2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Raymond-Knowles Union Elementary School District
CDS Code:	20652766024095
LEA Contact Information:	Name: Deena Hegerle: Superintendent/CBO Position: Annie Scott: Principal Email: dhegerle@rkusd.org Phone: 559.689.3336
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	$928,178
LCFF Supplemental & Concentration Grants	$93,294
All Other State Funds	$124,558
All Local Funds	$24,364
All federal funds	$60,028
Total Projected Revenue	$1,137,128

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	$1,240,441
Total Budgeted Expenditures in the LCAP	$291427
Total Budgeted Expenditures for High Needs Students in the LCAP	$97501
Expenditures not in the LCAP	$949,014

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	$25300
Actual Expenditures for High Needs Students in Learning Continuity Plan	$6879

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	$4,207
2020-21 Difference in Budgeted and Actual Expenditures	$-18,421

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Expenditures that were not included in the Local Control Accountability Plan consist of salaries, benefits, operational utilities and supplies.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	Other services that were offered to High Needs Students that were not included in the Learning Continuity Plan include the Learning Director salary that will coach and support all teachers with priority and focus given to unduplicated pupils (English language learners, students with

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.	disabilities, and socioeconomically disadvantaged students). Students and families had a difficult time with remote mental health services. The district utilized various forms of communication; such as zoom, phone, and email to attempt to stay in contact with students and parents.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Raymond-Knowles Union Elementary School District

CDS Code: 20652766024095

School Year: 2021-22

LEA contact information:

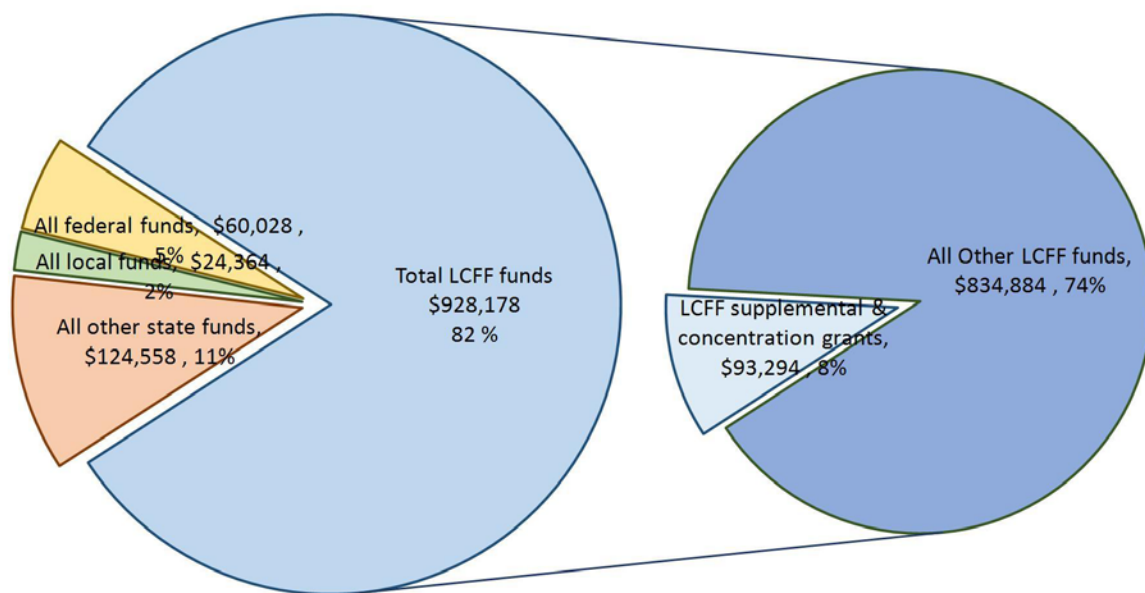Deena Hegerle: Superintendent/CBO

Annie Scott: Principal

dhegerle@rkusd.org

559.689.3336

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

All federal funds, $60,028 , 5%
All local funds, $24,364 , 2%
All other state funds, $124,558 , 11%
Total LCFF funds $928,178 82 %

All Other LCFF funds, $834,884 , 74%
LCFF supplemental & concentration grants, $93,294 , 8%

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

The total revenue projected for Raymond-Knowles Union Elementary School District is $1,137,128, of which $928,178 is Local Control Funding Formula (LCFF), $124,558 is other state funds, $24,364 is local

funds, and $60,028 is federal funds. Of the $928,178 in LCFF Funds, $93,294 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.

Budgeted Expenditures in the LCAP
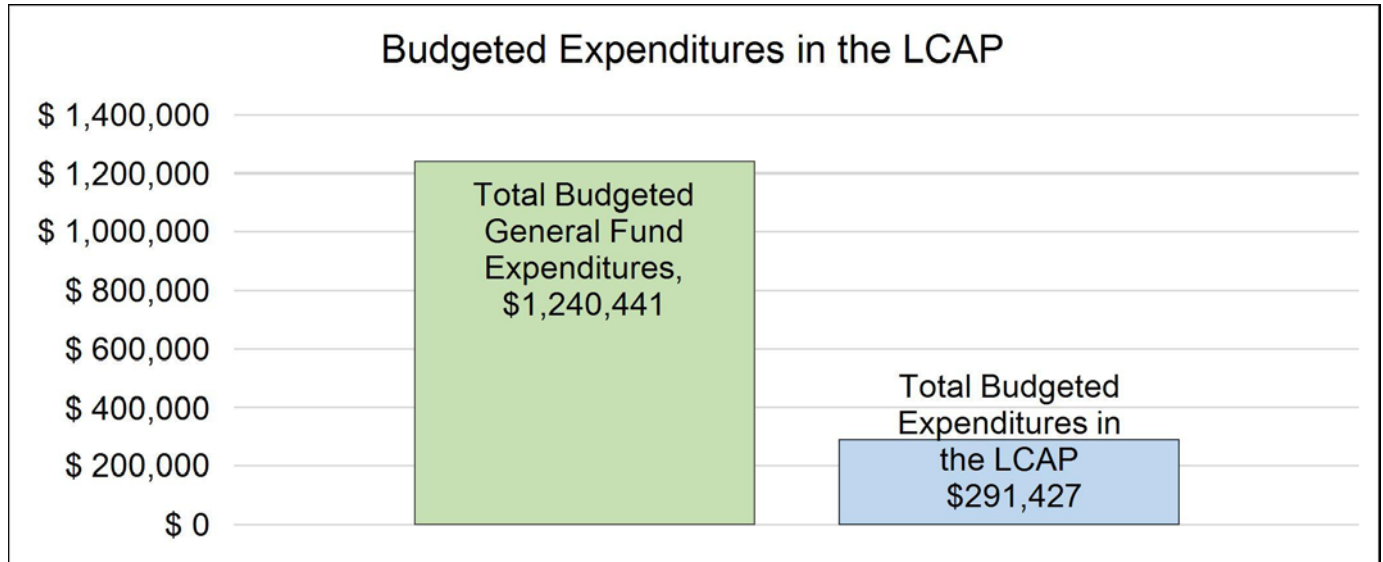
This chart provides a quick summary of how much Raymond-Knowles Union Elementary School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Raymond-Knowles Union Elementary School District plans to spend $1,240,441 for the 2021-22 school year. Of that amount, $291427 is tied to actions/services in the LCAP and $949,014 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
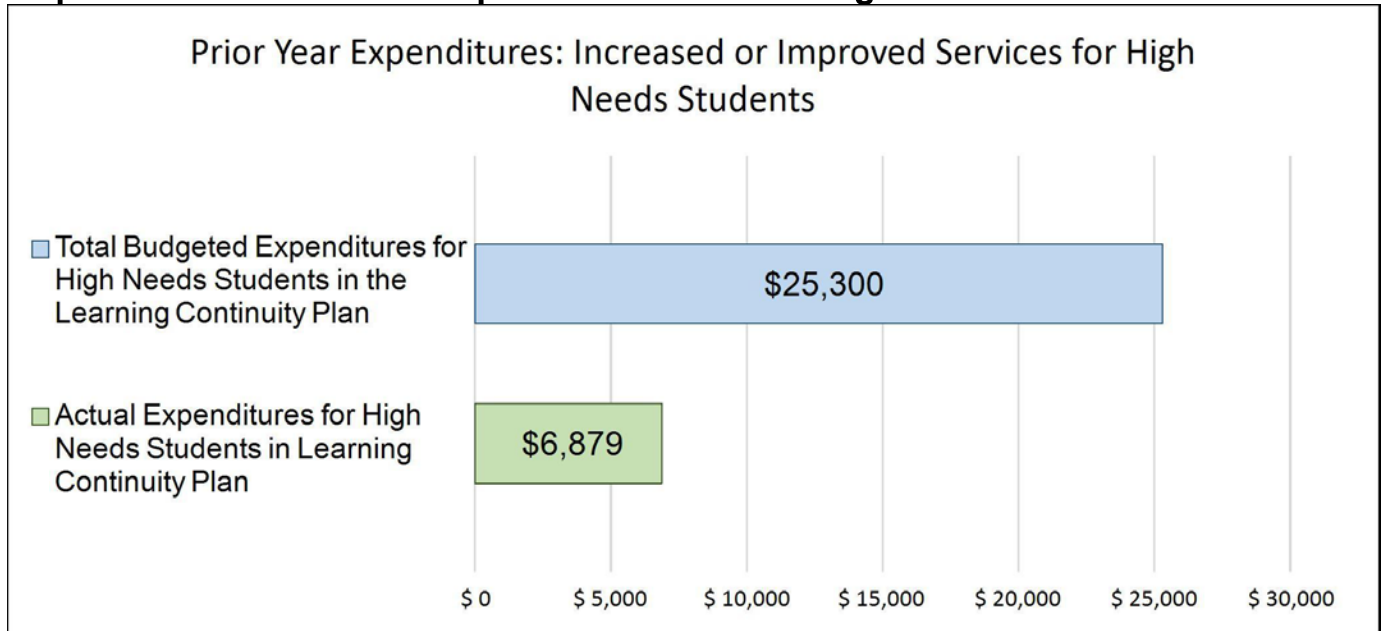
Expenditures that were not included in the Local Control Accountability Plan consist of salaries, benefits, operational utilities and supplies.

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

In 2021-22, Raymond-Knowles Union Elementary School District is projecting it will receive $93,294 based on the enrollment of foster youth, English learner, and low-income students. Raymond-Knowles Union Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Raymond-Knowles Union Elementary School District plans to spend $97501 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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

□ Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan — $25,300

□ Actual Expenditures for High Needs Students in Learning Continuity Plan — $6,879

$0 $5,000 $10,000 $15,000 $20,000 $25,000 $30,000

This chart compares what Raymond-Knowles Union 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 Raymond-Knowles Union 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, Raymond-Knowles Union Elementary School District's Learning Continuity Plan budgeted $25300 for planned actions to increase or improve services for high needs students. Raymond-Knowles Union Elementary School District actually spent $6879 for actions to increase or improve services for high needs students in 2020-21.

Other services that were offered to High Needs Students that were not included in the Learning Continuity Plan include the Learning Director salary that will coach and support all teachers with priority and focus given to unduplicated pupils (English language learners, students with disabilities, and socioeconomically disadvantaged students). Students and families had a difficult time with remote mental health services. The district utilized various forms of communication; such as zoom, phone, and email to attempt to stay in contact with students and parents.

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
Raymond-Knowles Union Elementary School District	Deena Hegerle: Superintendent/CBO Annie Scott: Principal	dhegerle@rkusd.org, ascott@rkusd.org 559.689.3336

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).

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Goal 1

RKUESD classrooms will be led by appropriately credentialed, assigned, and equipped 21st-century teachers.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Digital portfolios and work samples

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Local Indicator -- Teachers appropriately credentialed and assigned **19-20** 100% of teachers will be appropriately credentialed and assigned, 21st century teachers. MET **Baseline** 100%	100% of teachers were appropriately credentialed and assigned.
Metric/Indicator Teacher Training **19-20** Discontinued. **Baseline** 40%	Discontinued
Metric/Indicator Local Academic Indicator – Digital portfolios and work samples **19-20**	All kindergarten through 5th grades have work samples in their digital learning platform, SeeSaw. All sixth through seventh graders have work samples in their digital learning platform, Google Classroom.

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Expected	Actual
100% of students will have several work samples (formative assessments) that are tied to CCSS in their Google Drive and or digital portfolios. **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A Teacher on Special Assignment (TOSA) will create standards-based lessons for teachers. Many of these lessons will be modeled in the classroom by the TOSA to provide teachers with hands-on experience on best teaching strategies. The TOSA will also meet with teachers to discuss how to create their own meaningful standards based lessons. The TOSA will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the TOSA creates. Based on a needs assessment that examined state and local data, this action is intended to address the requirements of a plan for Comprehensive Support and Improvement.	Certificated Teacher Salary 1000-1999: Certificated Personnel Salaries CSI Grant 100,521	Certificated Teacher Salary 1000-1999: Certificated Personnel Salaries CSI Grant 97131
Send teachers to Google Certification Boot Camps and other GAFE workshops/ conferences to learn GAFE tools and take certification tests. Discontinued.	Discontinued	Discontinued
Promote attendance at relevant off-site trainings and workshops during summer vacation, weekends, and/or during school hours as appropriate. Professional growth opportunities will be tailored to the individual teacher's needs.	Travel & Conference Low Performing Students Grant 3,000	Travel & Conference Low Performing Students Grant 3347
Encourage teachers to present at off-site conferences and workshops. Discontinued.	Discontinued	Discontinued

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide a roving substitute teacher once a month to provide teachers release time to observe the learning director and/or other teachers using effective teaching tools and skills. Discontinued.	Discontinued	Discontinued
Hire and retain a part-time certificated Response to Intervention (RTI) teacher to meet the needs of struggling students.	Part-Time Certificated 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 16,252.00	Part-Time Certificated 1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 16082
Monitor the credential status of all certificated employees on an annual basis.	No additional cost Not Applicable Not Applicable	No additional cost Not Applicable Not Applicable

Goal Analysis

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

Teachers did not attend professional development due to COVID. The district also did not provide a roving substitute due to the lack of substitute teachers and the COVID-19 pandemic.

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

We have been fortunate to be able to hire and maintain appropriately credentialed teachers. We are anticipating this may become more difficult in the years to come as we experience a teacher shortage.

Goal 2

RKUESD will provide a safe, comfortable, well-maintained learning environment for students and staff.

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 1: Basic (Conditions of Learning)
	Priority 5: Pupil Engagement (Engagement)
	Priority 6: School Climate (Engagement)
Local Priorities:	

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Local Indicator -- School facilities are maintained in good repair. **19-20** An average score of 4/5 or higher on the LCAP survey in the area of our school having a well-maintained campus. MET **Baseline** LCAP Survey: 40% scored a 5 36.7% scored a 4 20% scored a 3 Average = 4.2	LCAP Survey (1 strongly disagree 5 strongly agree): 60% scored a 5, 5% scored a 4, 30% scored a 3, 5% scored a 2, 0% scored a 1
Metric/Indicator Priority 6 Local Indicator -- School Climate Survey. **19-20** An average score of 4/5 or higher on the LCAP survey in the area of having a safe campus and how well our school handles bullying.	LCAP Survey (1 strongly disagree 5 strongly agree) Safe and secure campus: 75% scored a 5, 5% scores a 4, 5% scored a 3, 10% scored a 3, 5% scored a 1 How well our school handles bullying: 65% scored a 5, 15% scored a 4, 5% scored a 3, 5% scored a 2, 10% scored a 1

Expected	Actual
MET **Baseline** LCAP Survey: 69% scored a 5 31% scored a 4 Average = 4.7	
Metric/Indicator Truancy Rate **19-20** Discontinued. **Baseline** TBD	Discontinued.
Metric/Indicator Suspension Rate Indicator **19-20** The Suspension Rate Indicator will decrease -- All students: 3.5% to 6.0%. (Yellow Category) Low Income: 3.5% to 7%. (Orange Category) White: 3.5% to 4.2% (Yellow Category) Hispanic: 6% to 10.7%. **Baseline** All: 5.2% (Orange) Low Income: 6.5% (Red) White: 4.4% (Orange) Hispanic: 9.7% (N/A)	Suspension Rate: 2019 Dashboard data = 5.7%
Metric/Indicator Expulsion Rate **19-20**	0%

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Expected	Actual
Our expulsion rate will remain below 1%. **Baseline** 0%	
Metric/Indicator Attendance Rate **19-20** Discontinued for this goal, moved to Goal 6. **Baseline** TBD	Discontinued, moved to Goal 6
Metric/Indicator Middle School Dropout Rate **19-20** Our middle school dropout rate will be maintained at 0%. **Baseline** 0%	0%
Metric/Indicator Chronic Absenteeism Rate **19-20** Discontinued for this goal, moved to Goal 6. **Baseline** TBD	Chronic Absenteeism CA Dashboard 2019 data: 8%

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Part-time custodial duties will be moved to a full-time employee. (Custodial duties for this person will remain part-time.)	Classified Support Salaries 2000-2999: Classified Personnel Salaries LCFF Base 12,655	Classified Support Salaries 2000-2999: Classified Personnel Salaries LCFF Base 4215

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Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Counseling services for at-risk students will continue. An additional day of counseling will be added for a total of two days of counseling service per week. Based on a needs assessment that examined state and local data, the increase in services is intended to address the requirements of a plan for Comprehensive Support and Improvement.	Professional Services 5000-5999: Services And Other Operating Expenditures Title I/CSI Grant 17,000	Professional Services 5000-5999: Services And Other Operating Expenditures Title I/CSI Grant 5900
The TOSA will meet with new teachers weekly and veteran teachers biweekly to discuss best practices for a standards-based lesson design and delivery.	No additional cost Not Applicable Not Applicable	No additional cost Not Applicable Not Applicable
Teachers are provided with updated supplies and learning materials for all students.	Books and Supplies 4000-4999: Books And Supplies LCFF Base 8,000	Books and Supplies 4000-4999: Books And Supplies LCFF Base 5395

Goal Analysis

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

All of the actions were implemented.

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

After the pandemic caused the school to close, meeting biweekly with the TOSA/Learning Director became challenging. Having the extra counseling services for students was helpful if any were struggling with emotional issues, especially due to the pandemic. Providing learning materials to students became challenging when distance learning was implemented.

Goal 3

Students will master the Common Core State Standards (CCSS) content.

State and/or Local Priorities addressed by this goal:

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

Local Priorities: Teacher and District Assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 1 Local Indicator -- Students have sufficient access to high-quality, standards-aligned curriculum and instructional materials. **19-20** 100% of students have access to high-quality, standards aligned curriculum and instructional materials. MET **Baseline** 100%	100%
Metric/Indicator Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students. **19-20** Maintain 100% implementation of instruction in academic content and performance standards	100%

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Expected	Actual
MET **Baseline** 100%	
Metric/Indicator Academic Indicator, ELA (Distance from Level 3) **19-20** Mean distance from Standard* in will improve -- All students: 6.3 points to 5 below. (Green category) Low Income: 8 points to 20.7 points below. Hispanic: 10 points to 40 points below. White: 3 points to 1.6 above standard. **Baseline** All: 6.1 points below Low Income: 14.4 points below Hispanic: 16.2 points below White: 3.7 points above	Mean distance from Standard -- All students: 2.8 points below Low Income: 13.9 points below Hispanic: 28.8 points below White: 7.6 points aove
Metric/Indicator Academic Indicator, Math (Distance from Level 3) **19-20** Mean distance from Level 3 in will improve -- All students: 5 points to 25 points below. (Green category) Low Income: 8.1 points to 40 points below. (Green category) Hispanic: 7.5 points to 35.0 points below. White: 5.6 points to 22 points below. **Baseline** All: 32.6 points below Low Income: 52.1 points below Hispanic: 43.2 points below White: 22.8 points below	Mean distance from Level 3 -- All students: 15.7 points below Low Income: 25.5 points below Hispanic: 19.3 points below White: 14.9 points below

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Expected	Actual
Metric/Indicator Local reading and math assessments. **19-20** 90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments. **Baseline** Not available	Not available
Metric/Indicator SMARTER Balanced Fixed Interim Comprehensive Assessments and Fixed Interim Performance Tasks (Assessment with be changed to iReady for the next three school years) **19-20** Greater than 60% of pupils in grades K-8 8 will score on grade level or better on the iReady ELA and Math Assessments by the end of the school year. **Baseline** 55% ELA 24% Math	The district no longer uses the SMARTER Balanced Fixed Comprehensive Assessments and Foxed Interim Performance Tasks.
Metric/Indicator Access to Technology **19-20** 100% of teachers and students will have Google Apps for Education. K-1st graders will have 1:1 devices (iPad minis), and 2-8th graders will have 1:1 devices (Chromebooks). **Baseline** 100%	100%
Metric/Indicator Access to a Broad Course of Study	100%

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Expected	Actual
19-20 All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET **Baseline** 100%	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
A Teacher on Special Assignment (TOSA) will create standards-based lessons for teachers. Many of these lessons will be modeled in the classroom by the TOSA to provide teachers with hands-on experience on best teaching strategies. The TOSA will also meet with teachers to discuss how to create their own meaningful standards-based lessons. The TOSA will facilitate weekly meetings with new teachers to discuss instructional practices, data analysis, and implementation of the lessons that the TOSA creates.	See Goal #1, Action #1	
8th grade graduation requirements tied to % CCSS mastered.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
Provide in-class and out of class interventions for students not meeting standards.	See Goal 1, Action #6	
Maintain CCSS-aligned Reading Program for grades TK-3 that includes student progress checkpoints and events at the school for families to help promote and encourage reading outside of school.	Supplies 4000-4999: Books And Supplies CSI Grant 8,000	Supplies 4000-4999: Books And Supplies CSI Grant 0
Purchase or repurpose iPad mini's and/or Chromebooks for incoming students. Set up Google Apps for Education for incoming students. Purchase new applications or programs that will aid in students mastering the CCSS. Purchase five Chromebooks for the Independent Study Program.	Supplies 4000-4999: Books And Supplies Title I 2,000	Supplies 4000-4999: Books And Supplies Title I 955

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
In the summer of 2019, the district will offer summer school to all current RKS students. Summer school will have an academic focus on reading skills, math skills, and STEM hands-on activities and projects. It will be taught by RKS teachers, and instruction individualized to meet the academic needs of the students who enroll. Based on a needs assessment that examined state and local data, this action is intended to address the requirements of a plan for Comprehensive Support and Improvement.	Instructional teachers stipend Materials and supplies CSI Grant 32,500	Instructional teachers stipend Materials and supplies CSI Grant 0

Goal Analysis

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

All actions for this goal were implemented.

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

These actions were successful, as the school exited CSI. SBAC assessment results have varied wildly since the baseline was established, plummeting in 2017-18, then increasing beyond expectations in 2018-19. We believe that this is evidence of the positive impact the Learning Director is having on teaching and learning at our school. Having the iPads and Chromebooks helped us deal with the needs of distance learning when that was implemented.

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Goal 4

Generate excitement and engagement about what's going on at the school through campus beautification, quality instruction and project-based learning in varied subjects, and increased classroom to home communication.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Promote parent participation in programs for unduplicated pupils. Promote parent participation in programs for individuals with exceptional needs. **19-20** Attendance of families at monthly student showcase events will be 88% or greater. **Baseline** 86%	Showcase events were not held, so this metric was not measured as intended.
Metric/Indicator Service Learning **19-20** 95% of 8th graders will meet the minimum community service graduation requirement. **Baseline** 60%	78% of 8th graders met the minimum community service graduation requirement.
Metric/Indicator Efforts to seek parent input in making decisions for the school district and each individual school site. **19-20** 90% of parents give the District a score of 4 or higher on the LCAP survey in the area of school to home communication.	65% scored a 5 15% scored a 4 10% scored a 3 5% scored a 2 5% scored a 1

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Expected	Actual
Baseline 76.7% scored a 5 20% scored a 4 = 96.7% 4 or higher	
Metric/Indicator Efforts to seek parent input in making decisions for the school district and each individual school site. Promote parent participation in programs for unduplicated pupils. Promote parent participation in programs for individuals with exceptional needs. **19-20** School Site Council will meet at least 4 times a year to gather input in decision-making, and to promote participation for parents of unduplicated pupils and students with exceptional needs. **Baseline** SSC met two times.	School Site council met once.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
8th grade graduation requirements will include community service hours.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
Teacher on Special Assignment will work closely with classroom teachers on implementing project-based learning with the lessons they create.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
Increase classroom to home communication regarding standards being covered, ideas and resources for parents to help their students academically through multiple means of communication. Encourage parent participation in the classrooms. Distribute digital flyers through a one-time subscription to peachjar.	Materials and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 750	Materials and Supplies 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 750

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
The school will host at least nine (9) Student Showcase events throughout the school year. The student work on display will emphasize student work from project-based learning, arts, music, and/or physical education.	N/A LCFF Supplemental and Concentration 3,000	Materials and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 985
Maintain the school website. Maintain the school's Facebook page, YouTube Channel, and add an Instagram account.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
The School Site Council will review, discuss, and update the district's LCAP goals and actions.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable

Goal Analysis

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

The district did not host student showcase events.   Project-based learning activities were not implemented as expected during the first semester, and project-based learning projects begun second semester were not completed due to the COVID-19 Pandemic. School Site Council meetings were limited due to the school closure. The District's planned online communication efforts were not implemented as planned. Funds budgeted for those activities were used to help support students' needs for hardware and software to be used in distance learning.

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

The pandemic made it too difficult to implement the planned project-based instruction without face-to-face interactions.. The slow start on project-based instruction derailed the Fall and Winter Student Showcase events; the pandemic and school closure then rendered them impossible. 80% of parents agreed or strongly agreed that communication between the school and homes was good. We are proud of this percentage, and plan to maintain and expand on those efforts in the future LCAP. While the pandemic had a deleterious effect on the participation of families in school activities, stakeholder feedback indicates that families want the parent participation action continued into the next LCAP.

Goal 5

Deliver Quality Instruction to English Learner Students and Students with Disabilities.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
                      Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: iReady District Benchmark Assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator State English Language Development Assessment **19-20** All English Learner students will show one year or more progress on the English Language Proficiency Assessment for California (ELPAC). **Baseline** Not reportable	Data are not reported because the number of English Learners taking the ELPAC in 2018-19 was 0.
Metric/Indicator iReady Math Assessment **19-20** All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs). **Baseline** Not reportable	The district did not administer iReady during the 2020/21 school year due to distance learning.
Metric/Indicator iReady ELA Assessment **19-20**	All students with disabilities (SWD) made progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs).

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Expected	Actual
All students with disabilities (SWD) will continue to make adequate yearly progress towards their goals and objectives as stated in their Individualized Education Plans (IEPs). **Baseline** Not reportable	
Metric/Indicator Reclassification Rate (Added 2018-19) **19-20** All EL students meet all the district requirements for reclassification before matriculating. Data are not reportable.	50% [2019-20 DataQuest Annual Reclassification (RFEP) Counts and Rates]

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Discuss progress on the ELPAC assessment. Add a section to the report card that indicates an EL student's progress towards reclassification.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable
Resource teacher will continue to create quarterly progress reports for each student with disabilities based on progress toward their IEP goals.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable

Goal Analysis

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

There were no funds budgeted for these actions.

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

Progress on the ELPAC assessment was discussed, and half of our English Learners were reclassified in 2019-20. A section to the report card that indicates an EL student's progress towards reclassification was not yet added. The Resource Teacher created quarterly progress reports on students with IEPs to keep parents and teachers informed of progress.

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Goal 6

Decrease Chronic Absenteeism

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Chronic Absenteeism Rate **19-20** Our chronic absenteeism rate will be reduced from the prior year by -- All Students: 1% to 11.2% (Yellow Category) Low Income: 2% to 13.1% (Yellow Category) White: 2% to 13.4% (Yellow Category) Hispanic: 1% to 6.7% **Baseline** 2017-2018 California School Dashboard -- All Students: 12.2% (Orange Category) Low Income: 15.1% (Orange Category) White students: 15.4% (Orange Category) Hispanic students: 7.7%. (No color assigned)	CA Dashboard 2019 data = 8% chronic absenteeism rate.
Metric/Indicator Attendance Rate **19-20** The district wide student attendance rate will be maintained at 95% or above. **Baseline**	89.64% [2020-21 Aeries Monthly Summary total]

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Expected	Actual
TBD	

Actions / Services

	Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Offer Saturday School once a month for students to make up absences.	Instructional teachers stipend 1000-1999: Certificated Personnel Salaries CSI Grant 2,500	Instructional teachers stipend 1000-1999: Certificated Personnel Salaries CSI Grant 0
	Incentivize having 95% or better attendance for the year with awards and special recognition. Bronco Bucks incentive field trips will be tied to attendance. Students with poor attendance will not be permitted to go on the trips.	No additional costs Not Applicable Not Applicable	No additional costs Not Applicable Not Applicable

Goal Analysis

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

Saturday school and attendance incentives were implemented.

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

These actions were deemed successful, as the school exited CSI status. Even though we exited CSI, the success of the incentive program that helped us exit that status provides reason to continue it in the next LCAP.

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Goal 7

Implement Next Generation Science Standards (NGSS) and Social Studies Standards into Daily Instruction

State and/or Local Priorities addressed by this goal:

State Priorities:	Priority 2: State Standards (Conditions of Learning)
	Priority 4: Pupil Achievement (Pupil Outcomes)
	Priority 7: Course Access (Conditions of Learning)
	Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities:	Teacher and District Assessments

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Priority 2 Local Indicator -- The implementation of state board adopted academic content and performance standards for all students. **19-20** Maintain 100% implementation of instruction in academic content and performance standards, including Literacy in History/Social Studies, Science, and Technical Subjects. MET **Baseline** New Goal	100%
Metric/Indicator Academic Indicator, ELA (Distance from Level 3) **19-20** Mean distance from Standard* in will improve -- All students: 6.3 points to 5 below. (Green category) Low Income: 8 points to 20.7 points below. Hispanic: 10 points to 40 points below. White: 3 points to 1.6 above standard.	All students: 9.7 points to 2.8 below. Low Income: 16.6 points to 13.9 points below. Hispanic: 21.3 points to 28.8 points below. White: 11.5 points to 7.6 above standard.

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Expected	Actual
Baseline New Goal	
Metric/Indicator Academic Indicator, Math (Distance from Level 3) **19-20** Mean distance from Level 3 in will improve -- All students: 5 points to 25 points below. (Green category) Low Income: 8.1 points to 40 points below. (Green category) Hispanic: 7.5 points to 35.0 points below. White: 5.6 points to 22 points below. **Baseline** New Goal	All students: 15.2 points to 15.7 points below. Low Income: 23.8 points to 25.5 points below. Hispanic: 23.3 points to 19.3 points below. White: 14.5 points to 14.9 points below.
Metric/Indicator Local Reading and Math Assessments **19-20** 90% of students K-8 will be on grade level in both English Language Arts and Math, as measured by teacher and district assessments. **Baseline** New Goal	Local assessments were not given due to COVID.
Metric/Indicator Access to a Broad Course of Study **19-20** All students will have access to a broad course of study that includes ELA, math, ELD (as appropriate), social studies, science, arts, and PE. MET **Baseline**	All students had access to a broad course of study.

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Expected	Actual
New Goal	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Purchase supplementary NGSS-based curriculum for grades K-8. Implement Science writing lessons weekly based on Literacy in History/Social Studies, Science, and Technical Subjects standards. Place NGSS standards on the report card.	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,000	Books and Supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 0
Purchase supplementary Social Studies-based curriculum for grades K-5. Implement Studies writing lessons weekly based on Literacy in History/Social Studies, Science, and Technical Subjects standards.	Books and supplies 4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,500	Books and supplies 4000-4999: Books And Supplies Other 1267

Goal Analysis

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

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

SBAC assessment results have varied wildly since the baseline was established, plummeting in 2017-18, then increasing beyond expectations in 2018-19, as shown by the growth data in Goal 7. We believe that this is evidence of the positive impact the Learning Director is having on teaching and learning at our school.

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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
The District will purchase appropriate safety equipment (masks, face shields, barriers etc.) to support safe interactions between students and staff in classrooms and on campuses.	4,180	4072	No
The District will purchase appropriate equipment and materials (hand sanitizers, disinfectant wipes, etc.) to maintain rigorous conditions of cleanliness.	2,795	7040	No
The District will provide all school supplies for each student to take home for in-class work.	1,100	1072	No
The District required additional storage units to remove and store furniture previously in classrooms that allowed for flexible seating.	12,000	11475	No
The District will purchase individual desks to accommodate each student and allow for proper social distancing.	2,000	2880	No
The district will be repurposing a room in the main office as a sick room to house students that may be ill. This included purchasing cots, barriers, and the proper PPE.	$1,500	782	No

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

The District had underestimated the amount of supplies and necessary budget to maintain rigorous conditions of cleanliness.

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Analysis of In-Person Instructional Offerings

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

The 2020-2021 school year will be recorded and remembered as one of the most challenging in modern history. The challenges are quite honestly too many to count at times. The ever changing guidance from federal, state, and local health departments, school closures, partial openings with small cohorts, school waivers, quarantines, COVID testing, distance learning, quarantines, loss of loved ones in the school community, distribution of meals, and finally the return to in person instruction for all grades with the exception of students whose families opted for distance learning full time requiring teachers to provide in-person and distance learning simultaneously. This also required the district to maintaining an effective independent study program for families who opted for that learning program. Our teachers, school staff, parents, students, board members, and the community would quickly adjust and pivot to a plan and just as quickly the plan would change and another plan, program, or schedule would be created. This environment occurred throughout the entire school year. Despite frustration and fatigue the RKUESD staff remained flexible and persevered. They never wavered from offering their best to our students. Teachers continued to deliver meaningful, rigorous, and engaging lessons to their students. The entire team at RKUESD stepped up and went above and beyond to make the year the best it could be under the circumstances. As tough as a year it was, this is a story of success that will be told for generations to come.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Students will receive learning materials and school supplies to use at home	$2,800	1570	Yes
The District will provide students with the technology necessary to access distance learning presentations and applications. (Chromebooks, Chromebook licenses, Tablets, Headphones)	$15,000	11381	No
The District will purchase necessary distance learning teacher materials and supplies (Teachers PC, Monitors, Writing Tablets, and Docking Stations)	$7,500	9970	No
The District will purchase and utilize digital curriculum and learning software programs for distance learning such as Screencastify, Book Creator, Flipgrid, EdPuzzle and Hapara, Seesaw, Google Classroom, ESGI and Reading A-Z	$5,500	4609	Yes
If a student does not have reliable internet at home the District will verify the need and assign a hotspot for the student's family. The District has purchased many hot spots to provide internet access in homes where the families are unable to provide it.	$1,600	4097	No
The District will purchase additional hard copies of Curriculum Content (Teachers Editions, Students Editions and Consumables).	$7,500	6950	No

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.

The District had underestimated the budget amount of hot spots and various supplies necessary to ensure students connectivity for distance 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.

The District had very few challenges to overcome when it came to technology and connectivity. The District has been set up with 1:1 devices for students for many years. We also were able to work with community partners and Madera County Superintendent of Schools to be sure our families had adequate internet connectivity through discounted high speed internet plans and personal hotspots. We had only a few families who were not able to get adequate internet service at their residence. For these students, we created an on campus small cohort so they could be on campus to access the internet for their distance learning. Our teachers did a fantastic job of engaging students and delivering quality instruction via Zoom. Our teachers collaborated with each other, our learning director, and within their own professional networks for ideas, strategies, and best practices to be sure their students were still receiving a quality education. The staff was also mindful and paid close attention to the student's social and emotional needs. All teachers had dedicated time throughout the week that was focused on Social Emotional Learning(SEL) lessons and activities.

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Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

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.

The District was fortunate to be in a position that we could provide extra support to students without needing to budget extra funds in this area.

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.

The biggest challenge in analyzing pupil learning loss was the lack of participation from some of our students. It was difficult to assess students learning loss when they would not attend classes and/or not turn in assignments. Another challenge was the lack of reliable data from assessments. We chose not to administer our iReady benchmark assessments due to the lack of validity the results may have. It was difficult to ensure students would be taking the assessment in a proctored environment free of resources and support that may taint the results and not give us a clear picture of their ability. Because of the lack of data, low-income or those students with exceptional needs were not disaggregated to determine the impacts on those student groups. English learners, foster youth, and homeless groups have very small numbers so data are not reported.

Teachers performed running records and teacher created assessments to determine if students are meeting grade level standards. Student who showed significant learning loss will received extra support through additional tutoring sessions with their teacher through Zoom. Teachers held office hours every afternoon for students or parents to log on to for extra support.

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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.

Spending almost an entire school year in distance learning proved to effect the mental health and emotional well being of many of our students. The District provided counseling services to families through phone calls and/or zoom meetings. Our school counselor had a difficult time getting students to attend their scheduled meetings. Our students and families were used to seeing the school counselor in person, pre pandemic and many of them did not like the "Telehealth" format. Participation was significantly decreased in the area of counseling services. Being that our District is so small our teachers have fantastic relationships with their students. they were able to spend extra time with their students to check in with them if they noticed or were made aware that they were struggling with their mental health or social/emotional well being. Teachers often held extra Zoom meetings with students and families to help in this area. The District has discovered through this that mental health and social and emotional well being will need to be a big focus for the District when we return to school in the Fall for the 2021/2022 school year.

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.

The District implemented a system that checked in with students and families if the student was becoming disengaged with distance learning. If a student was marked disengaged more than three tines in a school week the teacher would reach out via email to the parent/guardian. If the disengagement happened a second time the teacher would reach out again to the parent/guardian as well as the principal. the principal would then also reach out to the parent/guardian. The teacher and the principal would schedule a meeting to work with the family on getting their student reengaged in learning. If the disengagement continued to be a problem the student would be place on a reengagement plan. Despite these efforts, students and families seemed to resist these efforts and did not engage with the school in the same manner as in the past, as evidenced by the attendance rate below 90% and the Chronic Absenteeism rate of 22%.

Analysis of School Nutrition

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

The school nutrition program was successful during the 2019/2020 school closures. The District was preparing week long meal kits to families. Families would come to the school site and drive thru to pick up their meal kits. When the 2020/2021 school year started the District was providing the same service. We saw a dramatic decrease in participation. We attribute this decrease to the pandemic EBT cards that many of our families were receiving.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
School Nutrition	Prepare and distribute Grab and Go Meals	$6,000	369	No
Mental Health and Social and Emotional Well-Being	The district will pay for two days a week of counseling services for students with a need for counselling support.	$17,000	700	Yes
All	Increased operational support by staff to ensure the health of anyone on campus by classified staff and additional instructional support by certificated staff.	$3,750	1871	No
In-Person Instructional Offerings	To ensure optimal cleanliness of the campus with cleaning supplies, air sanitizers, MER13 filters, Professional carpet/floor cleaning, classroom air purifiers	$6,800	8947	No

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

The district incurred budgeted expenses for school nutrition; however; funds were expended from a separate grant. Expenses were underestimated due to contracted services not being fulfilled due to connectivity issues.

Overall Analysis

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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 biggest lesson learned from implementing in-person and distance learning models during the pandemic was the need to pay close attention to the student's social and emotional needs. All teachers created dedicated time throughout the week that was focused on Social Emotional Learning(SEL) lessons and activities. Actions to address SEL will be continued into the 2021-24 LCAP.

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

Multiple measures will be used to monitor potential learning loss. K-3rd grade teachers will perform running records on students once a month to determine their independent reading levels. Teachers in grades 4-8th will perform teacher created ELA informal and formal assessments to determine where students are performing as it relates to their grade level standards. Teachers in grades K-8 will create informal and formal assessments based on grade level math standards to assess where students are performing. Teachers will also use the assessment tools in the district adopted Math curriculum to assess students. This protocol is intended to uncover what students already know and may lack in order to minimize wasted instructional time and focus on accelerated learning experiences.

Teachers will implement small group and individual attention for student who are not completing assignments and/or not doing well on assignments. Students who continue to struggle will be given times to meet with our learning director and/or resource teacher to offer additional supports.

Both informal and formal progress monitoring will allow teachers to provide clear, actionable feedback, which research (Hattie, 2008) shows is crucial to fostering each student's ability to recognize when they are learning, when they are not, and how to go about improving. If students continue to struggle with additional supports, teachers will make contact with families and administration.

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.

These differences were addressed in the individual sections above.

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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.

Our actions to increase achievement and close achievement gaps for our unduplicated students were successful, as the school exited CSI. SBAC assessment results have varied wildly since the baseline was established, plummeting in 2017-18, then increasing beyond expectations in 2018-19. We believe that this is evidence of the positive impact the Learning Director is having on teaching and learning at our school. This action/expenditure should be continued in the next LCAP.

The success of the incentive program that helped us exit CSI status provides reason to continue it in the next LCAP.

80% of parents agreed or strongly agreed that communication between the school and homes was good. We are proud of this percentage, and plan to maintain and expand on those efforts in the future LCAP. While the pandemic had a deleterious effect on the participation of families in school activities, stakeholder feedback indicates that families want the parent participation action continued into the next LCAP.

The biggest lesson learned from implementing in-person and distance learning models during the pandemic was the need to pay close attention to the student's social and emotional needs. All teachers created dedicated time throughout the week that was focused on Social Emotional Learning(SEL) lessons and activities. Actions to address SEL will be continued into the 2021-24 LCAP.

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.

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- 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:

    o Continuity of Instruction,

    o Access to Devices and Connectivity,

- o Pupil Participation and Progress,

- o Distance Learning Professional Development,

- o Staff Roles and Responsibilities, and

- o 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

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- 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	214,678.00	136,027.00
CSI Grant	143,521.00	97,131.00
LCFF Base	20,655.00	9,610.00
LCFF Supplemental and Concentration	28,502.00	17,817.00
Low Performing Students Grant	3,000.00	3,347.00
Other	0.00	1,267.00
Title I	2,000.00	955.00
Title I/CSI Grant	17,000.00	5,900.00

* 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	214,678.00	136,027.00
	38,500.00	3,347.00
1000-1999: Certificated Personnel Salaries	119,273.00	113,213.00
2000-2999: Classified Personnel Salaries	12,655.00	4,215.00
4000-4999: Books And Supplies	27,250.00	8,602.00
5000-5999: Services And Other Operating Expenditures	17,000.00	5,900.00
5800: Professional/Consulting Services And Operating Expenditures	0.00	750.00

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

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	214,678.00	136,027.00
	CSI Grant	32,500.00	0.00
	LCFF Supplemental and Concentration	3,000.00	0.00
	Low Performing Students Grant	3,000.00	3,347.00
1000-1999: Certificated Personnel Salaries	CSI Grant	103,021.00	97,131.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	16,252.00	16,082.00
2000-2999: Classified Personnel Salaries	LCFF Base	12,655.00	4,215.00
4000-4999: Books And Supplies	CSI Grant	8,000.00	0.00
4000-4999: Books And Supplies	LCFF Base	8,000.00	5,395.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	9,250.00	985.00
4000-4999: Books And Supplies	Other	0.00	1,267.00
4000-4999: Books And Supplies	Title I	2,000.00	955.00
5000-5999: Services And Other Operating Expenditures	Title I/CSI Grant	17,000.00	5,900.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	750.00

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

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Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	119,773.00	116,560.00
Goal 2	37,655.00	15,510.00
Goal 3	42,500.00	955.00
Goal 4	3,750.00	1,735.00
Goal 6	2,500.00	0.00
Goal 7	8,500.00	1,267.00

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

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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	$23,575.00	$27,321.00
Distance Learning Program	$39,900.00	$38,577.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$33,550.00	$11,887.00
All Expenditures in Learning Continuity and Attendance Plan	$97,025.00	$77,785.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	$23,575.00	$27,321.00
Distance Learning Program	$31,600.00	$32,398.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$16,550.00	$11,187.00
All Expenditures in Learning Continuity and Attendance Plan	$71,725.00	$70,906.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program	$8,300.00	$6,179.00
Pupil Learning Loss		
Additional Actions and Plan Requirements	$17,000.00	$700.00
All Expenditures in Learning Continuity and Attendance Plan	$25,300.00	$6,879.00

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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
Raymond-Knowles Union Elementary School District	Deena Hegerle: Superintendent/CBO Annie Scott: Principal	dhegerle@rkusd.org, ascott@rkusd.org 559.689.3336

Plan Summary [2021-22]

General Information

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

Raymond-Knowles Union Elementary School District (RKUESD) is a single-school district located in the town of Raymond, an unincorporated community of less than 1,000 residents situated in
the foothills of Eastern Madera County. The district encompasses 196.7 square miles of sparsely populated foothills. Currently, the district serves a diverse population of 71 students enrolled in grades K-8, 7% of whom are American Indian, 6% two or more races, 24% Hispanic, 63% White. Approximately 59% of our students meet the state's definition of "unduplicated pupils" -- low-income, Foster Youth, or English Learners.

The mission of the Raymond-Knowles Union Elementary School District is to educate all students in a challenging, disciplined, safe, and supportive environment, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society. Students are taught by four teachers assigned to multi-grade classrooms; one Learning Director; and one Resource Teacher, and one Response to Intervention part-time teacher. One school and district secretary, one site administrator (Principal), one Chief Business Officer/Superintendent, two maintenance/janitorial/food services/bus drivers, one part-time maintenance worker, and a business services worker provide support to the educational program.

Students at RKUESD are instructed in 21st century skills that include the learning areas of core academic subjects using 21st century themes of life and career skills, critical thinking, communication, collaboration, creativity, technology, and information/media literacy. We are a 1:1, student to device school. Every student in grades Kindergarten through eighth grades has a
computer or technology device assigned to them. Kindergarten through eighth grades use Chromebooks. We are also a Google Apps for Education (GAFE) school. We take pride in our students work and accomplishments. We host a student showcase events throughout the school year where we invite the community to the school to see students work on display. Students share with their families and the community what they have learned and created in school. These events foster a positive relationship between the school and community.

The Governing Board is a group of publicly-elected volunteers who are stakeholders in the community and are active in the school program.

Reflections: Successes

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

In the 2019-2020 school year students in grades K-3 increased their reading by an average of 2 guided reading levels as indicated by comparing pre-intervention data with post RTI data. In grades 4-8 math intervention has increased math scores by an average of 22 points on iReady Math assessments. This success is a result of daily RTI intervention which is organized by our learning director, who determines learning groups and intervention activities is based on iReady assessment data. The Learning Director will continue to provide these positive supports.

Reflections: Identified Need

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

The 2019 District Writing Assessment reveals that writing is a significant area of academic concern, with 0% of Kinder and First graders, and only 26% of third graders writing at grade level. We plan to ensure that we have DWA data for all grade levels K-8 starting 2021-2022, and then use that data to track progress. The district is also anticipating that attention will need to continue to focus on closing learning gaps in both mathematics and reading due to student learning loss which occurred during the quarantine caused by the COVD 19 pandemic. For this we will implement expanded learning using iReady instruction, which is targeted activities based on their iReady assessments.

LCAP Highlights

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

Raymond Knowles UESD is committed to educating the whole child in a supportive environment. To that end, the LCAP highlights the following:

- To support teachers in improving their craft, and in providing best first instruction, the Learning Director (LD) will create and model standards-based lessons for teachers, and work with them to build their efficacy in creating their own meaningful standards-based lessons.
- The LD will also facilitate meetings to discuss instructional practices, student data analysis, and positive classroom culture and environment.
- To support at-risk students, counseling services are provided, along with in-class and out of class academic interventions for students.
- Our Student Showcase events engage students, parents, and the community-at-large in a positive demonstration of students' learning.

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.

The school is not in CSI.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Stakeholder Engagement

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

All parents, including parents of unduplicated pupils, students, community members, and LEA personnel are engaged and involved in the LCAP process
through informal and formal feedback at Student Showcase events, LCAP surveys, SSC meetings, (January 28, 2021), staff meetings (December 14, 2020, January 4, 2020, February 22, 2021)
An online survey was available to parents through a blackboard connect email and text message and it was posted on our school's Facebook Page on April 22, 2021. An LCAP survey was also created for our junior high students (grades 6-8). This survey was govern to students on April 23, 2021.
The LCAP public hearing date was held on June 10, 2021.
The LCAP will go to the school board for approval on June 24, 2021.

After consultation with staff from the Madera County Superintendent of Schools' Office, the District decided to present a streamlined LCAP with fewer goals and actions to stakeholders for input. The goals were condensed, and the actions were not materially changed from the LCAP approved in June, 2021, so the stakeholder input described above was honored in revising the Plan. In order to be transparent with community stakeholders, the District shared the revised plan in the following manner:

The District sought input from teachers at Monday Staff meetings in 2021
The Principal and Superintendent provided ongoing input during the development of the LCAP
The District sought input from other school personnel informally at meetings with staff in 2021.
The District does not have a local bargaining unit.
The revised Plan was presented to parents and students on the District website for comment and suggestions on January 29, 2021, and the revised plan from August 31- September 6, 2021
The School Site Council functions as the District's Parent Advisory Committee, and the Plan was presented to them for input on January 29, 2021 and the revised plan on August 31, 2021.
The District does not have an English Learner Parent Advisory Committee due to the small number of English Learners enrolled. The Committee had no questions that required a written response from the Superintendent.
The District consulted with the SELPA through attendance at its monthly meetings and individual consultation with staff. Student records for the students receiving services from MCSOS were reviewed to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services.   Based on input from SELPA staff and consultation with MCSOS service providers, the District has ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

The community input period took place from August 31, 2021 to September 6, 2021.

A public hearing of the LCAP took place on September 2, 2021.

The LCAP was approved by the RKUESD Governing Board on September 9, 2021.

Submitted to MCSOS on September 10, 2021.

A summary of the feedback provided by specific stakeholder groups.

All LEA parents, community members, and staff members impacted the LCAP for the upcoming school year by providing feedback at meetings and through the LCAP survey. The LEA staff was involved in developing the LCAP through staff meetings and discussions around goals and actions. The School Site Council, which is made up of many of the LEA staff due to it being a small school, as well as several parents and community members, also provided input for the LCAP. Also, the RKUESD School Board was informed on LCAP goals and was frequently asked for their feedback and ideas for the LCAP. Many effective and insightful conversations were had with all the above stakeholders on the LCAP and its goals, actions, and services. There was also significant interest in parent education nights per our LCAP survey. Parents are excited to attend teacher led parent nights that will focus on teaching parents how to help their children with reading. Parents also voiced interest in classes on internet safety, positive behavior intervention and, conflict resolution for their students.

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

The addition of parent education classes to help students in reading and math were influenced by a positive response to this action in the LCAP survey that was sent to parents and the community. It was clear and evident through meetings, discussions, and surveys that facilities need attention. The black top needs to be resurfaced, a shade structure is needed, the playground play structure needs to be replaced and the outside of several building are in need of repair. (Goal 1, Action 7) Teachers also voiced a need for a new English Language Arts Curriculum. (Goal 1, Action 6) Workshops to support parents have been included in the plan, as well. (Goal 1, Action 3). The staff and students appreciate the improvements seen since the creation of the Learning Director position and the support the LD provides.

Goals and Actions

Goal

Goal #	Description
1	RKUESD students will master core academic content in a challenging, disciplined, safe, and supportive environment for students and staff, with the support of highly qualified teachers, families, and the community, so they can reach their full potential of becoming productive citizens of high moral character, making life-long contributions to society.

An explanation of why the LEA has developed this goal.

RKUESD is dedicated to teaching to high standards and implementing rigor into our academic programs. The district will continue to implement 8th-grade graduation requirements that hold students accountable in the areas of academics, real-world competencies (communication, collaboration, problem-solving, and technology), and community service. The district also uses a common core state standards report card for grades K-8. The district has seen an increase in how competitive our graduation 8th graders have become when they enter high school; this is attributed to the rigor and accountability for both students and teachers because of the graduation requirements and the standards-based report cards. The district is also committed to our response to intervention program.

Many of the district's facilities are aging and in poor repair. Addressing these needs is a priority for the district to ensure a safe, comfortable, and well maintained learning environment for students and staff. The district also recognizes the need to maintain strong relationships with the community. The COVID-19 pandemic put a strain on the school to home/community. Before the pandemic, this relationship was very positive. The school was regularly hosting events for students, families, and the community. This is important to RKUESD and the district is excited about hosting events at the school to rebuild relationships. There was also significant interest in parent education nights per our LCAP survey.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBAC ELA: Distance from Standard	2.8 points below standard [2019 California School Dashboard]				3 points above standard [2022 California School Dashboard]
SBAC Math:	15.7 points below standard				10 points below standard

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Distance from Standard	[2019 California School Dashboard]				[2022 California School Dashboard]
English Learners Making Progress Towards English Language Proficiency: ELPAC Summative Assessment	No Data Reported – Too Few Students to Report [2019 California School Dashboard]				55% English Learners Making Progress Towards English Language Proficiency [2022 California School Dashboard]
Reclassification Rate	0% [2020-2021 DataQuest English Learner Data]				20% [2023-2024 DataQuest English Learner Data]
Teachers Appropriately Credentialed and Assigned Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted 100% Teachers Appropriately Credentialed and Assigned				MET -- Results Reported. 100% of teachers appropriately credentialed and assigned. [2024 Report to Board]
iReady Assessments	2019-2020 iReady Math Assessments: K-1 not assessed 2nd : 0% met typical annual growth				We will be assessing grades 2-8 in iReady Math and English consistently each trimester, to capture accurate academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	3rd : 42% met typical annual growth 4th: 80% met typical annual growth 5th : 67% met typical annual growth 6th : 43% met typical annual growth 7th : 43% met typical annual growth 8th : 67% met typical annual growth 2019-2020 iReady ELA Assessments: K-3 not assessed 4th: 60% met typical annual growth 5th : 33% met typical annual growth 6th : 57% met typical annual growth 7th : 43% met typical annual growth 8th : 64% met typical annual growth				progress data in the younger grades. K-1 not assessed 2nd : 10% met typical annual growth 3rd : 52% met typical annual growth 4th: 90% met typical annual growth 5th : 77% met typical annual growth 6th : 53% met typical annual growth 7th : 53% met typical annual growth 8th : 77% met typical annual growth 2019-2020 iReady ELA Assessments: K-1 not assessed 2nd will be assessed each trimester 4th: 70% met typical annual growth 5th : 43% met typical annual growth 6th : 67% met typical annual growth 7th : 53% met typical annual growth 8th : 74% met typical annual growth

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain Campus in Good Repair Report to Board	NOT MET -- Results were not reported at the same Board meeting at which the LCAP was adopted Facility was in good repair. [2020 Facilities Inspection Tool (FIT) Report to Board]				MET -- Results Reported. Facility in good repair. [2024 Report to Board]
School Climate Survey: % of Students Feeling Safe at School Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted. 56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]				MET -- Results Reported 70% of surveyed students reported feeling safe at school. [2024 Student Survey]
School Climate Survey: % of Students Feeling Connected to School	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted.				MET -- Results Reported 70% of surveyed students reported

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Report to Board	56.3% of junior high students reported feeling safe and connected to the school. [2021 Student Survey]				feeling connected to the school. [2024 Student Survey]
Attendance	89.64% [2020-21 Aeries Monthly Summary total]				95% [2023-24 District Calculations]
Suspension Rate	2.4% [2019-20 DataQuest]				0% [2022-23 DataQuest]
Expulsion Rate	1.19% [2019-20 DataQuest]				0% [2022-23 DataQuest]
Middle School Dropout Rate	0% [2020-21 CALPADS Report 8.1c]				0% [2023-24 CALPADS Report 8.1c]
Chronic Absenteeism	22% [2020-21 CALPADS report 14.2]				15% [2022-23 CALPADS Report 14.1]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Report to Board	NOT MET -- Results were not reported at the Board meeting at which the LCAP was adopted State Standards were implemented in ELA, Math, Social Science, Science, PE, and Visual and Performing Arts.				MET -- Results Reported 4.0 average rating (on a scale of 1= exploration to 5 = sustained) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2024, Report to Board]
Access to Standards-Aligned Materials: Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted. 100% of students had access to standards-aligned instructional materials.				MET -- Results Reported 100% of students have access to standards-aligned curriculum materials. [June, 2024, Report to Board]
Access to a Broad Course of Study: Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.				MET -- Results Reported The District's measures in response to the State's self-

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	All students had access to a broad course of study.				reflection tool to report students' access to a broad course of study, including unduplicated pupils and students with exceptional needs will be reported to the Board. All students will have access to a broad course of study. [2024 Report to Board]
Parent Engagement Report to Board	NOT MET – Results not reported to the Board at the meeting at which the LCAP was adopted.				MET -- Results Reported The state's self-reflection tool will reflect an average rating of 4.5 (on a scale of 1= strongly disagree to 5 = strongly agree) for parent and family engagement [2024, Report to the Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Planning to Meet the Needs of Struggling Students	In order to increase learning outcomes and close achievement gaps for low-income students, English Learners, Foster Youth, homeless students, and students with exceptional needs, the District will hire and retain a Learning Director (LD) to coach and support all teachers. The LD will support teachers with standards-based lesson planning, grading, and intervention strategies. This will be done through weekly meetings and modeling instruction in classrooms. The Learning Director will also provide teachers with hands-on experience on the best teaching strategies. Weekly meetings with new teachers and the LD will consist of instructional practices, data analysis, assessments, and classroom management.	$92,201.00	Yes
2	Social-Emotional Supports	• Counseling services for at-risk students on campus two days per week. • Access to the Public Works program that allows for anonymous bully reporting	$17,000.00	No
3	Family and Community Engagement	• Community based events at the school (outdoor movie night, school carnival/festival). • Increase classroom to home communication, Including, but not limited to: a. Information regarding standards being covered b. Ideas and resources for parents to help their students academically through multiple means of communication. c. Encourage parent participation in the classrooms. d. Digital flyers through Peach Jar and a mobile version of the district website. e. Graded student work sent home regularly. f. Maintain school website.	$5,300.00	Yes

Action #	Title	Description	Total Funds	Contributing
		g. Maintain the school's Facebook and YOUTUBE Channel. Add an Instagram account. h. School Site Council will meet at least 3 times a year (once a trimester) and continue to review, update, and discuss LCAP goals and actions. • Parent Education Workshops led by teachers. These workshops will focus on teaching parents on how to effectively help their students with reading and math. Parent Education Workshops on internet safety for children. • The school will host at least three Student Showcase events throughout the school year. The student work on display will emphasize student work samples from project-based learning, arts, music, and/or physical education.		
4	Supports for Learners	• Review and revise, if necessary, English Learner support and reclassification processes and procedures to ensure EL progress is reviewed and targeted supports provided so they are assured access to instruction in the state standards. • Discuss progress on the ELPAC assessment. Add a section on the report card that indicated an EL student's progress towards reclassification. • Provide and instructional schedule that ensure all students will have access to a broad course of study (ELA, math, ELD, social studies, science, arts, and PE), including unduplicated pupils' access to the standards and supports for students with exceptional needs. • Purchase or repurpose Chromebooks for incoming students. Set up Apps for Education for incoming students. Purchase new applications or programs that will aid in students mastering standards. • Independent Study: Purchase curriculum and devices.	$15,240.00	No

Action #	Title	Description	Total Funds	Contributing
		• Resource teacher will continue to create quarterly progress reports based on students with disabilities progress towards their IEP goals.		
5	Response to Intervention Program	• Retain a part-time certificated Response to Intervention (RTI) teacher to implement a tiered system of academic interventions. • Provide daily in-class and out-of-class interventions for students not meeting standards.	$13,260.00	No
6	Highly Effective Instruction	• Monitor the credential status of all certificated employees on an annual basis. • Provide Teacher Induction support to newly credentialed teachers • Learning Director will meet with new teachers weekly and veteran teachers biweekly. • Learning Director will work closely with teachers on implementing project-based learning with the lessons they create. • Teachers and classrooms are provided with updated supplies and learning materials for all students • Purchase new ELA curriculum for grades TK-8 • 8th grade graduation requirements tied to mastery of content standards.	$34,012.00	No
7	Safe and Welcoming School Climate	• Hire one part-time custodian or outside company for custodial services	$114,414.00	No

Action #	Title	Description	Total Funds	Contributing
		• Students will be surveyed throughout the year for data on the breakfast and lunch menu • Increase student participation in the School Nutrition Program by 15% • Professional Development for Food Services • Complete Improvements to Facilities a. Resurface Blacktop b. Shade Cover over outside junior high eating area c. New play structure for K-3 d. Classroom and Building Repairs		

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

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

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.33%	$93,294

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 included in the Local Control and Accountability Plan and marked as contributing to the increased or improved services requirement for foster youth, English learners, and low-income students are being provided on an LEA-wide basis and are consistent with 5 CCR Section 15496(b). As described in the instructions to the 2021-24 LCAP, these actions are principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

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

Input from stakeholders was also a significant consideration in determining students' needs, actions, and potential effectiveness. Indicators for unduplicated student groups are monitored and reported internally and with stakeholders to ensure the focus and determination of effectiveness remains centered on outcomes for these students.

Goal 1:
Rationale for carrying forward actions from 2019-20 plan:
Based on data that aligns with academic achievement and school climate and student engagement, the District believes that the activities in which it has engaged in the 2017-2020 LCAP have generally been effective.
Rationale: In the 2019-2020 school year students in grades K-3 increased their reading by an average of 2 guided reading levels as indicated by comparing pre-intervention data with post RTI data. In grades 4-8 math intervention has increased math scores by an average of 22 points on iReady Math assessments. This success is a result of daily RTI intervention which is organized by our learning director, who determines learning groups and intervention activities is based on iReady assessment data.

State assessment (SBAC) data in ELA and math from the 2019 California School Dashboard show that, prior to the pandemic, overall students' performance and that of every student group exceeded the desired outcome for 2019-20.

Citing the above evidence of their effectiveness, the District has continued the following actions from its 2017-2020 LCAP to its 2021-24 LCAP: Action 1, Action 3,

Goal 1, Action 1

The District has not disaggregated data in any of the state indicators since the 2019 California School Dashboard. Consequently, we must look at pre-pandemic data to identify areas in which the results for our unduplicated student population is significantly different than that for our overall population. In examining those data, we find:

ELA Overall – 2.8 points below Low Income -- 13.9 points below

Math Overall – 15.7 Points below Low Income – 25.5 points below

Chronic Absenteeism Overall – 8% absent. Low Income – 10.2% absent

Suspension Rate Overall – 5.7% suspended Low Income – 6.7% suspended

As can be seen from the data above, our Low-Income students, while they have made some significant improvements since the baseline year, are still lagging behind the overall population in several areas. Our overarching goal is to close those performance gaps. We believe that, based on the improvement data cited above in the "Continuing Actions" justification, that the primary contributing action of the Learning Director position has been effective and should be continued. Based on past evidence, we expect that action to result in improved student outcomes in ELA and math assessments, in Unduplicated Pupils' general academic success, and lower suspension and absenteeism rates as those students experience continued success.

Goal 1, Action 3

In the District's survey of parents, the response rate for Low Income parents was lower than anticipated, and less for parents of English Learners. The responses among those were generally positive, but the small number of response clearly show that the District and its high-needs students will be better served by increasing the engagement of families of Unduplicated Students. While relationships between

Raymond-Knowles Elementary and the families we serve are overwhelmingly positive, the District recognizes that the quality and nature of engagement can be fashioned to encourage an increasing role for families in local decision-making.

Additionally, providing parent and family workshops will build connections between the school and our families, increasing family engagement. Empowering parents and guardians to be fully involved in the decisions regarding their child's education, and to advocate for them, will also increase family engagement. Another significant benefit is described in the Family Engagement Framework, a California Department of Education publication, that acknowledges that "family engagement is one of the single most important factors in helping students succeed in school. Parents, families, and other caring adults provide the primary educational environment for children early in life and can reinforce classroom learning throughout the school years." Based on this evidence we expect increased family engagement to result in improved student outcomes.

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

The Raymond-Knowles Union Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of $928,178 in LCFF base funding constrains the services the District is able to provide. After examining the needs of our unduplicated students, the District uses its LCFF supplemental and concentration (S/C) funds of $93,294 and other resources to provide the additional actions and services as described above.

All increased/improved services are Districtwide initiatives aimed at increasing success for all students by using strategies principally directed to improve the educational outcomes of unduplicated students These actions and services would not be provided or increased and/or improved to the degree to which they are available to our high-needs students without the availability of the S/C funds.

The actions/services described in this section are principally directed at increasing or improving services and outcomes for unduplicated students, though all students may receive some of the services. We believe no action provides a disproportionate increase or improvement in services for the 41% of students not included in the unduplicated student groups.

The percentage of all increased/improved services for high-needs students is equal to or exceeds the 12.33% noted at the top of this section.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$157,505.00	$33,012.00		$100,910.00	$291,427.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$108,740.00	$182,687.00

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	Planning to Meet the Needs of Struggling Students	$92,201.00				$92,201.00
1	2	All	Social-Emotional Supports				$17,000.00	$17,000.00
1	3	English Learners Foster Youth Low Income	Family and Community Engagement	$1,100.00			$4,200.00	$5,300.00
1	4	All Students with Disabilities English Learners	Supports for Learners	$13,290.00			$1,950.00	$15,240.00
1	5	All	Response to Intervention Program				$13,260.00	$13,260.00
1	6	All	Highly Effective Instruction	$1,000.00	$33,012.00			$34,012.00
1	7	All	Safe and Welcoming School Climate	$49,914.00			$64,500.00	$114,414.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$93,301.00	$97,501.00
LEA-wide Total:	$93,301.00	$97,501.00
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	Planning to Meet the Needs of Struggling Students	LEA-wide	English Learners Foster Youth Low Income	All Schools	$92,201.00	$92,201.00
1	3	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,100.00	$5,300.00

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

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[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)).

o   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:

- o **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.

  - o **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.

  - o **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:

  - o **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.

  - o **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.