4)</p>
<p>Priority 2b</p> <p>Implementation of CA Academic Standards using SBE Self-Reflection Tool in:</p> <p>English Language Development (ELD)</p> <p>(Rating Scale as follows)</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>(Spring 2021)</p> <p>1. Progress in providing professional learning for teaching ELD (Score = 4)</p> <p>2. Providing instruction materials ELD (Score = 4)</p> <p>3. Implementing policies and programs to support staff ELD (Score = 4)</p>				<p>(Spring 2023)</p> <p>1. Progress in providing professional learning for teaching ELD (Score = 5)</p> <p>2. Providing instruction materials ELD (Score = 5)</p> <p>3. Implementing policies and programs to support staff ELD (Score = 5)</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>Priority 7a</p> <p>Students have access and are enrolled in a broad course of study</p>	<p>(2021 Master Schedule)</p> <p>100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health, World Languages (Grades K-8) and Career/Technical Education for 8th grade</p>				<p>(2023 Master Schedule)</p> <p>100% of students have access to a broad course of study including ELA, Math, Science, Social Sciences, PE, Visual/Performing Arts, Health World Languages (Grades 1-8) and Career/Technical Education for 8th grade</p>
<p>Priority 7b</p> <p>Programs and services developed and provided to low income, English learner, and foster youth pupils</p>	<p>(2021 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic</p>				<p>(2023 Master Schedule)</p> <p>100% of English learners have access to designated/integrated ELD based on master schedule</p> <p>100% of unduplicated students who might be struggling have access to academic</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	interventions based on master schedule				interventions based on master schedule
Priority 7c Students with disabilities have access and are enrolled in a broad course of study	(2021 Master Schedule) 52% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEPs				(2023 Master Schedule) 55% of students with disabilities are in regular class more than 80% of the time 100% of students with disabilities have access to programs and services as required in their IEPs

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Instruction Services - Director	The Curriculum and Instruction Director will coordinate high-quality professional learning and collaborative opportunities for teachers and administrators anchored to the Common Core State Standards and State Frameworks to impact teaching and learning, so students achieve their highest potential. Staff training will include follow-up support in the application of the district's adopted program and instructional initiatives; access to learning management systems; lessons will be modeled for teachers to make certain all teachers have been trained to an advanced level of lesson delivery and are using instructional materials as designed to ensure the needs of English learners are being met as well as the needs of Low income or FY students who are struggling academically. Expenses for this action include director salary, extra time for teachers/substitutes, consultant costs, training materials, and a learning management system.	\$240,039.23	Yes

Action #	Title	Description	Total Funds	Contributing
2	Next Generation Science Standards	The NGSS Committee will provide input and leadership on financial resources to build a classroom culture conducive to meeting the demands of the NGSS in all grades TK-8th. They will review and make recommendations for ancillary online and hard copy supplemental instructional resources to meet the instructional needs of all students, including low-income and foster youth students who may struggle academically.	\$7,090.00	Yes
3	LCAP Coordination & Leadership - Assistant Superintendent	Assistant Superintendent will lead and coordinate the LCAP development for unduplicated pupils; update stakeholders on current changes to LCFF and LCAP legislation, changes to required templates metrics and best practices, and monitor/report on the plan progress for required metrics (specified measures) and objectives for each state priority; engage stakeholders in the process of evaluating the progress of current actions; lead the administration of reflection tools/surveys and align actions to principally direct funds for the School Plan for Student Achievement of the districts' schools.	\$132,910.59	Yes
4	PreSchool Mainstreaming	Provide one instructional aide to support mainstreaming our unduplicated students (60% ELs, 20% foster youth) in PreK special day class into our TK general education program. According to our district's 18-19 Annual Performance Report, 12.24% of our preschool students with disabilities receive most of their special education services in a regular early childhood program. We are working toward increasing that percentage to 35.9%, which would meet the state's target and provide additional academic support.	\$26,049.71	No
5	Teacher Induction Program Support Provider	Induction Program Support Provider will provide new teacher and teacher interns extensive support and mentoring in content and pedagogy in conjunction with professional learning offered by the district and county office of education. Teachers will receive specific training to deliver effective lessons that include EDI components to	\$106,664.41	Yes

Action #	Title	Description	Total Funds	Contributing
		significantly increase performance levels for unduplicated pupils, including English learners and students with special needs. Support Provider will participate in district-wide ELD professional development to support new teachers with implementing instructional initiatives and assessment systems that support our English learners.		
6	School Site Support for Conditions for Learning	School sites will provide supplemental materials and services to support the implementation of strategies from the English Learner Toolkit; Reading Recovery; Universal Design for Learning; and to support the implementation of Common Core Standards at each grade level.	\$168,381.74	Yes
7	Technology Equipment	Maintain current levels of technology in the classrooms to support instruction, including replacement of outdated and/or damaged equipment, including replacement of SMART technologies.	\$289,521.00	Yes
8	Technology Technicians	Three Technology Technicians will support the maintenance of electronic devices for students. Technicians will participate in training to increase their knowledge of supporting staff with comprehensive district platforms tied to instruction. They will assist in maintaining, deploying, and supporting computer systems and components and other instructional technology.	\$205,984.84	Yes
9	Education Technology Teacher	One Education Technology Teacher will provide support to classroom teachers with the integration of technology using district-adopted programs; attend training in best practices to use technology to support English learners, low-income, and all at-risk student groups; provide the training and support to staff in implementing best practices; assist with collection and interpretation of LCAP data; district website; provide PD to staff in all instructional and data collection systems to include, but not limited to Canvas, Illuminate, Ellevation, Google Classroom, and all Smarter Balanced tools and resources.	\$134,356.00	Yes

Action #	Title	Description	Total Funds	Contributing
10	Zero Period	Maintain two zero periods to provide the opportunity for English learners, low-income, and foster youth to enroll in an additional elective class during the regular school day. At least one zero-period class will be limited to unduplicated pupils. Additional zero periods will be made available if student participation is high and there is a need to set up additional classes. Expenses include the extra time pay for two zero-period teachers.	\$40,350.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Students in the Richland School District will have access to instruction and resources relevant to their individual needs through a multi-tiered system of instructional support for the successful acquisition of grade-level Common Core Standards. (Priorities 4a, 4b, 4c, 4d, 4e, 4f, 4g, 4h, 7a, 8a)

An explanation of why the LEA has developed this goal.

Our state and local data indicate that there are areas of low student performance and significant performance gaps among our student groups. Additionally, with the pandemic, many students experienced learning loss. Goal 2 was written to include instructional support and resources for increased pupil achievement for all students and student groups. This will include support personnel for academic recovery due to the learning losses experienced by students. Increased training and teacher collaboration for data analysis and instructional decision-making will be added so that teachers are better equipped to provide relevant and individualized support for students based on identified needs. Through analysis of statewide assessments and progress monitoring of individual student academic needs, including progress toward learning targets, English proficiency leading to EL reclassification, we will ensure students have access to instruction and resources to meet their individual needs through a multi-tiered system of instructional support for the successful acquisition of grade-level standards.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4a Pupil Achievement Statewide Indicator	2019 California Dashboard English Language Arts (-40.5) points Distance From Standard (DFS) (a growth of 6.4 points from the previous year) as measured by CAASPP.				2023 California Dashboard English Language Arts Increase of 10 points toward distance from standard (from -40.5 to -30.5 DFS) as measured by CAASPP.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Mathematics (-63.1) points DFS (an increase of 8.7 points from the previous year) as measured by CAASPP.</p> <p>Science 15.89% of students met or exceeded the Standard for Science as measured by the CAST.</p>				<p>Mathematics Increase of 12 points toward distance from standard (from -63.1 to -51.1 DFS) as measured by CAASPP.</p> <p>Science The number of students who meet or exceed the Standard for Science as measured by CAST will increase to 24.9%.</p>
<p>Priority 4b</p> <p>Percent of pupils who have successfully completed A-G requirements</p>	Not Applicable				Not Applicable
<p>Priority 4c</p> <p>Percent of pupils who have successfully completed CTE pathways</p>	Not Applicable				Not Applicable
<p>Priority 4d</p> <p>Percent of pupils who have successfully</p>	Not Applicable				Not Applicable

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
completed both B and C					
Priority 4e Percent of ELs making progress toward English proficiency as measured by ELPAC	47.2% of ELs made progress toward English proficiency as reported on the 2019 CA Dashboard.				2023 California Dashboard 50.2% of ELs will make progress toward English proficiency as reported on the CA Dashboard.
Priority 4f EL Reclassification Rate (DataQuest)	13.7% of RSD-identified ELs were reclassified in the 20-21 school year, as indicated on the 2020-2021 DataQuest report.				16.7% of RSD-identified ELs will be reclassified as indicated on the 2022-2023 DataQuest report.
Priority 4g Percent of pupils that pass AP exams with a score of 3 or higher	Not Applicable				Not Applicable
Priority 4h Pupils prepared for college by the EAP (ELA/Math CAASPP score of 3 or higher)	Not Applicable				Not Applicable
Priority 7a	(2021 Master Schedule)				(2024 Master Schedule)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students have access and are enrolled in a broad course of study (Social Science, Science, Health, PE, VAPA World Language)	<p>Percent of students enrolled in additional elective classes:</p> <p>Low income: 11.8%</p> <p>English learner: 15%</p> <p>Foster youth: 0%</p>				<p>Percent of students enrolled in additional elective classes:</p> <p>Low income: 15%</p> <p>English learner: 20%</p> <p>Foster youth: 5%</p>
<p>Priority 8a</p> <p>Other Pupil Outcomes: Foundational Skills in Early Literacy</p>	<p>2021 DIBELS Composite Scores</p> <p>Kindergarten students scoring at/above MOY benchmark (10%)</p> <p>1st grade students scoring at/above MOY benchmark (24%)</p> <p>2nd grade students scoring at/above MOY benchmark (33%)</p>				<p>2024 DIBELS Composite Scores</p> <p>Kindergarten students scoring at/above MOY benchmark (80%)</p> <p>1st grade students scoring at/above MOY benchmark (80%)</p> <p>2nd grade students scoring at/above MOY benchmark (70%)</p>
<p>Priority 8a</p> <p>Other Pupil Outcomes: Physical Fitness Test scores</p>	<p>2018-19 California Physical Fitness Report (DataQuest)</p> <p>5th Grade: 56% of students passed 4 or more fitness standards</p>				<p>2022-23 California Physical Fitness Report (DataQuest)</p> <p>5th Grade: 66% of students will pass 4 or more fitness standards</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	7th Grade: 43% percent of students passed 4 or more fitness standards				7th Grade: 54% of students will pass 4 or more fitness standards

Actions

Action #	Title	Description	Total Funds	Contributing
1	Intervention Support	3 intervention teachers and one paraprofessional will provide strategic and targeted instruction based on student needs using district-established screeners and diagnostic assessments. This will be a Tier 3 intervention principally directed toward our English learners, foster youth, and low-income students by recommendation of the site Student Study Team. Additional expenses include substitute pay for intervention training, conference fees, and supplies for instruction.	\$430,660.88	Yes
2	Reading Intervention Support	Under the coordination/direction of site administrators, classroom teachers and paraprofessionals will provide intervention to students in small groups using 95% Group instructional materials. Expenses include 20 paraprofessionals, 95% materials, 95% consultants to provide professional development, substitute pay for staff professional development.	\$468,375.84	Yes
3	Academic Recovery Teachers	To address student learning loss and accelerate learning progress, three academic recovery teachers will provide direct services to students while providing teachers a structured framework for supplemental instruction through guided reading. Currently funded through the ELO grant, it will be monitored via LCAP for success and possibly added in an LCFF funded action in the future.	\$301,736.80	No

Action #	Title	Description	Total Funds	Contributing
4	Professional Learning in Differentiated Instruction	Provide PD opportunities for teachers and paraprofessionals to support differentiated instruction to meet the unique needs of students. For paraprofessionals, The Master Teacher training program will be used. The training program is modular based and can be tailored to help students they support, including low-income, English learners, foster youth, and students with disabilities. Academic language, social-emotional learning, and English language learner support are just a few of the courses available. Additionally, all instructional staff will be trained in Universal Design for Learning principles to ensure all learners can access and participate in meaningful, challenging learning opportunities.	\$38,877.00	Yes
5	SST/STAR	SST/STAR team members will be provided to all sites and will participate in meetings to assist in analyzing data and prescribing multi-tiered interventions to students performing below grade level. Expenses include stipends and extra pay provided to 12 teachers serving as SST/STAR team members spanning all 4 campuses.	\$73,100.00	Yes
6	GATE Program	We will increase our efforts to identify unduplicated pupils performing on advanced levels in local and state assessments. Identified students will be provided increased access to enrichment programs during the regular instructional day. We will provide challenging, enriching, and accelerated instructional services to enable these pupils to make accelerated progress in school. In addition, teachers will create a full range of supports for high-ability learners through a diverse curriculum, differentiated instruction, and meaningful assessments.	\$1,278,484.59	Yes
7	Data Analysis and Instructional Decision Making	Training and time will be provided to build our collective capacity in understanding the purpose of assessment, administration of appropriate assessments, analysis of assessment data, and instructional decision-making based on data. District-wide comprehensive standards-aligned assessments will be used to support effective teaching for our English learners, low-income pupils,	\$164,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
		foster youth, and homeless youth to maximize learning. Supplemental programs to disaggregate data will be provided.		
8	Summer School	We will extend the instructional learning time by providing summer school to eligible students. Priority will be given to students who are English learners, foster youth, and homeless who are below grade level. Paraprofessionals will be assigned to classrooms with the highest concentration of unduplicated pupils to assist in delivering targeted supplemental instruction. The program will focus on literacy, language development, mathematics, science (STEM), and daily handwriting. Summer school in 2021 and 2022 will be funded by the Extended Learning Opportunity Grant.	\$694,631.31	Yes
9	Professional Learning (ELs) - C & I Director	Training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services, and English learners' assessment. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Monitor systems for students who have been reclassified as Fluent English Proficient. The EL committee will guide the decisions in using ELD materials and addressing the unique needs of English Learners, Newcomers, and ELs with Mod/Severe Special Education needs in collaboration with the Director of Special Education.	\$41,676.00	Yes
10	Library Services	Library services to include but not limited to: student access during the instructional day, after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade-level expectations for library use aligned to support Common Core State Standards, supporting site efforts to promote reading events and learning about effective digital searches and sources in a variety of formats with a diverse appeal to support a text-rich environment as per California Model School Library Standards. Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low Income, English Learners,	\$591,685.12	Yes

Action #	Title	Description	Total Funds	Contributing
		and Special Education Students acquire 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. Services via libraries will include student engagement in Makerspaces to support interdisciplinary, project-based learning that supports NGSS and the implementation of the 5Cs. In addition, the RJH Library will open during lunchtime for students to check out board games used in a designated area at the RJH campus.		
11	School Site Academic Support	Sites will receive allocations to implement instructional strategies for underperforming students identified as foster youth, low-income, and English learners to support student learning on content knowledge and express their understanding and application of the content to close achievement gaps. In addition, we will increase support in the core academic program to include Explicit Direct Instructional design that is purposeful and well-planned to engage English learners in content learning while developing increasingly advanced levels of English. Planned expenditures are established based on consultation with School Site Councils.	\$41,233.58	Yes
12	School Site Student Group Support	Sites will be provided allocations to implement instructional strategies and best practices that support the academic achievement of student groups. Strategies and best practices include afterschool and Saturday academies, differentiation for ELs during universal access time, and PD for effective integration of ELD strategies across content areas	\$20,000.00	Yes
13	Class Size Reduction	To support the achievement of our low-income, foster youth, and English learners, class sizes will be reduced (not to exceed 27:1) in grades TK-8, resulting in students having greater access to individualized instruction from their teachers. Expenses include salaries for 22 teachers, classroom overload pay, and new classroom supplies.	\$2,617,238.29	Yes

Action #	Title	Description	Total Funds	Contributing
14	Physical Education - Aides	Knowing that smaller student to teacher ratio has been found to be one of the strongest indicators of student success and understanding that students with higher levels of physical fitness tend to have higher academic performance, 6 PE aides will be added to provide additional support to the physical education program, reducing the adult to student ratio at the elementary sites.	\$80,467.45	Yes
15	Dual Language Program	The benefits of mastering a second language are wide-reaching. By offering a Dual Language Immersion program, our ELs will become more easily immersed into a new culture and attain a high level of proficiency in speaking, reading, and writing in two languages. The Dual-Language program is currently offered in kindergarten and first grade. In 2021-22 second grade will be added, with a grade level added to the program in subsequent years.	\$11,500.00	Yes

Goal Analysis [2021-22]

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

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Students in the Richland School District will learn in a positive, welcoming, safe and supportive environment, where staff, parent, student, and community voices are valued to strengthen student success. (Priorities 3a, 3b, 3c, 5a, 5b, 5c, 5d, 5e, 6a, 6b, 6c)

An explanation of why the LEA has developed this goal.

Based on stakeholder feedback from local surveys, state, and local data, Goal 3 was developed to increase family engagement and provide a safe, supportive learning environment through purposeful engagement with students, parents, staff, and community using multiple modes of communication. The actions support our commitment to address the health, safety, and social-emotional well-being of staff and all students, particularly our unduplicated pupils while continuing to provide ancillary support to our families through our Student and Family Support Services department. Our actions will also support the increased efforts at school sites to providing a positive school climate.

By providing social-emotional learning and supports for students and PBIS, an improvement of overall school climate will occur, resulting in students feeling a greater sense of safety and connectedness to their school, leading to greater pupil engagement, an increase in attendance rates, and a decrease in chronic absenteeism and suspension rates. We will support families with parent workshops and training to increase their understanding of the educational system and the role they play in decision-making, resulting in greater parent and family engagement and participation.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 3a Parent and Family Engagement Self-Reflection Tool Seeking Input for Decision Making	(Spring 2021 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals				(Spring 2024 Parent and Family Engagement Self-Reflection Tool) Progress in building the capacity of and supporting principals

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>(Rating Scale as follows)</p> <p>1 – Exploration and Research Phase</p> <p>2 – Beginning Development</p> <p>3 – Initial Implementation</p> <p>4 – Full Implementation</p> <p>5 – Full Implementation and Sustainability</p>	<p>and staff to effectively engage families in advisory groups and with decision-making (Score = 4)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score = 4)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score = 4)</p>				<p>and staff to effectively engage families in advisory groups and with decision-making. (Score of 5)</p> <p>Progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making. (Score of 5)</p> <p>Progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community. (Score of 5)</p>
<p>Priority 3b</p> <p>How the school district will promote parental participation in programs for low income, English</p>	<p>(Spring 2021 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in providing opportunities to have</p>				<p>(Spring 2024 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in providing opportunities to have</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>learner, and foster youth pupils.</p> <p>Parent and Family Engagement Self-Reflection Tool</p> <p>(Rating Scale as follows)</p> <p>1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability</p>	<p>families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score = 3)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score = 4.5)</p>				<p>families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels. (Score of 5)</p> <p>Progress in providing families of low income, English learner, and foster youth pupils with information and resources to support student learning and development at home. (Score of 5)</p>
<p>Priority 3c</p> <p>How the school district will promote parental participation in programs for students with disabilities.</p> <p>Parent and Family Engagement Self-Reflection Tool</p>	<p>(Spring 2021 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students.</p>				<p>(Spring 2024 Parent and Family Engagement Self-Reflection Tool)</p> <p>Progress in supporting families of students with disabilities to understand and exercise their legal rights and advocate for their own students and all students.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
(Rating Scale as follows) 1 – Exploration and Research Phase 2 – Beginning Development 3 – Initial Implementation 4 – Full Implementation 5 – Full Implementation and Sustainability	(Score = 4)				(Score of 5)
Priority 5a Attendance Rates	The Richland School District (RSD) attendance rate is 95.76% as determined by 2019-2020 local attendance data in SIS.				The Richland School District (RSD) attendance rate will increase to 97.5% as determined by local attendance data in SIS.
Priority 5b Chronic absenteeism (CA) rate	The RSD CA rate is 11.8% as determined by 2019-20 local absence data in SIS.				The RSD CA rate will decrease to 5% as measured by 2022-23 local absence data in SIS.
Priority 5c Middle School Dropout Rates	The RSD middle school dropout rate is 0% as measured by 2019-20 middle school dropout data in SIS.				The RSD middle school dropout rate will be maintained at 0% as measured by 2022-23 middle school dropout data in SIS.
Priority 5d	N/A				N/A

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
High School Dropout Rates					
Priority 5e High School Graduation Rates	N/A				N/A
Priority 6a Suspension rates	The RSD suspension rate is 2.5% as indicated on the 2019-2020 DataQuest report.				The RSD suspension rate will decrease by 1% as indicated on the 2023 DataQuest report.
Priority 6b Expulsion rates	The RSD expulsion rate maintained at 0% as measured by the 2019-2020 DataQuest report.				The RSD expulsion rate will be maintained at 0% as measured by the 2023 DataQuest report.
Priority 6c Other local measures	2021 LCAP Stakeholder Survey 98% of stakeholders believe RSD schools are safe.				2024 LCAP Stakeholder Survey 100% of stakeholders believe RSD schools are safe.
Priority 6c Other local measures	2021 California School Staff Survey 80% of staff agree or strongly agree their school is a supportive and inviting place to work				2024 California School Staff Survey 90% of staff agree or strongly agree their school is a supportive and inviting place to work

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6c Other local measures	<p>2021 Richland School District Spring Student Survey</p> <p>78% of 5th and 6th grade students reported feeling safe most or all of the time</p> <p>38% of 5th and 6th grade students reported feeling connected most or all of the time</p>				<p>2024 Richland School District Spring Student Survey</p> <p>90% of 5th and 6th grade students will report feeling safe most or all of the time</p> <p>80% of 5th and 6th grade students will report feeling connected most or all of the time</p>

Actions

Action #	Title	Description	Total Funds	Contributing
1	Educational Parent Engagement - Community Liaison	Community Liaison will coordinate and implement parent education to build the parents' capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, and wellness. Assist with referrals to provide basic needs services to students to remove barriers to support student learning. Training will also include how to become involved in the education and decision-making process for English learners.	\$120,040.66	Yes
2	Access to Basic Needs & Education - Parent Educator	Provide direct services to unduplicated students referred by school site staff due to medical, trauma, lack of basic needs, and/or access to education. Assist with removing barriers for McKinney-Vento students so they have the same opportunity as their peers to achieve challenging State academic standards. Make arrangements for transportation for homeless students on a case-by-case basis.	\$54,767.60	Yes

Action #	Title	Description	Total Funds	Contributing
3	Parent & Family Communication	Use multiple modes of communication (Parent Square, texts, phone calls, emails, website) to increase parental participation in district and school site events and advisory councils. Using our communication platform to set up groups, we will provide special e-invitations to parents of unduplicated pupils and pupils with exceptional needs to increase their participation.	\$22,000.00	Yes
4	Attendance/Chronic Absenteeism Support	Attendance staff will collaborate and coordinate services to remove barriers for unduplicated students identified as chronically absent and at risk of becoming chronically absent as early as possible. Staff will respond with supplemental support services and interventions—recognizing students who demonstrate significant improvement in attendance. In addition, an attendance liaison will collaborate with district and school site teams, prepare materials for SART and SARB meetings, and refer students to outreach services to help remove barriers that impede regular school attendance under the direction of the SARB administrator.	\$204,057.76	Yes
5	TK-8 Educational Excursions	All four school sites will consistently give students in TK-8th grade the opportunity to attend educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are connected. The experience will promote collaboration, critical thinking, and knowledge retention applied to Project-Based Learning, which teaches students to explore real-world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunities to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils.	\$96,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Student & Family Support Services - Coordinator	Provide a coordinator to collaborate with school sites, county, and community outreach programs to coordinate services and support for students and families with unmet needs. The coordinator will support the district foster youth liaison and McKinney-Vento liaison to ensure students have access to appropriate programs given their unique circumstances.	\$71,632.00	Yes
7	School Psychologist	Add one full-time school psychologist to provide mental health support to unduplicated pupils, conduct counseling groups, assist with positive behavior supports, provide grief counseling, and complete assessments to determine appropriate educational or behavioral supports. The school psychologist will also support the district's increased efforts to identify unduplicated pupils performing on advanced local and state assessments to participate in the GATE Program. In addition, the School Psychologist will assist with student study teams to communicate with and ensure parents have input in their child's educational program.	\$124,281.45	Yes
8	School Social Workers	To meet the needs of all unduplicated pupils, School Social Workers provide direct services related to the students' social-emotional adjustment to school, family, and community. Services will also promote the academic and social success of students.	\$511,537.00	Yes
9	Health Services - District Nurse & Health Aide	An additional District Nurse will be provided to collaborate with the Shafter School Partnership to support students with health, vision, dental, home, and hospital services to minimize disruption of student learning as needed; review and update records for health requirements for school enrollment; and participate in student study teams, 504's, and IEP's. The nurse will also coordinate efforts to train school personnel, parents, and community members on student health needs, the use of EpiPens and AED monitoring, and health and dental clinics district-wide. An additional health aide will be provided to attend to the medical needs of students including those with chronic health conditions, targeting low-income students who commonly experience	\$175,852.41	Yes

Action #	Title	Description	Total Funds	Contributing
		inadequate health care; provided other services that include, but are not limited to providing first aid to students, monitoring and administering prescribed medications, and communicating with parents.		
10	Health and Safety	We will address and monitor the improved sanitation of facilities to decrease student illness and absences, including those of unduplicated pupils, by providing training on routine cleaning and the 5-steps cleaning routine for school campuses, including the use of new and updated techniques. To assist with safety, sites will use the Raptor Visitor Management school security system to screen and track everyone coming into schools. The Raptor system will be paid for using base grant funds.	\$26,500.00	Yes
11	Positive Culture and Climate Support	Sites will be provided allocations for the training and implementation of Positive Behavior Interventions and Supports (PBIS), using alternative behavioral strategies including Restorative Practices to respond appropriately and effectively to unduplicated pupil groups. Particularly when students' behaviors require redirecting, intending to keep unduplicated pupils in school to learn. In addition, funds will be used to repair and/or purchase playground equipment for organized outdoor activities per our local Student Climate Survey.	\$103,168.11	Yes
12	Counseling Services	One school counselor will provide counseling services to English learners, foster youth, and low-income students to support student behavior, school safety, and school connectedness. Counselor will engage in the implementation PBIS (Positive Behavior Interventions and Supports), participate in SST/STAR meetings as needed, identify supports to improve student learning, and complete referrals for appropriate mental health and social-emotional services.	\$123,562.84	Yes
13	Extended Learning Programs	In partnership with our afterschool ASES program, Folklorico and Music and Sound Engineering will be offered with the goal of	\$12,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		expanding our Visual and Performing Arts programs and increasing the engagement and sense of connectedness in our students. Priority for these programs will be given to our unduplicated pupils.		

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
34.81%	8,023,369

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures 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.

Goal 1:

A review of the CA Dashboard indicates the Low-income and English learner student groups are making academic gains; however, a performance gap still exists between the “All Students” group and the “Unduplicated Student” group. In ELA, the “All Student” group is performing at 40.5 points below standard, while English learners are performing 47.2 points below standard, and Socioeconomically disadvantaged students are performing 46.2 points below standard. In mathematics, the “All Student” group is performing 63.1 points below standard while the English learners are performing 69.2 points below standard, and socioeconomically disadvantaged students are performing at 68.3 points below standard.

There are other needs our unduplicated pupils have. As we emerge from the pandemic, we know that our unduplicated pupils will benefit from our new teachers' training in supporting their unique needs. And with the changing needs we anticipate, all teachers will need professional development in identifying and responding appropriately to our English learners, low-income students, and foster youth.

Based on stakeholder feedback, many of our low-income students do not have access to technology at home. Our goal is to provide an electronic device at school and at home to minimize/eliminate the need to transport devices back and forth and to ensure accessibility should a need arise for at-home learning in the future. Our district needs to provide access to technology to improve how teachers and students gather, access, analyze, present and transmit information. As well as help differentiate instruction, particularly for students who need additional support with learning.

To address the identified needs of our unduplicated pupils, we plan to:

Provide a curriculum and instruction services director to coordinate high-quality professional learning and collaborative opportunities for teachers and administrators to make certain all teachers have been trained to an advanced level of lesson delivery and are using instructional materials as designed to ensure the needs of English learners are being met as well as the needs of Low income or FY students who are struggling academically. Action 1.1

Provide an NGSS Committee to provide input and leadership for building a classroom culture conducive to meeting the demands of the NGSS and meets the needs of our unduplicated pupils. Action 1.2

Assistant Superintendent will lead and coordinate the LCAP development for unduplicated pupils and align actions to principally direct funds for the School Plan for Student Achievement of the districts' schools to support unduplicated pupils. Action 1.3

Induction Program Support Provider will provide new teacher and teacher interns extensive support and mentoring in content and pedagogy in conjunction with professional learning offered by the district and county office of education that meets the needs of our unduplicated pupils. Support Provider will provide specific training to deliver effective lessons that include EDI components to significantly increase performance levels for unduplicated pupils, including English learners. Action 1.5

School sites will provide supplemental materials and services to support implementing strategies from the English Learner Toolkit, Reading Recovery, Universal Design for Learning to support unduplicated pupils. Action 1.6

Maintain current levels of technology and support personnel to support instruction and best practices to use technology to support English learners, low-income, and all at-risk student groups Actions 1.7, 1.8, 1.9

We believe these actions will be effective in increased access and academic outcomes as described in the metrics for Goal 1 (p.10-15)

Actions 1.1, 1.3, 1.5, 1.7-1.10 have been carried over and have been determined to be effective based on improved academic achievement by our unduplicated pupils as follows as reported on the 2019 California Dashboard:

ELA: English Learners increase of 18.2 points, and Low-Income students increase of 10.1 points

Math: English Learners increase of 22.5 points, and Low-Income students increase of 13.8 points

Goal 2:

Our 2018-2019 KiDs SBAC Report by student group indicates that 58% of the students in 3rd-8th grades who exceeded the standard are unduplicated pupils in English Language Arts. In Mathematics, 47% of the students who exceeded the standard in 3rd-8th grades are unduplicated pupils. Upon administrative review of our process for the identification of GATE students, it was determined that the process is limiting as students who are exceeding the standards on SBAC are not automatically considered for GATE. Having 58% of unduplicated students meeting the initial criteria for participation in GATE, we want to ensure access to a more rigorous curriculum at each site. We also determined the need to improve our identification process to increase access to our unduplicated students who are exceeding the standards. We will also provide staff and parents with information about the revised process.

A review of the CA Dashboard indicates the Low-income and English learner student groups are making academic gains; however, a performance gap still exists between the “All Students” group and the “Unduplicated Student” group. In ELA, the “All Student” group is performing at 40.5 points below standard, while English learners are performing 47.2 points below standard, and Socioeconomically disadvantaged students are performing 46.2 points below standard. In mathematics, the “All Student” group is performing 63.1 points below standard while the English learners are performing 69.2 points below standard, and socioeconomically disadvantaged students are performing at 68.3 points below standard.

Based on stakeholder feedback, students from low-income and foster families do not typically have access to organized physical fitness activities, which leads to increased overall fitness. We want to ensure that our students have access to smaller PE class sizes to have the advantages of greater participation. Similarly, low-income students and foster students may have limited access to events and experiences that provide a framework for developing academic language content skills necessary for future academic success.

Finally, upon review of local survey data, our DELAC members requested support in the academic learning of English learners by providing targeted literacy instruction for those reading below grade level, provide after-school tutoring for ELLs in literacy and math, and continued access to technology.

To address the identified needs of our unduplicated pupils, we plan to:

Provide 3 intervention teachers and one paraprofessional who will provide strategic and targeted instruction based on student needs using district-established screeners and diagnostic assessments. Action 2.1

Under the coordination/direction of site administrators, classroom teachers, and paraprofessionals will provide intervention to students in small groups using 95% Group instructional materials. Action 2.2

Provide PD opportunities for teachers and paraprofessionals to support differentiated instruction to meet the unique needs of students. For paraprofessionals, The Master Teacher training program will be used. The training program is modular based and can be tailored to help students they support, including low-income, English learners, foster youth, and students with disabilities. Academic language, social-emotional learning, and English language learner support are just a few of the courses available. Additionally, all instructional staff will be trained in Universal Design for Learning principles to ensure all learners can access and participate in meaningful, challenging learning opportunities. Action 2.4

Provide SST/STAR team members at all sites. They will participate in meetings to assist in analyzing data and prescribing multi-tiered interventions to students performing below grade level. Action 2.5

Increase our efforts to identify unduplicated pupils performing on advanced levels in local and state assessments. Identified students will be provided increased access to enrichment programs during the regular instructional day. We will provide challenging, enriching, and accelerated instructional services to enable these pupils to make accelerated progress in school. In addition, teachers will create a full range of supports for high-ability learners through a diverse curriculum, differentiated instruction, and meaningful assessments. Action 2.6

Training and time will be provided to build our collective capacity in understanding the purpose of assessment, administration of appropriate assessments, analysis of assessment data, and instructional decision-making based on data. District-wide comprehensive standards-aligned assessments will be used to support effective teaching for our English learners, low-income pupils, foster youth, and homeless youth to maximize learning. Supplemental programs to disaggregate data will be provided. Action 2.7

We will extend the instructional learning time by providing summer school to eligible students. Priority will be given to students who are English learners, foster youth, and homeless who are below grade level. Action 2.8

Services via school libraries will provide equal access to materials and resources that will assist Foster Youth, Low-Income students, and English Learners acquire 21st Century skills and principally direct funds to promote/increase literacy for unduplicated pupils. Library services include but are not limited to student access during the instructional day, after-school, technology lessons, library skills, curating quality digital and print resources for students and staff, establishing grade-level expectations for library use aligned to support Common Core State Standards. Action 2.10

Sites will receive allocations to implement instructional strategies for underperforming students identified as foster youth, low-income, and English learners to support student learning on content knowledge and express their understanding and application of the content to close achievement gaps. In addition, we will increase support in the core academic program to include Explicit Direct Instructional design that is purposeful and well-planned to engage English learners in content learning while developing increasingly advanced levels of English. Planned expenditures are established based on consultation with School Site Councils. Action 2.11

Sites will be provided allocations to implement instructional strategies and best practices that support the academic achievement of student groups. Strategies and best practices include afterschool and Saturday academies, differentiation for ELs during universal access time, and PD for effective integration of ELD strategies across content areas Action 2.12

To support the achievement of our low-income, foster youth, and English learners, class sizes will be reduced (not to exceed 27:1) in grades TK-8, resulting in students having greater access to individualized instruction from their teachers. Action 2.13

Knowing that a smaller student to teacher ratio is one of the strongest indicators of student success and understanding that students with higher levels of physical fitness tend to have higher academic performance, 6 PE aides will be added to provide additional support to the physical education program, reducing the adult to student ratio at the elementary sites. Action 2.14

The benefits of mastering a second language are wide-reaching. By offering a Dual Language Immersion program, our ELs will become more easily immersed into a new culture and attain a high level of proficiency in speaking, reading, and writing in two languages. The Dual-Language program is currently offered in kindergarten and first grade. In 2021-22 second grade will be added, with a grade level added to the program in subsequent years. Action 2.15

We believe these actions will be effective in increased access and academic outcomes as described in the metrics for Goal 2 (p.19-23)

Actions 2.1, 2.2, 2.5, 2.6, 2.8, 2.10, 2.11, 2.12, 2.13, 2.14, 2.15 have been carried over and have been determined to be effective based on improved academic achievement by our unduplicated pupils as follows as reported on the 2019 California Dashboard:

ELA: English Learners increase of 18.2 points, and Low-Income students increase of 10.1 points

Math: English Learners increase of 22.5 points, and Low-Income students increase of 13.8 points

Goal 3

According to our local data, 26% of students in the "All" student group were nearly and chronically absent; 28 % of unduplicated pupils were nearly and chronically absent; 31% of students in English learners were nearly and chronically absent. Due to the high percentage of unduplicated pupils, particularly our English learners, we will increase our efforts to remove barriers to increase their attendance.

The suspension rate is 2.5%, as indicated on the 2019-2020 DataQuest report. Of the 96 total suspensions for 2019-2020, 74 (77% of total suspensions) of those suspended were low-income students, indicating a need for additional support for all staff in mitigating behaviors positively to keep our unduplicated pupils in school.

Our stakeholders, including DELAC members, indicated a need to improve the culture and climate at all sites given the social-emotional needs they have seen due to the recent pandemic. Additionally, student surveys indicated a need to improve outdoor play equipment and supervision during recess time.

To address the identified needs of our unduplicated pupils, we plan to:

Community Liaison will coordinate and implement parent education to build the parents' capacity in positive parenting, creating confident students, communication, structure for student achievement, discipline, parenting styles, adolescent behavior, school attendance, and wellness. Action 3.1

Provide direct services to unduplicated students referred by school site staff due to medical, trauma, lack of basic needs, and/or access to education. Action 3.2

Use multiple modes of communication (Parent Square, texts, phone calls, emails, website) to increase parental participation in district and school site events and advisory councils. Action 3.3

Attendance staff will collaborate and coordinate services to remove barriers for unduplicated students identified as chronically absent and at risk of becoming chronically absent as early as possible. Staff will respond with supplemental support services and interventions—recognizing students who demonstrate significant improvement in attendance. In addition, an attendance liaison will collaborate with district and school site teams, prepare materials for SART and SARB meetings, and refer students to outreach services to help remove barriers that impede regular school attendance under the direction of the SARB administrator. Action 3.4

All four school sites will consistently give students in TK-8th grade the opportunity to attend educational excursions that will be active and engaging for students to motivate them to obtain a deeper knowledge of the subjects they are studying and allow them to see how ideas are

connected. The experience will promote collaboration, critical thinking, and knowledge retention applied to Project-Based Learning, which teaches students to explore real-world problems and challenges. Enrichment excursions will provide unduplicated students with equal opportunities to experience learning outside of the classroom. Funds will be principally directed towards the costs of transportation and entrance fees for unduplicated pupils. Action 3.5

Provide a coordinator to collaborate with school sites, county, and community outreach programs to coordinate services and support for students and families with unmet needs. The coordinator will support the district foster youth liaison and McKinney-Vento liaison to ensure students have access to appropriate programs given their unique circumstances. Action 3.6

Add one full-time school psychologist to provide mental health support to unduplicated pupils, conduct counseling groups, assist with positive behavior supports, provide grief counseling, and complete assessments to determine appropriate educational or behavioral supports. The school psychologist will also support the district's increased efforts to identify unduplicated pupils performing on advanced local and state assessments to participate in the GATE Program. In addition, the School Psychologist will assist with student study teams to communicate with and ensure parents have input in their child's educational program. Action 3.7

To meet the needs of all unduplicated pupils, School Social Workers provide direct services related to the students' social-emotional adjustment to school, family, and community. Services will also promote the academic and social success of students. Action 3.8

An additional District Nurse will be provided to collaborate with the Shafter School Partnership to support students with health, vision, dental, home, and hospital services to minimize disruption of student learning as needed. Action 3.9

We will address and monitor the improved sanitation of facilities to decrease illness and absences of unduplicated pupils by providing training on routine cleaning and the 5-steps cleaning routine for school campuses, including the use of new and updated techniques. Action 3.10

To decrease the number of low-income students who are suspended, sites will be provided allocations for the training and implementation of Positive Behavior Interventions and Supports (PBIS), using alternative behavioral strategies including Restorative Practices to respond appropriately and effectively, particularly when students' behaviors require redirecting, intending to keep unduplicated pupils in school to learn. In addition, funds will be used to repair and/or purchase playground equipment for organized outdoor activities per our local Student Climate Survey. Action 3.11

One school counselor will provide counseling services to English learners, foster youth, and low-income students to support student behavior, school safety, and school connectedness. Action 3.12

In partnership with our after-school ASES program, Folklorico and Music and Sound Engineering will be offered with the goal of expanding our Visual and Performing Arts programs and increasing the engagement and sense of connectedness in our students. Priority for these programs will be given to our unduplicated pupils. Action 3.13

We believe these actions will be effective in increased access and academic outcomes as described in the metrics for Goal 3 (p.28-32)

Actions 3.1, 3.2, 3.3, 3.5, 3.8, 3.9, 3.10, 3.11, 3.12 have been carried over and have been determined to be effective based on state and local survey and attendance data:

We met the expected outcome of inviting 100% of unduplicated families to events to seek input in decision-making per the 2019-20 LCAP Annual Update (Moving forward, the metric has changed to the Parent and Family Engagement Self-Reflection tool, providing us with a better understanding/rubric of where our needs are in seeking input).

The Expulsion and Dropout Rates remain at 0%, as reported on the 2019-2020 DataQuest Report.

Increased attendance rate to 95.76 as determined by February 2020 uncertified local SIS data (exceeding our goal of 95.65%).

93.2% of 5th and 6th-grade students reported having a sense of safety some or most of the time as determined by our local 2020 Spring Student Survey (compared to 42.2% as determined by the 2017 Spring Student Survey, indicating an increase of 51%).

93.1% of 5th and 6th-grade students reported having a sense of connectedness some or most of the time, as determined by our local 2020 Spring Student Survey (compared to 56.4% as determined by the 2017 Spring Student Survey, indicating an increase of 36.7%).

83.2% of 7th and 8th-grade students reported having a sense of safety some or most of the time as determined by our local 2020 Spring Student Survey (compared to 55.1% as determined by the 2017 Spring Student Survey, indicating an increase of 28.1%).

88.6% of 7th and 8th-grade students reported having a sense of connectedness some or most of the time as determined by our local 2020 Spring Student Survey (compared to 54.0% as determined by the 2017 Spring Student Survey, indicating an increase of 34.6%).

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

In addition to the actions and services being provided LEA-wide or Schoolwide, the actions described below are increased or improved and meet and/or exceed the totality of the required percentage increase compared to all services for all students.

Goal 1 English learners, Foster Youth, Low-Income students

Maintain two zero periods to provide the opportunity for English learners, low-income, and foster youth to enroll in an additional elective class during the regular school day. At least one zero-period class will be limited to unduplicated pupils. Additional zero periods will be made available if student participation is high and there is a need to set up additional classes. Expenses include the extra time pay for two zero-period teachers. Action 1.10

Goal 2 English learners

Training for EL parents, teachers, support staff, and site administrators on identification, reclassification criteria, programs/services, and English learners' assessment. Monitor assessment systems and instructional programs for coherence and alignment for modification and improvement. Monitor systems for students who have been reclassified as Fluent English Proficient. The EL committee will guide the decisions in using ELD materials and addressing the unique needs of English Learners, Newcomers, and ELs with Mod/Severe Special Education needs in collaboration with the Director of Special Education. Action 2.9

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$8,023,370.08	\$1,119,649.56	\$37,387.33	\$671,248.24	\$9,851,655.21

Totals:	Total Personnel	Total Non-personnel
Totals:	\$7,930,965.03	\$1,920,690.18

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	English Learners Foster Youth Low Income	Curriculum and Instruction Services - Director	\$240,039.23				\$240,039.23
1	2	English Learners Foster Youth Low Income	Next Generation Science Standards	\$7,090.00				\$7,090.00
1	3	English Learners Foster Youth Low Income	LCAP Coordination & Leadership - Assistant Superintendent	\$132,910.59				\$132,910.59
1	4	Students with Disabilities	PreSchool Mainstreaming				\$26,049.71	\$26,049.71
1	5	English Learners Foster Youth Low Income	Teacher Induction Program Support Provider	\$18,000.00			\$88,664.41	\$106,664.41
1	6	English Learners Foster Youth Low Income	School Site Support for Conditions for Learning	\$168,381.74				\$168,381.74
1	7	English Learners Foster Youth Low Income	Technology Equipment	\$289,521.00				\$289,521.00
1	8	English Learners Foster Youth Low Income	Technology Technicians	\$205,984.84				\$205,984.84

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	9	English Learners Foster Youth Low Income	Education Technology Teacher	\$134,356.00				\$134,356.00
1	10	English Learners Foster Youth Low Income	Zero Period	\$40,350.00				\$40,350.00
2	1	English Learners Foster Youth Low Income	Intervention Support	\$430,660.88				\$430,660.88
2	2	English Learners Foster Youth Low Income	Reading Intervention Support	\$468,375.84				\$468,375.84
2	3	All	Academic Recovery Teachers		\$301,736.80			\$301,736.80
2	4	English Learners Foster Youth Low Income	Professional Learning in Differentiated Instruction	\$8,449.00			\$30,428.00	\$38,877.00
2	5	English Learners Foster Youth Low Income	SST/STAR	\$73,100.00				\$73,100.00
2	6	English Learners Foster Youth Low Income	GATE Program	\$1,278,484.59				\$1,278,484.59
2	7	English Learners Foster Youth Low Income	Data Analysis and Instructional Decision Making	\$13,500.00			\$150,941.00	\$164,441.00
2	8	English Learners Foster Youth Low Income	Summer School		\$694,631.31			\$694,631.31
2	9	English Learners	Professional Learning (ELs) - C & I Director	\$25,876.00			\$15,800.00	\$41,676.00
2	10	English Learners Foster Youth Low Income	Library Services	\$384,846.51			\$206,838.61	\$591,685.12

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	11	English Learners Foster Youth Low Income	School Site Academic Support	\$41,233.58				\$41,233.58
2	12	English Learners Foster Youth Low Income	School Site Student Group Support	\$20,000.00				\$20,000.00
2	13	English Learners Foster Youth Low Income	Class Size Reduction	\$2,617,238.29				\$2,617,238.29
2	14	English Learners Foster Youth Low Income	Physical Education - Aides	\$80,467.45				\$80,467.45
2	15	English Learners Foster Youth Low Income	Dual Language Program	\$11,500.00				\$11,500.00
3	1	English Learners Foster Youth Low Income	Educational Parent Engagement - Community Liaison	\$46,205.66			\$73,835.00	\$120,040.66
3	2	Low Income	Access to Basic Needs & Education - Parent Educator	\$500.00		\$37,387.33	\$16,880.27	\$54,767.60
3	3	English Learners Foster Youth	Parent & Family Communication	\$22,000.00				\$22,000.00
3	4	English Learners Foster Youth Low Income	Attendance/Chronic Absenteeism Support	\$142,246.52			\$61,811.24	\$204,057.76
3	5	English Learners Foster Youth Low Income	TK-8 Educational Excursions	\$96,200.00				\$96,200.00
3	6	Foster Youth Low Income	Student & Family Support Services - Coordinator	\$71,632.00				\$71,632.00
3	7	English Learners Foster Youth Low Income	School Psychologist	\$1,000.00	\$123,281.45			\$124,281.45

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	8	English Learners Foster Youth Low Income	School Social Workers	\$511,537.00				\$511,537.00
3	9	English Learners Foster Youth Low Income	Health Services - District Nurse & Health Aide	\$175,852.41				\$175,852.41
3	10	Low Income	Health and Safety	\$26,500.00				\$26,500.00
3	11	Low Income	Positive Culture and Climate Support	\$103,168.11				\$103,168.11
3	12	English Learners Foster Youth Low Income	Counseling Services	\$123,562.84				\$123,562.84
3	13	English Learners Foster Youth Low Income	Extended Learning Programs	\$12,600.00				\$12,600.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$8,023,370.08	\$9,523,868.70
LEA-wide Total:	\$6,842,577.07	\$8,327,275.69
Limited Total:	\$66,226.00	\$82,026.00
Schoolwide Total:	\$1,114,567.01	\$1,114,567.01

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum and Instruction Services - Director	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$240,039.23	\$240,039.23
1	2	Next Generation Science Standards	LEA-wide	English Learners Foster Youth Low Income		\$7,090.00	\$7,090.00
1	3	LCAP Coordination & Leadership - Assistant Superintendent	LEA-wide	English Learners Foster Youth Low Income		\$132,910.59	\$132,910.59
1	5	Teacher Induction Program Support Provider	LEA-wide	English Learners Foster Youth Low Income		\$18,000.00	\$106,664.41
1	6	School Site Support for Conditions for Learning	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$168,381.74	\$168,381.74
1	7	Technology Equipment	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$289,521.00	\$289,521.00
1	8	Technology Technicians	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$205,984.84	\$205,984.84

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Education Technology Teacher	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$134,356.00	\$134,356.00
1	10	Zero Period	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: Specific Schools: Richland Junior High 7-8	\$40,350.00	\$40,350.00
2	1	Intervention Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary Redwood Elementary Sequoia Elementary K-6	\$430,660.88	\$430,660.88
2	2	Reading Intervention Support	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary Redwood Elementary Sequoia Elementary	\$468,375.84	\$468,375.84
2	4	Professional Learning in Differentiated Instruction	LEA-wide	English Learners Foster Youth Low Income		\$8,449.00	\$38,877.00
2	5	SST/STAR	LEA-wide	English Learners Foster Youth Low Income		\$73,100.00	\$73,100.00
2	6	GATE Program	LEA-wide	English Learners Foster Youth Low Income	Grades 3-8	\$1,278,484.59	\$1,278,484.59
2	7	Data Analysis and Instructional Decision Making	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$13,500.00	\$164,441.00
2	8	Summer School	LEA-wide	English Learners	All Schools		\$694,631.31

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income	K-7th		
2	9	Professional Learning (ELs) - C & I Director	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$25,876.00	\$41,676.00
2	10	Library Services	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$384,846.51	\$591,685.12
2	11	School Site Academic Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$41,233.58	\$41,233.58
2	12	School Site Student Group Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	\$20,000.00
2	13	Class Size Reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,617,238.29	\$2,617,238.29
2	14	Physical Education - Aides	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak, Redwood, Sequoia	\$80,467.45	\$80,467.45
2	15	Dual Language Program	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Golden Oak Elementary K-6	\$11,500.00	\$11,500.00
3	1	Educational Parent Engagement - Community Liaison	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$46,205.66	\$120,040.66
3	2	Access to Basic Needs & Education - Parent Educator	LEA-wide	Low Income	All Schools	\$500.00	\$54,767.60
3	3	Parent & Family Communication	LEA-wide	English Learners Foster Youth	All Schools	\$22,000.00	\$22,000.00
3	4	Attendance/Chronic Absenteeism Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$142,246.52	\$204,057.76

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
3	5	TK-8 Educational Excursions	LEA-wide	English Learners Foster Youth Low Income		\$96,200.00	\$96,200.00
3	6	Student & Family Support Services - Coordinator	LEA-wide	Foster Youth Low Income	All Schools	\$71,632.00	\$71,632.00
3	7	School Psychologist	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,000.00	\$124,281.45
3	8	School Social Workers	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$511,537.00	\$511,537.00
3	9	Health Services - District Nurse & Health Aide	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$175,852.41	\$175,852.41
3	10	Health and Safety	LEA-wide	Low Income	All Schools	\$26,500.00	\$26,500.00
3	11	Positive Culture and Climate Support	LEA-wide	Low Income	All Schools	\$103,168.11	\$103,168.11
3	12	Counseling Services	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: Richland Junior High School	\$123,562.84	\$123,562.84
3	13	Extended Learning Programs	LEA-wide	English Learners Foster Youth Low Income		\$12,600.00	\$12,600.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 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 stakeholders 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 stakeholder engagement tool.

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 stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 students and community. 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, stakeholder input, 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? 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.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders 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 stakeholder groups 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 stakeholder 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 stakeholder engagement 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 stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

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

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

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder 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 stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests 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 stakeholder 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 stakeholders 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 stakeholders 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 stakeholders. 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 stakeholders, 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.

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 2020–2021 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 .

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 expenditure 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 expenditure 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. Minor variances in expenditures 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 stakeholders. 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 stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

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.

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% 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% 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%: For school districts with an unduplicated pupil percentage of 55% 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%: For school districts with an unduplicated pupil percentage of less than 55%, 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% 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% 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. 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.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

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, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** 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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **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.