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
Raisin City Elementary School District	Orin Hirschkorn Superintendent/Principal	orhirschkorn@caruthers.k12.ca.us 559.495.6402

Plan Summary [2021-22]

General Information

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

Raisin City Elementary School District is located in the unincorporated area of Raisin City, California, in Fresno County. Its student population had been declining since 2014. In 2014, the student population was 339, dropping to 284 in 2021. The school's student population consists of 87.3% Hispanic, 3.9% White, 2.5% Asian, with 5.3% not reporting, and less than 1% of other demographic groups. Sixty-five percent are English Learners, and 99.6% are Socioeconomically Disadvantaged. The school is on ten acres and is surrounded by grape vineyards on the north, west, and south sides. On the east side of the school, is the residential area of the town. Most business at the school is conducted in both English and Spanish, since we have a very large Spanish-speaking population. The school is often the hub of community activities.

Agriculture is the only industry in the community. Town services include a few small grocery stores, small independent businesses, churches, a post office, and the school. Most students are bused to school through a contract with Southwest Transportation Agency. The school is on ten acres and is surrounded by grape vineyards on the north, west, and south sides. On the east side of the school, is the residential area of the town. Most business at the school is conducted in both English and Spanish, since we have a very large Spanish-speaking population.

The 2020-2021 school year brought challenges that Raisin City Elementary School had to overcome in order to provide distance learning to all its students. Raisin City families are among those with the lowest internet access rates in the San Joaquin Valley. The District provided a hotspot to each household to ensure internet connectivity, but even with the hotspots provided, some families had connectivity issues. A broadband rate of four megabytes per second is required to have decent connectivity, but we confirmed that, in many sections of our attendance area, the rate was only .47. For these families, we had to provide learning packets and monitor their progress closely.

In the history of Raisin City Elementary, all classes, prior to 2018, were self-contained and taught by highly qualified Multiple Subject credentialed teachers. For the 2018-2019 school year, the structure of sixth through eighth grades was modified to a departmentalized configuration, requiring single subject credentialed teachers, to improve the instructional culture of the school. Parents have given the leadership praise for doing so.

Raisin City Elementary School District promotes an environment for success and creates partnerships with parents and the community, to assist in providing all students the opportunity to achieve their full potential, to become lifelong learners, responsible and productive citizens and leaders. Our vision is for all students to be proficient at their grade level in language arts, mathematics, science, social studies, physical education and visual and performing arts.

Reflections: Successes

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

Due to the COVID-19 pandemic, the State suspended the reporting of some State Indicators for 2020. Despite the learning loss that has occurred due to COVID-19, our district math and language arts benchmarks and digital diagnostic programs: Maxscholar, Reflex Math, Acellus, Star-Renaissance, and our Reading and Math intervention programs continue to assist in determining the intervention implementation necessary to assist students with learning deficiencies; however, it has been the personal teacher to student interactions and teachers' observations and activities provided to students, through In-Person instruction that have had an impact. By Spring of 2021, students were getting back on track, with 78% of our student population back on campus, receiving In-Person instruction, Monday through Friday. This helped to mitigate Learning Loss. The After School Extended Learning Program also recruited 50% of its students back to In-Person Instruction and things were getting back to normal.

Teachers, as diligently as they administered local benchmarks via distance learning, to access and monitor students, were having difficulty, especially in the lower grade levels, keeping students interested and on task. Students lacked motivation, but when they were back in school to receive In-Person Instruction, their enthusiasm and interest was evident. As their time in the school setting increased from one day a week in a small cohort setting, to two days in a small cohort setting and finally to five days but not to exceed more than 28 students in a classroom, their interest increased as the days increased and their benchmarks scores also increased. It was a feeling of relief, joy, and appreciation for everyone in school. We were an educational community once more.

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 long term effects of COVID-19 impacted the mental being of our students. Student mental health crises have increased and immediate student behavioral support is required for our students to heal, in order to be academically successful. A full time Mental Health Clinician will be secured to provide behavioral support to students and their families.

The performance of our students has been discussed with parents, school board and teachers. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups; SBAC results are 20% points lower than the same student groups countywide.

The strategy is to be transparent, to recognize the learning loss that has occurred and implement Extended Learning opportunities to mitigate the learning loss gap. We will continue to motivate parents, to take interest in their children's education and assist the school in holding students accountable at home through the complexity of distance learning, to assist in the growing improvement of student performance.

Raisin City Elementary School District's other priority is to continue meeting the needs of its English Learner population, since they make up 65% of the student population. We also recognize that all Unduplicated Pupils need assistance, including our previously reclassified English Learners, Low-Income, Foster Youth, and homeless students. In addressing the educational needs of our students, the following strategies and programs will be implemented:

1. Intervention programs such as the Orton Gillingham Approach, and Renaissance Reading program, Reading Dynamics Program and local benchmark assessment, via Illuminate, demonstrate that the vast majority of our students are at least two reading levels below their corresponding grade level. Those intervention programs will be continued.
2. A plan was developed to address the needs of our students with learning disabilities, approved by the Fresno Superintendent of Schools SELPA department and the California Department of Education.
3. Emphasis will be placed on Language Arts/ELD strategies and methodologies, reading intervention, Extended Learning after school Intervention and Saturday School Academies, enhanced by the implementation of Up Level/Guided Language Acquisition Design (GLAD) Curriculum, to improve the instructional delivery.
4. Sixty-five percent of our students are English Learners. To meet their needs for language development and increased academic success, the District will provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives, and hands-on-instruction to increase the academic outcomes. The District will also examine a plan for implementation, with integrity, of a Dual Immersion program.

LCAP Highlights

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

For the 2021-2022 school year, Raisin City Elementary School District will be under the leadership of the Caruthers Unified Superintendent, with an assigned site-principal. This partnership will bring more resources to Raisin City Elementary School District, and the focus will consist of improving the structure of the K-5th self-contained setting and the departmentalized Jr. High setting for 6th through 8th grade.

Additionally a Mental Health Clinician will be added to provide behavioral support to students, due to the impacts of Covid-19. Staff development has also been modified to meet the specific needs of both educational grade-span settings. Students and parents have demonstrated their approval of the K-5th and 6th-8th grade structure. The administration and teachers have witnessed the enthusiasm of students and overall improvement of the learning climate. Along with these major features, the following elements will guide our 2021-2022 LCAP:

- Counseling for our students via a credentialed intervention Counselor.
- Continued emphasis on implementation of English Language Development strategies, via Up Level/GLAD.
- iReady Adaptive Assessments to target students' specific area of need.
- Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices.
- Parent education continues to be a priority, by providing Computer Literacy, English Language Development and General Education Diploma Courses, to improve the educational opportunities at home, by empowering parents.
- The development of an effective, collaborative school leadership team.
- Student-driven instructional decision-making based on data.
- Positive Behavior Interventions and Supports (PBIS)

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Stakeholder Engagement

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

The development of the RCESD LCAP was established and finalized through the participation of its stakeholders. The stakeholders' recommendations were recorded during all meetings and are reflected below.

Input was initiated with the DELAC and DAC on December 1, 2020, and with certificated and classified staff and union representatives on January 14, 2021, during a staff development meeting, presented by the Superintendent. Teachers and classified staff analyzed the LCAP by goals and activities and submitted their recommendations to be included in the developmental stages of the LCAP.

After the teachers were given the opportunity to provide their recommendations, those were shared with the DELAC and DAC, on February 3, 2021. Parents were further notified via US mail of two more scheduled meetings that would provide the opportunity for parents to participate and make final recommendations, in the later stages of the development of the LCAP, scheduled for March 24 and April 21.

At the March 24 DELAC and DAC Stakeholders' meeting, the parents were given the opportunity once again to give their input to improve the educational setting for the school, to provide more opportunities for their children to improve academically.

Recommendations were recorded, and on April 21, the recorded recommendations were presented to DELAC and DAC, as a rough draft, and were given the opportunity to comment and make other recommendations. All recommendations of the DELAC were acknowledged.

On April 23, the DAC and DELAC, were presented with the LCAP Draft in a public session setting. All who attended were presented with a draft of the LCAP and then the meeting was opened for discussion. At that meeting, the superintendent acknowledged and recorded the recommendations and let the DAC and DELAC representatives know in writing, on April 26, that their recommendations would continue to be included in the LCAP. The public comment period continued from that date to May 7, 2021.

On May 4, the superintendent personally went to the sixth through Eighth grade classes to give them the opportunity to contribute to the process of the LCAP.

SELPA Consultation -- The District consulted with the SELPA through attendance at its monthly Operations Committee meetings on: 9/10/20 and 10/15/20, and the Superintendent/Principal's individual consultation with SELPA staff by. Student records for students receiving services from FCSS were reviewed by the Special Education teacher to ensure information was up-to-date and parents were receiving appropriate notification regarding their child's services. Based on input from SELPA staff, the District's Special Education staff ensured that actions in the LCAP for persons with exceptional needs were aligned with the strategies in the Local Plan for students with disabilities.

Raisin City Elementary School District is a single School District. The District only has one administrator designated as the Superintendent/ Principal; the District does not have a team of administrators as other districts may have and therefore it is the Superintendent/Principal that coordinates the stakeholders engagement meetings.

On May 4, 2021, via flyers sent home and electronic email, all parents were notified of a final ZOOM meeting to take place on May 6, at 5 pm for final comments and recommendations. On May 10, 2021, at its regular board meeting, The Raisin City Elementary Board of Trustees held a public hearing for the LCAP. At the same meeting, the superintendent shared with the Board, the students' recommendations.

On June 14, 2021, they met again at a regular board meeting and approved the LCAP prior to approving the 2021-22 District budget. The Local Indicators report was not presented.

On July 1, 2021, oversight for RCESD District operations was formally assumed by the Caruthers USD Superintendent. On July 7, 2021, the Fresno County Superintendent of Schools' LCAP Review Team provided CUSD with recommendations and required technical adjustments to be made to the submitted RCESD LCAP.

A draft of the revised LCAP was presented to the community stakeholders, teachers and classified staff – including bargaining units – parents, DELAC, DAC, and students during the week of August 2 through 6. Prior stakeholder input from all groups continued to inform the revised Plan. There were no questions from the DELAC or DAC that required the Superintendent's written response. Students in grades 5-8, teachers, support staff, and parents were asked to complete surveys during August to inform the LCAP and to gather information for a report on Local Indicators. There were no new suggestions for inclusion in the LCAP.

A public hearing for the revised LCAP was held on August 9, 2021, and the document was made available for public comment from August 9 -- 16, 2021.

On September 13, 2021, the RCESD Governing Board approved the revised LCAP. The Local Indicators report was presented at that meeting.

A summary of the feedback provided by specific stakeholder groups.

Teachers were in consensus, to continue with the four existing goals and actions. Teachers and classified personnel supported the hiring of a Mental Health Clinician, as well as the continuation of the UpLevel\GLAD Staff Development. Classified personnel also indicated they would like to see more staff development for professional growth, and more employees to cover yard duty to keep students safe. The custodial staff recommended replacing four air conditioning systems, that are beginning to require constant maintenance. Teachers and classified were also in consensus of purchasing a new vehicle to transport students, and traveling to conferences when needed. Community members and parents applauded the construction of a Storage building/workshop, to store tools, materials and machinery, for the welding class, and requested to also make the welding classes available to adults. Parents were concerned that Raisin City was going to seize to exist and dissolve into Caruthers.However, It was clarified to parents that only the Superintendency and financial services were going to be contracted out, but that Raisin City Elementary School would continue to have its own principal, under the leadership of Caruthers Superintendent, Orin Hirschkorn, upon the retirement of Superintendent Juan R. Sandoval at the end of June. It was also explained to parents that Raisin City Elementary would benefit from more resources from Caruthers. Parents were relieved and understood the benefits of the partnership of both districts, after Mr. Sandoval explained and clarified misunderstandings.

Parents continue to advocate for the Dual Immersion Program and Music Program, but want to see the expansion of the Special ED. RSP Program to include at the least a part-time Special Day classroom setting, but they were very appreciative that the District was considering the possibility of hiring a Mental Health Clinician. Parents agree that the COVID-19 Pandemic has adversely affected some of our student population and require Mental Health assistance.

Students recommended to purchase more playground equipment, to add wrestling to sports, to have more educational field trips, to modify the cafeteria menu, to add a swimming pool and a gym in the future.

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

The following aspects of the LCAP were included as a result of stakeholder input:

 The addition of a Special Day Class Teacher and Mental Health Therapist. (Goal 1, Action 2)

Develop a plan for implementation of the Dual Immersion Program with integrity and maximum effectiveness. (Goal 1, Action 1)

The four goals from the prior LCAP were combined into three goals that focus on the primary concerns of stakeholders:

- Academic supports for students, including additional supports and acceleration for English Learners
- Access to a broad course of study that includes science, social studies, physical fitness, and the arts.
- Social and emotional supports for students who have experienced trauma or disruption due to the pandemic
- Professional learning and ongoing instructional supports for teachers and paraprofessionals
- Continue to engage families through participation in events, workshops, and decision-making.

Goals and Actions

Goal

Goal #	Description
1	Increase academic achievement for all students, including low-income, English learners, and foster youth, promoting greater student engagement and narrowing the achievement gap for all student groups.

An explanation of why the LEA has developed this goal.

Our parents and community want students to have a quality education that sets the foundation for future success.

Our most recent California School Dashboard data indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups; SBAC results are 20% points lower than the same student groups countywide.

In order to set the foundation our stakeholders want and our students deserve, we must have a sharp focus on providing language, math, and critical thinking skills that promote high school, college, and career success.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California School Dashboard: ELA Distance from Standard	2019: All Students – 78.7 points below (Orange) Students w/Disabilities – 131.6 points below (No color assigned) English Learners – 79.3 points below (Orange) Hispanic – 81.5 points below (Orange)				All Students – 45 points below (Yellow) Students w/Disabilities – 80 points below (No color assigned) English Learners – 45 points below (Yellow) Hispanic – 45 points below (Yellow) Low Income – 78.5 points below (Yellow)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Low Income – 78.5 points below (Orange) [*No color is assigned if the group is less than 30 students, or less than 15 for Foster Youth and Homeless]				
California School Dashboard: Math Distance from Standard	2019: All Students – 108.7 points below (Orange) Students w/Disabilities -- 146.9 points below (No color assigned) English Learners -- 108 points below (Orange) Hispanic – 106.6 points below (Orange) Low Income – 108.9 points below (Red)				All Students – 70 points below (Yellow) Students w/Disabilities – 95 points below (No color assigned) English Learners -- 70 points below (Yellow) Hispanic – 70 points below (Yellow) Low Income – 70 points below (Yellow)
California State Assessments: SBAC ELA Percentage Meeting or Exceeding Standard	2019: All Students – 15.3% Students w/Disabilities – 0% English Learners – 12.7% Hispanic – 14.3% Low Income – 15.6%				All Students – 30% Students w/Disabilities – 15% English Learners – 30% Hispanic – 30% Low Income – 30%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
California State Assessments: SBAC Math Percentage Meeting or Exceeding Standard	2019: All Students – 10.7% Students w/Disabilities – 7.4% English Learners – 9.4% Hispanic – 10.4% Low Income – 10.9%				All Students – 25% Students w/Disabilities – 15% English Learners – 25% Hispanic – 25% Low Income – 25%
ELPAC Summative Assessment: Percentage of English Learners Who Made Appropriate Progress	37.5% Status – 2019 California School Dashboard				50% Status -- California School Dashboard
Reclassification Rate of English Learners to Re-designated Fluent English Proficient (RFEP)	0.8% 2020-2021 Data Quest				15% Data Quest
Teachers Appropriately Credentialed with No Mis-assignments or Vacancies: Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 73% of teachers appropriately credentialed and assigned. [September, 2020 Report to Board]				MET -- Results Reported. 100% of teachers appropriately credentialed and assigned. [2023 Report to Board]

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Access to Standards-Aligned Materials: Reported to the RCESD Governing Board	MET -- Results reported at the Board meeting at which the LCAP was adopted. 100% of students had access to standards aligned curriculum materials. [September, 2020 Report to Board]				MET – Results Reported 100% of students will have access to standards aligned curriculum materials. [2023 Report to Board]
Access to a Broad Course of Study: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. All students had access to a broad course of study. [September, 2020 Report to Board]				MET – Results Reported All students will have access to a broad course of study. [2023 Report to Board]
State Standards Implementation and English Learner Access to Core Curriculum and ELD Standards: Results of the State's Self-Reflection Tool Reported to the	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 2.7 (on a scale of 1=				MET – Results Reported The state's self-reflection tool will reflect an average rating of 4 (on a scale of 1= exploration to 5 = full implementation) for implementation of

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
RCESD Governing Board	exploration to 5 = full implementation) for implementation of state standards in district classrooms and English Learner access to core curriculum and ELD standards. [September, 2020 Report to Board]				state standards in district classrooms and English Learner access to core curriculum and ELD standards. [2023 Report to Board]
Percentages in Healthy Fitness Zone in Grade 5 and 7	Grade 5: Aerobic Cap – 18.2% Body Comp – 60.6% Ab Strength – 69.7% Trunk Ex – 90.9% Upper Body – 36.4% Flexibility – 54.5% Grade 7: Aerobic Cap – 58.3% Body Comp – 83.3% Ab Strength – 66.7% Trunk Ex – 100% Upper Body – 33.3% Flexibility -- 58.3% 2018-19 California Physical Fitness Report				Grade 5: Aerobic Cap – 35% Body Comp – 70% Ab Strength – 80% Trunk Ex – 100% Upper Body – 50% Flexibility – 70% Grade 7: Aerobic Cap – 70% Body Comp – 90% Ab Strength – 80% Trunk Ex – 100% Upper Body – 50% Flexibility -- 70% California Physical Fitness Report
iReady Reading	Overall placement, Fall, 2021:				Overall placement, Winter 2024:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	To Be Determined -- This is a new assessment for the District, and the initial administration will establish a baseline.				Tier 1 -- 25% Tier 2 – 35%; Risk of Tier 3 – 40%
iReady Math	Overall placement, Fall, 2021: To Be Determined -- This is a new assessment for the District, and the initial administration will establish a baseline.				Overall placement, Winter 2024: Tier 1 -- 25% Tier 2 – 45%; Risk of Tier 3 - 30%

Actions

Action #	Title	Description	Total Funds	Contributing
1	Supplemental Instruction, Materials, and Support	To increase academic outcomes for students and decrease the achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the district will research, purchase, and implement supplemental instructional materials that will support acceleration and mitigate learning loss. The District will make decisions based on evidence. The materials and implementation strategies may include, but not limited to: • Exploration of the necessary conditions to implement, with integrity, a 90/10 Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency. • Up Level/GLAD Curriculum to support articulated instruction.	$646,333.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Orton Gillingham and Reading Dynamics intervention for reading to provide struggling readers the support to move from decoding levels to learning to read. - The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers as well as parents. Incentives are provided by teachers to motivate students to read more, improving comprehension skills. - Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division. - i-Ready Adaptive Assessments to target students' specific area of need. A Student Study Team will continue to be in place to identify students at-risk and provide interventions.		
2	Qualified, Credentialed Teachers	The District will recruit, hire, and retain qualified credentialed teachers, appropriately assigned for their credentials. The District will also provide instructional and social-emotional supports for students with exceptional needs, including a Special Education resource specialist teacher, a part-time psychologist, and a part-time speech pathologist	$1,608,071.00	No

Action #	Title	Description	Total Funds	Contributing
3	Additional Supports for Students with Exceptional Needs	To increase academic outcomes for students and decrease the achievement gaps between Unduplicated Students with Disabilities and higher-performing student groups, the District will provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. The District will also provide professional development for teachers in supporting student with exceptional needs and increasing their access to the core curriculum, with emphasis on English Learners in Special Education. These services will be in addition to Special Education services that those Unduplicated Pupils receive.	$64,193.00	Yes
4	Supports for English Learners	All English Learners in RCESD are provided daily designated and integrated instruction and supports in English Language Development. To increase academic outcomes for students and decrease the achievement gaps between English Learners and higher-performing student groups, the district will: • Provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes. • Supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. After School Program will be integrated, to include enrichment and physical activities for the English Learner Students.	$128,766.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Provide on-going monitoring of English Learners redesignated and fluent English proficient, and provide them with additional support, if needed.		
5	Professional Development for Staff	District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhance their skills in addressing additional supports and acceleration activities for high needs students and students with exceptional needs impacted by the COVID-19 school closure in order to support academic gains and to close achievement gaps on state and local assessments. Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include, but not be limited to: • Contracted teacher induction services, to increase teacher capacity • Mentor Teachers • Contracted professional development services with other districts or county offices of education • Supplemental materials to implement practices The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs.	$79,713.00	Yes

Action #	Title	Description	Total Funds	Contributing
6	Textbooks and Materials	All students will be provided with the current state-adopted textbooks and instructional materials in ELA, ELD, Math, Science, and Social Studies, including classroom supplies.	$23,772.00	No
7	Access to a Broad Course of Study	The District will plan instructional schedules to ensure that high-needs students, including English Learners and students with exceptional needs have access to a broad course of study in all grades. Students in grades K-8 will participate in full curriculum that includes science, social studies, the arts, and a rigorous physical education program. In order to fully benefit from the broad course of study, students need to have access to experiences that inform and complement the subject matter that they learn in school. Our unduplicated students have the least access to enrichment outside the school environment which will increase their engagement at school. "Wealthy families' annual per-child expenditures on enrichment activities nearly tripled between 1972 and 2006 (from $3,536 to $8,872) while low-income families remained stagnant at around $1,000." (EdSurge, October, 2020) "There is a clear gap in the access students have to these important summer enrichment activities that can boost student academic achievement, academic attainment, and social behaviors (such as reduced drug use and pregnancy), increase disadvantaged student's cultural capital, improve students' critical thinking, and increase social tolerance" (The Enrichment Gap: The Educational Inequity That Nobody Talks About, Center for Reinventing Public Education, November, 2018) To address this issue the Raisin City Elementary School District will provide field trips that support standards-aligned instruction, which may include: • 7th/8th: State Capital; Colleges • 6th: Science Camp • 5th: Native American cultural centers: Yosemite; Kings Canyon/Sequoia National Park; • 4th: Mission; gold mining Cobb Ranch	$106,813.00	No

Action #	Title	Description	Total Funds	Contributing
		• 3rd: County- downtown Fresno, Kearney Park, Fresno County Fair • K-2nd: Zoo; Fresno County Fair		
8	Instructional Leadership and Guidance Support	School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. In order to maintain and build effective site leadership that leads to increased academic outcomes for students and decreased achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the District will support continued professional learning for the Principal, and the development of an effective School Leadership Team.	$64,430.00	Yes
9	Student Data and Assessment	To increase academic outcomes for students and decrease the achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the district will provide the following data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs: • Illuminate Data • Benchmarks • Self-Assessments/Rubrics	$40,000.00	Yes
10	Early Childhood Education	To increase academic outcomes for students and decrease the achievement gaps between low-income students, English Learners,	$80,501.00	No

Action #	Title	Description	Total Funds	Contributing
		Foster Youth, students with exceptional needs, and higher-performing student groups, the district will collaborate with the Pre-School staff and actively support the Pre-School in the successful transition of those pupils to elementary school. Since most of those students meet the definition of unduplicated pupils, the district will principally target the participation of parents, including those of students with exceptional needs, in preparing for the transition.		
11	Extended Learning Opportunities	To increase academic outcomes for students and decrease the achievement gaps between low-income students, English Learners, Foster Youth, students with exceptional needs, and higher-performing student groups, the district will provide extended learning programs for learning recovery, acceleration, enrichment, English language development for grades TK-8 that include, but are not limited to: • Before and/or After School extended learning sessions • Tutoring • Summer School For 2021 and 2022, these programs will be paid for, in part, by state Expanded Learning Opportunities Grant funds. When those funds are expended, the District will continue the programs with LCFF funding.	$917,099.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
2	Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character.

An explanation of why the LEA has developed this goal.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction.

The District believes that all students should feel safe and connected to their school.

The Chronic Absenteeism rate of 10% is high, and we know that students need to be in school to be successful there. The District would like to reduce that rate by at least two-thirds to get to the low range established by the State Board of Education.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Facilities Inspection Tool (FIT): School facilities maintained in good repair based on Annual Williams Act Facilities Review	MET -- Results were reported at the Board meeting at which the LCAP was adopted. Facilities were rated good, but a few classrooms on the exterior require some maintenance.				MET -- Results Reported Facilities will be rated in good repair. Annual Williams Act Facilities Review

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	2020-2021 Annual Williams Act Facilities Review				
Expulsion Rate	0% DataQuest, 2019-20 Expulsion Rate				0% DataQuest Expulsion Rate
Suspension Rate	Overall -- 3.2% Hispanic -- 3.0% White -- 15.4% Low Income -- 3.4% English Learners -- 2.3% Students w/Disabilities -- 0% DataQuest, 2019-20 Suspension Rate				Overall – 1.5% Hispanic – 1.5% White -- 3.0% Low Income – 1.5% English Learners – 1.5% Students w/Disabilities – 1.5% DataQuest Suspension Rate
Attendance Rate	Attendance rate is 95% 2019-2020 District Data				Attendance rate is 95% District Data
Chronic Absenteeism Rate	10% 2019-20 CALPADS				3.5% CALPADS

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Middle School Dropout Rate	0% 2019-20 CALPADS				0% CALPADS
School Climate Survey: % of Students Feeling Connected to School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 62% of students responding felt connected to their school(s) September, 2021 Report to Board]				MET – Results Reported 90% of students responding will feel connected to their school(s) [2023 Report to Board]
School Climate Survey: % of Students Feeling Safe at School	MET -- Results were reported at the Board meeting at which the LCAP was adopted. 65% of students responding felt safe at their school(s) [September, 2021 Report to Board]				MET – Results Reported 90% of students responding will feel safe at their school(s) [2023 Report to Board]

Actions

Action #	Title	Description	Total Funds	Contributing
1	Maintaining Clean, Safe Facilities	Continue to maintain facilities as per Williams Act requirements and plan for necessary improvements to foster positive school climate.	$547,712.00	No

Action #	Title	Description	Total Funds	Contributing
		Custodial staff and grounds services will ensure the school's environment maximizes student learning. Continuous monitoring and maintenance and repair of school facilities, and school grounds will enhance quality learning environments for students, including a monthly report on the condition of school facilities and an update on facilities repaired.		
2	Positive School Climate	A positive, welcoming school climate is the responsibility of all District staff. District and school leadership team members will undertake a collaborative approach with support staff to provide responsive services to students, instructional staff, and families.	$1,009,779.00	No
3	School Culture and Social Behavior	To support improved student outcomes in academic performance and school engagement, and to close gaps on state and local measures, the District will create school environments that support all of our student populations by: • Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to high-needs students in grades TK-8 impacted by the pandemic, their parents, and the staff who work with them. • Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning. • Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work. • Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment: The counselor will develop and train peer group leaders and conduct peer group sessions to promote students supporting each other.	$22,572.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Upgrading the playground area as well as increasing access to additional play equipment. As our low-income students have limited access to playgrounds or equipment outside schools, this will allow more students to participate in play activities without having to rotate or take turns as often when using equipment during school hours and provide them with access to play equipment during the afterschool program. • Implementing a model system of school based positive behavior interventions and school supports (PBIS).		
4	Transportation for Easier School Access	In order to increase academic outcomes and decrease chronic absenteeism rates for low-Income students, a group with high chronic absenteeism rates, the district will contract with its bus service provider, Southwest Transportation Agency, to provide additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.	$415,612.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
3	The District will promote parent engagement and communication.

An explanation of why the LEA has developed this goal.

The Family Engagement Framework, a California Department of Education publication, 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."

While relationships between Raisin City Elementary School 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Engagement: Results of the State's Self-Reflection Tool Reported to the RCESD Governing Board	MET -- Results were reported at the Board meeting at which the LCAP was adopted. The state's self-reflection tool reflected an average rating of 3.7 for parent and family engagement. Report to the RCESD Governing Board				MET The state's self-reflection tool will reflect an average rating of 4.0 for parent and family engagement. Report to the RCESD Governing Board

Actions

Action #	Title	Description	Total Funds	Contributing
1	Increase Community Outreach and Family Engagement	To increase academic outcomes for students and decrease the achievement gaps between Low Income Students, English Learners, Foster Youth, Students with Disabilities, and higher-performing student groups, the District will actively engage parents and families in their children's learning. Through the following programs, the district will principally target the engaged and continuous participation of parents of unduplicated pupils, and those of students with exceptional needs: • Parent Programs • Parent Institute for Quality Education (PIQE) • Parent Workshops/Trainings/Meetings • Participation in the development of District/School plans • Stakeholder advisory meetings: • English Learner Advisory Committee • Parent Advisory Committee/School Site Council • Translation services for communications at family events • Maintaining welcoming environments at schools and District facilities • Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students Participation through the Parent/Teacher Club will have a positive impact. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents.	$102,434.00	Yes

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
4	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1			$0.00	

Goal Analysis [2021-22]

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

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

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

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

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

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

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

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

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

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

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

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
39.90%	1,009,024

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.

Needs, Conditions, or Circumstances for Goal 1: Increase academic achievement for all students, including low-income, English learners, and foster youth, promoting greater student engagement and narrowing the achievement gap for all student groups –

The performance of our students has been discussed with parents, school board and teachers. Our most recent California School Dashboard data (2019) indicate that our students are 35 to 45 or more points behind similar student groups statewide in meeting standard in ELA. English Learners and Low-Income students are close to 80 points below standard, even after increases from the prior year. SBAC assessment data shows our percentages of low income and Hispanic students meeting or exceeding standard to be 25% points lower in

ELA than those same student groups countywide. In math, Dashboard results are 40-45 points behind similar groups, with English Learners and Low-Income students in the range of 108 points below standard. SBAC results are 20% points lower than the same student groups countywide.

Parent stakeholder groups have confirmed the need to address academic progress and language acquisition for our English Learners. In the 2021-24 LCAP are practices that will more closely monitor the progress of EL students and RFEP students, and immediately adjust instruction as warranted by data and students' needs.

A more systematic approach is needed in analyzing data to assess the effectiveness of various supplemental programs Utilizing the data systems and analyzing data from supplemental materials. Teacher stakeholder feedback stressed the desire for more professional development in this and other instructional areas.

While our students with exceptional needs do not comprise a numerically large group, their needs are significant – 131.6 points below standard in ELA, 146.9 points below in math. In addition to their identified learning disability, all are also low-income and several (though a number below 11 so data cannot be shared) are English Learners, so we need to provide interventions and supports in addition to those provided through IDEA funding and the Special Ed program.

The action, or aspect(s) of the action, based on these considerations –

Goal 1, Action 1 -- Supplemental Instruction, Materials, and Support: The District will make decisions based on evidence. The materials and implementation strategies may include, but not limited to:
 - Exploration of the necessary conditions to implement, with integrity, a 90/10 Dual Immersion program to support primary language fluency and the acquisition of the English language with fluency; Up Level/GLAD Curriculum to support articulated instruction; Orton Gillingham and Reading Dynamics intervention for reading to provide struggling readers the support to move from decoding levels to learning to read; The Renaissance Reading Program to increase reading interest and comprehension by providing leveled reading selections for students, which can be monitored by teachers as well as parents; Reflex Math to improve math skills and concepts to assist students struggling in comprehending math concepts by "making" math, using game activities and breaking down and simplifying math procedures in adding, subtraction, multiplication, and division; i-Ready Adaptive Assessments to target students' specific area of need; a Student Study Team will continue to be in place to identify students at-risk and provide interventions.

Goal 1, Action 3 – The District will provide supplemental materials and access to technology that will provide those students with easier access to the core curriculum. The District will also provide professional development for teachers in supporting student with exceptional needs and increasing their access to the core curriculum.

Goal 1, Action 4 – The District will:
 - Provide English Learner intervention support from certificated staff, including supplemental services offered after school. These services will be based on an assessment of the student's level of language development, and include using oral language strategies and visuals, graphic organizers, manipulatives and hands-on-instruction to increase the academic outcomes.

- Supplies for leveled interventions, including manipulatives and hands-on-activity kits, and rich literature taking into account the background of students portrayed in the acquired literature. After School Program-(supplemental) will be integrated, to include enrichment and physical activities for the English Learner students.

Goal 1, Action 5 – District instructional staff will participate in targeted professional development to improve practice that uses student data to make instructional decisions and enhance their skills in addressing additional supports and acceleration activities for high needs students and students with exceptional needs impacted by the COVID-19 school closure in order to support academic gains and to close achievement gaps on state and local assessments.
Teachers and instructional aides will be engaged in relevant and timely learning opportunities that support the design and delivery of lessons based on state adopted frameworks, standards, and best instructional practices. All lessons will meet the rigor of the California State Standards and subject matter frameworks. Teaching will integrate differentiated instructional strategies to meet learners' needs. Areas may include, but not be limited to: Contracted teacher induction services, to increase teacher capacity; Mentor Teachers; Contracted professional development services with other districts or county offices of education; Supplemental materials to implement practices
The Principal will collaborate with the Leadership Team to monitor student progress through and determine appropriate staff development required to best meet the needs of English Learners, low-income students, Foster Youth, students experiencing homelessness, and students with exceptional needs.

Goal 1, Action 8 -- The District will support continued professional learning for the Principal, and the development of an effective School Leadership Team.

Goal 1, Action 9 -- The District will provide data sources for ongoing assessment of students' progress and to inform instructional decision-making focused on supporting unduplicated students and students with exceptional needs.

Goal 1, Action 11 -- The District will provide extended learning programs for learning recovery and acceleration for grades K-8. that include, but are not limited to, before and/or After School extended learning sessions.

How the action is intended to help achieve an expected measurable outcome of the associated goal -

Goal 1, Action 1 -- In a summary of the 2019 study of dual immersion learners in elementary school Serafini, Rozell, and Winsler), "the researchers found that ELs who attended schools with two-way immersion programs had faster English language acquisition than students enrolled in other types of teaching models…as well as higher achievement on academic measures, including math and reading scores on statewide assessments and grade point average (GPA). Specifically, students in two-way programs met English proficiency criteria on their district's English for Speakers of Other Languages (ESOL) assessment and exited EL status earlier than their peers in other programs."
Crucial to achieving these results is implementation with integrity, ensuring that teachers are appropriately credentialed, that best instructional practices are followed, that data are used in a timely fashion to inform instruction. We expect to see similar results as our program is implemented with integrity.
Up Level/Glad Teachers are working in unison from kinder to eighth grade and student engagement has increased. The Orton Gillingham Program is used as a diagnostic tool, moving students from designated reading levels to more advanced levels as Reading Dynamics is

integrated. We expect these two programs, combined in the reading lab, to increase student reading levels.

Reflex math monitors students by producing electronic reports, detailing student progress, or areas of difficulty. This data is beneficial to teachers to provide appropriate instruction and materials and focus on their students' needs with resulting increases in achievement.

The Curriculum Associates Research team found that "Students who are English Learners (EL), students with disabilities (SWD), and students with socioeconomic disadvantages (SED) using i-Ready Personalized Instruction all saw statistically significantly greater growth than students from the same subgroups who did not have access to the program during the 2017–2018 school year." We expect the continued implementation of iReady to increase student achievement in ELA and math, especially for our high-needs students.

The Student Study Team identifies students for more intense interventions after teacher referrals. These more intense interventions are monitored, and when necessary, other agencies are contacted for further assistance to students and parents and the school. These multi-tiered supports will result in better academic and social-emotional student outcomes.

By identifying needs for additional academic supports, and providing the coordinated supplemental services, materials, and instruction that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Unduplicated Pupils, as measured by state and local assessments.

Goal 1, Action 3 – The implementation of additional supports for students with exceptional needs, including professional development opportunities on strategies targeting instruction for English Learners in Special Education, is expected to result in significant improvements in academic assessment results.

Goal 1, Action 4 -- Supplemental materials and supports for English Learners will accelerate language acquisition through the use of evidence-based programs and training in language acquisition strategies. Paraprofessionals to support small group practice will also aid language acquisition. Feedback and acceleration in a small group setting is expected to have an effect size on improvement of almost twice (.76) the threshold for gains (.40). Culturally-responsive practices and a focus on literacy supports will also accelerate language acquisition. We expect that providing support, as needed, to Redesignated English Learner students who experience academic difficulties subsequent to redesignation will help those students maintain academic success.

Goal 1, Action 5 -- Ongoing, high-quality professional development for teachers, instructional aides, and site and district administrators, is expected to have a significant impact on students' academic and other outcomes. Professional learning activities that have been identified through survey input and that are evidence based, followed by peer coaching and collaboration, will be essential in enhancing our teachers' self-efficacy, an educator's belief in his or her ability to impact student learning that is one of the most powerful determiners of student success (Hattie, 2008). The District will provide professional development and support that builds each teacher's self-efficacy.

Goal 1, Action 8 -- School effectiveness research supports the need for school leaders to exhibit strong instructional leadership, especially in supporting teachers in developing the individual self-efficacy that combines into collective self-efficacy. A report from the Wallace Foundation (2004) found that "Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school." [https://www.wallacefoundation.org/knowledge-center/documents/how-leadership-influences-student-learning.pdf]. We expect that by enhancing leadership abilities among administrators and staff, we will see increases in teacher efficacy and improved academic results.

Goal 1, Action 9 -- Even after students have received appropriate interventions, it is possible that, while "some well-designed and implemented cognitive, social and emotional interventions produce immediate impacts on child and adolescent outcomes. Sharp reductions in subsequent intervention effects are typically observed …" (Bailey, et. al., 2018). Data also show that the impact has been most felt by our low-income students. In order for interventions and supports to sustain effectiveness, we need to be able to create targeted assessments and access meaningful data. A basic tenet of Improvement science (Learning to Improve, Bryk, et. al., 2015) is the necessity of examining data regularly to determine if our interventions are working, and to adjust as the data indicate. Administrators and instructional coaches will assist teachers in determining, by examining research and results, which interventions are having positive impacts and how they might be best implemented. We expect that by having reliable, useable data sources, we will target instruction for high-needs students to get increased academic outcomes.

Goal 1, Action 11 -- Across grades K–8, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014]. By providing expanded teaching and learning time, including summer school and before- and after-school programs that address English language development, ELA, and math, we expect to accelerate improved academic outcomes for our Unduplicated Pupils, as measured by state and local assessments.

Actions Continued from the 2017-20 LCAP, Goals 1 and 3:
 Prior to the pandemic, the District's efforts to increase achievement in English language arts had been showing improvement. There was nearly 20.3 points overall improvement on the SBAC ELA assessment from 2018 to 2019. English Learners improved by 20.9 points, and Low-Income students improved by 20.6 points. English Learner students' performance in ELA surpassed that of English-only students, suggesting that performance gaps are closing. Additionally, students' overall improvement in math during the same time frame was 3 points, with English Learners increasing performance by 6.4 points.
 Based on this evidence of their effectiveness, the District is continuing the following actions, with emendations, from the 2017-20 LCAP Goal 1 to the 2021-24 plan: Action 1 (new Goal 1, Action 1), Action 3 (new Goal 1, Action 4), Action 4 (new Goal 1, Actions 5 and 7), Action 5 (new Goal 1, Action 1). The District is continuing the following action, with emendations, from the 2017-20 LCAP Goal 3 to the 2021-24 plan: Action 1 (new Goal 1, Action 1)

Needs, Conditions, or Circumstances for Goal 2: Maintain safe and healthy, high-quality learning facilities and safe school environments while providing opportunities that develop positive character --

After the pandemic, students are coping with emotional and mental traumas. Now, more than ever, they need the professional support of an expert and to know that help and support is available to them. Stakeholder input, and anecdotal information since the return to school in Spring, 2021, highlight the need to provide students with social-emotional supports.

A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research also shows that positive learning environments can reduce teacher turnover by as much as 25%, a significant

factor in providing students with increasingly effective initial instruction.

The District believes that all students should feel safe and connected to their school.

The Chronic Absenteeism rates of 10% for low-income students and English Learners is high, and we know that students need to be in school to be successful there. The District would like to reduce those rates by at least two-thirds to get to the low range established by the State Board of Education.

Student and parent stakeholders have indicated that, for low-income students, transportation to and from school for students in outlying areas can result in 60 to 90 minutes on the bus, each way. Their attendance and engagement are impacted by the lack of available transportation that gets them to school and back home in a reasonable time that allows them to complete their homework, engage in family activities, and get plenty of sleep.

Our unduplicated students have the least access to safe playgrounds, parks, and places for fitness. There are no county parks nearby, and, as a "census-designated area" there are no city services. Furthermore, other than the school, the nearest playground is miles away.

The actions, or aspect(s) of the actions, based on these considerations;

Goal 2, Action 3 -- The District will create school environments that support all of our student populations by:
 - Hiring and/or retaining staff to provide behavior intervention and support, focused on providing services to high-needs students impacted by the pandemic, their parents, and staff;
 - Increasing students' social-emotional development through teaching, modeling, and practicing social-emotional skills that support a safe and positive climate for learning;
 - Providing staff development and collaborative time focused on teaching, modeling, and practicing social-emotional learning (SEL) skills that support a positive climate for learning and work;
 - Providing a full-time counselor to assist students in coping with day-to-day situations in the school environment who will develop and train peer group leaders and conduct peer group sessions to promote students supporting each other;
 - Upgrading the playground area as well as increasing access to additional play equipment;
 - Implementing a model system of school based positive behavior interventions and school supports (PBIS).

Goal 2, Action 4 -- The District will contract with its bus service provider, Southwest Transportation Agency, to provide additional transportation routes for students who are currently residing on the outskirts of the route system and spending 60-90 minutes on the bus in each direction. The new routes will reduce the time on the bus by more than half.

How the action is intended to help achieve an expected measurable outcome of the associated goal:

Goal 2, Action 3 -- A critical component to student success in learning is a positive school climate that engages students in learning and that encourages regular attendance. Research indicates that positive learning environments can reduce teacher turnover by as much as 25%, a significant factor in providing students with increasingly effective initial instruction. Research also shows that SEL not only improves

achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school, and reduces depression and stress among students (Durlak et al., 2011) [https://www.edutopia.org/blog/why-sel-essential-for-students-weissberg-durlak-domitrovich-gullotta]. With the implementation of SEL and the additional supports, we expect students to feel increasingly connected to school and safe there, as well.

A 2004 study by Scott and Barrett found that students saved, on average, almost 80 days of instructional time per year following the implementation of a school-wide positive behavior support system. Luiselli, Putnam, Handler and Feinberg found that PBIS helped increase reading and math scores (http://ccsd.net/internal/cms/doc-vault/resources/archive/luiselli-et-al.-2005.pdf) and another study found that classrooms using the system saved up to 20 hours of teaching time per week for students who usually missed class for behavior issues. With the continued implementation of PBIS and the additional supports, we expect students to feel increasingly connected to school and safe there, as well.

As noted above, the pandemic has been a traumatic experience for our students. For our Low-Income students and English Learners, the uncertainties caused by food shortages, uncertain labor markets, and mis-information about the causes of the pandemic and most recent surge have exacerbated the trauma. The full-time counselor will help students cope with those traumas and uncertainties, and the emotional and social difficulties that often accompany traumatic events, including post traumatic stress disorder. The counselor will mediate conflicts with their peers, teachers, or parents, will provide early intervention and referral for learning difficulties and psychological concerns that often manifest themselves in children, facilitate special needs students integration into classrooms, support students in maintaining academic standards and set goals for academic success, and help students work through personal problems that may affect academics or relationships. It it our expectation that, by providing these counseling supports to our Unduplicated Pupils, we will see improved outcomes in student behavior, increased student connectedness to school and feelings of school safety, and improved academic outcomes in state and local assessments as students feel more positive about school and their relationships with others.

It is our expectation that upgrades to the playground area will increase the attendance of students, decrease chronic absenteeism, have a positive effect on the student survey outcomes for a safe school, and increase access rates for unduplicated students during PE and supplemental extracurricular activity time. This should also result In an overall improvement in student behavior and school climate.

Goal 2, Action 4 -- By providing students with safe, reliable transportation to and from school and ensuring they can arrive without spending an excessive amount of time on the bus, we will address the needs of low-income pupils by giving them the opportunity to be on time for school daily and stay for the entire school day which would increase their instructional time in their classes. It will also do more to ensure that they have sufficient time to complete their homework, engage in family activities, and get plenty of sleep. As a result, we expect to increase attendance rates, and reduce chronic absenteeism. This is also expected to increase feelings of school connectedness and result in higher academic achievement.

Actions Continued from the 2017-20 LCAP, Goal 1:
Prior to the pandemic, both the Suspension Rate and Chronic Absenteeism rate had decreased to zero. The attendance rate had increased by .15%. Based on this evidence of its effectiveness, the District is continuing the following Goal 2 action, with emendations, from the 2017-20 LCAP to the 2021-24 plan: Goal 2, Action 5 (new Goal 2, Action 3)

Needs, Conditions, or Circumstances for Goal 3: The District will promote parent engagement and communication --
The Family Engagement Framework, a California Department of Education publication, 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."

While relationships between Raisin City Elementary School 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.

The actions, or aspect(s) of the actions, based on these considerations --

Goal 3, Action 1 – The District will actively engage parents and families in their children's learning. Through the following programs, the District will principally target the engaged and continuous participation of parents of unduplicated pupils, and those of students with exceptional needs:
 - Parent Programs
 - Parent Institute for Quality Education (PIQE)
 - Parent Workshops/Trainings/Meetings
 - Participation in the development of District/School plans
 - Stakeholder advisory meetings:
 - English Learner Advisory Committee
 - Parent Advisory Committee/School Site Council
 -Translation services for communications at family events
 - Maintaining welcoming environments at schools and District facilities
 - Information about how to access school and community resources to support family health and wellness and enhance behavioral and academic success for students.
 Participation through the Parent/Teacher Club will have a positive impact. Parents collaborate in the planning of the following activities: holiday celebrations, dances, Literacy Night, Math Night, Movie Night, and Spring Carnival. Parent Involvement will be further enhanced by providing classes and workshops for parents

How the action is intended to help achieve an expected measurable outcome of the associated goal --

Enhancing the welcome that families feel at schools, along with providing translation services at events will increase 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. Additionally, providing a schedule for parent engagement activities that will accommodate parents' availability will increase their ability to provide input in decisions that impact their students and increase parents' understanding of the educational system to better support their children. By providing these opportunities of engagement, the district anticipates an increase in academic outcomes and decrease in achievement gaps.

Actions Continued from the 2017-20 LCAP, Goal 4:
 Parent Survey data were included in the Local Indicator report presented to the Governing Board. In those surveys, 80% of parents felts schools build trusting relationships and 78% felt that there was effective two-way communication. These results indicate that, while there is need for improvement, our family engagement actions have met the approval of parents and should be continued. Based on this evidence

of their effectiveness, the District is continuing the following actions, with emendations, from the 2017-20 LCAP Goal 4 to the 2021-24 plan: Actions 1 and 2 (new Goal 3, Action 1)

All of these actions and services are being performed on a schoolwide basis in order increase the efficiency of delivery and effectiveness of these actions and services. This means of delivering services and use of resources is believed to be the best way of improving learning for all students. C. T. Vang found in a 2005 study, that the effects of tracking are particularly negative for poor, minority, and limited English proficient students. By providing all services schoolwide, we will be able to close achievement gaps and serve the students who generated the supplemental and concentration funds while continuing to build a positive and inclusive district culture.

The District's efforts to address the needs of its Unduplicated Pupils are not limited to the "contributing" actions enumerated in the LCAP. Funded by Expanded Learning Opportunity Grant funds this year, the District will also provide a summer extended learning program for learning recovery, acceleration, enrichment, and English language development, grades K-8. Across grades K–8, increased learning time programs had a small but statistically significant positive effect on students' academic motivation (defined as school attendance, homework completion, teachers' assessments of students' work effort in class, and students' self-reports of their motivation to learn), compared with similar students who did not participate in the programs." [Kidron and Lindsay, 2014], The expenditures for these actions will not be considered "contributing" to the District meeting its mandatory percentage of increased/improved services, but these supports are directed towards addressing the needs of our high-risk populations who have been disproportionately adversely affected – academically, emotionally, and physically -- by the pandemic.

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

The Raisin City Elementary School District provides a basic instructional program designed to provide learning opportunities for all students. However, the District's budget of 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 $1,009,024 and other resources to provide the additional actions and services as described above. For example, in order to increase and improve academic outcomes for our high-needs students, the District has used provide additional academic and social-emotional supports for our high needs students.

Since we are a single-school district, all increased/improved services are schoolwide initiatives aimed at increasing success and improving the educational outcomes of unduplicated students, though all students may benefit. 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 .4% 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 39.9% noted at the top of this section.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
$1,009,024.00	$1,356,515.00	$2,235,683.00	$1,256,578.00	$5,857,800.00

Totals:	Total Personnel	Total Non-personnel
Totals:	$3,278,337.00	$2,579,463.00

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	Supplemental Instruction, Materials, and Support	$364,177.00	$30,200.00	$47,923.00	$204,033.00	$646,333.00
1	2	All Students with Disabilities	Qualified, Credentialed Teachers		$881,947.00	$665,601.00	$60,523.00	$1,608,071.00
1	3	English Learners	Additional Supports for Students with Exceptional Needs	$64,193.00				$64,193.00
1	4	English Learners	Supports for English Learners	$75,900.00	$30,016.00		$22,850.00	$128,766.00
1	5	English Learners Foster Youth Low Income	Professional Development for Staff	$79,713.00				$79,713.00
1	6	All	Textbooks and Materials		$23,772.00			$23,772.00
1	7	All	Access to a Broad Course of Study		$51,764.00		$55,049.00	$106,813.00
1	8	English Learners Foster Youth Low Income	Instructional Leadership and Guidance Support	$64,430.00				$64,430.00
1	9	English Learners Foster Youth Low Income	Student Data and Assessment	$40,000.00				$40,000.00
1	10	All	Early Childhood Education		$80,501.00			$80,501.00
1	11	English Learners Foster Youth Low Income	Extended Learning Opportunities	$48,860.00			$868,239.00	$917,099.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	1	All	Maintaining Clean, Safe Facilities		$258,315.00	$289,397.00		$547,712.00
2	2	All	Positive School Climate			$1,009,779.00		$1,009,779.00
2	3	English Learners Foster Youth Low Income	School Culture and Social Behavior	$22,572.00				$22,572.00
2	4	English Learners Low Income	Transportation for Easier School Access	$192,629.00		$222,983.00		$415,612.00
3	1	English Learners Foster Youth Low Income	Increase Community Outreach and Family Engagement	$56,550.00			$45,884.00	$102,434.00
4	1							$0.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	$1,009,024.00	$2,481,152.00
LEA-wide Total:	$944,831.00	$2,416,959.00
Limited Total:	$64,193.00	$64,193.00
Schoolwide Total:	$0.00	$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Supplemental Instruction, Materials, and Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$364,177.00	$646,333.00
1	3	Additional Supports for Students with Exceptional Needs	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$64,193.00	$64,193.00
1	4	Supports for English Learners	LEA-wide	English Learners	All Schools	$75,900.00	$128,766.00
1	5	Professional Development for Staff	LEA-wide	English Learners Foster Youth Low Income	All Schools	$79,713.00	$79,713.00
1	8	Instructional Leadership and Guidance Support	LEA-wide	English Learners Foster Youth Low Income	All Schools	$64,430.00	$64,430.00
1	9	Student Data and Assessment	LEA-wide	English Learners Foster Youth Low Income	All Schools	$40,000.00	$40,000.00
1	11	Extended Learning Opportunities	LEA-wide	English Learners Foster Youth Low Income	All Schools	$48,860.00	$917,099.00
2	3	School Culture and Social Behavior	LEA-wide	English Learners Foster Youth	All Schools	$22,572.00	$22,572.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
				Low Income			
2	4	Transportation for Easier School Access	LEA-wide	English Learners Low Income	Specific Schools: Raisin City Elementary Kindergarten-Eighth grade	$192,629.00	$415,612.00
3	1	Increase Community Outreach and Family Engagement	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Raisin City Elementary Kindergarten-Eighth grade	$56,550.00	$102,434.00

Annual Update Table Year 1 [2021-22]

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

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

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (*EC* 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

  o 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)).

  o 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.