

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Reed Union School District

CDS Code: 21 65425

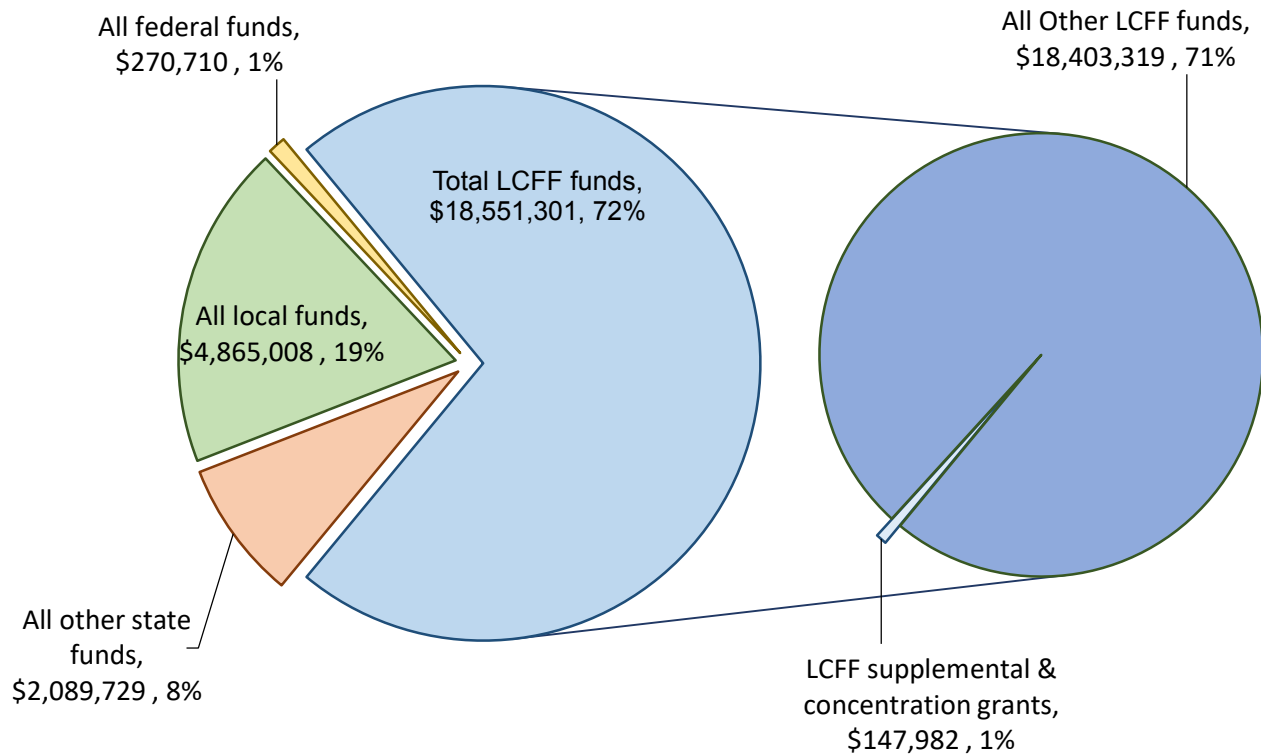
School Year: 2021 – 22

LEA contact information: Dr. Nancy Lynch

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

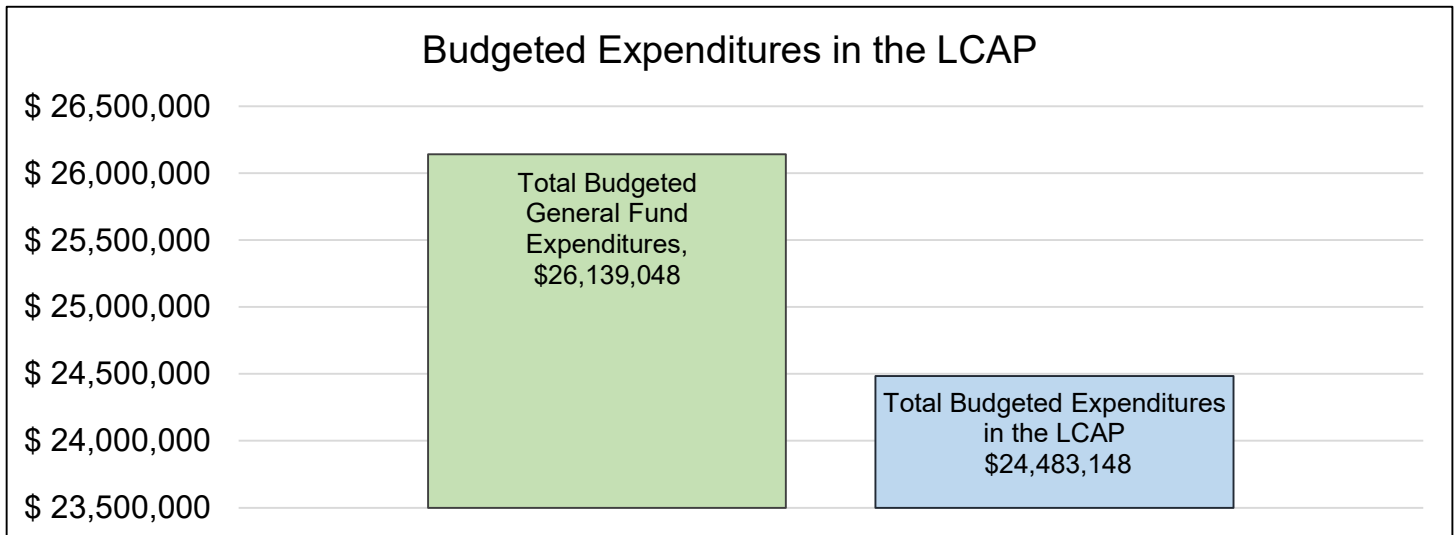


This chart shows the total general purpose revenue Reed Union School District expects to receive in the coming year from all sources.

The total revenue projected for Reed Union School District is \$25,776,748.00, of which \$18,551,301.00 is Local Control Funding Formula (LCFF), \$2,089,729.00 is other state funds, \$4,865,008.00 is local funds, and \$270,710.00 is federal funds. Of the \$18,551,301.00 in LCFF Funds, \$147,982.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Reed Union School District plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Reed Union School District plans to spend \$26,139,048.00 for the 2021 – 22 school year. Of that amount, \$24,483,148.00 is tied to actions/services in the LCAP and \$1,655,900.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

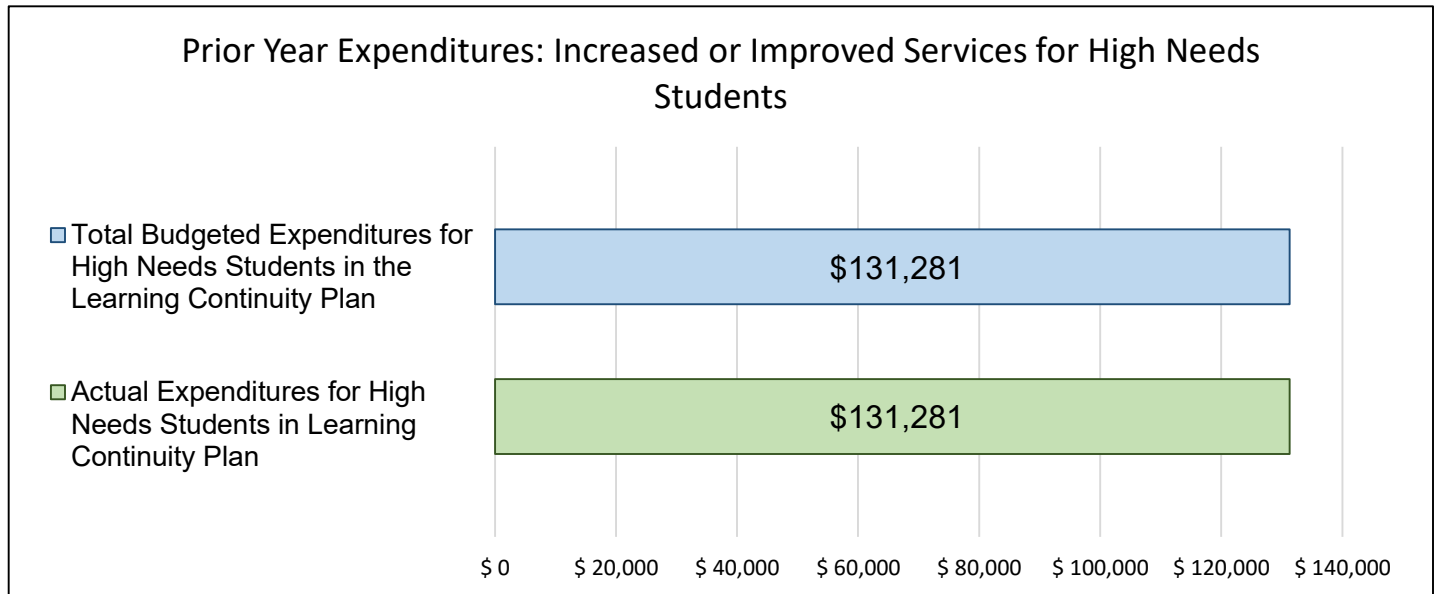
Budgeted expenditures not included in the LeCAP are for items such as: Technology Replacement, Other Post Employment Benefits contributions, CalSTRS On-Behalf.

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

In 2021 – 22, Reed Union School District is projecting it will receive \$147,982.00 based on the enrollment of foster youth, English learner, and low-income students. Reed Union School District must describe how it intends to increase or improve services for high needs students in the LCAP. Reed Union School District plans to spend \$147,982.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



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

In 2020 – 21, Reed Union School District's Learning Continuity Plan budgeted \$131,281.00 for planned actions to increase or improve services for high needs students. Reed Union School District actually spent \$131,281.00 for actions to increase or improve services for high needs students in 2020 – 21.

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

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

LEA Name	Contact Name and Title	Email and Phone
Reed Union School District	Nancy Lynch Superintendent	nlynch@reedschools.org 415-381-1112

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

Goal 1

Increase student achievement so that all students are proficient or advanced in grade level standards

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator MATH: 1) 85% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard 2) 85% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics 3) 80% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks as measured in the second trimester 4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring	MATH: 1) Due to Covid-19, we did not administer the Smarter Balanced math assessment in the 2019-2020 school year and there is no Dashboard data available. We did administer internal, nationally normed assessments in the winter of 2020 and found on the NWEA MAP assessment that 83% of our 3rd-5th grade students scored at or above the national norm in math, compared to 72% in the 2018-19 school year. On a Study Island Benchmark assessment given in January 2020, of our 6th-8th graders, 7% of students were achieving proficient or advanced on end-of-year standards. We recognize that this is not a valid measure and it is contrary to local data that we have on those students. 2) Adopted math program no longer includes an embedded performance task. This goal is discontinued. 3) This data was not collected in 2019-2020 due to COVID-19; we will utilize local assessment data instead. In 2019-2020, 78% of students in grades 6-8 received proficient or advanced on 80% of standards on their unit assessments.

Expected	Actual
<p>19-20 MATH:</p> <p>1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring as indicated by the Dashboard</p> <p>2) 87% or more of students in grades K-5 will continue score 2 or better in the second trimester on performance tasks in mathematics</p> <p>3) 80% or more of students in grades 6-8 will score 80% or better on curriculum embedded math performance tasks as measured in the second trimester</p> <p>4) 85% of EL students will maintain or increase performance in math as measured on Smarter Balanced math assessments administered in the spring</p> <p>Baseline MATH:</p> <p>1) 83% of students in grades 3-8 achieved mastery in math on Smarter Balanced math assessments.</p> <p>2) 94% of students in grades K-5 score at least a 2 or better in the second trimester on performance tasks in mathematics</p> <p>3) 76% of students in grades 6-8 scored 80% or better on curriculum embedded math performance tasks as measured in the second trimester</p> <p>4) EL students maintained very high status in math as indicated on the Dashboard</p>	<p>4) Due to Covid-19, we did not administer the Smarter Balanced math assessment in the 2019-2020 school year. On the MAP assessment from NWEA, 80% of 3rd-5th grade EL students improved their percentile rankings from 2018-19 to 2019-2020. No data is available in grades 6-8 due to changing report card scales and standardized assessments.</p>

Expected	Actual
<p>Metric/Indicator ELA: 1) 86% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard</p> <p>2) 89% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester</p> <p>3) 50% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p> <p>19-20 ELA: 1) 88% or more of students in grades 3-8 will continue to maintain or increase performance in ELA as measured on Smarter Balanced assessments administered in the spring as indicated by the Dashboard</p> <p>2) 91% or more of students will receive a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester</p> <p>3) 60% of EL students will increase performance in ELA as measured on Smarter Balanced math assessments administered in the spring</p> <p>Baseline ELA:</p>	<p>ELA: 1) Due to Covid-19, we did not administer the Smarter Balanced ELA assessment in the 2019-2020 school year and there is no Dashboard data available. We did administer internal, nationally normed assessments in the winter of 2020 and found on the NWEA MAP assessment that 84% of our 3rd-5th grade students scored at or above the national norm in reading, compared to 78% in 2018-2019. On a Study Island Benchmark assessment given in January 2020, of our 6th-8th graders, 52% of students were achieving proficient or advanced on end-of-year standards in ELA. We recognize that this is not a valid measure and it is contrary to local data that we have on those students.</p> <p>2) On the second trimester report card, 92% of K-2nd graders received a 2 or better on a 3 point rubric; 96% of 3rd-5th graders received a 2 or better on a 3 point rubric. In 6th-8th grade, 97% of students received a score of approaching standards or higher.</p> <p>3) Due to Covid-19, we did not administer the Smarter Balanced ELA assessment in the 2019-2020 school year. On the MAP assessment from NWEA, 100% of 3rd-5th grade EL students improved their percentile rankings from 2018-19 to 2019-2020. No data is available in grades 6-8 due to changing report card scales and standardized assessments.</p>

Expected	Actual
<p>1) 86% of students in grades 3-8 continued to maintain or increase performance in ELA as measured on Smarter Balanced assessments as indicated by the Dashboard.</p> <p>2) 88% of students received a grade of 2 (proficient/steady progress toward grade level standard) or better on a 3 point rubric measuring a selected writing sample in the second trimester.</p> <p>3) Grade 3-5 EL students declined significantly to medium status (-2.9 from level 3), while grades 6-8 remained at high status (27.6 from level 3).</p>	
<p>Metric/Indicator</p> <p>SCIENCE:</p> <p>1) 85% or more of students in grades 5 and 8 will continue to maintain or increase performance on the new California Standards Test (CAST)</p> <p>2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester</p> <p>3) 75% of EL students will maintain or increase performance on the new California Standards Test (CAST)</p> <p>4) 100% of students will participate in health lessons embedded into science and PE curriculum</p> <p>19-20</p> <p>SCIENCE:</p> <p>1) 86% or more of students in grades 5 and 8 will continue to maintain or increase performance on the California Standards Test (CAST)</p>	<p>SCIENCE:</p> <p>1) Due to Covid-19, we did not administer the CAST assessment in the 2019-2020 school year. During the second semester of the school year, 100% of 5th graders were meeting standards or making appropriate progress towards meeting the standards. In 6th-8th grade, on the second trimester report card, across four science standards, students scored proficient or advanced 73% of the time.</p> <p>2) This data was not collected in 2019-2020 due to COVID-19; we will utilize report card data instead. On the second trimester report card in 6th-8th grade, on average 80.4% of students were performing as proficient or advanced across multiple grade level standards. On the second trimester report card in 3rd-5th grade, 12% of students had already met end of year grade level standards and 100% of students were meeting or making steady progress towards meeting grade level standards. In K-2nd grade, 21% had already met end of year grade level standards and 100% of students were meeting or making steady progress towards meeting grade level standards.</p> <p>3) This data was not collected in 2019-2020 due to COVID-19; we will utilize report card data instead. In 3rd-8th grade, 86% of our</p>

Expected	Actual
<p>2) 85% of students will score at proficient on a common grade level rubric for one lesson/activity per trimester</p> <p>3) 76% of EL students will maintain or increase performance on the new California Standards Test (CAST)</p> <p>4) All students will participate in health lessons embedded into science and PE curriculum</p> <p>Baseline SCIENCE:</p> <p>1) 94% of students in grades 5 and 7 continued to score proficient or advanced on the California Standards Test</p> <p>2) No grading rubrics in place for 5th grade science</p> <p>3) New data set to be established in current year.</p> <p>4) New health and sciences goal</p>	<p>EL students maintained or increased their grades in science on the second trimester report card compared to 2018-2019.</p> <p>4) Action Met - 100% of students experienced nutrition and health in PE, and 8th graders participated in Family Life. 5th grade Family Life was put on hold because of campus closures due to Covid-19. The content was incorporated into 6th grade in the 2020-2021 school year.</p>
<p>Metric/Indicator Maintain schedules that provide evidence of student access to music, art and PE lessons or courses</p> <p>19-20 Maintain schedules that provide evidence of student access to music, art and PE lessons or courses</p> <p>Baseline School schedules provide evidence of access to music, art and PE courses</p>	<p>Action Met - All students received access to music, art, and PE as evidenced by student schedules at all three school sites. Specialist classes continued through campus closures due to COVID-19.</p>
<p>Metric/Indicator All students and teachers will have access to library media center to support cross curricular learning and instruction</p> <p>19-20</p>	<p>Action Met - All students and teachers had access to the library media center to support cross curricular learning and instruction.</p>

Expected	Actual
<p>All students and teachers will regularly utilize the library media center to support cross curricular learning and instruction and technology integrated projects</p> <p>Baseline New library media center goal</p>	
<p>Metric/Indicator Maintain 15% of EL students will be reclassified by spring as measured by the CELDT</p> <p>19-20 Maintain 15% of EL students will be reclassified by spring as measured by the CELDT/ELPAC</p> <p>Baseline 36% of EL students were reclassified by spring 2017 as measured by the CELDT.</p>	<p>Due to Covid-19, we did not administer the ELPAC summative assessment in the spring of 2020. Before the spring campus closures, we reclassified 12.2% of our EL students in the 2019-2020 school year, and have averaged a reclassification rate of 18.35% over the last three school years. All of our EL students will be given the Summative ELPAC in the spring of 2021.</p>
<p>Metric/Indicator Maintain appropriately credentialed teachers as measured by mis-assignment rate</p> <p>19-20 Minimize teacher mis-assignments as much as possible given the dearth of qualified candidates in the state</p> <p>Baseline 2016-17 there were 3 teacher mis-assignments</p>	<p>In 2019-2020 there were 8 mis-assigned teachers in the district.</p>
<p>Metric/Indicator Review of professional development for pilot or adoption of curriculum in math, ELA and science</p> <p>19-20 Continue ongoing professional development to support ELA, math and science implementations</p> <p>Baseline Adoption of K-5 Eureka math, and pilot of 6-8 Illustrative Mathematics/Big Ideas Algebra, and Benchmark Advance K-5 ELA curriculums</p>	<p>Action Met - All schools participated in iInspire, an in-house, teacher-driven professional development event where teachers share their expertise with each other to build collective efficacy and competency. At Del Mar, the focus of professional development for the year was standards-based grading and instruction, and high quality instruction using technology as students transitioned from using MacBooks to iPads. The elementary schools received professional development around writer's workshop and data analysis. Once campuses were closed due to Covid-19, all professional development that was provided was structured around providing content and instruction virtually.</p>

Expected	Actual
<p>Metric/Indicator Standards aligned report card to measure achievement of a broad course of study for all students. Subjects include core, music, art and PE</p> <p>19-20 6-8 grade report card will be modified as appropriate to clearly articulate student achievement and accomplishment of the Vision of the Reed Union Student objectives</p> <p>Baseline 3-5 grade report card has been updated. K-2 and 6-8 will consider modifications</p>	<p>Action Met - All teachers in grades 6-8 (and K-5) are now utilizing a standards based grading system to complete report cards, which includes regular reporting on the Vision of the Reed Union Student objectives. Stakeholder input was gathered at Strategic Planning Collaborative meetings to modify the report card to make it more user friendly for parents.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>MATH:</p> <p>1) Grade 6-8 teachers and administrators will collaborate to ensure instructional consistency and rigor for all students</p> <p>2) Monitor consistent apps used at each grade level to provide additional personalized learning opportunities for students.</p> <p>3) TOSAs support all teachers in leveled professional development coaching, planning and demonstrations in all content areas with specific focus on STEM</p> <p>4) Improve student learning by providing ongoing, sustainable, and embedded professional development and building capacity in teacher leaders to analyze data and provide on-going support of new teachers</p> <p>5) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will use the data to plan lessons and assessments</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$5,894,657</p> <p>2000-2999: Classified Personnel Salaries LCFF \$505,542</p> <p>3000-3999: Employee Benefits LCFF \$2,530,203</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$4,856,553</p> <p>2000-2999: Classified Personnel Salaries LCFF \$443,500</p> <p>3000-3999: Employee Benefits LCFF \$1,430,295</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>6) School teams will utilize norm-referenced benchmark assessment data to collaborate in PLCs to provide targeted support for students.</p> <p>ELA:</p> <p>1) School teams will fully implement curriculum adoption</p> <p>2) Multiple measures will be utilized to assess student progress throughout the year and data will be analyzed to guide instruction to meet student needs for remediation and additional challenge. Grade level PLCs will regularly review data.</p> <p>3) School teams will utilize norm-referenced benchmark assessment data to collaborate in PLCs to provide targeted support for students.</p> <p>4) School teams will engage in inter-rater reliability professional development.</p> <p>SCIENCE</p> <p>1) School teams recommend science curriculum for adoption</p> <p>2) School teams will implement performance assessments/tasks that give students opportunities to demonstrate knowledge of scientific concepts in applied learning and measure achievement on consistent rubrics</p> <p>3) Provide additional support and intervention for EL students through the direction of the classroom teachers, instructional aides, online personalized programs, and Intervention Specialists</p>		
<p>In all academic areas, provide additional support and intervention for EL, socioeconomic disadvantaged, and foster students through the direction of the classroom teachers, instructional aides, online personalized programs, the Intervention Specialist, strategies electives,</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$683,587</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$271,542</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
and response to instruction and intervention programs (previously in Action 1 in prior year LCAP).	3000-3999: Employee Benefits LCFF \$191,404 5000-5999: Services And Other Operating Expenditures LCFF \$150,000	3000-3999: Employee Benefits LCFF \$126,708 5000-5999: Services And Other Operating Expenditures LCFF \$48,800

Goal Analysis

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

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

Across all district sites, success was found in the implementation of norm-referenced benchmark assessments. Elementary schools utilized MAP testing to assess student learning and growth over time, while the middle school leveraged Study Island benchmark assessments.

At the middle school, through common planning periods and professional development days, the math team strengthened instructional consistency and rigor for all students, evidenced in team agreements, practices and policies.

TOSAs provided leveled professional development coaching across all schools and facilitated iInspire staff-led professional development. TOSAs provided strategic support with faculty at the middle school to support the transition to iPads as the primary learning device for students. Support was targeted towards applications related to math, ELA, science, and STEM, as well as, classroom management, collaboration, and engagement.

Faculty at K-5 piloted TWIG science curriculum and the science team in grades 6-8 piloted Amplify Science curriculum. Both teams determined the curriculum did not adequately meet the needs of our student populations and did not move forward with adoption.

In March of 2020, the school transitioned to at-home learning in response to the global pandemic. While the transition was smooth for students, it did impede staff's ability to complete a full year's cycle of benchmark assessment, and students K-8 did not have end of year assessment data to determine final growth over time.

Goal 2

Collaborate with parents to create a safe & supportive school environment that fosters teaching and learning, and provides a climate and culture for students to set positive goals and make responsible choices

State and/or Local Priorities addressed by this goal:

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

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator 1) The existence of an articulated Common Sense Media “digital citizenship” guide, and Second Steps curriculum that specifies the lessons that will be taught at each grade level K-8 19-20 1) Continue deep implementation of Common Sense Media “digital citizenship”, Second Steps lessons taught at each grade level K-8 Baseline 1) Digital Citizenship (Common Sense Media) program was purchased and professional development was provided to teachers.	1) Action Met - Common Sense Media digital citizenship lessons and Second Steps lessons were taught at each grade level.
Metric/Indicator 2) Attendance rates will improve by 1% from March to March of each year 19-20 2) Attendance rates will be maintained at 96% or higher as measured by P-2 attendance data Baseline	2) Action not met when measured in February 2020 before campus closures due to COVID-19. In February, attendance rates decreased to 95.64% from 97.29% at the end of the 2018-2019 school year. We will continue to focus on this goal in our 2021-2024 LCAP, with special attention on student groups and the implementation of ideas/actions generated at stakeholder meetings.

Expected	Actual
<p>2) Attendance rates increased from 95.56% in 2016 to 95.82% in 2017, which only indicates .26% improvement. Although grades 3-8 demonstrate a slight improvement, K-2 exhibited a minor decrease. Overall achieving nearly 96% attendance rate demonstrates that most students regularly attend school.</p>	
<p>Metric/Indicator</p> <p>3) Chronic absenteeism will be reduced by 2% from March to March of each year.</p> <p>4) Parent letters will be sent and SART meetings held for students chronically absent.</p> <p>19-20</p> <p>3) Chronic absenteeism will be reduced by 1% as measured by P-2 attendance data</p> <p>4) Parent letters will be sent and SART meetings held for students chronically absent.</p> <p>Baseline</p> <p>3) Chronic absenteeism increased to 7.9% in 2017 as compared to 6% in 2016.</p> <p>4) New letters and processes were developed in 2016-17 to be fully implemented in 2017-18.</p>	<p>3) Action Met - district rate of chronic absenteeism for 2019-2020 was 5.37%, down from 8.1% in 2018-2019. By school, the rates for 2019-2020 were 1.77% at Reed, 2.05% at Bel Aire, and 10.25% at Del Mar based on each school's total enrollment numbers. The district will focus on reducing the rates at Del Mar in the future.</p> <p>4) Action Met - Admin held SART meetings as needed. Parent letters were sent once per month.</p>
<p>Metric/Indicator</p> <p>5) Maintain a zero dropout rate at the Middle School.</p>	<p>5) Action Met - zero dropout rate maintained at the Middle School.</p>

Expected	Actual
<p>19-20 5) Maintain a zero dropout rate at the Middle School.</p> <p>Baseline 4) There have been no students who have dropped out at the Middle School.</p>	
<p>Metric/Indicator 6) Maintain 1% or less suspension rate, and 0% expulsion rate.</p> <p>19-20 6) Maintain 2% or less suspension rate, and 0% expulsion rate.</p> <p>Baseline 6) A year by year analysis indicates that on a target date of March 31, 2016 the suspension rate was 1.13%. Using this same date in March 31, 2017 there has been an increased suspension rate to 1.54%. Expulsion rate is 0%.</p>	<p>6) Action Met - suspension rates as reported by Data Quest: Suspension rates: RD rate: 0% BA rate: 0.2% DM rate: 2.0% District rate: 0.9% Expulsion rate: 0%"</p>
<p>Metric/Indicator 7) Parents education in student social emotional health education as measured by sign-in rosters.</p> <p>19-20 7) 90 parents will attend student social emotional health education as measured by sign-in rosters.</p> <p>Baseline 7) Parents attended parent education on bully prevention/intervention, cyber safety, and various other topics during the year.</p>	<p>7) Action Met - School psychologists held Grade Level Parent Meetings to discuss what is happening developmentally with their children: physically, cognitively, socially, emotionally, and morally. They discussed issues that parents are experiencing with children at each age and provided social-emotional related materials for parents to help them address a variety of issues. On average 30 parents attended each grade level meeting for grades K-8. They psychologists also provided trainings for parents titled Parenting in the Age of the Smartphones to give parents advice on how to manage screen time and digital citizenship at home.</p>
<p>Metric/Indicator 8) Survey parents to inform decisions on social emotional and academic programs.</p> <p>19-20 8) Survey parents to inform decisions on social emotional and academic programs.</p>	<p>8) Action Met - We administered the Youth Truth survey to all families in November of 2019 which solicited responses to themes pertaining to engagement, relationships, culture, communication and feedback, resources, and school safety. Once we closed school campuses due to COVID-19, we surveyed parents on a regular basis to learn what their needs were and adjusted our</p>

Expected	Actual
Baseline 8) Parent surveys were discontinued a number of years ago for unknown reasons.	distance learning programming to meet the needs of our families, students, and teachers.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1) Articulated K-8 classroom instruction will include the development of a culture that promotes perseverance, risk-taking, building confidence and a growth mindset. These will be connected to the Vision of the RUSD Student 2) Collaborate across grade levels to implement Common Sense Media instructional programs, and define which “digital citizenship” lessons will be taught at each grade level 3) Full implementation of the citizenship programs offered at each site and assure that each includes an anti-bullying component, and purchase additional materials as needed 4) The school nurse will communicate with families of students with chronic absenteeism to determine if there is a medical issue and offer support and plans for return to school 5) Regularly evaluate resources for parents and work in partnership with PTA to provide parent education opportunities 6) Ensure all schools engage students in diversity and inclusion lessons and discussions.	4000-4999: Books And Supplies Lottery \$35,000	4000-4999: Books And Supplies Lottery \$42,490

Goal Analysis

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

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

RUSD faculty were successful in developing classroom cultures that promote perseverance, risk-taking, building confidence, and a growth mindset. Site PLCs worked to consistently embed social-emotional programming into the school day and began incorporating the Social Justice Standards into academic courses. The district's transition to at-home learning enabled staff to partner with parents in the promotion and development of the Vision of the Reed Union Student.

Students were provided developmentally appropriate digital citizenship, diversity and inclusion, and anti-bullying lessons as part of their program.

Chronic absenteeism continues to be a challenge and was exacerbated by the shift to at-home learning in the spring of 2020. Site intervention teams identified students not participating in at home learning and partnered with parents to re-engage the student and to complete necessary work.

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

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

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Essential and Personal Protective Equipment	\$26,905	\$43,500	No
Signage, plexiglass, hand washing stations, hand sanitizer stations	\$34,920	\$68,530	No
Tents and pop-up shelters for outdoor learning	\$38,175	\$665,000	No
Hotspots and iPads for students and instructional aides	\$35,000	\$11,500	Yes
Professional development to address learning loss	\$40,000	\$63,000	No
Additional hours for planning and collaboration related to Reopening Schools Committee	\$20,000	\$35,200	No
Hire of additional teachers and classified staff members	\$214,375	\$469,400	No
Tutoring for low-income, foster youth and EL students as needed	\$30,000	\$0	Yes

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

Analysis of In-Person Instructional Offerings

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

The successes and challenges of the 2020-2021 school year were different than any other! We were very fortunate to reopen campuses much earlier than many schools in the county and Bay Area due to one of our greatest successes which was the creation of a Five Phase Reintroduction Plan. This plan was developed with our school administration and teacher leadership teams, with community input, during the summer of 2020 which helped lay the groundwork for our safety practices in order to reopen school campuses. These phases made it possible for us to start planning every phase of reopening campuses. This plan also made expectations clear for parents. Although we didn't have exact dates of when each phase would take place, we knew what it would look like and the needed protocols and measures for the next phase to take place. Once we had our Reintroduction Plan in place, we started to create the 30 point Site Specific Safety & Protection Plans which outlined all that we were doing to keep students and staff safe. These plans were informed by agreements reached with Reed District Teacher's Association in July, and California School Employees Association in September, with signed MOUs which made this process move smoothly. At the beginning of the school year, we purchased all personal protective equipment and cleaning supplies needed to make this happen. We created an outdoor learning space for each classroom on all three campuses which made it so that teaching and learning could take place in both indoor and outdoor settings. As a result of this planning, focus on safety, and creation of outdoor spaces, our campuses were kept clean and safe and did not become a source of spread of the COVID-19 virus.

In the winter of 2020-2021, we administered a student wellness survey. Students reported being extremely happy to be back on campus. When surveyed, they reported feeling very safe, and the majority of students reported “almost never” feeling lonely, sad, and scared in the previous two weeks. From fall to winter, teachers also reported through a wellness survey that they were feeling less stressed and worried, and felt more competent as we transitioned towards a full reopening of campuses.

One of the greatest successes we have achieved this year is our achievement scores on the norm-referenced assessment tool Measures of Academic Progress (MAP) and Study Island. We have found that students performed at a comparatively stable rate compared to the previous four years of the district MAP assessment and Study Island data. With all of the changes that our students and staff have overcome this year, we are extremely proud that our academic achievement, on average, has not been affected. Some things that may have contributed to this success were the maintenance of tier 2 and tier 3 intervention programs throughout each phase of reintroduction and continuance of IEPs and SSTs which were all conducted and brought up to date from previous years, as well as being able to provide technology to every single student and wifi accessibility for those in need.

Additional successes include the hiring of a stable year-long substitute at each school site so that we could offer sub coverage on a regular basis without bringing new people onto campus. Supervised childcare was provided for district staff on one campus so they were able to work on campus when their own children were not yet learning in-person in their home district.

Our Five Phase Reintroduction Plan was a major success for our district yet it also created a major challenge in that we had to create new student schedules each time we transitioned to phases increasing student learning time on campus. Administration and teacher leaders spent a significant amount of time developing multiple phases of schedules that were equitable, provided adequate prep time

for teachers, created safe staggered start and end times for cohorts, and ensured that all supplementary programs, services, and duties could be covered. Additionally, all schedules had to be adjusted again due to inclement weather to make sure that there was enough supervision and covered areas when students were entering and exiting campus or eating lunch. We were also flexible with our plans as there was continuously changing guidance from the state and county, without any real direction provided on how to carry out that guidance. Collaboration with other districts was also a challenge as there were different interpretations of the public health guidance in between county school districts. During times of so many changes and challenging decisions to be made, there was a natural tendency to make comparisons between school districts. Managing expectations, beliefs, and concerns of parents, staff, and community members was a major challenge as we started to reopen campuses and people were at various points in a large spectrum of beliefs as to whether the district was doing the right thing or not. Many people felt that it was unsafe to bring students back in person, and many people also felt it was harmful to a child's mental health and learning to keep students at home. It was a major challenge trying to make the best decisions for students while addressing the concerns of people on every part of the spectrum.

We faced a couple of logistical challenges during on campus learning this year. We typically provide a lot of large group, community building events throughout the year as part of our social-emotional programming. We were not able to hold any large group events this year due to public health restrictions so we had to find alternative ways to have students experience a sense of school community. Another challenge that we faced as we returned students to campus was how we could provide instruction to students who were required to quarantine for two weeks at home because of a possible COVID exposure. As a district, we strongly believed it wasn't a best practice to have teachers provide instruction in-person and online at the same time, therefore, teachers had to brainstorm ways of providing the same content to students who were not able to attend in person. When we were in a hybrid phase where half the students were at home while half were in class, it was also a challenge to develop work for students to complete in their independent learning time at home that would be as effective as the learning that was taking place in school. In the end, our teachers were very successful in navigating these challenges and setting up systems to help children learn and maintain progress as our local test data demonstrates.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development costs for teachers, administrators and support staff	\$40,000	\$35,000	No
Replacement and purchase of additional iPads and computers, headphones and stylus for each student, hotspots	\$35,000	\$15,000	Yes
School supplies and materials for all students to use in distance learning	\$100,000	\$15,000	No
Online curriculum	\$65,000	\$2,100	No
Zoom subscription	\$10,900	\$11,500	No
Overtime hours for training and planning	\$20,000	\$35,000	No
Additional teacher and support staff positions	\$214,375	\$206,400	No

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

Analysis of the Distance Learning Program

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

During the 2020-2021 school year, all students were in a distance learning program until October 5, 2020. At that point, we transitioned to a hybrid schedule where half the students in a class attended on campus while the other half were learning from home, with 2 days in person and three virtual each week. On December 7, 2020 full classes returned for in-person learning in elementary grades, while middle grades increased days on campus however will still in a hybrid model. On April 19, 2021 all students returned

almost full days 5 days per week. Throughout all of this, we had approximately 7% of district students remain in a virtual learning model referred to as “Extended Distance Learning” (ExDL) program due to parent choice. We experienced successes and challenges with each of these models.

Successes and Challenges for All

One of the elements that made the distance learning program such a success was that every student had already been provided with a district-issued iPad so we were able to ensure that every student had access to the technology needed to connect with their teacher on a daily basis. We also provided internet access to families who didn’t have connectivity at home. The TOSA team provided professional development to all teachers on how to use the technology tools needed to create a successful distance learning program.

One of the greatest successes with distance learning was our ability to transform the program over time based on feedback from students, families, and staff. We frequently surveyed all parties to learn how we could improve, so we were consistently adapting and modifying instruction to meet student needs. Intensive and targeted professional development facilitated by TOSAs and highly effective teacher teams, made it possible to quickly modify curriculum to be accessible in a digital format. We prioritized consistency across grade levels (K-5 & 6-8) to ensure that families similar experiences and expectations if they had multiple children in the district. In addition, we were able to provide targeted individual and small group virtual interventions throughout the entire year to support students with unique needs. We provided some community building events through Zoom such as a Halloween parade, school TV show, and a podcast for students to create a sense of connection amongst students. Another outcome we plan to carry forward is improved communication to families. Given the constant changes that were taking place, we developed a Communications Committee to help guide how we can better inform parents. Some of the structures put in place will be used in future years.

One of the most challenging parts of distance learning for our students and teachers is “Zoom fatigue.” It can be very draining to be on a screen all day which can make it more difficult for students to stay engaged. Due to this, teachers had to make a concerted effort to keep students engaged in class meetings and when collaborating with peers. Some students’ online behavior posed a new challenge for teachers when they were only interacting online.

ExDL Successes and Challenges

One of the greatest successes of our distance learning program is that we were able to create year-long stable classes of students who would likely not be returning to campus for the entire school year. We had at least one teacher at each school site who was assigned exclusively to teach virtually online. As we started reopening our campuses, we created more space in our distance learning program (and hired additional teachers) for those families who were not yet ready to return to campus. We were able to offer some flexibility as families had a hard time deciding whether their children were able to return or not.

Students in the ExDL program were able to take specialist classes virtually with district teachers in subjects including art, Spanish, music and PE in the elementary grades. They were also provided the same intervention support as their in-person peers. The ExDL teachers collaborated to create consistency amongst grade levels, and offer special events where students in grades K-8 interacted and support each other in their learning, as well as jointly participated in special activities such as virtual field trips or guest speaker events.

One of the greatest challenges of creating an ExDL program was student enrollment, and staffing based on numbers. Not enough students enrolled at any grade level to create a grade specific class, which necessitated creating multi-age cohorts. The teachers were hired to teach a multiage class consisting of K-2, 3-5 and 6-8 grade spans. This required the district to search for online standards aligned programs that could provide instruction to students in the core curricular areas. Finding a program that would provide instruction in ELA, math, science, and social studies across K-8 was very challenging. There were very few programs that offered this, and even fewer that provided the grade span that we needed. Since the standards aligned curriculum was from a different publisher than our district adopted curriculum, it created a challenge when students transferred in and out of ExDL. This shift may have created a disruption in continuity of instruction for some students. The same standards were taught throughout the year, however the order and manner in which standards were taught were somewhat different.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional development in acceleration strategies	\$19,455	\$29,500	No
Tutoring for designated students	\$19,450	\$1,400	Yes

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

Analysis of Pupil Learning Loss

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

In fall and winter of the 2020-2021 school year, we were pleased to see the average scores on the norm-referenced NWEA MAP assessment remained stable when compared to the past three school years when the benchmark assessment was administered. When reviewing local assessments, teachers reported that students were on pace with students in previous school years. Due to the Herculean efforts by staff, students, and parents, students on average are not experiencing downward trends in performance. We believe this success can be attributed to our teachers adapting their curriculum in meaningful ways to focus on the most vital content and converting curriculum to digital formats as needed; consistent professional development for teachers to prepare them to teach virtually; weekly social-emotional checks on students with our REACH & CARE teams; comprehensive technology infrastructure including all necessary hardware, as well as adaptive learning apps so children could learn and complete skills practice independently; and our consistent intervention supports as we transitioned through every phase of reopening our school campuses.

Although our intervention program was successful over the last school year, it was a challenge creating schedules for targeted interventions when students were in classes with staggered start and end times, as well as different recess and lunch periods. Once we returned to campus, we couldn't utilize traditional pullout models for extra support as students were not allowed to mix cohorts until this spring. We needed to slightly decrease the amount of time for interventions due to these challenges when the schedule shifted for

students to attend school fully in person. We implemented additional methods of supporting students through the use of adaptive apps..

Analysis of Mental Health and Social and Emotional Well-Being

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

In the spring of 2020 we developed a wellness survey that was given to staff and students at multiple points in the school year to help us monitor and support mental health and social-emotional well-being. Having this data three times in the school year, in addition to the Youth Truth survey given in March to students, staff, and families, gave us a great insight into how all parties were managing during this challenging year. From the beginning to the end of the year we saw overall improvement in the staff experience. They reported feeling more safe, happier, less stressed, and very competent as they transitioned back to teaching on campus. The students reported being very happy to be back in-person overall but our psychologists reported that they saw more negative emotions than they expected. A major challenge was that we didn't have baseline data from a typical school year to make a comparison. It is difficult to identify the specific cause of changes in emotions without having comparative data. But from the beginning to the end of the year, students identified feeling less stressed and bored, and complained about normal things such as having too much homework and not enjoying tests. We offered supports to our middle school students this year which proved to be very successful: increased advisory time, office hours with teachers, and optional clubs. These additional supports may have led to increased averages on the Youth Truth survey in the areas of school culture, relationships, and a sense of belonging and peer collaboration.

Supporting teachers and staff was a strong emphasis this year. The district sent reminders to staff about the free counseling services through the Employee Assistance Program. We also contracted with Care Solace to assist staff and families in finding appropriate mental health support providers. The PTA also made a concerted effort to support teachers and staff with frequent treats, lunches, notes, and cards to express their appreciation.

One of the greatest challenges we experienced when monitoring and supporting mental health was that our surveys were anonymous so that people felt they could respond honestly. Unfortunately, that meant that if there were any red flags, we didn't know who needed the extra support. This is something we will change moving forward. As news and public health guidance change frequently, only having survey data from three times throughout the school year felt limited as student and teachers' mental health could change significantly from day to day. Lastly, we were disappointed to not be able to offer many of our typical social-emotional activities because they require large group gatherings. We modified as best we could and provided online opportunities but missed having some community events.

Analysis of Pupil and Family Engagement and Outreach

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

One of the great "silver linings" of closing campuses due to COVID-19 was the necessity to hold all meetings virtually. This led to increased engagement and attendance by parents, community members, and staff members. We found it was easier for people to

attend meetings because they could participate from home, without requiring time for travel. We were able to share information, such as new schedules or safety protocols, with parent advisory groups before rolling them out to the whole school community to get feedback and make modifications. With the speed at which protocols and guidance changed, we had to increase our communication with parents to keep them up to date. We formed a Communications Committee representing parents, administrators and Trustees to provided guidance on how to improve and increase communications to help our families feel informed and engaged.

Since March of 2020, we surveyed parents more frequently to gain their feedback which informed program decisions. The many surveys provided al benefit, however it have also led to the challenge of parents experiencing possible survey fatigue. In March of 2021, we sent a Youth Truth survey to all families which achieved only a 12% response rate, which Youth Truth does not consider a representative sample. We still used the data to inform plans, however will send more frequent reminders to parents in the future when the survey is administered again in a more typical school year.

Analysis of School Nutrition

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

The district had no challenges in providing school nutrition during the 2020-21 school year. While in distance learning at the beginning of the school year, qualified families were provided Safeway gift cards and district office personnel stayed in communication to determine if the families had any additional needs. When needed, the district identified and provided additional resources. Upon return to campus, our district was successful in providing food, through Choice lunch, to qualified students.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Distance Learning Program (Supports for Pupils with Unique Needs)	<p>English learners will receive targeted support through the intervention specialists and EL support teachers at all three schools to complement the ELD instruction that occurs in the general classroom to address learning loss. Low-income students who are not meeting grade level expectations will receive support from the intervention specialists and be offered additional tutoring as necessary. Student progress will be monitored by the classroom teacher, EL teacher and intervention specialist as appropriate to ensure students are meeting growth targets.</p> <p>Although we do not presently serve any foster youth, we would provide similar supports and interventions.</p> <p>The increase of 1.20 FTE in intervention specialist and EL support teachers alone demonstrates an excess of a 1.23% increase in services.</p>	\$127,382	\$127,382	Yes

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

Overall Analysis

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

Implementing in-person and distance learning programs over the past year and a half have greatly informed our goals and actions in the 2021-24 LCAP. Specifically, we believe it is critical to assess student learning using norm-referenced assessments, in addition to local and criterion-referenced data. We know that leveraging the MAP assessment and expanding it to grades 6-8 will empower educators to make sound instructional decisions, establish individual annual growth targets, focus on identified student groups, and develop strategic interventions. Additionally, surveying our students on their social and emotional needs provided critical information for designing school-wide and grade-level programming and support for students on an individual level. Additionally, this survey data gave us a rich picture of how different demographic populations of students are experiencing our schools. We plan to continue this practice to better inform our protocols, procedures, and policies.

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

Current data does not indicate a significant learning gaps in student achievement, however, we will continue to assess students using standardized and local assessments. This data will inform Tier 2 interventions and acceleration. Additionally, professional development will focus on in-class differentiation to address the needs of all students. Faculty will be provided time to analyze student group demographic data on surveys and assessments to develop appropriate instructional plans.

Professional development will continue for staff, as well as parent education, focused on strategies and best practices in supporting pupils with unique needs. For students demonstrating learning loss, before or after school tutoring will be provided, along with access to adaptive apps on school-issued devices.

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

Due to the COVID-19 Pandemic, any funds budgeted for Actions and/or Services that were not implemented were utilized to mitigate the immediate needs of the educational programs, including support to English Language, Low-Income, and Foster Youth. Hiring additional teaching and support staff, providing meals opportunities for students in need, purchase of Personal Protection Equipment, and other safety equipment.

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

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

Analysis of student outcomes shows stable student performance in all academic areas, including ELA, math, and science. The overall stability enables additional focus to be placed on student groups, particularly EL, socio-economically disadvantaged, and foster youth. In doing so, we are looking to reduce barriers to learning, with a specific attention on mental health and social-emotional wellness.

Further analysis of previous goals and actions led to the development of goals and actions that are more relevant, focused, and targeted. Goals and actions are representative of the district's strategic plan and will use metrics relevant to stakeholders.

Instructions: Introduction

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

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

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

Annual Update

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

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

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

Goal Analysis

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

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

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

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

Annual Update

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

Actions Related to In-Person Instructional Offerings

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

Actions Related to the Distance Learning Program

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

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

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

Actions Related to Pupil Learning Loss

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

Analysis of Mental Health and Social and Emotional Well-Being

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

Analysis of Pupil and Family Engagement and Outreach

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

Analysis of School Nutrition

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

Analysis of Additional Actions to Implement the Learning Continuity Plan

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

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

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

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

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

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

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

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
Reed Union School District	Nancy Lynch Superintendent	nlynch@reedschools.org 415-381-1112

Plan Summary [2021-22]

General Information

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

The Reed Union School District is an elementary school district located on the Tiburon Peninsula, twenty minutes from San Francisco, serving the communities of Belvedere, Tiburon, and a portion of east Corte Madera. All facilities are kept up to date and are in good repair.

The District operates three school sites: Reed for Kindergarten through 2nd grade, Bel Aire for 3rd through 5th grade, and Del Mar for 6th through 8th grade. Each school has received California Distinguished School awards. Bel Aire was awarded the National Blue Ribbon Award in 2015 and Honor Roll award in 2016. Del Mar was confirmed as a California Gold Ribbon School and Title I Achievement School in 2017. Student test scores are among the highest in Marin County and the state of California.

The current enrollment of the District has decreased to 1131 students. The District is declining in enrollment partially due to the high cost of housing in the community. The number of students who are designated as socio-economically disadvantaged has increased to 4.7% in the current year from 3.8%. The most numerically significant ethnic population in the district is white (76.6%), with other designations including 7% Asian, 7.3% Hispanic, and 8.5% designated as 2 or more races. English learners represent 3.1% of our student population.

Students are provided a standards-aligned broad course of study and have sufficient access to materials including:

- Core subject-area instruction
- Art
- Music
- Physical education
- Spanish foreign language instruction in grades K-8
- Libraries provide cross-curricular support
- Extracurricular sports activities in middle school
- 1:1 iPad programs in grades K-8

- STEAM Labs and Design Labs at all three campuses
- Special education classrooms and resources
- Response to Instruction and Intervention programs
- Supplementary instructional materials

This current LCAP was written under the direction of superintendent Nancy Lynch, however, the new superintendent Kimberly McGrath takes over the position on July 1, 2021.

Reflections: Successes

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

Limited data was reported on the 2020 CA School Dashboard due to the pandemic. Many successes from 2019-2021 were described in the Annual Update and LCP for 2020-2021. Please reference that document to learn more.

Areas of success using local assessment data from the NWEA MAP assessment show that benchmark scores have been stable over four years in grades K-5. In the 2020-2021 school year, K-5 students averaged in the 94th percentile in reading and the 92nd percentile in math which demonstrates overall high achievement in the district. There is no MAP data for grades 6-8, but benchmark assessments through Study Island indicate consistent student performance over two consecutive school years. Middle school student report card grade trends indicate high levels of achievement consistent with prior years. Beginning in the fall of 2021, students in grades 6-8 will be assessed using MAP.

Attendance rates for 2020-2021 were high considering the many program changes that occurred during the progression to full in-person learning from full distance learning at the beginning of the school year. Six percent of students remain in the Extended Distance Learning program per parent choice. Attendance rates at specific sites from the 2020-2021 school year:

- Reed Elementary 96.53%
- Bel Aire 97.1%
- Del Mar 98.27%
- District total 97.3%

Chronic absenteeism was reported at 7.5% on the 2019 Dashboard. This rate has dropped significantly over the past two years. Attendance data from August 2019 - March 2020 reflected a rate of 5.37% chronic absenteeism, and August 2020 - March 2021 reflected a rate of 5.59%.

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 Dashboard data last reported in 2019, indicated areas of needed improvement in chronic absenteeism (7.5%) and English language arts for students with special needs (6.3 points below standard, with an increase of 19.5 points) and English Learners (1.5 points below standard, with a decrease of 14.3 points). Tier III intervention programs and English Learner specific programs were provided throughout each phase of reopening school campuses to support student achievement.

As indicated in our 2019-20 LCP Annual review, analysis of student outcomes revealed stable student performance when compared to previous school years in all academic areas, including ELA, math, and science. A closer examination of our data revealed lower percentile ranking scores for Hispanic or Latino students and Black or African American students, compared to their Asian and white peers. To address this, the goals and actions written into this LCAP seek to reduce barriers to learning for these student groups. Additional specific focus on mental health and social-emotional wellness to support all students has been made a priority.

Further analysis of our 2017-2020 LCAP directly informed the goals and actions of this 2021-2024 LCAP in an effort to be more relevant, focused, and targeted. Goals are related to the district's strategic plan and will be measured using metrics relevant to stakeholders.

LCAP Highlights

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

The key features of the LCAP include compliance with state mandated priorities, goals and actions that represent priorities in the RUSD Strategic Plan, and input from stakeholders. Analysis of the 2017-2020 LCAP directly informed the goals, actions and metrics of the 2021-2024 LCAP in an effort to be more relevant, focused, and targeted.

Goal 1, actions and metrics address the priority that all students demonstrate proficiency in adopted academic content and performance standards. All students, including those with exceptional needs, will be provided the necessary instruction and support to achieve individual growth targets determined by individual baseline data as indicated on MAP, local assessments, and other indicators. Consistent use of data across all grade levels will be used to inform curriculum and instructional decisions to accelerate learning gaps, with particular focus on individual student groups. By ensuring that students have the support necessary to achieve expected annual growth targets means that multiple forms of data will be used to identify barriers to learning that can then be addressed and removed.

Goal 2, actions and metrics address the priority of maintaining positive school environments, character development, equity and inclusion and programs that support and further this work. Student engagement and empowerment are key to the success in this area. RUSD is committed to embedding practices that further equity and inclusion to ensure any barriers that exist which may interfere with a child's ability to fully engage, participate and excel in school will be removed. A strong focus on social-emotional programs and mental health will be embedded into daily practices.

Stakeholder input was used to inform goals, actions and metrics in the following ways:

Strategic Planning Collaborative member input included:

- Strategies for improving chronic absenteeism including educating parents of the negative impacts of absences on their student and the class
- Suggestions for increasing opportunities for student leadership and empowerment on campus, and ways to monitor enrollment in various clubs and leadership electives
- Suggestions for prioritization of professional development for staff that carries the most leverage
- Encouraged a focus on mental health and social-emotional programming to support students in response to the potential effects or trauma related to the global pandemic

Teacher and staff member input included:

- The need for additional staff professional development on topics including equity and inclusion and teacher leadership
- The need for time and professional development support in using MAP data to inform instruction and acceleration
- The alignment of LCAP goals to the RUSD Strategic Plan
- The need to increase parent engagement in the area of equity and inclusion
- The need to continue incorporating the Social Justice Standards into all curricular areas

Student and parent input through surveys informed:

- The need to focus on students' social and emotional well-being
- Strengthening parent partnership and engagement in social-emotional programming

Comprehensive Support and Improvement

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

Schools Identified

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

No schools are identified for comprehensive support and improvement

Support for Identified Schools

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

No schools are identified for comprehensive support and improvement

Monitoring and Evaluating Effectiveness

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

No schools are identified for comprehensive support and improvement

Stakeholder Engagement

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

RUSD met with stakeholder groups in the winter of the 2019-2020 school year to prepare LCAP goals, actions, and metrics. Shelter in Place orders were issued by the Governor and the Public Health Department which stopped our process in March. RUSD also met with stakeholder groups in the winter and spring of the 2020-2021 school year. Stakeholder groups reviewed the data gathered before COVID and compared it with currently identified needs and priorities aligned with the district Strategic Plan, which subsequently informed the goals, actions, services, and metrics for the 2021-2024 LCAP. In addition, students, staff, and parents were surveyed multiple times throughout the 2020-2021 school year.

Strategic Plan goals that align with the 2021-2024 LCAP goals resulted from many meetings including stakeholders representing:

- Teachers
- Classified staff
- Parents
- Trustees
- Students
- Administrators
- Reed District Teachers Association and California School Employees Association
- PTA
- Foundation for Reed Schools
- Community members

Survey data collected from students, staff, and parents provided feedback on academic and social-emotional learning needs for students through administering the following surveys:

- District created Wellness survey (students and staff)
- National Youth Truth survey (students, parents, staff)
- District created distance learning surveys (students, parents, staff) administered: spring 2019, fall 2020

The administrative team reviewed data from surveys, MAP and Study Island benchmark assessments, embedded curriculum assessments, and feedback from students, staff, and parents to draft the new goals, actions, services, and metrics that were presented to our Strategic Planning Collaborative (school site council) members for review, input and suggestions on May 12, 2021. The revised document resulting from this meeting was shared with Strategic Planning Collaborative members*, grade level chairs, and staff at each school for additional feedback and refinement. Stakeholders included:

- Teachers

Classified staff

Parents

Trustees

Administrators

Reed District Teachers Association and California School Employees Association representatives

*school site staff members of the Strategic Planning Collaborative met separately from parent representatives in the 2020-21 school year due to the difficulty of finding substitute teachers during the pandemic.

A summary of the feedback provided by specific stakeholder groups.

Strategic Planning Collaborative members offered suggestions including:

- Strategies for improving chronic absenteeism including educating parents of the negative impacts of absences on their student and the class
- Suggestions for increasing opportunities for student leadership and empowerment on campus, and ways to monitor enrollment in various clubs and leadership electives
- Suggestions for prioritization of professional development for staff that carries the most leverage
- Encouraged a focus on mental health and social-emotional programming to support students in response to the potential effects or trauma related to the global pandemic

Teacher and staff input included:

- The need for additional staff professional development on topics including equity and inclusion and teacher leadership
- The need for time and professional development support in using MAP data to inform instruction and acceleration
- The alignment of LCAP goals to the RUSD Strategic Plan
- The need to increase parent engagement in the area of equity and inclusion
- The need to continue incorporating the Social Justice Standards into all curricular areas

Student and parent input through surveys informed:

- The need to focus on students' social and emotional well-being
- Strengthening parent partnership and engagement in social-emotional programming

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

These are the areas where stakeholder input had an influence on our plan:

- Staff Professional Development - equity & inclusion, teacher leadership, MAP data analysis, and differentiation
- Alignment of RUSD Strategic Plan and LCAP goals

- Parent education opportunities in equity and inclusion
- Continued implementation of the Social Justice standards
- Increase of student engagement and empowerment

Goals and Actions

Goal

Goal #	Description
1	Each student will demonstrate proficiency and individual annual growth in core academic content areas.

An explanation of why the LEA has developed this goal.

This goal was an expansion and refinement of the prior LCAP goal #1. It is a priority of RUSD that all students demonstrate academic proficiency in adopted academic content and performance standards. Another priority is for all students, including those with exceptional needs, to achieve individual growth targets determined by individual baseline data as indicated on MAP, local assessments, and other indicators.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Grades 3-8 CAASPP test results in English language arts (ELA) and math as reported on the California Dashboard.	2019 Dashboard indicated students scored 74.9 points above standard in ELA and 61.9 points above standard in mathematics.				Annual increases over the prior 3 years of achievement in ELA and math as indicated by the California Dashboard for overall and specific student groups.
Individual annual growth targets as measured by MAP data.	Fall 2020 to spring 2021 averaged MAP data indicated that 54% of students in K-5 met growth projections in reading, and 63% in math. Baseline data for grades 6-8 will be collected in 2021-2022.				Averaged MAP data will indicate that 70% of students will meet their annual growth targets.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Trimester 2 standards-based report card	<p>2020-2021 reading, writing, and math standards were identified and will be recorded at the end of the second trimester.</p> <p>The average percentage of students achieving a 2 or above on a 3 point scale:</p> <ul style="list-style-type: none"> • K-2: 89.97% • 3-5: 98.13% <p>The average percentage of students achieving approaching, proficient, or advanced:</p> <ul style="list-style-type: none"> • 6-8: 94.99% 				Maintain performance levels from baseline data from year to year.
Student schedules and class rosters of broad course of study	100% of students are offered access to a broad course of study including music, art, and PE lessons or courses.				Maintain that all students will have annual access to a broad course of study in music, art, and PE lessons or courses.
Teacher Assignment Monitoring	The 2019-20 pilot year for mis-assignments identified 8 teachers. This number is higher than previous years due to the changes				No teacher mis-assignments.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	from the Commission on Teacher Credentialing. The baseline of 2020-21 mis-assignments will be available in June 2021.				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Embedded Professional Development	Grade K-8 teachers receive embedded professional development and collaboration time in multiple core content areas. Examples of professional development may include MAP assessment data analysis, writer's workshop, differentiated instruction, and curriculum embedded training by consultants, teachers on special assignment, and teacher leaders. Activities and anticipated costs include, but are not limited to, the use of professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.	\$60,000.00	No
2	Data Analysis	Grade level teams and departments analyze local and standardized assessment data to guide instruction to meet student needs for all students, with special attention on disaggregated student groups for remediation and additional challenge. Activities and anticipated costs include, but are not limited to, the use of professional consultants, release time, substitute costs, embedded professional development, software programs, and assessments.	\$72,000.00	Yes
3	Research & Development	Research and purchase relevant supplementary materials and professional development in new programs and best instructional practices. Activities and anticipated costs include, but are not limited	\$50,000.00	No

Action #	Title	Description	Total Funds	Contributing
		to, the use of consultants, conferences, and release time for instructional staff, instructional assistants, and administration.		
4	Intervention & Acceleration	Provide support and intervention in all academic areas for English Learners, socioeconomic disadvantaged, and foster students through the direction of the classroom teachers, instructional aides, online personalized programs, Intervention Specialists, strategies electives, and response to instruction and intervention programs.	\$49,500.00	Yes
5	Designated Support for English Learners	Provide designated and integrated English Learner support and intervention through the direction of the classroom teachers, designated EL teachers, instructional aides, professional development for integrated language acquisition strategies, and online personalized programs.	\$49,000.00	Yes
6	Broad Course of Study	Provide students with standards-aligned lessons, courses, and materials in music, PE, and art. All students and teachers will have access to library media centers to support cross curricular learning and instruction.	\$492,000.00	No
7	Highly Qualified Teachers	Review teacher mis-assignments and provide support and direction for identified teachers to meet credentialing requirements.	\$52,000.00	No
8	Targeted Support for Students with Disabilities	In all academic areas, provide additional support and intervention for students with disabilities through the direction of the classroom teachers, instructional aides, online personalized programs, educational specialists, and Tier 3 response to instruction and intervention programs.	\$49,500.00	No

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	Support each student's social-emotional well-being across learning environments with a focus on equity, inclusion, and respect for differences.

An explanation of why the LEA has developed this goal.

This goal is consistent with the second goal of the RUSD Strategic Plan, and builds on the prior LCAP. RUSD prioritizes a focus on positive school environments, character development, equity and inclusion, and programs that support and further this work.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Alma (student information system) attendance reports	2021 Period 2 data baseline attendance rate is 97.3% district-wide. <ul style="list-style-type: none"> • Reed 96.53% • Bel Aire 97.1% • Del Mar 98.27% 				Attendance rates will be maintained at 97% or higher as measured by Period 2 attendance data.
Parent education sign-in rosters and feedback forms	2019-2020 attendance rosters indicated an average parent participation rate of 30 parents per event. Parent events were limited during the 2020-2021 school				100 parents will attend social-emotional education as measured by sign-in rosters and feedback forms.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	year due to the pandemic.				
Suspension data	2019-2020 Data Quest data indicated a 0.9% suspension rate, and 0% expulsion rate.				Maintain 1% or less suspension rate and 0% expulsion rate over the 3 years.
Department & staff meeting agendas	25% of 2020-2021 staff meetings agendas focused on training in equity and inclusion and discussing students of concern.				Maintain a focus of equity and inclusion within 25% of staff meeting agendas.
Youth Truth Survey	<p>Spring 2021 3rd-5th Youth Truth percentile ranking data:</p> <ul style="list-style-type: none"> • Belonging/Peer Collaboration - 93rd %ile • Relationships - 70th %ile • Culture - 85th %ile <p>Spring 2021 6th-8th Youth Truth percentile ranking data:</p> <ul style="list-style-type: none"> • Belonging/Peer Collaboration - 91st %ile 				All student group results are consistent with overall results for all students.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> Relationships - 61st %ile Culture - 82nd %ile <p>Student group data will be analyzed internally each year to identify and address gaps between the groups. Student group data cannot be reported publicly due to small group numbers.</p>				
Student Committees, Clubs, and Leadership Courses Enrollment	Student participation in committees, clubs, and leadership courses will be measured starting in the 2021-2022 school year to establish a baseline.				50% of students will participate in clubs, committees or other engagement or leadership opportunities.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Chronic Absenteeism Tracking and Analysis	Analyze chronic absenteeism data to ensure we are removing barriers to attendance for identified student groups. Provide clear messaging and education to parents on the importance of regular attendance and the impact on their student and the class.	\$37,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2	Parent Education	Provide parent education regarding social-emotional supports, as well as strategies to support students with exceptional needs.	\$10,000.00	No
3	Community Collaboration	Collaborate with community members through forums such as PTA, Foundation, Strategic Planning Collaborative, and other advisory committees to improve wellness and inclusion all for students. Professional development and targeted programs will be implemented to support this work.	\$10,000.00	No
4	Social-Emotional Programming	Provide developmentally appropriate social-emotional programming and monitor alignment amongst school site programs.	\$107,000.00	No
5	Social Justice Standards	Continue to align and embed social justice standards throughout curriculum with the support of the Equity & Inclusion teacher leaders and Teachers on Special Assignment. Resources and materials will be purchased to supplement core curriculum.	\$18,000.00	No
6	Student Leadership	Enhance and develop student engagement, empowerment and leadership opportunities. Provide clubs, elective periods, and experiences for students to express leadership at their school and in the community.	\$30,000.00	No
7	Equity Advisory Committee	Establish and sustain a community equity advisory committee that will be supported through meetings and professional development.	\$25,000.00	No
8	Student Input	Student surveys, such as Wellness and Youth Truth, will be administered to students to determine needs and associated services and programs.	\$30,000.00	No

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
1.37%	\$147,982

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

Required Descriptions

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

Goal 1 and associated actions promote increased learning and academic achievement for all students. Specific actions that will support the needs of English learners, low-income and foster youth students include teacher professional development and collaboration time in core content areas, and targeted support for students with disabilities. Action 2 is principally directed to the needs of foster youth, English learners, and low-income students by providing staff with professional development in analyzing assessment data to guide instruction to meet the special needs of these student groups. Data analysis will provide a clear understanding of student group achievement and to determine barriers to learning.

Goal 2 and associated actions focus on student well-being and attendance. Current data indicates that these student groups have higher rates for chronic absenteeism. Action 1 is principally directed to the needs of foster youth, English learners, and low-income students. Research and professional experience indicate that analysis of attendance data, collection of student and family input, parent education, removal of learning barriers, and targeted social-emotional programming will help to increase attendance for these students.

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

All actions/services are directed to ensure positive outcomes for student achievement and school connectedness for low-income, English learners, foster youth and all students on campus. RUSD specifically seeks to ensure high levels of student achievement through a school environment where all stakeholders work together to ensure student success. Although targeted funds are principally directed towards

RUSD's English learners and low-income students, all students are served well with the use of Local Control Funding Formula funds to increase academic achievement.

RUSD staffs 0.8 FTE certificated teachers dedicated to English learner support, as well as an intervention specialist at each of our three school sites that serve these specific student populations.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$649,000.00		\$492,000.00		\$1,141,000.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$936,500.00	\$204,500.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All Students with Disabilities	Embedded Professional Development	\$60,000.00				\$60,000.00
1	2	English Learners Foster Youth Low Income	Data Analysis	\$72,000.00				\$72,000.00
1	3	All Students with Disabilities	Research & Development	\$50,000.00				\$50,000.00
1	4	English Learners Foster Youth Low Income	Intervention & Acceleration	\$49,500.00				\$49,500.00
1	5	English Learners	Designated Support for English Learners	\$49,000.00				\$49,000.00
1	6	All	Broad Course of Study			\$492,000.00		\$492,000.00
1	7	All	Highly Qualified Teachers	\$52,000.00				\$52,000.00
1	8	Students with Disabilities	Targeted Support for Students with Disabilities	\$49,500.00				\$49,500.00
2	1	English Learners Foster Youth Low Income	Chronic Absenteeism Tracking and Analysis	\$37,000.00				\$37,000.00
2	2	All Students with Disabilities	Parent Education	\$10,000.00				\$10,000.00
2	3	All	Community Collaboration	\$10,000.00				\$10,000.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	All Students with Disabilities	Social-Emotional Programming	\$107,000.00				\$107,000.00
2	5	All Students with Disabilities	Social Justice Standards	\$18,000.00				\$18,000.00
2	6	All Students with Disabilities	Student Leadership	\$30,000.00				\$30,000.00
2	7	All Students with Disabilities Not limited to students of color, low income, English learners, ethnicity, LGBTQ+Q	Equity Advisory Committee	\$25,000.00				\$25,000.00
2	8	All Students with Disabilities	Student Input	\$30,000.00				\$30,000.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$207,500.00	\$207,500.00
LEA-wide Total:	\$158,500.00	\$158,500.00
Limited Total:	\$49,000.00	\$49,000.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	2	Data Analysis	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$72,000.00	\$72,000.00
1	4	Intervention & Acceleration	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$49,500.00	\$49,500.00
1	5	Designated Support for English Learners	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$49,000.00	\$49,000.00
2	1	Chronic Absenteeism Tracking and Analysis	LEA-wide	English Learners Foster Youth Low Income		\$37,000.00	\$37,000.00

Annual Update Table Year 1 [2021-22]

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

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

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

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

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

Introduction and Instructions

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

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

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

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

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

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

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

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

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

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

Stakeholder Engagement

Purpose

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

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

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

Requirements and Instructions

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

Local Control and Accountability Plan:

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

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

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

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

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

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

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

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

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

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

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Focus Goal(s)

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

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

Broad Goal

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

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

Maintenance of Progress Goal

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

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

Measuring and Reporting Results:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

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

Goal Analysis:

Enter the LCAP Year

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

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

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

Purpose

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

Requirements and Instructions

This section must be completed for each LCAP year.

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

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

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

Required Descriptions:

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

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

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

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

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

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

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

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

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

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

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

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

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

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

Actions Provided on a Schoolwide Basis:

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

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

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

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

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

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

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

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

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.