

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Rio Elementary School District

CDS Code: 56725610000000

School Year: 2021-22

LEA contact information:

John Puglisi

Superintendent

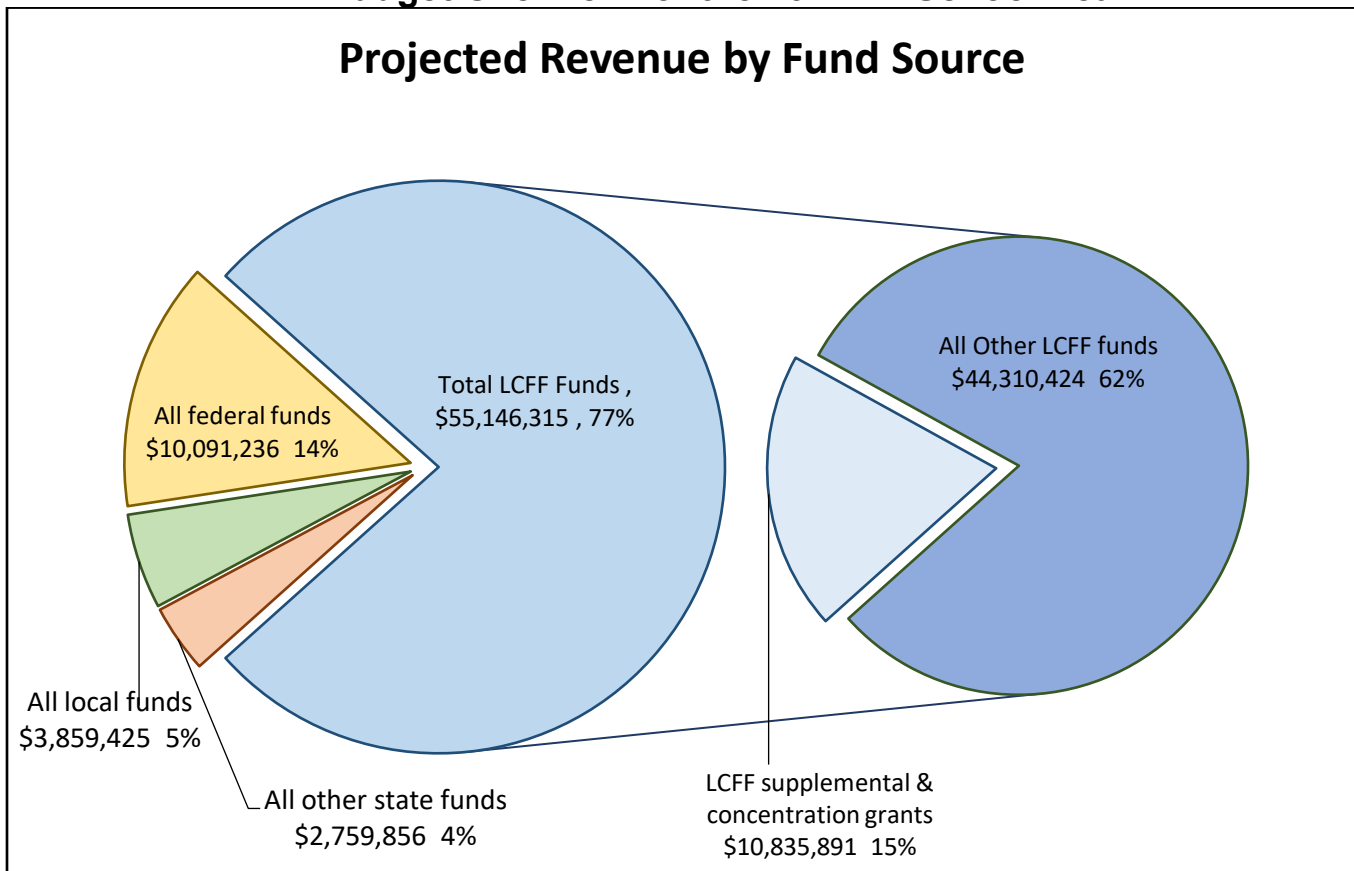
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(805) 485-3111

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

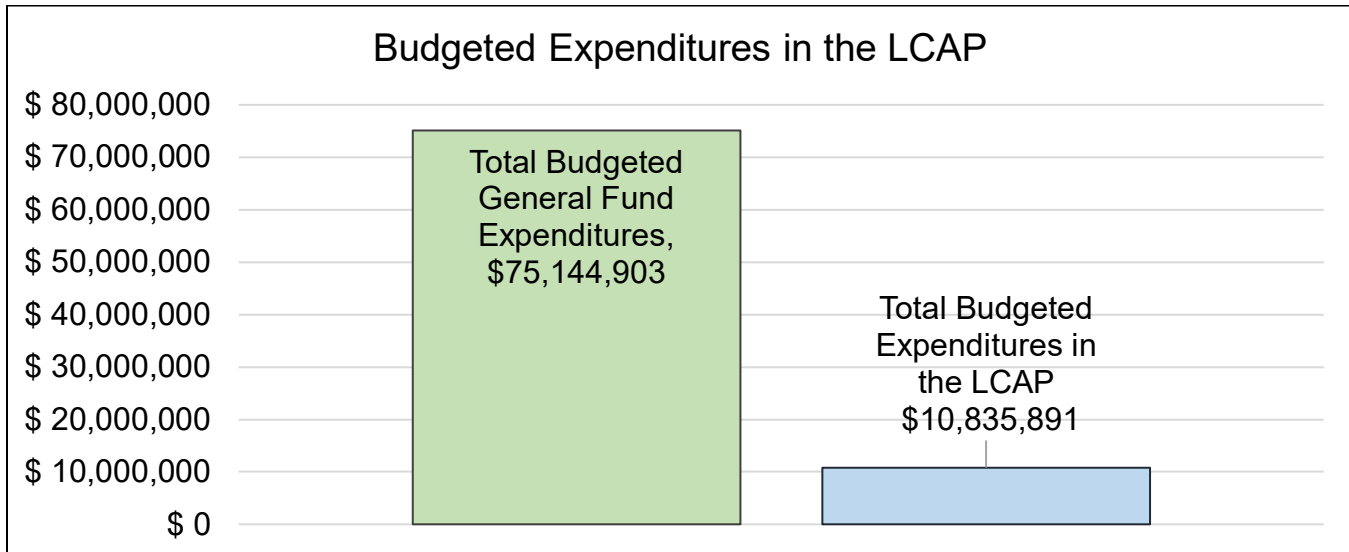


This chart shows the total general purpose revenue Rio Elementary School District expects to receive in the coming year from all sources.

The total revenue projected for Rio Elementary School District is \$71,856,832, of which \$55,146,315 is Local Control Funding Formula (LCFF), \$2,759,856 is other state funds, \$3,859,425 is local funds, and \$10,091,236 is federal funds. Of the \$55,146,315 in LCFF Funds, \$10,835,891 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 Rio Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Rio Elementary School District plans to spend \$75,144,903 for the 2021-22 school year. Of that amount, \$10,835,891 is tied to actions/services in the LCAP and \$64,309,012 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

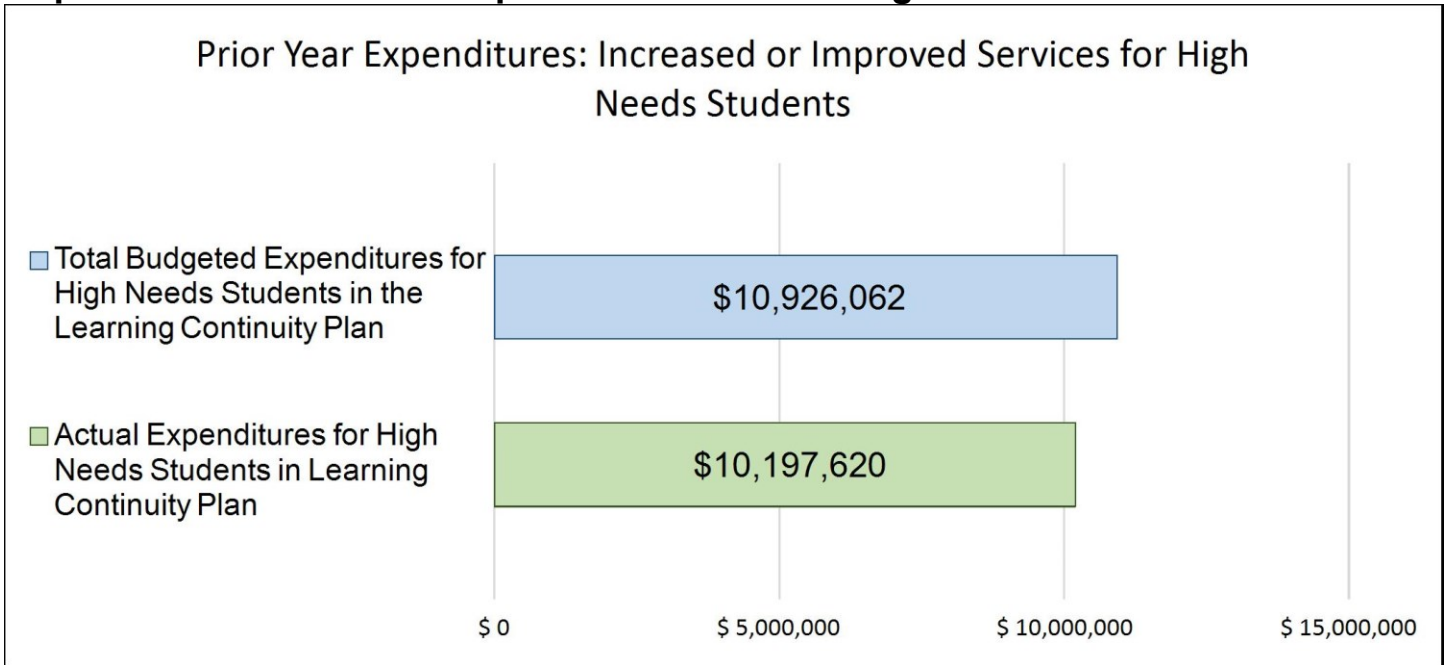
Budgeted items not in the LCAP include classroom teachers, office staff, campus supervisors, and administration's salaries and benefits: stipends, extra hours, Special Education costs, facilities, maintenance, operations, transportation, custodial staffing, materials, counseling services and other related COVID-19 supports for student teaching and learning. All utilities, core textbooks and materials, and contracted repairs/leases. Contracts for technology services and software programs that support the district operations, including but not limited to the financial system, the student information system, library system, and educational data, are paid by non-LCAP funding.

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

In 2021-22, Rio Elementary School District is projecting it will receive \$10,835,891 based on the enrollment of foster youth, English learner, and low-income students. Rio Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Rio Elementary School District plans to spend \$10,835,891 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020-21, Rio Elementary School District's Learning Continuity Plan budgeted \$10,926,062 for planned actions to increase or improve services for high needs students. Rio Elementary School District actually spent \$10,197,620 for actions to increase or improve services for high needs students in 2020-21.

Due to COVID-19, Ventura County Schools continued to support distance learning in the fall of the 2020/21. As a result of continued closure for in-person instruction, the expected actions for the 2020/21 LCAP-LCP are less than the actual expenditures in order to address the needs our high needs student groups. Principally directed, increased, or improved services included technology support, professional learning for staff to support high needs disconnected students for in person and distance learning. Classified and support staff extended hours for extended emotional, academic, and nutritional needs. Additionally, Rio School District provided services to high needs students and fully utilized COVID-19 ESSER funds.



**SCHOOL
DISTRICT**

EDUCATING LEARNERS FOR THE 21ST CENTURY

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
Rio Elementary School District	John Puglisi Superintendent	jpuglisi@rioschools.org (805) 485-3111

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

Improved student achievement at every school and every grade in all content areas

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The district will improve by 3% the number of students who score at the proficient level or above, in the area of English Language Arts in the CAASPP.</p> <p>19-20 The district will improve by 3% the number of students who score at the proficient level or above, in the area of English Language Arts from a 42% to a 45%.</p> <p>Baseline Preliminary Results during the 2016-2017 show baseline of 32%.</p>	<p>CAASPP assessments suspended due to COVID-19.</p>
<p>Metric/Indicator The district will improve by 3% the number of students who score at the proficient level or above, in the area of Mathematics in the CAASPP.</p> <p>19-20 The district will improve by 3% the number of students who score at the proficient level or above, in the area of Mathematics from a 25% to a 28%.</p>	<p>CAASPP assessments suspended due to COVID-19.</p>

Expected	Actual
<p>Baseline Preliminary Results during the 2016-2017 show baseline of 25%.</p> <p>Metric/Indicator The District will increase the number of English Learners that have been reclassified (RFEP) by 3% based on the results from the previous school year.</p> <p>19-20 The district will increase the number of reclassified English Language Learners by 2% during the 2019-2020 school year.</p> <p>Baseline The 3% increase is based on the growth from the past two years, 2013-2014 @ 3.8%, 2014-2015 @ 2.2%. The 2016-2017 will be available during the Spring of 2018.</p> <p>Metric/Indicator The District will provide at least 1 zero period class at the middle schools to increase access to electives for English Language Learners at the 4 district middle schools.</p> <p>19-20 RSD will continue to sustain zero period classes for English Language Learners during the 2019-2020 school year. RSD district was able to maintain 1 zero period class at each one of its middle schools.</p> <p>Baseline As evidenced by Master Schedule for number of periods available to English Language Learners during zero period. 1 period was available in each one of the three middle schools during the 2016-2017 school year.</p> <p>Metric/Indicator Implementation of State Standards across all content areas and grade levels</p> <p>19-20 Improve or maintain metric for each area</p>	<p>Met with in-person and remote learning.</p> <p>Met</p>

Expected	Actual
Baseline Establish an implementation metric for each subject area	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Transport students meet the transportation criteria in board policy from home to school.	Salaries, Benefits, Supplies and Repairs General Fund \$1,200,000.00	Salaries, Benefits, Supplies and Repairs General Fund \$1,143,461.77
Create a systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency.	Salaries for TOSA and Kinder support General Fund \$445,761.00 4000-4999: Books And Supplies General Fund \$8,480.00	Salaries for TOSA and Kinder support General Fund \$468,119.82 4000-4999: Books And Supplies General Fund \$29,747.63
Provide intervention support to reduce disciplinary incidents (expulsions/suspensions) RSD will support the implementations of CHAMPS in all 8 sites.	Salaries & Benefits General Fund \$281,917.00	Salaries & Benefits General Fund \$171,667.56 Supplies 4000-4999: Books And Supplies General Fund \$39,491.06 Services 5000-5999: Services And Other Operating Expenditures General Fund \$33,889.20
Provide a 3-year sequence of professional development and activities supporting new state standards.	5000-5999: Services And Other Operating Expenditures General Fund \$236,478.00	5000-5999: Services And Other Operating Expenditures General Fund \$145,677.23 Salaries & Benefits General Fund \$13,037.73 Supplies 4000-4999: Books And Supplies General Fund \$22,559.94

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide standard-aligned instructional materials for all students.	4000-4999: Books And Supplies Lottery \$84,795.00	Salaries and Benefits General Fund \$1,678.24
Continue to Improve and standardized equitable environments for online state testing through technology team.	Supplies and Repairs General Fund \$345,387.00 Salaries and Benefits General Fund \$451,253.00	Supplies and Repairs \$173,814.93 Salaries and Benefits General Fund \$481,576.38 Supplies 4000-4999: Books And Supplies General Fund \$162,321.45
Increase access to electives such as music, art, foreign language, enrichment, etc.	Salaries & Benefits & Supplemental Programming General Fund \$313,647.00 Contracted Services and Supplies General Fund \$550,000.00	Salaries & Benefits & Supplemental Programming General Fund \$249,240.75 Contracted Services and Supplies General Fund \$379,043.22 Books and Supplies 4000-4999: Books And Supplies General Fund \$158,573.42
Increase access to extra support, on- grade level, and challenge activities inside and outside the school day.	Technology Programming 4000-4999: Books And Supplies General Fund \$237,593.00	Technology Programming 5000-5999: Services And Other Operating Expenditures General Fund \$114,497.53 Technology Programing Salaries & Benefits General Fund \$90,910.82 Supplies 4000-4999: Books And Supplies General Fund \$6,216.61
Increase Kindergarten instructional day.	Salaries & Benefits General Fund \$745,393.00	Salaries & Benefits General Fund \$279,853.36
Continue support of the Dual-Immersion (DI) Academy Expansion with additional student/parent support from counselor, bilingual administrator.	Salaries & Benefits General Fund \$1,041,601.00	Salaries & Benefits General Fund \$899,336.96 Supplies 4000-4999: Books And Supplies General Fund 0

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
		Services 5000-5999: Services And Other Operating Expenditures General Fund \$47,514.00
Continue Class Size Reduction to increase student achievement in Grades K-2. Provide additional district-wide after- school programming based on identified need.	Salaries & Benefits General Fund \$1,852,214.00 Salaries and Benefits and books and supplies Unrestricted General Fund \$35,080.00	Salaries & Benefits General Fund \$1,890,867.59 Salaries and Benefits and books and supplies Unrestricted General Fund \$30,107.49
Continue targeted counseling services for low income students previously funded by the Economic Impact Aid (EIA). Counselors at each site will continue to provide academic and personal support to students in grades K-8 and will provide parent support for most students at risk.	4000-4999: Books And Supplies General Fund \$606,061.00 Salaries and Benefits General Fund \$785,779.00	Supplies 4000-4999: Books And Supplies General Fund \$74,413.29 Salaries & Benefits General Fund \$1,473,992.89 Services 5000-5999: Services And Other Operating Expenditures General Fund \$50,567.47
Provide tiered interventions, on-level and enrichment activities outside the school day and/or non-school days. These extended services include GATE, Summer Science Academy and Reading Task Force.	Books, Supplies, and Contracted Services: Salaries and Benefits General Fund \$312,262.00	Books, Supplies, and Contracted Services: Salaries and Benefits General Fund \$394,120.53
Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade.	4000-4999: Books And Supplies Title III \$1,214.00 Salaries and Benefits General Fund \$118,366.00	Supplies 4000-4999: Books And Supplies General Fund \$372 Salaries and Benefits General Fund \$171,082.07
Analyze and support district-wide Social and Emotional Learning and Development (SELD) implementation to reduce suspensions, expulsions and to maintain a safe campuses and create welcoming environments.	Salaries & Benefits General Fund \$1,136,730.00	Salaries & Benefits General Fund \$1,180,823.77
Continue to provide support in monitoring the progress of re-designated fluent English proficient (RFEP) pupils through personnel, academic programs and data analysts.	Salaries & Benefits General Fund \$173,788.00	Salaries & Benefits General Fund \$173,315.29

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Contracted Services General Fund \$210,000.00	Contracted Services 5000-5999: Services And Other Operating Expenditures General Fund \$201,606.66
Provide content teachers support at the middle school implementation of new English Language Development (ELD) standards Provide tiered interventions specific to RFEP students through the support of personnel for extended learning.	Salaries & Benefits General Fund \$42,145.00 Salaries and Benefits General Fund \$88,863.00	Salaries and Benefits General Fund \$30,710.14 Salaries and Benefits General Fund \$84,495.82 Services 5000-5999: Services And Other Operating Expenditures General Fund \$932.20

Goal Analysis

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

Overall all actions and services were implemented to support students, families, teachers and staff.

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

September-March (Successes and Challenges) RSD offered in person instruction from September through March and all actions and services were provided.

March + (remote) successes and challenges RSD offered online distance learning instruction from March through June. We were able to provide services but were under the constraints of public health orders.

Goal 2

Engage parents and other District stakeholders in the development of meaningful partnerships to support student learning.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Determined by observation & analysis of previous performance on parent volunteers and partnerships with outside agencies.</p> <p>19-20 Increase by 5% the number of parent participating/attending in district and site advisory councils/committees and sponsored parent events</p> <p>Baseline Baseline in the number of parent participation/attending district and site advisory councils/committee and sponsored events will be available during the Summer.</p>	
<p>Metric/Indicator Determined by observation & analysis of previous performance on parent volunteers and partnerships with outside agencies.</p> <p>19-20 Increase by 5% in the number of parents who volunteer at the school sites and/or district level functions</p>	

Expected	Actual
<p>Baseline Baseline in the number of parents who volunteer at the school sites and/or district level functions will be available during the Summer</p>	
<p>Metric/Indicator Determined by observation & analysis of previous performance on parent volunteers and partnerships with outside agencies.</p> <p>19-20 Increase by 3% in the number of businesses and/or community partnerships that support school programs</p> <p>Baseline Baseline will be based on the number of businesses and/or community partnerships that supported school programs during the 2016-2017 school year. Data will be available during the Summer.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Expand district stakeholder participation in Parent and English Learner Advisory Councils	Services & Other; Supplies 5000-5999: Services And Other Operating Expenditures General Fund \$3,100.00	Supplies 4000-4999: Books And Supplies General Fund \$923.05
Provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan	5000-5999: Services And Other Operating Expenditures General Fund \$13,500.00	5000-5999: Services And Other Operating Expenditures General Fund 9271.40
Identify opportunities for parents and other community based organizations to support student learning	Contracted Services General Fund \$39,360.00	Contracted Services General Fund \$20136.50
Maintain and increase partnerships with educational organizations, county offices of education, institutions of higher learning and local businesses	Contracted Services and Other General Fund \$65,000.00	Contracted Services 5000-5999: Services And Other Operating Expenditures General Fund \$101,601.40

Goal Analysis

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

Overall, all actions and services were implemented to support students, families, teachers and staff.

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

September-March (Successes and Challenges) RSD offered in person instruction from September through March and all actions and services were provided.

March + (remote) successes and challenges RSD offered online distance learning instruction from March through June. We were able to provide services but were under the constraints of public health orders.

Goal 3

Create welcoming and safe environments where students attend and are connected to their school.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Customer Service Survey</p> <p>19-20 Maintain customer satisfaction at or above 85% based on customer satisfaction survey with ratings of agree and strongly agree and strongly agree.</p> <p>Baseline RSD maintains good customer satisfaction since 82.1% of parents indicated that the parental involvement</p> <p>RSD encourages parents to get involved.</p> <p>Furthermore, of those parents who participated in various school activities 76.8% feel comfortable participating in school activities.</p>	
<p>Metric/Indicator School Attendance Rate per Data Quest</p> <p>19-20 Increase district average attendance rate by .5%</p>	

Expected	Actual
<p>Baseline Preliminary attendance rates show a 96.2% attendance rate. This is the same attendance rate as of that of the 2015-2016 school year.</p>	
<p>Metric/Indicator Suspension Rate or dashboard rating</p> <p>19-20 Maintain at 3% or less in the number of students that are suspended or expelled from school</p> <p>Baseline Preliminary suspensions show a 3.0% rate during the school year. End of the year data will be released during the fall/winter in the California Dashboard.</p> <p>Metric/Indicator Expulsion Rate</p> <p>19-20 Maintain</p> <p>Baseline Preliminary reports show less than 1% expulsion rates.</p>	
<p>Metric/Indicator Chronic Absenteeism</p> <p>19-20 Decrease by 1%</p> <p>Baseline RSD preliminary reports show a 6.4% chronic absenteeism during the 2016-2017 school year.</p>	
<p>Metric/Indicator Middle School Dropout Rate</p> <p>19-20 Maintain</p>	

Expected	Actual
<p>Baseline RSD preliminary data shows 0% dropouts for the 2016-2017 school year.</p> <p>Metric/Indicator FIT tool</p> <p>19-20 Increase FIT rating</p> <p>Baseline 2016-2017 FIT Tool shows an average grading of 90.00875% placing RSD facilities between a good and fair scale.</p> <p>Metric/Indicator Williams Act</p> <p>19-20 Maintain</p> <p>Baseline Sufficient access to standard aligned instructional materials</p>	
<p>Metric/Indicator High School graduation/dropout/A PI/UC A-G, AP test, EAP</p> <p>19-20 N/A</p> <p>Baseline N/A</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Maintain facilities in good repair at all locations.	Services & Salaries and benefits & Supplies Restricted Sources 8150 \$1,610,124.00	Services & Salaries and benefits & Supplies Restricted Sources 8150 \$2,046,326.79
Develop a Master Plan that includes the building of new facility and improvements that support supplemental and specialist services	N/A- no master planning \$0	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Develop and implement energy, water savings and recycling programs	Grant ended funds encumbered in 2018-19 Restricted General Fund \$0	
Implement District-wide plans to support knowledge and training of stakeholders to ensure safe work/school conditions and disaster preparedness (e.g. fire, earthquake, and intruder).	5000-5999: Services And Other Operating Expenditures Restricted General Fund \$20,000.00	Supplies 4000-4999: Books And Supplies General Fund \$11,893.81 Salaries and Benefits General Fund \$514.26
Assure employees provide outstanding customer service that maintains a culture	no additional expenses	

Goal Analysis

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

Overall all actions and services were implemented to support students, families, teachers and staff.

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

September-March (Successes and Challenges) RSD offered in person instruction from September through March and all actions and services were provided.

March + (remote) successes and challenges RSD offered online distance learning instruction from March through June. We were able to provide services but were under the constraints of public health orders.

Goal 4

Prepare students to be college and career ready through technology and innovation that facilitates collaboration, creativity, critical thinking and communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Professional Development attendance and agendas aligned to 21st Century skills</p> <p>19-20 Maintain</p> <p>Baseline Sufficient access to standard aligned instructional materials</p>	
<p>Metric/Indicator English Learner Progress on CA Dashboard</p> <p>19-20 Increase change performance level ELPAC. Establish baseline for ELPI.</p> <p>Baseline California Dashboard shows RSD English Learner Progress in orange status.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide District/site technical support, professional development, and coaching that supports, the integration of 21st Century Skills, 4C's, CCSS materials, tools and teaching strategies	Salaries and Benefits General Fund \$33,037.00	
Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives	Salaries and Benefits General Fund \$167,956.00	Salaries and Benefits General Fund \$111,278.34 Supplies 4000-4999: Books And Supplies General Fund \$40,649.77 Services 5000-5999: Services And Other Operating Expenditures General Fund \$450
Expand STEAM opportunities including access to next generation science standards, the arts, and computer coding skills	RSD will continue to provide similar STEAM opportunities for all students through Bond money and through grants.	

Goal Analysis

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

Overall all actions and services were implemented to support students, families, teachers and staff.

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

September-March (Successes and Challenges) RSD offered in person instruction from September through March and all actions and services were provided.

March + (remote) successes and challenges RSD offered online distance learning instruction from March through June. We were able to provide services but were under the constraints of public health orders.

Goal 5

Recruit, hire, train, and retain exemplary employees who are caring, committed, collaborative, creative and critical thinkers.

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 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Determined by observation & analysis of previous performance on employee job descriptions and qualifications as well as analysis of previous performance on stakeholder survey and employee exit survey</p> <p>19-20 100% of classified and certificated personnel will meet qualifications outlined in corresponding job descriptions</p> <p>Baseline During the 2016-2017 school year 100% of classified and certificated personnel meet job qualifications</p>	
<p>Metric/Indicator Determined by observation & analysis of previous performance on employee job descriptions and qualifications as well as</p>	

Expected	Actual
<p>analysis of previous performance on stakeholder survey and employee exit survey</p> <p>19-20 At least three district wide professional development days specifically for technology integration.</p> <p>Baseline During the 2016-2017 school year RSD held three days of professional development for tech. integration.</p>	
<p>Metric/Indicator Determined by observation & analysis of previous performance on employee job descriptions and qualifications as well as analysis of previous performance on stakeholder survey and employee exit survey.</p> <p>19-20 Maintain district employee retention rates for Certificated and Classified employees at 96.5%.</p> <p>Baseline Data will be available during the summer.</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Provide a comprehensive certificated professional development plan that includes district wide, on-site and virtual learning opportunities accompanied by ongoing coaching.</p>	<p>Salaries & Benefits/Books & Supplies & Services General Fund \$78,402.00</p>	<p>Salaries & Benefits/Books & Supplies & Services General Fund \$89,534.45</p>
<p>Provide a comprehensive classified professional development that includes district-wide, and on-site demonstrations</p>	<p>Travel and Conference, Contracted Services General Fund \$27,500.00</p>	<p>Travel and Conference, Contracted Services General Fund \$42,062.22</p>
<p>Provide a comprehensive management professional development that includes district-wide, and on-site demonstrations</p>	<p>Services & Salaries and benefits & Supplies General Fund \$38,000.00</p>	<p>Services & Salaries and benefits & Supplies General Fund \$37,212.04</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Attract exemplary employees through the promotion of the district to perspective candidates	no additional expenses	

Goal Analysis

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

Overall, all actions and services were implemented to support students, families, teachers and staff.

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

September-March (Successes and Challenges) RSD offered in person instruction from September through March and all actions and services were provided.

March + (remote) successes and challenges RSD offered online distance learning instruction from March through June. We were able to provide services but were under the constraints of public health orders.

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
Re-opening public health safety equipment for RSD stakeholders	500,000	\$823,030.32	No
After-school Tutoring for students showing learning loss, with first priority given to unduplicated pupils	50,000	325,302.00	Yes
Summer School Offering with first priority given to unduplicated pupils	120,000	169,931.17	Yes
Additional supplies/materials for student’s home support learning	150,000	\$148,453.27	Yes

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.

1. Re-opening public health safety equipment for RSD stakeholders - Input from stakeholders via surveys, parent meetings, and staff meetings indicated health and safety as a priority. In order to begin reopening programs for in-person instruction, the district found it necessary to increase funds by \$323,030.32 for PPE, outdoor spaces, and individualized materials for school sites in order to ensure that all safety protocols recommended by local, state, and federal agencies could be followed. 2. After-school Tutoring for students showing learning loss, with first priority given to unduplicated pupils -Based on the needs of students as determined by district collected data, parent survey, and staff input at various site and district meeting, and as part of the re-engagement process, Rio School District spent \$275,302 more than expected to support after school tutoring for disconnected students, students at-risk, and other unduplicated pupils. Additional staff was hired to meet the needs and additional programs and supplemental services were purchased to provide targeted instruction and support. 3. Summer School Offering with first priority given to unduplicated pupils -The district spent an additional \$49,931.17 for summer programs during the summer in 2020 in order to ensure that all students had the materials needed and that there was sufficient staff to meet the needs. 4. Additional supplies/materials for student’s home support learning - The district was able to provide supplies and materials to students through a pick-up program and through home visits

completed by teachers, counselors, and site administrators. Most students were able to pick up materials at the school site on a weekly basis when they were at sites picking up school lunches during the weekly school lunch distribution.

Analysis of In-Person Instructional Offerings

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

Successes: 1. Rio School District brought in preschool through 5th grade special education programs for in-person learning at Rio Del Mar, Rio Del Norte, Rio Plaza, and Rio Rosales. 2. Rio School District provided connectivity to 100% of stakeholders including children and employees working within the District. 3. The Rio School District reengaged disconnected students for in-person small group instruction at all 9 schools through a tiered re-engagement plan that included teacher outreach, counseling and office outreach, and administrative meetings with parents. 4. The Rio School District provided at home materials and supplies for all students at all 9 schools. 5. The Rio School District provided additional at-home independent learning materials (1:1 devices and hot spots) during the initial transition to distance learning. 6. The Rio School District provided distance learning equipment for students and employees to transition between distance learning and in-person instruction. 7. The Rio School District after school program (ASES) continued to support and engage students well being throughout the closure due to COVID-19. 8. Rio School District provided support to migrant, foster youth, homeless, Mixteco, English language learners, low income students and made home visits after school and on the weekends for disconnected students. 9. Rio School District redesigned its website to improve accessibility to parents and community members. 10. Per parent request, the Rio School District added a common parent communication application (Parent Square) to support various means of school communication such as texting, emailing, and phone calls. 11. The Rio School District engaged all stakeholders and increased collaboration and communication at all schools and throughout the District via parent communication apps, site and District meetings, webinars, and in-person drive-by events and activities.

Challenges: Ordering safety equipment and supplies was initially a challenge as many materials, including personal PPE and plexiglass barriers, were in large demand and unavailable when initially ordered. Alternative materials and solutions were found and district continued to place orders as the necessary supplies and equipment became available. All safety supplies were in stock in the district in time to meet the first group of students to return to in-person learning. (ADD MORE INFO HERE.)

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a Tech Request form. This also includes the district Internet Service Provider (ISP), devices for students, computers for staff, hot spots, and other technology	1,600,000	\$1,626,028.41	Yes
Provide a learning management system and learning platforms across all grade levels and provide professional development for teachers, parents and students as well as to ensure easy access for students and parents. Additionally, provide Education Technology Champions to assist teachers, parents, and students with distance learning needs	450,000	\$247,713.43	Yes
Improve communication with families, including a tool for staff to communicate with families; Marquees, Translation support, Saturday and after school support.	250,000	\$107,394	Yes
Provide Individual Instructional Supplies for students to have at home to engage in distance learning activities and to have available during modified traditional programming	450,000	\$191,568	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.

1. Increase technology access for all staff, students and parents especially for English Learner, Low Income, and Foster Youth; this includes conducting a needs assessment and creating a Tech Request form. This also includes the district Internet Service Provider (ISP), devices for students, computers for staff, hot spots, and other technology- Expenditures for this activity were very close to what was anticipated. Teachers and students were all provided with the one to one technology and instructional technology necessary to

deliver instruction in the virtual model. Students who needed hotspots were provided access to hotspots and the district worked with local agencies to install cell towers in our more impacted communities to ensure access to internet services.

2. Provide a learning management system and learning platforms across all grade levels and provide professional development for teachers, parents and students as well as to ensure easy access for students and parents. Additionally, provide Education Technology Champions to assist teachers, parents, and students with distance learning needs- Rio School District utilizes Google Suites and the majority of teachers continued to use google classrooms to provide direct, synchronous instruction to their students. In addition, all sites were provided multiple options of different learning platforms for all students preschool through 8th grade in all content areas including, but not limited to, Math, ELA, Science, and Social Sciences. The district was able to save funds by utilizing already existing educational platforms and minimalizing the purchase of new learning platforms rather than purchasing additional programs.

3. Improve communication with families, including a tool for staff to communicate with families; Marquees, Translation support, Saturday and after school support. - Rio School District recently purchased licenses with ParentSquare and has found the model to be extremely helpful in improving communication with families.

4. Provide Individual Instructional Supplies for students to have at home to engage in distance learning activities and to have available during modified traditional programming- While the district certainly offered materials for families at home, most teachers were able to make instruction accessible to students through the use of technology and minimal physical supplies. By doing this, contact at school sites was reduced and students were able to better manage the materials and supplies that were sent home. For students unable to pick up supplies, school counselors and administration were able to facilitate home visits to drop off what was needed so that all students could access their learning.

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.

Successes: Teachers were able to get up and running with instruction very quickly and students were offered a variety of learning options while all stakeholders were getting the technology that they needed. At the beginning of the distance learning program, district staff made different learning options available on the district website, printed and allowed students and families to pick up packets of grade appropriate work, and began holding direct synchronous instruction online within two to three weeks of the quarantine beginning. This allowed for some continuity of instruction for all students. Our technology department immediately began to assign one to one devices to students and teachers, distribute hot spots, and work with agencies to install cell towers for internet access to low-income communities. The district worked quickly with the unions to get MOUs that included regular interactions with students and to hold students accountable while not providing negative consequences such as Ds and Fs at reporting periods during the initial trimester of the distance learning program. Early on, teachers were invited to participate in a menu of professional development opportunities every Monday that allowed them to select from a variety of topics that worked to address how to teach in a virtual model and brought teachers up to speed on creating digital classrooms and resources that would support student learning. Staff roles and responsibilities were quickly defined and redefined as the district was given new information including our classified staff, certificated

teaching staff, and administrators at both the school site level and the district level. In providing defined roles and responsibilities the district was able to provide ongoing 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. Some of the ways that this was done include providing 3 meals a day for all students on a weekly basis, sending home packets of materials to students with special circumstances, completing many, many home visits, creating opportunities for parents to get support with technology, setting up home work environments, referrals for mental health support, and much more.

Challenges: Throughout the distance learning program there have been many challenges including the uncertainty of how long the distance learning program would be continuing and ongoing changes in recommendations from the California Department of Public Health, the California Education Department, and other guiding agencies. In order to face those challenges head on, the district began to hold regular weekly meetings with principals, school staff, and other groups to communicate new information and continue to develop and improve the home learning program so that there was some continuity of instruction despite the unknown and the constant changes to the expectations. Access to devices and connectivity was a challenge in the beginning for many reasons including a lack of devices in the district, the need to get hotspots into students' hands, lack of access to internet access points, and the struggle that many parents and families have with understanding how to access the internet and log in to an online class. These challenges were quickly remedied by the technology department working hard to order what was needed and to provide outreach and professional development to both staff and families. The district holds a weekly technology support meeting for parents to attend that has support in English, Spanish, and Mixtec to try and meet the needs of as many of our families as possible. This has helped to reduce the struggle to access the online instruction. Pupil participation and progress is monitored by teachers, counselors, and site administrators and a re-engagement plan was developed by the district to address the needs of students failing to re-engage with their classroom teachers. Counselors conduct home visits to look for students who have not been attending their online classes and to offer supports to the families. The schedule of synchronous and asynchronous work was developed with time given specifically to address the many professional development needs of our teachers and instructional aides. The distance learning program has been uniquely challenging for our pupils with unique needs as many struggle to access the online instruction or have personal issues that make it difficult to log in to class at the prescribed times. Supports for pupils with unique needs such as English Learners, Special Education students, and homeless and foster youth are addressed at the site level by teachers, counselors, and administration on an individualized basis and with parents to ensure that their needs are being met.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Provide counseling support at all sites	1,150,000		Yes
Provide a RSD parent liaison for parent support	60,000		Yes
Provide Mixteco Translators	130,000		Yes
Provide professional development for district personnel to prepare them for both hybrid and distance learning	150,000		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 were no substantive differences between planned actions and budgeted expenditures. All strategies were implemented as written in the plan including: 1. Provide counseling support at all sites 2. Provide a RSD parent liaison for parent support 3. Provide Mixteco Translators 4. Provide professional development for district personnel to prepare them for both hybrid and distance learning

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.

Success- Each of the previous challenges were addressed by the appropriate staff as they became apparent over the past year in the following ways:

Disengaged students: The Director of Pupil Personnel Services worked closely with the principals to create a Re-engagement plan and to identify students to hold re-engagement meetings to address any concerns that were boiling to the surface for students who were actively disengaged. Teachers made more phone calls home and offered office hours to support individual students' needs. Counselors completed many more home visits to locate and motivate students and to provide them with basic necessities. Small cohorts of disengaged students began in January at all 9 sites to address learning loss and engagement. Inability of students to access their services: In this scenario, many of our students were unable to access the services in their IEPs due to parents not being able to support them in the home environment. When this was apparent, services were provided at alternative times and/or

asynchronous work was assigned. In some cases, the provider has kept track of missed services and is currently working to do “make-up” sessions to support the ongoing learning of the students that they serve. Privacy: Counselors reached out to students through home visits, completed many more classroom presentations that helped meet the needs of more students, and provided parent workshops to share information about mental health needs of students and what to look for. Coordination of Schedules: Staff worked even more diligently than normal to ensure that students were not pulled from their general education classes to receive their special education services. Special Education teachers in self-contained classrooms came back 5 months prior to our general education population which ensured delivery of services in a small group setting. This allowed for extra support providers such as Speech, OT, and Adaptive PE to provide in person services to small groups as appropriate or to continue to provide virtual instruction if deemed necessary and accessible to the student. Implementation/balance of core instruction vs. IEP services: Students being pulled from a general education class to get services is always a concern even prior to COVID19. With the district moving to virtual instruction to implement the appropriate quarantine guidelines, it became a challenge for some students to receive both their general education instruction and their support services. For the most part, service providers met these needs by providing direct instruction outside of the general education program, by pushing in to a general education classroom, and/or by providing asynchronous work and then providing feedback on the completion of that work.

Technology: Many of our students in all subpops had difficulty with technology for one reason or another. The district combatted the lack of technology by providing 1 to 1 devices for all students and hotspots to all students who needed it. Schools set up support schedules to troubleshoot and ongoing technology issues with parents (provide instruction on connecting to the hotspots, accessing google classrooms, opening email accounts, etc...) and there is a weekly opportunity for all parents to get support at the OSFS with our parent liaison and the promotors. Teachers’ abilities: The distance learning model has been a huge learning experience for most of our staff. In order to combat that, the district has provided ongoing support, collaboration time, and training through Rio Strong Monday afternoon collaboration and professional development opportunities. From March through June the teachers had many options to choose from in order to rapidly increase their knowledge in areas that they need. During the 2020-2021 school year, this PD has been ongoing and addresses a large variety of topics that are needed to help teachers meet the needs of our most vulnerable populations including SEL training, mental health training, specialized online programs, google suites, and more.

Challenges- The distance learning program has created many distinct challenges for teachers and students for the past 15 months that had the potential to lead to learning loss for our subpops. Some of the greatest challenges include: disengaged students, inability of special education students to access their services, privacy to receive counseling services, coordination of schedules, implementation/balance of core instruction vs. services specified in a child’s IEP, access and or proficiency in knowledge of/to technology and/or internet, teachers’ abilities to provide high quality instruction in a virtual environment, and much more.

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.

Successes: More parents are attending workshops and district presentations and meetings than ever before. The virtual platform allows for busy families to participate in and attend meetings that they normally would not travel to a district or school site to attend. This allows the district to get important information into the hands of parents and provide support regarding warning signs for suicide, mental health, and social emotional needs of the students that we serve. Teachers have become even more aware of the social emotional and mental health needs of students and are eager to access and implement the Caring School Community curriculum. The collaboration time on Mondays allows for specialized training to address these needs and provides time for counselors to connect with teachers and families. Counselors are providing more group instruction and have been able to create a plethora of resources available to any and all students and staff through the district website and counselor corner. They have created a virtual wellness room that could be recreated on each site when schools return to more in-person instruction in the future. These wellness rooms could be a great resource for students and staff alike to provide a calming environment with soft music, dim lights, and calming sensory activities and/or fidgets. Counselors have also been able to connect with community resources to bring in additional training for staff and parents around social-emotional and mental health needs. Additional successes include: 1. Rio School District provided counselors at all school sites. 2. Rio School District provided Licensed Vocational Nurses to all school sites to support in-person learning. 3. Rio School District provided the summer feeding program at all school sites as well as Nyeland Acres. 4. Rio School District, in partnership with Ventura County Public Health, worked to refer students and families to community based organizations. 5. Rio School District provided distance learning whole class instruction and distance learning in small groups for wellness check-ins

Challenges:

Due to the pandemic and subsequent quarantine, the 2020-2021 school year has had many challenges to meeting the mental health and social emotional needs of our students. Disengagement of students has created a huge need for school counselors and site administrators to spend a lot of time connecting with students and families through phone calls, virtual meetings, and home visits. Students are feeling more socially isolated than ever before, and it is difficult for staff to see and identify warning signs from a distance. Parents often do not know what they should be looking for in regards to warning signs. Teachers are struggling to provide good first instruction and not have any learning loss but struggle to meet mental health and social emotional needs of students due to time limitations, home situations that can be tricky to detect, and because even students that are more engaged tend to turn off their cameras which does not allow teachers to make as deep of a personal connection with their students. Additional challenges 1. The economic impact on families during COVID-19, resulted in a higher need of support for basic needs and wellness check-ins and challenges to ensure that parents received their EBT Cards. 2. The lack of in-person instruction and its impact to monitoring the well-being and safety of our most vulnerable populations made it difficult to identify possible cases of child abuse and resulted in less mandated reports to CPS. 3. It was also challenging to recruit the number of temporary employees needed to address the increased needs of our students.

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.

Successes: The Rio School District fully updated the Family Engagement Policy at all schools in the District. 2. The Rio School District provided parent education, the use of applications, parent communication tools, and software. 3. The Rio School District created a "help-desk" option to address technology needs district wide. 4. The Rio School District technology department expanded services by doing home visits to support connectivity. 5. All school sites, including the District Office, increased parent meetings, in order to engage families and students in distance learning and/or hybrid instruction. 6. The District offered engaging supplemental webinars to engage students and families in activities such as art, music, cooking, and drama. 7) Facilitated parent involvement: We have had many Parent Support meetings on Wednesday afternoons from 4:30-6:30 pm. We have in excess of ten or more staff members that speak Spanish and Mixteco meet with parents/students in person at these meetings. We guide parents in how to log onto their students' Google classroom. We help parents fill out online surveys, high school applications and decipher for them written information they receive from the school sites. We also teach parents how to install Parent Square on their phones. Successes we have experienced is the improvement in the parents' tech skills as evidenced by the last parent zoom meeting we held. There were over forty Migrant/Mixteco parents who were able to log on and join the meeting. Another big success is our Saturday Language Academy. We have one hundred and forty low performing EL students that regularly attend our virtual learning sessions on Saturdays. Overall, attendance rates remained higher than expected during the distance learning program. I met with principals and reviewed the re-engagement plan several times and even held smaller meetings with individual principals and groups of principals to help answer questions and clarify. Though there has been an increase in truants, overall participation is higher than neighboring districts and teachers, counselors, and principals continue to reach out to disengaged students. SARB meetings are now being scheduled to address students whose attendance has not improved through the tiered re-engagement process. Parent participation appears to have increased over past years with many more able to tune in to virtual presentations and meetings. There is an overall renewed sense of the need to continue outreach and providing appropriate referrals for both academics and social-emotional/mental health needs. Successes related to curriculum and instruction: Teachers provided with Monday as prep and professional learning day. Additional learning available for staffs, including classified staffs. e.g., PADDLE modules for classified staff. Pyramid training for paraeducators.

Technology, such as Chromebooks and hot spots, made available for itinerant students to connect to service providers and service sessions and ease of check-out system at district via appointment system in coordination with tech team.

Increased rate of parent participation in IEPs related to meeting conducted via virtual meet; virtual meetings, parents have reported, provide them with flexibility of participation in meeting whether at home or having to step away while at work; they have also reported "reduced stress" due to meeting participation taking place in the comfort of their home or not having to arrange for time off work and/or childcare in order to attend meeting at school site or office/district office location. Virtual meetings have also minimized parent stress related to transportation as applicable. Increased rate of general education teacher participating in IEP virtual meeting. Increased rate of special education teacher participating in IEP virtual meeting.

Parents have reported feeling connected to child's services and better understanding ways to support child at home because they are also supporting the interaction and engagement with the child and the service provider; parents can see how strategies, supports,

modifications are implemented by the service provider and further model and support the child in the home setting. Connection with agencies and teachers in order to better support family needs; especially needs in the home during the closures/pandemic such as food deliveries and materials delivered to home at courtesy of classroom teacher. Parents report child is making progress because of sustained focus to service provider and eliminated distractions such as social interactions as experience prior to closures. Successes related to assessments: Cross collaboration and support from sites and departments; Assessing students on campus with a sibling, for example, who may attend another Rio school. In order to address the technology needs of our vulnerable populations to ensure engagement and outreach, the Director of Technology met often with a local internet provider to ensure internet access to all families. By Spring 2021, the Mixteco language parent meetings had increased attendance to about 40 parents per session. The team of 1.5 FTE Mixteco translators worked with the District Community Liaison to call Mixteco-speaking parents to inform of the meetings. The team also worked with our Migrant program providing in-person support once a week, oftentimes demonstrating how to access the Parent Square application or how to access Zoom for meetings. Expanded learning program staff provided support to students and families through a virtual summer program in which any student in the ASES program could choose from a menu of enrichment activities. Students were able to connect with students and staff from other schools they normally may not have met. The staff continued to provide virtual homework help. The expanded learning staff also supported the food distribution program when there was a need for additional staff.

Challenges: The challenges we encountered in working with the lowest performing EL students in the district. The fact that the EL students we work with, nor their parents know how to access a link and utilize a code to get into a Google classroom. Many of these students don't have the internet. Many of them cannot get their hotspot to work properly. Most of the parents we work with are Migrant/Mixteco and the majority of them are illiterate. There were many challenges in regards to Pupil and Family Engagement. First, how attendance and engagement were to be monitored and input into the student data system was slow in rolling out from the county. Then, once teachers began to mark attendance and engagement in the student data system, office managers had to be trained on how to pull reports. Finally, principals were extremely overworked this year trying to get Reopening plans in place, that it was very challenging for them to focus on the difficult task of documenting re-engagement efforts. There has been an increase in truant students during the 2020-2021 school year. Additionally, it became very difficult to engage with working parents, families that have moved from their last known address, but didn't update their school sites or re-enroll elsewhere, and some families flat out refused to meet and/or blamed the school/district for the closures. For special education students, other challenges included parents not wanting them to participate in services offered through the IEP for various reasons (students unable to access due to age and/or ability, lack of parent's ability/time to support, or just a sense of it being "too much" during this time of uncertainty.) IEP participation by parents has been difficult in the virtual model. Many parents find signing on to virtual meetings more challenging and staff is having difficulty with obtaining parents signatures for agreement even when parents do attend the meetings. Challenges related to curriculum and instruction: Not all students had access to materials needed in the home for distance learning and staff had to come up with creative solutions to get students what they needed. Getting parents to complete paperwork for enrollment created greater challenges for our office staff and support technicians to receive all required paperwork for enrollment and/or referrals. Parents challenged with multiple schedules for child(ren) and parents report having to choose "distance learning" due to challenge to make child available for only two hours in the afternoon once in-person instruction began again. Students were faced with challenges to maintain connectivity to service provider due to their needs; e.g. child is challenged with attending to electronic device and sustaining attention to computer device for service sessions and/or instruction. Challenges related to assessments: Parents may have had to take their child(ren) to multiple

scheduled appointments at various sites/assessment locations due to enrollment at various schools, assignments of assessors, and multiple assessment appointments. Many of our Mixteco-speaking parents and families, as well as other parents who are unable to read or write, faced challenges with communication from the district. While this has been an ongoing challenge pre-pandemic, communication with these families became even more difficult when there was limited access to in-person communication. These challenges included lack of internet or device access. Some families did not have internet access for various reasons: they live in a geographical area that does not have access to WiFi, the district-issued internet hotspots did not work in their area, they were unable to afford internet, they had challenges navigating the internet access program, and more. When the district first scheduled virtual parent information sessions in English and Spanish, we scheduled separate meetings for Mixteco parents. Further, because Mixteco is not a written language, many of our families are unable to read written communications through ParentSquare, the district website, letters, etc., so the virtual parent meetings were crucial for information dissemination. During our first few meetings, no more than a dozen parents attended. There are over 100 Mixteco speaking families in our district. Our expanded learning program continued to offer virtual programming while students were engaged in distance learning. The staff provided virtual homework assistance, open office hours, office hours for parents, community circles, academic enrichment. By December, however, student participation in the virtual program had decreased dramatically at most sites. The community food distribution program that is a three-way partnership with two local non-profits faced challenges as the pandemic hit and the district implemented school and office closures. This program is separate from the meals program provided by the district. The program closed in March 2020 as a precautionary measure for COVID safety. When the program reopened in May, this program needed additional materials and staff to help maintain social distancing.

Analysis of School Nutrition

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

As schools across the country shut down to prevent the spread of COVID-19, Child Nutrition workers continued to report to work every day. Figuring out innovative ways to serve children free, nutritious meals, while keeping staff safe, was one of the many challenges we faced this school year. Thousands of families depend on access to government-subsidized meals at the Rio District and when schools are closed many students may go hungry. As the federal government adapted the meal program to allow universal free meals for all students under the age of 18, Cafeteria workers risked their own health to make sure our community had access to free food. As the word spread across the Rio community that free meals were available, the Child Nutrition department struggled with limited storage space and the ability to provide enough staff to serve an average of 82,000 per week. Many of our Cafeteria workers have worked long hours and through summer, winter, and spring break to make sure families didn't go hungry this year.

Despite our many challenges, Child Nutrition has also had great success this year. The Rio School District has provided the community of Oxnard with over 3 million meals since March 16th, 2020. The federal government adapting our once rigid meal program, has allowed our program great flexibility in being able to provide meals at no cost to anyone who is 18 years or younger. During the process our program has remained financially solvent, which has brought great awareness that universal free meals are not only extremely important, but can be financially sustainable for schools. In addition, the government flexibility has also allowed

schools to procure items outside of our normal means, which has allowed Rio to bring in more locally sourced organic produce. Lastly, the pandemic has shown us just how important “lunch ladies” really are. They truly have been America's frontline heroes and it's been nice to see them finally recognized as such!

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

Overall, there were no substantive differences between what the district had planned and the expenses required to accomplish those strategies.

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.

The Rio School District has thrived at implementing and adopting the LCAP actions and services in order to meet the needs of students. The Rio School District has learned that offering virtual learning parent outreach in meetings has increased parent engagement and input which indicates that the district needs to include a variety of parent engagement options in the 2021-2024 LCAP. The Rio School District has learned that parents continue to need additional support in accessing and how to utilize technology so they can support their children and this indicates that the district should continue with parent education in the 2021-2024 LCAP. The Rio School District has learned through parent surveys and feedback during meetings, that parents would like additional learning opportunities such as longer school day, intervention, and enrichment opportunities. The Rio School District has learned that parents would like additional support for their children's language development which indicates the district should continue with multiple program options including Dual Immersion, Integrated & Designated English language support. The Rio School District has learned through parent, teacher, and counselor feedback that the social and emotional needs are imperative to address. The school community has concerns about the mental health and well-being of children due to the learning loss during COVID-19. This indicates that the district should increase its focus on social and emotional health and continue to provide access to counselors and engaging activities at all school sites. In addition, the district plans to continue to provide training and engaging informational sessions to parents to support in the recognition of mental health and social emotional needs of their students.

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

RSD is addressing pupil learning loss with a new focus goal which addresses social and emotional needs of all students, including our students with unique needs.

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.

There were no substantive differences in the LCP.

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.

Summary of LCAP actions and LCP

The Rio School District analyzed and reviewed California's state priorities with the focus on Conditions of Learning, Pupil Outcomes and Engagement.

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2021-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have developed the following three goals for the 21-22 LCAP:

1. Broad Goal: Provide world class educational opportunities that support positive and healthy "Pupil Outcomes" for all students.
2. Maintenance Goal: Provide thriving "Conditions for Learning" that will provide all students with the 5C's; collaboration, communication, critical thinking, caring and creativity.
3. Focus Goal: Maintain and strengthen learning environments that fully "Engage" and provide enriching opportunities that support academic standards.

In order to provide all students with a quality learning program for all with supports for students with unique pupil needs (students with disabilities, English language learners, foster youth, low income including homeless youth) the Rio School District Key Features for the current school year are the following:

RSD will continue to expand the 2nd dual immersion school in response to language support needs of the community.

RSD will continue to provide one to one technology and improved access for students.

RSD will continue to provide counselors at each site with an emphasis to meet students' social emotional needs.

RSD will continue to provide professional development through expert researchers who emphasize inquiry based learning.

RSD has developed the focus goal which is another key feature of this year's LCAP. Stakeholder input has helped us identify the need to further develop Social and Emotional Learning (SEL) support for all students. RSD will align actions/services of pupil outcomes, expand learning opportunities that support conditions of learning and engagement to support academic improvement, and promote a positive school climate.

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	13,400,786.00	13,381,490.85
	0.00	173,814.93
General Fund	11,649,573.00	11,131,241.64
Lottery	84,795.00	0.00
Restricted General Fund	20,000.00	0.00
Restricted Sources 8150	1,610,124.00	2,046,326.79
Title III	1,214.00	0.00
Unrestricted General Fund	35,080.00	30,107.49

* 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	13,400,786.00	13,381,490.85
	12,189,565.00	12,128,321.73
4000-4999: Books And Supplies	938,143.00	547,162.03
5000-5999: Services And Other Operating Expenditures	273,078.00	706,007.09

* 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	13,400,786.00	13,381,490.85
		0.00	173,814.93
	General Fund	10,544,361.00	9,878,072.52
	Restricted General Fund	0.00	0.00
	Restricted Sources 8150	1,610,124.00	2,046,326.79
	Unrestricted General Fund	35,080.00	30,107.49
4000-4999: Books And Supplies	General Fund	852,134.00	547,162.03
4000-4999: Books And Supplies	Lottery	84,795.00	0.00
4000-4999: Books And Supplies	Title III	1,214.00	0.00
5000-5999: Services And Other Operating Expenditures	General Fund	253,078.00	706,007.09
5000-5999: Services And Other Operating Expenditures	Restricted General Fund	20,000.00	0.00

* 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	11,304,807.00	10,869,636.82
Goal 2	120,960.00	131,932.35
Goal 3	1,630,124.00	2,058,734.86
Goal 4	200,993.00	152,378.11
Goal 5	143,902.00	168,808.71

* 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	\$820,000.00	\$1,466,716.76
Distance Learning Program	\$2,750,000.00	\$2,172,703.84
Pupil Learning Loss	\$1,490,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$5,060,000.00	\$3,639,420.60

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$500,000.00	\$823,030.32
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$500,000.00	\$823,030.32

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$320,000.00	\$643,686.44
Distance Learning Program	\$2,750,000.00	\$2,172,703.84
Pupil Learning Loss	\$1,490,000.00	
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan	\$4,560,000.00	\$2,816,390.28



SCHOOL
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EDUCATING LEARNERS FOR THE 21ST CENTURY

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
Rio Elementary School District	John Puglisi Superintendent	jpuglisi@rioschools.org (805) 485-3111

Plan Summary [2021-22]

General Information

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

The Rio School District analyzed and reviewed California's state priorities with the focus on Conditions of Learning, Pupil Outcomes and Engagement. Rio attracts families who want their children to thrive in a well-rounded environment while focusing on the 5Cs; Collaboration, Communication, Critical Thinking, Creativity and Caring human spirit. We are preparing our students to engage successfully in their communities while having the capacity to thrive and demonstrate strong character when addressing successes and challenges in their lives. The Rio School District has a strong reputation of offering a high quality educational experience and commitment to a broad scope of learning.

In the 2020-21 school year, the Rio School District served 5,317 students with a broad-range of demographics. 86.6% of students served are Hispanic, 5.7% are White, 3.3% are Filipino, 1.3% are Asian, 1.2% are African American, and less than 1% of students are of American Indian or Pacific Islander descent. Our English Learner Population is 45%, Special Education represent 11.3%, socioeconomically

disadvantaged represent 69.2%, and foster youth/homeless make up 11.6% of our student population. The district encompasses five elementary schools, one of which is transitioning into a dual language school, two comprehensive middle schools, one K-8 STEAM Academy and one K-8 Dual Language Academy. The core of our work in each of our schools is to focus on helping students to develop a love of learning while becoming "interested and competent readers."

With the help of our Community Partnerships which include parents, institutions of learning, as well as community and business leaders, the Rio School District helps propel the work of our schools to new heights and enable all teachers and students to be researchers, constructors of knowledge and applicators of 21st Century Skills.

With the help of all stakeholders, RSD is proud to continue the journey with three new goals which focus on conditions of learning, pupil outcomes and engagement.

Reflections: Successes

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

According to the CA Dashboard's "District Performance by County for 2019" report, the Rio School District falls within one of the top five districts of twenty districts in the county that has not placed in the orange or red performance level in any area overall.

Based on a review of performance on the state performance indicators, the Rio School District Improved in ELA by 8 points and improved in Math by 4.1 points [2018-2019 RSD had 2317 English Language Learners and 96 students reclassified (RFEP) at a 4.1 percent]. In 2019-2020 RSD had 2295 English Language Learners, and 138 students reclassified (RFEP) at a 6.0% . RSD is proud to have revised parent engagement policies in the 2020 school year and have significantly improved systems of engagement, parent involvement and the ability to capture stakeholder input and voice through a variety of ways. Throughout the pandemic, RSD has seen an increase of input and participation from parents and other stakeholders and plans to continue working in collaboration to address student needs.

All teachers were fully credentialed, and we look forward to administering and analyzing the results of the CAASPP pending the return to in-person and regular state assessment requirements after the pandemic.

The Rio School District completed the new building, and the new STEAM school is open and serves students in K through 8th grade.

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.

Attendance, chronic absenteeism and suspension continue to be a need. During the pandemic, attendance has remained a struggle. We have been working closely with these families through a re-engagement process to improve student engagement and academic progress.

Although RSD has grown in all areas and does not fall in the overall orange or red on the CA Dashboard, we will continue to focus on engagement in Math, Science and SEL in order to make progress from "yellow" to green and to support science assessment requirements. To further support the district's overall growth, the following student populations need support to make appropriate progress.

In the area of Chronic Absenteeism our English Learners and students with disabilities subgroups are in the orange performance level.

In the area of suspension students with disabilities, homeless, and foster youth subgroups are in the orange performance level while African American student subgroups are in the red performance level.

In the area of ELA and Math homeless, students with disabilities and white student groups are in the orange performance level and need continued focus and support to make appropriate progress.

LCAP Highlights

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

Based on the analysis and reflection of student outcomes from the 2019-20 LCAP and 2021-21 Learning Continuity and Attendance Plan, along with stakeholder engagement, we have developed the following three goals for the 21-22 LCAP:

1. Broad Goal: Provide world class educational opportunities that support positive and healthy "Pupil Outcomes" for all students.
2. Maintenance Goal: Provide thriving "Conditions for Learning" that will provide all students with the 5C's; collaboration, communication, critical thinking, caring and creativity.
3. Focus Goal: Maintain and strengthen learning environments that fully "Engage" and provide enriching opportunities that support academic standards.

In order to provide all students with a quality learning program for all with supports for students with unique pupil needs (students with disabilities, English language learners, foster youth, low income including homeless youth) the Rio School District Key Features for the

current school year are the following:

RSD will continue to expand the 2nd dual immersion school in response to language support needs of the community.

RSD will continue to provide one to one technology and improved access for students.

RSD will continue to provide counselors at each site with an emphasis to meet students' social emotional needs.

RSD will continue to provide professional development through expert researchers who emphasize inquiry based learning.

RSD has developed the focus goal which is another key feature of this year's LCAP. Stakeholder input has helped us identify the need to further develop Social and Emotional Learning (SEL) support for all students. RSD will align actions/services of pupil outcomes, expand learning opportunities that support conditions of learning and engagement to support academic improvement, and promote a positive school climate.

LCFF priorities also include the review of Local Indicators measured through self-reflection. The 2021-2022 LCAP Goals include metrics that will show 'met' when the CA Dashboard opens to the public in the fall of 2021. "Met" indicates that the district completed a reflection for each state's priorities aligned to the local indicators. The CA Dashboard will indicate each reflection in its entirety on the public website. Failure to complete the reflection will result in a 'not met' on the dashboard. The district dashboard will show 'met' and will use the information to support the actions & services addressing the conditions of learning, pupil outcomes, and engagement. Local Indicators address the following state priorities- Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1), Implementation of State Academic Standards (LCFF Priority 2), Parent and Family Engagement (LCFF Priority 3), School Climate (LCFF Priority 6), and Access to a Broad Course of Study (LCFF Priority 7) For more information on Local Indicators <https://www.caschooldashboard.org/about/fag>. To view our district local indicators, please visit <https://www.caschooldashboard.org/>

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.

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Stakeholder Engagement

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

Stakeholder involvement from all stakeholder groups is a key component in identifying student needs as well as developing the necessary goals and actions to provide a successful and quality learning experience for all students. In addition, parental involvement is particularly important during this unprecedented and challenging time of distance learning. Rio School District continuously seeks and encourages stakeholder feedback through on-going parent surveys, phone calls, emails, staff meetings, parent meetings, School Site Council, ELAC, PAC & PELAC meetings, LCAP committees and public board meetings. Per parent input, the Rio School District uses one communication system (Parent Square) to communicate with parents by providing emails and text messages as well as automated phone calls in the specified home language.

Stakeholder engagement included the following:

Rio School District Board Meetings: 8/19/20, 8/26/20, 9/16/20, 9/30/20, 10/21/20, 10/28/20, 11/18/20, 12/15/20, 1/20/21, 2/3/21, 2/9/21, 2/10/21, 2/17/21, 3/3/21, 3/17/21, 3/31/21, 4/21/21, 5/10/21, 5/19/21

LCAP PAC/PELAC Meetings: 8/13/20, 11/17/20, 1/25/21

LCAP Townhall: 4/14/21, 4/22/21

LCAP & ELO Stakeholder Committee Meetings: 4/22/21, 4/29/21, 5/3/21, 5/6/21, 5/10/21, 5/13/21, 5/20/21

LCAP Stakeholder Site Meetings: Rio Rosales 4/28/21, Rio Plaza 4/22/21, Rio del Mar 4/28/21, Rio del Norte 4/27/21, Rio Real 4/22/21, Rio del Sol 4/27/21, Rio del Valle 4/28/21, & Rio Vista 4/28/21

LCAP Budget Meeting: 5/17/21

Student & Parent Empathy Interviews: 4/12/21 - 5/12/21

Superintendent Round Table Meetings: 11/12/20, 1/26/21, 3/17/21

Parent Surveys - 3/12/21

Public Hearing: 6/9/21

Final Adoption: 6/30/21

A summary of the feedback provided by specific stakeholder groups.

Throughout this pandemic, parents and students have seen the benefits of technology and online resources. Parents have shared a desire to maintain some online meetings and a strong desire to increase social and emotional support for all students and specifically students with unique needs. Students have shared an overall satisfaction with school but indicate that schools should be more engaging and enriching with topics trending about electives, hands on activities and exciting lessons. One of the students' top requests is to have better food at school. Employee feedback indicates that stakeholders want to provide a quality learning program that ensures all students have access to implementation of standards and a broad course of study. Overall feedback indicates that stakeholders want to provide an enriching and engaging educational experience with materials and curriculum that support all learners and will help prepare students for life, college and/or career. Strong feedback indicates that services must be available to help support students with unique needs, including students with disabilities, English Learners, low income including homeless, and foster youth.

Additionally, RSD will continue to receive feedback from parents and other stakeholders in order to identify and support student needs. Stakeholder feedback indicates the following priorities in order of top priority to bottom priority:

Student Engagement

Access to Core Services (Food, Counselors, Health, After School)

Student Achievement

Parent Involvement

Access to Broad Course of Study

School Climate

Implementation of Common Core Standards

Other Student Outcomes

Stakeholder feedback indicates the following action/services trends that emerged in order of top priority to bottom priority:

Counselors

Class size reduction

Electives

Intervention

Technology

Extended Day Kindergarten

Dual Immersion

Increase Teacher Quality / PD

Curriculum / Software, PD and Supplies

Increase Campus Supervisor Assistants (CSAs)

School Nurse

Transportation

Increase Library Hours

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

2021-2022, the first year of the new three year LCAP, will address the three core areas to ensure Rio School District continued success.

Engagement was influenced by input from all stakeholders. RSD significantly increased stakeholder engagement which directly contributed to the new LCAP goals. There are three goals centered around pupil outcomes, conditions for learning and engagement.

1. The first addresses pupil outcomes and achievement of local and state assessments with an overarching goal of the 5Cs: communication, critical thinking, collaboration, caring and creativity.
2. The second goal addresses conditions of learning where both staff and board members recognize the importance of providing safe, clean, and appropriate learning spaces as our enrollment and programs grow.
3. The third goal addresses engagement and supports student connectedness as we transition back to in-person learning. Stakeholders would like to continue to focus on highly engaging learning experiences for all students.

Goals and Actions

Goal

Goal #	Description
1	<p>Goal #1 is a broad goal to address pupil outcomes and student engagement. The objective is to provide an education that will prepare students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. This goal also builds on providing extra support towards priorities aligned with pupil outcomes (4,8) and conditions of learning (1,2,7). State Priority 7 addresses the requirement to go beyond ELA and Math to ensure that students have access to and are enrolled in a broad course of study (Arts, Music, Drama, Social Sciences, Health, PE, etc.)</p> <p>The Rio School District will continue to provide all students with a broad course of study and social-emotional support to ensure that learning is taking place for all students, including English Language Learners, foster youth, low socio-economic youth (including homeless youth) and students with disabilities. This goal is based on analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys and input, local assessments, reclassification rates, and CAASPP and ELPAC results.</p>

An explanation of why the LEA has developed this goal.

State priority #2, Implementation of State Standards and State Priority #4, Pupil Achievement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. This analysis and alignment strengthens the district's support for all students in making progress towards life, college and/or career. The data and analysis shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low income students, foster youth and services for our students with disabilities and any other group with unique needs. The most recent California Dashboard was released in 2019 and indicated an increase in overall performance in ELA (yellow status) and Math (yellow status) as indicated on the CAASPP. The California Dashboard also indicated 55.7% of English Learners made progress based on state assessments.

As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement, State Priority #7, Course Access and State Priority #8, Other Pupil Outcomes. To ensure access and basic conditions of learning are addressed, the district supports student progress through State Priority #1, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs; Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	<p>Pending 2020-2021 results</p> <p>Most Recent Data 2018-2019</p> <p>ELA Overall Performance</p> <p>Standard Exceeded: Level 4 - 22.48 %</p> <p>Standard Met: Level 3 -28.62 %</p> <p>Standard Nearly Met: Level 2 -22.28 %</p> <p>Standard Not Met: Level 1 - 26.63 %</p>				Increase percentage of students meeting or exceeding standards by 2% each year.
CAASPP Math	<p>Pending 2020-2021 results</p> <p>Most Recent Data 2018-2019</p>				Increase percentage of students meeting or exceeding standards by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Math Overall Performance</p> <p>Standard Exceeded: Level 4 - 19.69%</p> <p>Standard Met: Level 3 -20.04 %</p> <p>Standard Nearly Met: Level 2 -25.41 %</p> <p>Standard Not Met: Level 1 - 34.86 %</p>				
CA Science Assessment (CAST)	<p>Pending 2020-2021 results</p> <p>Most Recent Data 2018-2019</p> <p>Science Overall Performance</p> <p>Standard Exceeded: Level 4 - 9.39%</p> <p>Standard Met: Level 3 -20.54 %</p> <p>Standard Nearly Met:</p>				<p>Increase percentage of students meeting or exceeding standards by 2% each year.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Level 2 -25.41 % Standard Not Met: Level 1 - 34.86 %				
Local Indicator Reflection: Teachers fully credentialed and appropriately assigned.	'Met' on the 2019 California Dashboard 100%				'Met' performance level on the California Dashboard based on the Local Indicator Reflection Maintain 100%
Local Indicator Reflection: Standards Aligned Instructional Materials for every student	'Met' on the 2019 California Dashboard Standards are fully implemented				'Met' performance level on the California Dashboard based on the Local Indicator Reflection Maintain fully implemented standards
English Learner - Reclassification Rate	2020-2021- Data Quest 8.3% reclassified				Increase percentage of students reclassified by 2% each year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELPAC Assessment	<p>Pending 2020-2021 Results</p> <p>Most recent, 2018-2019</p> <p>Overall Performance 2018-2019</p> <p>Level 4 20.04%</p> <p>Level 3 41.50%</p> <p>Level 2 28.96%</p> <p>Level 1 9.50%</p> <p>55.7% of EL learners are making progress towards English Language Proficiency</p>				<p>Pending 2020-2021 results</p> <p>Increase percentage of students increasing a performance level by 2% each year.</p> <p>By 2024 60.7% of EL learners will be making progress towards English Language Proficiency</p>
<p>Local Indicator Reflection:</p> <p>Implementation of all California state standards, including how ELs will access the CCSS and ELD standards</p>	<p>'Met' on the 2019 CA Dashboard</p> <p>Implementation of standards district wide 100%</p> <p>(EL access to CCSS and ELD standards)</p>				<p>'Met' performance level on the California Dashboard based on the Local Indicator Reflection</p> <p>Maintain</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance	Chronic absenteeism 8.3% Average Daily Attendance (ADA) Local Data 20-21 97.93%				Decrease chronic absenteeism rate by 1% each year. Maintain ADA %
All high school indicators do not apply to K-8 (AP, UC A-G, CTE Pathways, EAP, high school graduation, high school dropout)	N/A				N/A

Actions

Action #	Title	Description	Total Funds	Contributing
1	Implementation of State Standards	<p>Provide a 3-year sequence of professional development and activities supporting the implementation of state standards, including textbook adoptions, that are principally directed to increase or improve services for students with unique pupil needs, along with unduplicated pupils (FY, LI, EL). This includes support from outside RSD organizations, trainings, materials and substitutes.</p> <ul style="list-style-type: none"> * VCOE support for science textbook adoption * Substitutes to support training (for textbook adoption) * Parent webinars and adoption meetings 	\$247,066.00	Yes

Action #	Title	Description	Total Funds	Contributing
		* Materials for adoption training		
2	Intervention	Increase access to extra support, - materials, and challenging activities inside and outside the school day *TOSA support *clerical support *software and web support	\$304,513.00	Yes
3	Kindergarten Instructional Day Extension	Continue to provide extended day programs for Kindergarten students. * push in teachers * substitutes	\$257,535.00	Yes
4	Dual-Language Immersion Program Expansion & Support	The district will continue to support the expansion of dual immersion programs within the district. The district recognizes the importance of dual immersion instruction to the students and stakeholders and will continue to support the growth and development of the program through Professional Development, counselor support, and bilingual administration including Bilingual Principals, Assistant Principals and/or Coordinators where appropriate.	\$988,615.00	Yes
5	K-2 class size reduction	Continue Class Size Reduction to increase student achievement in Grades K--2. *Teachers to reduce class size	\$1,702,741.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Expanded Learning opportunities	<p>Provide additional district-wide after-school programming based on identified need and services provided by RSD and/or outside agencies. This includes ASES coordinators to coordinate after school actions and services for high need students.</p> <p>*IA support for ASP</p> <p>*after school supplies for sites</p>	\$42,000.00	Yes
7	EL supports	<p>Provide content teachers support at the middle school with implementation of English Language Development (ELD) standards. Support may be provided by TOSA and/or outside entities such as CABE, VCOE, Californian's Together, etc.</p> <p>*Substitutes for training and planning</p>	\$11,959.00	Yes
8	RFEP Supports	<p>Continue to provide support in monitoring the progress of re-designated fluent English proficient (RFEP) pupils through personnel, academic programs, and data analysts.</p> <p>*support for Mixteco students and families</p> <p>* funds for clerical support</p> <p>* administrative support for school sites and programs, including improved and increased access for students</p>	\$272,277.00	Yes
9	Professional Development	<p>RSD provides a comprehensive certificated professional development plan (core, electives, literacy, math, ELs, GLAD, new teacher induction support, etc.).</p>	\$155,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>* The professional development plan includes districtwide, onsite and virtual learning opportunities accompanied by ongoing coaching by TOSA, VCOE new teacher induction program and mentoring and other partner agencies.</p> <p>Personnel expenditures Includes new teacher induction and mentor stipends</p> <p>* Provide a comprehensive classified professional development that includes districtwide, and onsite demonstrations by VCOE or other inside and outside agencies.</p> <p>CASBO, VCOE, AALRP, Fred Pryor, Target Solutions and other outside agencies</p> <p>* Provide a comprehensive management professional development that includes districtwide, and onsite demonstrations by VCOE or other outside agencies.</p> <p>School Services, AALRP, VCOE, ACSA, CALSA, AASA or other outside agencies</p>		

Goal Analysis [2021-22]

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

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

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	<p>Goal #2 is a maintenance goal that addresses learning conditions to maintain and strengthen a safe and welcoming school environment. The objective is to provide an education that will address State Priority #5, Pupil Engagement, and State Priority #7, Course Access, by preparing students to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring. The Rio School District will continue to provide all students with fully credentialed teachers to ensure that learning is taking place (English Language Learners, foster youth, low socio-economic youth (including homeless youth), and students with disabilities.). Rio district assesses technology regularly to ensure the technology plan is updated regularly to ensure actions/services are in place to support student achievement, such as WIFI accessibility, software upgrades, etc. State Priority #1 addresses Fully Credentialed and Appropriately Assigned Teachers who provide access to State Priority #4, Pupil Achievement, and state standards and materials, including ELD/language acquisition standards and implementation of state standards. This is balanced with engaging courses of study to ensure student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.</p> <p>This goal is based on data and analysis of the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and CAASPP and ELPAC results.</p>

An explanation of why the LEA has developed this goal.

Based on analysis of the Facilities Inspection Tool (FIT), the annual SARC, and stakeholder input and reflection, Rio School District provides facilities in good repair. Per stakeholder engagement through the pandemic, the Conditions of Learning (State Priority #1) became an area to maintain. Areas of growth have been identified to create more outdoor learning spaces to increase safe learning environments where students and families are engaged.

State priority #4, Pupil Achievement and State Priority #5, Pupil Engagement, address the analysis and data from the California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, local assessments, reclassification rates, and alignment of CAASPP and ELPAC results. The data and analysis shows where we can principally direct LCFF supplemental actions and services to support identified needs and strengths of our unduplicated English Learners, low income students, foster youth and services for our students with disabilities and any other group with unique needs.

As a small school district, the status can change dramatically because of slight increases or decreases in enrollment and attendance. It is important for attendance to remain high and chronic absenteeism to remain low which will help provide educational opportunities that address State Priority #5, Pupil Engagement and State Priority #7, Course Access. To ensure access and basic conditions of learning are addressed State Priority #1, Transportation, Fully Credentialed and Appropriately Assigned Teachers, access to state standard materials, including ELD/language acquisition standards and implementation of state standards balanced with engaging courses of study ensures student readiness for a rigorous and aligned curriculum that supports the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Facilities in 'Good Repair' per CDE's Facility Inspection Tool (FIT)	Good Repair				Maintain
Outdoor Learning Spaces	Establish a baseline # of Outdoor learning spaces for the Rio School District				Pending count 2021-2022

Actions

Action #	Title	Description	Total Funds	Contributing
1	Transportation	<p>Transport students meet the transportation criteria in board policy from home to school</p> <p>* Personnel expenditures: bus drivers</p> <p>*Non-personnel expenditures: bus maintenance and lease payments</p>	\$1,125,642.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Technology and Technology Plan	<p>Continue to Improve and standardized equitable environments for online state testing through technology team. Technology Plan Committee to develop a comprehensive plan to integrate 21st century learning framework into existing district initiatives. This includes funds for tech department staff and for the purchase of technology devices for students, faculty and support staff.</p> <p>* Technology personnel salaries</p> <p>* Non-personnel expenditures: computer parts, equipment and tech support software, hardware and learning environments for students and personnel</p>	\$1,155,970.00	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	<p>Goal #3 is a focus goal that address State Priority #5, Pupil Engagement, in order to build on and enhance enriching opportunities to support and enhance State Priority #4, Pupil Achievement of academic standards and curriculum. Rio School District has developed the Focus Goal to address the area of increasing needs and services, so students have the support needed to thrive in the 5Cs: Critical Thinking, Creativity, Communication, Collaboration, and Caring.</p> <p>By the 2023-2024 school year, the Rio School District will align action/services to add additional social and emotional support and maintain expanded learning opportunities which support implementation of state standards with curriculum and services to help increase State Priority #6, positive School Climate and engagement as measured by stakeholder engagement surveys, attendance and suspensions.</p> <p>Increased or improved services will be principally directed for unduplicated pupils (foster youth, English learners, and low income, including homeless youth) and support for students with disabilities and/or with unique pupil needs. State Priority #3, Parent Involvement, will continue to be addressed by providing an engaging and welcoming environment where parents have access to engage in surveys, school site councils (SSC), English learner advisory committees (ELAC), district parent advisory committees (PAC and PELAC), LCAP stakeholder committees and site based opportunities where parents can contribute input and voice. This goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results.</p>

An explanation of why the LEA has developed this goal.

Goal #3 goal is based on analysis and data of the Youth Truth survey, California Healthy Kids survey, California Dashboard, previous LCAP evaluation and reflection, stakeholder surveys, stakeholder input in committees and meetings, local assessments, reclassification rates, and CAASPP and ELPAC results. There is a need to enhance social and emotional supports for students as they return to in-person learning after the pandemic. Social and emotional supports are built into expanded learning opportunities and curriculum with counselor support in an effort to support the areas of need. This focus goal is for the duration of the three-year template. As the metric and reporting results are analyzed, Rio School District may amend or increase actions and services as required. Engagement is a core focus with State Priority #3, Parent/Family Involvement, State Priority #5, Pupil Engagement, and State Priority #6 School Climate, closely aligned with metrics to measure the effectiveness of the goal/actions.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Connectedness & Safety CHKS	<p>Based on data from the 17-18 administration of the California Healthy Kids Survey (19-20 data unavailable due to the pandemic), % of students report feeling connected to their schools is:</p> <p>5th grade- high 62% medium 35% low 3%</p> <p>7th grade- high 42% medium 43% low 15%</p>				The percentage of students feeling connected to their school will increase by 5% each year.
Chronic Absenteeism	<p>2019 CA School Dashboard RSD overall yellow status</p> <p>Student Subgroups: SWD and ELs - orange status</p>				<p>Overall chronic absenteeism to decrease and maintain below 8%.</p> <p>SWD and ELs will have decreased chronic absenteeism and move into the yellow status or higher.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	SD and white - yellow status African American, Foster and Homeless - green status				
Suspension	2019 CA Dashboard RSD overall green status 2.1% suspended at least once Declined 0.3% Student Subgroups: African American - red status Foster, homeless and SWD - orange status ELs - yellow status Hispanic and SD - green status				All student and high need student subgroups will improve by at least one performance level annually: African American Foster/homeless & SWD ELs Hispanic and SD
Expulsion	0 % rate				maintain
Middle School Dropout Rate	0 % rate				maintain

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Physical Fitness Test (PFT)	Pending 2021-2022 Results 2018-2019 Most Recent Aerobic Capacity Grade 5 55.8% Grade 7 59.5% Body Composition Grade 5 56.9% Grade 7 54.8% Abdominal Strength Grade 5 49.0% Grade 7 84.3% Trunk Extension Strength Grade 5 66.0% Grade 7 88.3% Upper Body Strength Grade 5 42.6% Grade 7 76.5%				Pending 2021-2022 results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Flexibility Grade 5 56.9% Grade 7 73.7%				
Parent Survey (LCAP, CHKS, etc.)	Establish list of surveys for 2021-2022 Establish baseline data after first survey is administered Most Recent Results (2017-2018)				Pending 2021-2022 results
Faculty/Support Staff Survey LCAP, CHKS, etc.)	Establish list of surveys for 2021-2022 Establish baseline data after first survey is administered				Pending 2021-2022 results

Actions

Action #	Title	Description	Total Funds	Contributing
1	Tiered Intervention Resources	Create a data driven systematic approach to tiered intervention to ensure that all students have access and support to achieve academic proficiency. Continued support will be provided in order for students to meet academic proficiency. Provide intervention support to reduce	\$353,054.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>disciplinary incidents (expulsions/suspensions). RSD will support the implementations of CHAMPS in all 8 sites.</p> <ul style="list-style-type: none"> * Data analyst support * IA's trainings * IEP and EL intervention support 		
2	Course Access	<p>Increase access to electives such as music, art, foreign language, enrichment, etc. A variety of electives will be provided to students to ensure continued engagement in their educational programs. There will be access to electives such as music, art, drama, foreign language, dance, and others based on student interest and need.</p> <ul style="list-style-type: none"> * Zero period salaries * Art, Music, foreign language and other elective partial salaries * Supplemental electives for K-8 (music, art, drama, dance, etc) during the day and after school 	\$777,019.00	Yes
3	Counseling Services and site support for students	<p>Continue targeted counseling services for low income students previously funded by the Economic Impact Aid (EIA). Counselors at each site will continue to provide at each site will continue to provide academic and personal support to students in grades K-8 and will also provide parent support and increased library services access for most students at risk.</p> <ul style="list-style-type: none"> * Counselor salaries, library tech support salaries, additional after school tutoring * site based interventions, supplies and materials for students and families 	\$1,589,199.00	Yes

Action #	Title	Description	Total Funds	Contributing
4	Expanded Learning Opportunities	<p>ELs, homeless and foster youth, SWD and SD students will be provided tiered interventions, on level, and enrichment activities outside the school day and/or non-school days. Funds cover faculty, support staff and supplemental materials. These extended services include:</p> <p>* GATE- stipends, support staff and materials</p> <p>*Summer Science Academy- teachers, support staff and materials</p> <p>*Reading Task Force - teacher extra pay/stipends, substitutes and materials</p>	\$282,584.00	Yes
5	English Learner Services	<p>Increase the percentage of EL students making progress in attaining one level of English language level growth. Increase the number of EL students being reclassified by the end of 5th grade. Funds will cover ELPAC testing coordinators, faculty stipends and materials.</p> <p>* Salaries for testing team and additional hours for extra teacher pay</p>	\$170,585.00	Yes
6	Social Emotional Learning and Development	<p>Analyze and support district-wide Social and Emotional Learning and Development (SELD) implementation to reduce suspensions, expulsions, and to maintain safe campuses and create welcoming environments through support personnel.</p> <p>Funds include personnel for safety (campus supervisors) and CHAMPS peaceful playgrounds where supervision staff, along with counselor support, are intentionally planning engaging activities and games in order to decrease incidents of negative behaviors and increase overall engagement and positive attendance.</p>	\$1,215,022.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Tiered Intervention RFEP and students with unique pupil needs	<p>Provide tiered interventions specific to RFEP students through the support of personnel for extended learning. Funds include support for increased and improved services for ELs, RFEP, foster youth, SD, SWD and homeless students.</p> <p>* Salary support for facilitation and oversight of after school programs and other extended learning opportunities</p> <p>* EL coordinators and site based compliance and support</p> <p>* RFEP monitoring software</p>	\$121,220.00	Yes
8	Parent Engagement	<p>Expand district stakeholder participation in Parent and English Learner Advisory Councils.</p> <p>Organize and host district wide parent and family events, including conference, volunteer and community partnerships events.</p> <p>* Childcare, refreshments, materials and supplies for meetings, fliers and outreach</p>	\$3,000.00	Yes
9	Training state and federal compliance	<p>In order to build capacity and ensure that site administration are aware of various state and federal compliance items, RSD will partner with county and state supports to provide training to site administrators and their site advisory council (e.g. SSC/ELAC) on alignment of SPSA with LCAP and LEA Plan. Topics for training will include needs assessments, program evaluation, equity and other related topics.</p>	\$5,000.00	Yes
10	Community Partnerships	<p>RSD recognizes that a healthy school climate includes a network of support through community partnerships to increase or improve services for high need student groups. Examples include partnerships</p>	\$55,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>with local universities such as MESA, expanded services for visual and performing arts such as dance and music, maintained partnerships with county offices of education, and partnerships to improve support for outdoor education.</p> <p>Stakeholder feedback, through the development of the 21/22 LCAP, indicate that community partnerships and increased services are valuable to enhance and support student learning outcomes. This improved engagement is aligned to further support school connectedness, positive attendance and improved school and community climate. This includes funding for facility use, transportation of students, materials, supplies, etc.</p>		

Goal Analysis [2021-22]

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

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

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.

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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
24.62%	10,835,891

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.

The actions and services are principally directed to support FY, LI, EL student groups.

Goal 1 - Student Outcomes Actions 1-9

Goal 2 - Conditions of Learning Actions 1-2

Goal 3 - Engagement Actions 1-10

Throughout this pandemic, parents and students have seen the benefits of technology and online resources. Parents have shared a desire to maintain some online meetings and a strong desire to increase social and emotional supports for all students and specifically students with unique needs. Students have shared an overall satisfaction with school but indicate that schools should be more engaging and enriching with topics trending about electives, hands on activities and exciting lessons. One of the students' top requests is to have better food at school. Employee feedback indicate that stakeholders want to provide a quality learning program that ensures all students have access to implementation of standards and a broad course of study. Overall feedback indicates that stakeholders want to provide an enriching and engaging educational experience with materials and curriculum that support all learners and will help prepare students for life, college, and/or career. Strong feedback indicates that services must be available to help support students with unique needs, including students with disabilities, English Learners, low income including homeless, and foster youth.

The RSD percentage of estimated un-duplicated pupils for the 2021-2022 is 74.4% and all sites exceed 65% Therefore the district continues expending funds district wide. District wide services are the most effective use of the supplemental and concentration grant increase for un-duplicated students in meeting the state priorities. Students in the RSD will benefit from all actions and services which improve all sites

and district supplemental programming. Services provided in the LCAP are primarily directed towards low income pupils, foster youth, English Language Learners, Students with an IEP, incarcerated youth, and sub groups at risk, and these services are to increase student achievement. RSD un-duplicated pupils received increased and /or improved services in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Services for un-duplicated pupils will be increased or improved as compared to the services provided to all pupils in the LCAP year by at least 24.62% as calculated pursuant to 5 CCR 15496(a).

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

RSD will continue to provide English Language Learners, low income, foster youth, and incarcerated youth supplemental services, and will continue to support 21st century skills, the 5Cs learning platform (communication, collaboration, critical thinking, creativity, and caring) as well as providing a safe learning environment where students feel engaged and connected. Additionally, RSD will continue to provide high quality programming in the areas of STEAM, The Arts, Technology, and a sound core educational program. RSD is committed to providing a welcoming environment and will continue to have well maintained facilities, well trained educators, and opportunities for parents to be involved and engaged within the RSD schools and their children's educational programs. English Language Learners, Low Income students, and Foster Youth will benefit from services described in the LCAP such as, providing period zero for academic supports and increased electives for English learners, expansion of the Dual Immersion programs, full day kindergarten, class size reduction for grades kindergarten through second, intervention support for multiple grade levels both during the school day and outside the school day, increased technology to support English learners, improved after school programming, and support for English learners in the Migrant program. These services go beyond base services, they supplement base services in order to serve the needs of un-duplicated students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$10,835,896.00				\$10,835,896.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$8,445,170.00	\$2,390,726.00

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	Implementation of State Standards	\$247,066.00				\$247,066.00
1	2	English Learners Foster Youth Low Income	Intervention	\$304,513.00				\$304,513.00
1	3	English Learners Foster Youth Low Income	Kindergarten Instructional Day Extension	\$257,535.00				\$257,535.00
1	4	English Learners Foster Youth Low Income	Dual-Language Immersion Program Expansion & Support	\$988,615.00				\$988,615.00
1	5	English Learners Foster Youth Low Income	K-2 class size reduction	\$1,702,741.00				\$1,702,741.00
1	6	English Learners Foster Youth Low Income	Expanded Learning opportunities	\$42,000.00				\$42,000.00
1	7	English Learners	EL supports	\$11,959.00				\$11,959.00
1	8	English Learners	RFEP Supports	\$272,277.00				\$272,277.00
1	9	English Learners Foster Youth Low Income	Professional Development	\$155,895.00				\$155,895.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	English Learners Foster Youth Low Income	Transportation	\$1,125,642.00				\$1,125,642.00
2	2	English Learners Foster Youth Low Income	Technology and Technology Plan	\$1,155,970.00				\$1,155,970.00
3	1	English Learners Foster Youth Low Income	Tiered Intervention Resources	\$353,054.00				\$353,054.00
3	2	English Learners Foster Youth Low Income	Course Access	\$777,019.00				\$777,019.00
3	3	English Learners Foster Youth Low Income	Counseling Services and site support for students	\$1,589,199.00				\$1,589,199.00
3	4	English Learners Foster Youth Low Income	Expanded Learning Opportunities	\$282,584.00				\$282,584.00
3	5	English Learners	English Learner Services	\$170,585.00				\$170,585.00
3	6	English Learners Foster Youth Low Income	Social Emotional Learning and Development	\$1,215,022.00				\$1,215,022.00
3	7	English Learners Foster Youth Low Income	Tiered Intervention RFEP and students with unique pupil needs	\$121,220.00				\$121,220.00
3	8	English Learners Foster Youth Low Income	Parent Engagement	\$3,000.00				\$3,000.00
3	9	English Learners Foster Youth Low Income	Training state and federal compliance	\$5,000.00				\$5,000.00
3	10	English Learners Foster Youth Low Income	Community Partnerships	\$55,000.00				\$55,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$10,835,896.00	\$10,835,896.00
LEA-wide Total:	\$10,835,896.00	\$10,835,896.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Implementation of State Standards	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$247,066.00	\$247,066.00
1	2	Intervention	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$304,513.00	\$304,513.00
1	3	Kindergarten Instructional Day Extension	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$257,535.00	\$257,535.00
1	4	Dual-Language Immersion Program Expansion & Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$988,615.00	\$988,615.00
1	5	K-2 class size reduction	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,702,741.00	\$1,702,741.00
1	6	Expanded Learning opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,000.00	\$42,000.00
1	7	EL supports	LEA-wide	English Learners	All Schools 6-8	\$11,959.00	\$11,959.00
1	8	RFEP Supports	LEA-wide	English Learners	All Schools	\$272,277.00	\$272,277.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	9	Professional Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$155,895.00	\$155,895.00
2	1	Transportation	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,125,642.00	\$1,125,642.00
2	2	Technology and Technology Plan	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,155,970.00	\$1,155,970.00
3	1	Tiered Intervention Resources	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$353,054.00	\$353,054.00
3	2	Course Access	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$777,019.00	\$777,019.00
3	3	Counseling Services and site support for students	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,589,199.00	\$1,589,199.00
3	4	Expanded Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$282,584.00	\$282,584.00
3	5	English Learner Services	LEA-wide	English Learners	All Schools	\$170,585.00	\$170,585.00
3	6	Social Emotional Learning and Development	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,215,022.00	\$1,215,022.00
3	7	Tiered Intervention RFEF and students with unique pupil needs	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$121,220.00	\$121,220.00
3	8	Parent Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$3,000.00	\$3,000.00
3	9	Training state and federal compliance	LEA-wide	English Learners	All Schools	\$5,000.00	\$5,000.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Foster Youth Low Income			
3	10	Community Partnerships	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$55,000.00	\$55,000.00

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.